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Guest Editors:

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Summary

College Students' Active Involvement in Collaborative and Social Learning through Canvas Discussion Boards

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Abstract—this paper reports a study which supports e-learning by the incorporation of online collaborative and social learning into Canvas discussion boards which encourage small project groups of college-level students to interact, discuss, share ideas and reflect on their own research. This study aimed at establishing an online collaborative and social environment for providing EFL Libyan learners taking the graduation projects as groups in their last semester at a college of education with online learning experience through collaborative and social interactivity. Rich data were collected qualitatively and then were analysed to explore the matters being reflected upon by using a content analysis technique. The results revealed that collaborative and social space as a virtual learning community through Canvas discussion forums created richer collaborative and social dialogues and established stronger relationships among students themselves as well as with their supervisor.

Keywords——*E-learning, Collaborative learning, Social Learning, Canvas Discussion boards, Interactivity.*

I. INTRODUCTION

Higher education institutions in Libya replace teaching with lecturing, thus Libyan college students are passive and demotivated during their lectures. Their focus is commonly directed towards passing exams rather than involving them in the learning process. Students commonly feel responsible for collecting marks without worrying too much about being centred and achieving learning outcomes. Teacher-centred classes are considered as an obstacle that students encounter while they are learning English for both general and academic purposes. The reason behind teacher-centredness might be the result of the nature of our culture in which the teacher is always dominant and controlling, instead of being a facilitator, motivator, monitor and guide.

Therefore, the researcher seeks to establish a practical foundation for EFL Libyan learners to think holistically and practically about their learning skills, knowledge and performance as they relate to college-level courses. Furthermore, the current study puts expectations with regard to the master of their levels of interaction, involvement and motivation as much as online social and collaborative active learning is incorporated into the content, course objectives and teaching repertoire of college-based modules through online discussion forums which support written communication.

A. Problem Statement
The current study addresses the challenges of how to promote an e-learning environment supported by online discussions which aim at achieving a high-level of collaboration for constructing and exchanging information, increasing learners' participation as individuals, and maximizing their social interactivity with their peers, course instructors and/or project supervisors.

B. Main Research objective
More specifically, this individual action research is guided by the following main objective:

- To identify whether Canvas discussion boards provide EFL Libyan learners taking a college-level graduation project with online effective learning experience through collaborative and social interactivity with their peers and with their supervisor.

C. Importance of the Research
The value of this research paper is derived from:
- The e-learning atmosphere will enhance the social and collaborative characteristics of the learning experience.

- Departments at Libyan faculties are capable of using any free online discussion boards for different courses and supervised projects, which necessitate the regular collaboration between course instructors/supervisors and students in order to accelerate the progress of the learning process.
- EFL students' involvement in online discussion boards saves much time and encouragesthemcontinuously to contact with their instructors not only during the assigned lecture hours, but also anytime it is needed.

II. LITERATURE REVIEW

A. Group E-learning

Group e-learning or collaborative e-learning indicates to knowledge-construction from experience, meaning-negotiation and/or problem-solving achieved through mutual involvement of a group of learners in an organized step utilizing technological tools and online interaction (Salmons, 2008).

According to Siemens (2002, p. 8), peer to peer interactions in an e-learning environment can be considered from the perspective of <u>four stage continuum</u> as follows:

1. Communication: People 'talking,' and discussing.
2. Collaboration: People sharing ideas and working together (occasionally sharing resources) in a loose environment.
3. Cooperation: People doing things together, but each with his or her own purpose.
4. Community: People striving for a common purpose.

B. Social Learning

From the perspective of the social learning theory, knowledge is socially constructed and experience is shared while learners are interacting with each other through activities, discussions and feedback (Henning 2004). Students' interactions within the social context promote understanding and knowledge is distributed among them. Creating a socializing spot for initiating and sustaining a social learning interaction can be carried over to the online educational atmosphere for the course requirements. As indicated by King (2002), greater social interaction is perceived by students, especially when detailed discussions are set up and shared within web-based learning environments (WBLEs). Students' social interaction through technology-mediated environment plays a crucial role in learning success (Hara, Bonk, and Angeli 2000; King 2002).

Most importantly, social learning as a group assists learners with gaining experience in collaboration and enhancing their critical thinking, self-reflection, and knowledge-building (Brindley et al., 2009).

C. Collaborative Learning

Group collaboration maximizes meaningful learning interactions among students. It also results in facilitation of group structure, formation and dynamics. Through group work, community knowledge is obtained, besides effective peer communication (Northrup 2001). Collaborative learning can be effectively blended in virtual and in-class environments. Hiltz et al. (2000), for instance, conducted a field experiment on collaborative learning which revealed that students' group involvement in collaborative virtual learning was either as good as or better than that of learners in the traditional learning environment.

This study focuses on the impact of online learning environments on small groups of EFL learners' social and collaborative learning interactions through the use of Canvas synchronous/asynchronous discussion boards.

Palloff and Pratt (2005, p. 12) referred to particular pedagogical advantages of collaborative learning which include:

1. Development of critical thinking skills,
2. Co-creation of knowledge and meaning,
3. Reflection, and
4. Transformative learning.

D. Research question

The main area of this research is summarized in the following question:

- Do Canvas discussion boards provide EFL Libyan learners taking a college-level graduation project with online effective learning experience through collaborative and social interactivity with their peers and with their supervisor?

III. METHODOLOGY

A. Study Sample

Data of this experimental research were collected from 10 fourth- year project students at a college of education in West Libya over one semester. The target students were females between the ages of 21 and 24. They took the group projects in their last semester before graduating. Their project supervisor engaged them in Canvas discussion boards for accelerating the completion of their project while working collaboratively either synchronously or asynchronously.

B. Research Methods and Design

- ***Qualitative nature of the study***

The present study was qualitative in nature, which means it "involved data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods (Dörnyei, 2007, p. 24).

The choice of qualitative individual action research was suitable for obtaining data which provided information corresponding to the descriptive sorts of its research question. Rich qualitative data were analysed to explore the matters the students taught and reflected upon by using a content analysis approach. Such analysis necessitated the generation of categories, sub-categories and coding scheme deductively in order to connect the research results with the aforementioned theories for drawing inferences (Hsieh & Shannon, 2005).

- *Canvas as a data collection instrument*

The qualitative data were obtained from Canvas as an online learning management system which facilitates virtual teaching and learning. Its tools (e.g. announcements, assignments, discussions, files, etc.) are designed to be accessed from various web browsers, mobile phones, and tablets. Canvas network, for instance, allows educators to start new courses where resources can be stored in an online space so that they can be imported and shared.

- *Piloting Canvas*

In preparation for Canvas usage, the process of piloting was primarily required for the participants because the website was totally new to them. The piloting phase was a good opportunity to ensure the quality and sufficiency of the Canvas tools in order to apply changes, build rapport, avoid a great deal of difficulties and potential extra work later on.

As Gass and Mackey (2005, p. 57) explained, pilot testing "can help avoid costly and time-consuming problems during the data collection procedure… [as well as] the loss of valuable, potentially useful, and often irreplaceable data".

The pilot study was carried out with participants who resembled the target population: students were supervised by the researcher in the same environment of the research site. The researcher invited her targeted students to a workshop for introducing them to the different uses and functions of the website tools a step by step, especially its online discussion boards (see Appendix 1 for more details about the workshop and announcement).

- *Canvas purposes for the current research*

Canvas was used in the current research for different purposes including:

a) Starting new courses and adding modules to Canvas Home Pages.
b) Adding EFL Libyan students and assigning them into group sets.

c) Adding online folders for uploading files as course repository so that students can download files for their courses prior to the meeting day without any financial costs.
d) Adding online pinned discussion groups opened for comments and replies (as presented in Appendix 2).

Canvas discussion boards were mainly the researcher's area of interest for promoting virtual social and collaborative interactions through group work and written communication. "Threaded" discussions as long-lived spaces were utilized to sustain longer with multiple posts referring to one specific topic.

C. *Data Analysis Procedures*

Canvas data were analysed on the basis of structuring categories and subcategories so that they "make the research process more reliable and produces results that are comparable across classrooms and over time" (Dörnyei, 2007, p. 185).

More specifically, it was organized as Case A in which the categories were labelled on the basis of interaction moods (i.e. *student-supervisor, supervisor-student* and *peer to peer interactions),* deriving *purposes* and *outcomes* from them as sub-categories.

IV. RESULTS/DISCUSSION

This chapter addresses the quality of learning experience provided to college-level Libyan learners through collaborative and social interactivity with their supervisor (the researcher) and their peers on Canvas discussion boards.

Interestingly, the results from the current research indicated that the target discussion groups with their first experience of being engaged in Canvas discussion boards had managed to use it to a satisfactory level.

During the faculty based and distance learning time, the researcher's small graduation project groups of 10 students for their bachelor's degree developed individual, social and collaborative learning aspects online. This provided evidence of progression, coherence and reflection as they progressed towards the writing of their project chapters.

For instance, one of the most productive learning behaviours, as listed in *Table 1*, was elicited from a project student's contribution to their Canvas discussion board. It was about asking the supervisor for online checking of their project introduction: (*I want to tell you i wrote the introduction but need from you to check it if u not mind ...*).

The student's request for checking their writing continued as a way of negotiating meaning in order to overcome a problem of confusion: (*When i check on almost previous projects and*

i found most of them they wrote problems of study after literature review and i face problem when i try to write it .. indeed im confused ☐☐ *So this is my problem of study, check it plz*).

Table 1:*Learning experience gained from social and collaborative* **student-supervisor interactions.**

Student-Supervisor Interactions	**(Purpose)** ↓ Ask for checking their writing (e.g. of a project introduction). ↓ Negotiate meaning ↓ Problems of confusion.
	(Outcomes) ↓ Reduce confusion, anxiety, & nervousness. ↓ Solve a writing problem.

The results in *Table 1* were supported by Salmons (2008) who claimed that collaborative e-learning did not only promote the construction of group's knowledge (e.g. knowledge of starting writing their project introduction following a coordinated structure), but also encouraged them to negotiate meaning with their supervisor as means of solving the problem of writing to overcome their confusion.

As soon as the course instructor initiated the online discussion by providing the group with online direct/indirect feedback: (*Introduction mainly includes a brief explanation of why your research topic is worthy of study…*), the collaborative teacher-student interaction succeeded to achieve the clarification of research objectives. As a consequence, the student restated her ideas of research objectives: (*Here's Aims and Objective…To explore the use and benefits of visual and audio aids, on Libyan college learners learning process*) (As stated in *Table 2*).

The project supervisor's online feedback promoted students'social learning with the provision of effective chances to construct knowledge, share experience and develop skills of group work(Henning 2004).

Table 2:*Learning experience gained from social and collaborative* **supervisor-student interactions.**

Supervisor-Student Interactions	**(Purpose)** ↓ Promote online direct/indirect feedback on learning. ↓ Clarify research objectives. ↓ Facilitate group learning and respond to students' problems.
	(outcomes) ↓ Facilitate learners' continuous participation in a small project group. ↓ Restate ideas of research objectives.

	↓ Foster a non-threatening collaborative learning environment. ↓ Build up students' self-esteem, critical-thinking and problem-solving skills to become more active, productive and involved in online learning.

The findings of this study further revealed that the small collaborative learning group in the virtual environment had a positive impact on facilitating learners' continuous interactivity with their supervisor. In line with Brindley et al., cooperative learning makes a major contribution to the development of "sense of community, increased skill acquisition, and better learning outcomes) (2009, p. 1).

Furthermore, exposing the small project group of the present study to online communication created a non-threatening collaborative learning environment. This interesting outcome led to some psychological and academic benefits on the groups of learners from the perspective of reducing anxiety, building up their self-esteem, critical-thinking and problem-solving skillsto be more active, productive and involved (Laal &Ghodsi, 2012).

In order to achieve a positive outcome of the quality of the learning experience, engagement should not only be connected with teacher-student interaction or vice versa, but should also be extended torefer to "…peer-to-peer collaboration and active learning..." (Chen, Gonyea, &Kuh, 2008, para. 2). Thus, peer-to-peer engagement on Canvas was achievable here as they interacted with each other for the purposes and outcomes presented in *Table 3*). The purposes and outcomes outlined in *Table 3* were extracted from the following online interactivity among the group members:

Girls, I want to emphasize that I put the full introduction on our online discussion. You will find it above in the comments with the objectives and research questions. Surely, the first objective has two questions which I surely took them. The second, third and fourth objectives have one research question each. Once you choose any of the listed questions, you should let us know directly so that no one of us exhausts herself with searching for information and it turns out to be the same point. Another advice, any question you take, answer it to facilitate your work on the project. Hopefully, it is clear now ❤.

Table 3:*Learning experience gained from social and collaborative* **peer to peer interactions**

Peer to Peer Interactions	**(Purpose)**
	🔸 Confirm and clarify information.
	🔸 Monitor group work online. [6]
	🔸 Remind groups of ground rules for group interaction.
	🔸 Equalize participation among group members [7]
	🔸 Give instructions/advice for facilitating project completion.
	(Outcomes)
	🔸 Improve skills of group work [8]
	🔸 Gain social learning experience
	🔸 Develop critical thinking, self-reflection and knowledge-building. [9]

Student-student interactions on Canvas discussion forums reflected the importance of Siemens's (2002) four phase continuum of students' engagement as an effective framework for scaffolding progressively with their communication, collaboration, cooperation and the feeling of belonging to professional learning communities.

V. CONCLUSIONS

Providing students with collaborative and social spaces as a virtual learning community through Canvas discussion boards gave them the chance to collaborate and communicate socially not only with their supervisor, but also with their peers. Canvas discussions also facilitated theiraccess to a rich learning environment that provided them with opportunities for interaction and connectedness. Moreover, the findings of this research revealed the extent to which the quality of learning experience became more effective with the variation in interactivity moods. As a further recommendation, learners and educators should be exposed to the adoption of online learning and integrate it into the culture of higher-education sectors with feasibility to promote the qualities of language teaching, learning, interactivity, feedback and assessment.

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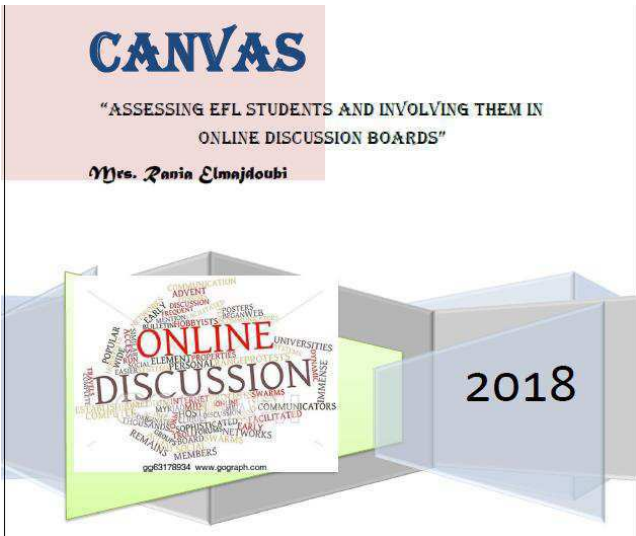*Appendixes*

Appendix 1:*The workshop details.*

Appendix 2:Samples ofCanvas Discussion Boards
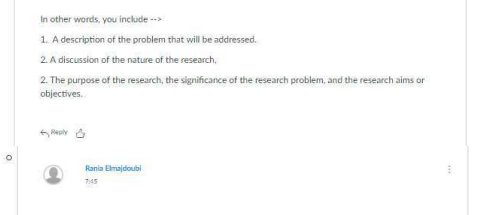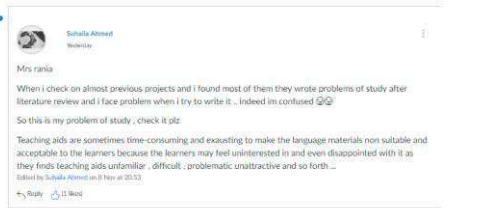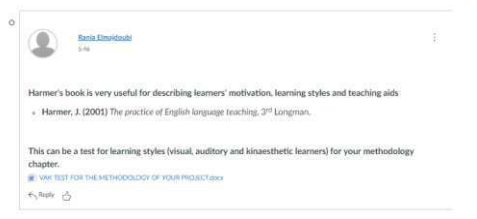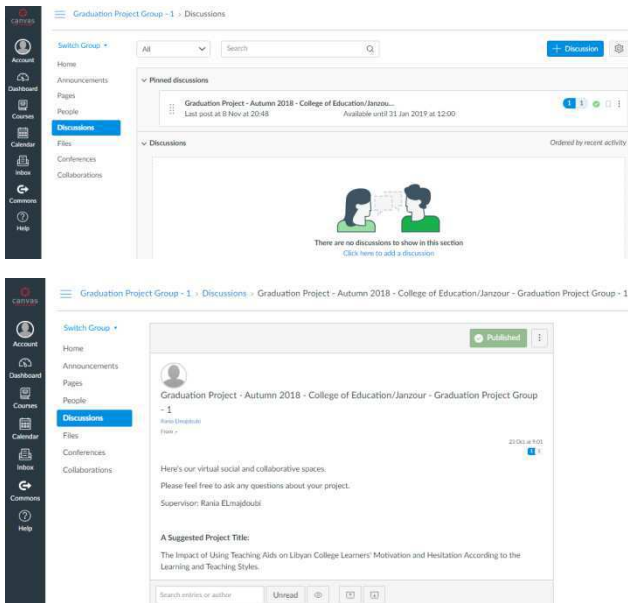
The Role of Fixed &Timed Teaching Pulses in Enhancing Learners' Creative Productivity by Computer Assisted Language Learning

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Abstract I have created a new teaching technique depending on what I have called "time-fixed teaching pulses". This means using no more than 1 to 2 minutes to explain or present any new piece of knowledge or information. It is a ground theory research and data was collected and analyzed through three stages. This proposal covers the second stage of this methodology which is 1-2 minutes for each teaching pulse covering the time frame of language courses which I set here for 60 hours for CALL classes.

The classes vary from general English courses up to academic subject specialists ones. In this new methodology, I have taught them using fixed time teaching pulses during the whole process. This continuous teaching and timing consistency has resulted, in most of classes, in what I have noticed a whole and an enormous fast change in the students' productivity and receptivity of their targeted language goals and the most significant noticeable change was creative thinking in addition to problem solving. All the sessions were governed by specific and consistent timed teaching "pulses".

This new approach has proved its significance in speeding up the ability of acquiring and learning the language skills and exams requirements. Although some of these changes happened as a result of many known pedagogical and methodological techniques, it is still unknown what neurological factors that had led to such vast changes in a very short and fixed time. There is also this magnificent change that always happens to my students' productivity and creativity after exactly after 36 hours after starting their sixty hour courses.

Keywords— Ground theory approach, teaching pulses, fixed time teaching pulses, computer assisted language learning (CALL), neurology, neurolinguistcs, Self-Access Learning(SALL).

I. Introduction

Teaching theories and approaches have been under intense practice and investigation in the last 100 years. Scientists, scholars and teachers shared this magnificent quest for learning teaching methodologies and developing them since the 19th century till now. During these times methodologies started to emerge and develop rapidly and changed the way people learn and live as well. This has affected almost all the glob; according to Richards (1994) almost sixty percent of the world is multilingual. Of course this trend has increased rapidly due to the huge technological changes in social media and socio political variations as well. Computer Assisted Language Learning (CALL) is developing rapidly due to the fast changes and enhances in the computer technologies and social media. These projects were born out of the audio-lingual, behaviorist, and structuralists methods of language learning, which are associated with the behaviorist theories of B.F. Skinner

(1957). The introduction of the microcomputer not only influenced the general field of educational technology, but prompted a "flourishing" in CALL research. Through this flood of research, CALL developed into a unique discipline within the academic world (Levy 1997). Teaching methods vary in their procedures and success but all have participated not only in education and learning but also to open the horizon of research and teaching development. So from grammar translation to self-access and computer assisted learning the route is long and very challenging. There are many procedures to be fulfilled during the learning processes, some have succeeded and some have not but they all shared the same good will of exploring language acquisition and learning pedagogies. This leads to very important questions which are:

1- What are the outcomes of this new methodology if it is applied more thoroughly in e-learning like Computer assisted Language Learning(CALL) ,Self Access Learning(SALL) or social media learning?

2 -Is possible to shorten the time needed for students to finish their entire studies?

3-What are the neurological changes that have led to these enormous changes?

4- What is the hormone that led to such changes in the students' brains within this fixed period of time?

II. Hypothesis

Short timed-fixed pulsatory teaching presents some serious questions concerning the innate mechanisms that are used and governed by human brains to acquire or learn languages and skills in such fast and fixed period of time. Also, it encourages exploring the future possibilities of developing such an approach and its possible impacts on other intelligence and cognitive learning and their applications in all other scientific learning methodologies and technologies. Finally, if the neural-elements responsible for these magnificent changes in the students' performance are uncovered, this would enormously change our insight and knowledge concerning learning concepts and methodologies of all sciences in the world no matter which language is used in teaching.

III. Literature Review

Computer Assisted Language Learning (CALL) has three main phases where teaching methodologies and learning approaches developed and merged in the since 1960s till now.

A. Structural (Behavioristic) CALL

This phase was considered in the 1950s and applied in the 1960s and 1970s. In that time, three main factors affected the use of CALL: (a) the use of programmed instruction based on behaviorism, (b) the improved complexity of data processing, and (c) the use of time sharing system for CALL purposes (Atkinson & Wilson, 1969). As the psychological basis of this phase declared, behaviorism theory, activities should be entailed "drill and practice". The computer was used as a transportation device to deliver learning materials and instructions to language learners. Taylor (1980) indicated that" The role of the computer was the same as tutor, and the delivered materials were repetitive language drills, vocabulary, and grammar and translation tests". The most famous tutorial system was PLATO which was based on a behavioristic learning pattern.

B. Communicative CALL

The second phase of the CALL was based on the communication approach where it came as a reaction to behavioral approach. It was the prominent approach between 1970s and 1980s. The advocators of this approach argued that "all CALL courseware and activities should build on intrinsic motivation and should foster interactivity of both learner-computer and learner-learner" (Han, 2009, p. 41). They also put the focus on using forms rather than on the forms themselves. Taylor and Perez (1989) defined the role of the computer as stimulus. This CALL approach was used for activities that involved communication such as conversations, written tasks, critical thinking, etc. Some activities such as spelling, grammar checks and text reconstruction programs were another model of computers in communicative phase which refer to the computer as a tool. They helped learners to learn and use the language easier. Moreover, Higgins and Johns (1984) declared that the courseware, which were based on text reconstruction and consisted of variations on cloze exercises, were communicative.

C. Integrative CALL

Moving from cognitive view of communicative language learning and teaching to socio-cognitive approach where tutors integrated different language skills like listening, speaking, reading and writing into language learning. This objective became possible by incorporating technology into language teaching and learning. The aim of the last phase of the CALL was to overcome the obstacles of language learning and teaching, and therefore to enhance the opportunities for integrating new technologies in the language classrooms. Different instructors and scholars tried to find more integrate manner of teaching instead of structure-based one, therefore, task-based approaches tried to integrate leaners in more authentic environments. From mid 1990s till now multimedia computers, smart phones and the internet were the base of the integrative CALL. Network-based technologies made the ultimate impact by which learners can share knowledge and communicate with each other globally.

IV. Materials and Methods

This study is investigated empirically using the methodology of ground theory where continuous data collection and analysis go simultaneously throughout the period of the study. The subjects are the students of Tripoli University College of Languages-English Department 5th semester language learners who study English in order to pass exams. Sixty students have been chosen randomly out of a population of 160 candidates for this paper. A speaking pretest which is based on language skills (fluency, grammar, vocabulary and pronunciation) is taken to determine the candidates' level according to the Common European Framework of Reference for Languages (CEFR). The students' level is between B1 and B2 according to the Common European Framework of Reference for Languages. Then the experiment started by fully controlled timing processes where students used language- based interactive learning materials (Oxford University Press Interactive Learning) that have been installed on 20 computers. The experiment program included mainly 2 levels of interactive materials (Pre-intermediate & Intermediate). Also there were audio materials that cover daily life topics like work, TV, shopping, charity work and many other global topics. A desktop dictionary also used to facilitate learning new vocabulary. All skill-based learning procedures were governed by fixed timing (1-2 minutes) per each learning point. These learning points or units covered grammar, vocabulary, reading, listening and videos for15 classes (60 hours). The pulsatory teaching techniques included three highly controlled time phases:

1- The first stage included 40 -50 minutes that was dedicated for language tasks to check and develop the students' language skills, especially grammar and vocabulary. This was done by practicing some interactive self- corrected materials. This stage started usually from a bit lower language level of the candidates (The students' level was decided according to the results of the electronic evaluation tests included in the interactive learning materials). In this stage students were urged to finish 2 language- based tests (30 questions per test). Finishing the whole sets was non-mandatory but the tasks' time was highly controlled (40-50 minutes).

2- The second stage (40-50 minutes) was dedicated for 2 types of scripted videos. The first one described people's daily life activities and relationships and the second video was dedicated for a discussion point women' work or charity organizations and many other topics that cover people's daily life activities. Each video lasted for 8-10 minutes and the students watched them twice. The first watch (unscripted) was devoted for general understanding of the discourse used in the videos. The second time watch (scripted) was dedicated for better language comprehension and reading the scripts enabled the students to understand better and to enable them to link between spoken language and written scripts. This stage was extremely important because these videos enabled the learners to integrate the language skills they studied in the first part of the class together. This skills-integration helped them to develop language competence and consequently their language performance progressed as well.

3- The third stage (30-40 minutes) included oral discussions and topic development related questions that were written

on the board. The students worked in pairs or groups of three to express their personal views concerning the topics on videos. This phase was a completely student- centered activity and the researcher just monitored the discussions and provided help when it was needed.

After finishing the 60 hour induction classes, a speaking posttest was given to the students to check their practical developments. As in the pre-test, all the tests were recorded to enable the researcher to measure precisely the changes in performance (Fluency, Vocabulary, Grammar and Pronunciation) and creative thinking that lead to such noticeable changes students' performances according to the European Framework of Reference for Languages (CEFR). In this post-test, each candidate was given a piece of paper with a question that he/ she should think about for about a minute then should speak about for 1-2 minutes. The questions covered a variety of topics that dealt with daily routine activities, hobbies and interests, free time activities, personal present and past experiences, schools and study, everyday problems, ecological issues, future plans and projections.

V. Data collection

The following data has been obtained from the candidates who took the speaking course (Oral 1) in the English Department-College of Languages-Tripoli University. Table V.1 shows this data that covers 60 students who have been selected randomly out of the total groups of Oral 1 students (160 students).It can be seen that more than two thirds of the total candidates were females (70%) while males only presented 30% present of the total candidates' number.

GENDER	FREQUENCY	PERCENT
Female	42	70
Male	18	30
Total	60	100

Figure V.1. Gender

Table V.2 presents the percentage of attendance of the students who participated the 30 class (60 hours) CALL experiment. The highest percentage (50%) was for the students who attended less than 10 classes. This high percentage was because most of the candidates were females and could not attend the classes due to the some security issues happened during this research in the city. On the other hand, the candidates who attended all or most of the classes(26%) got the highest scores in the post-test (see table V.4).

ATTENDANCE	FREQUENCY	PERCENT
0 >= 10	30	50.00
11 >= 20	14	23.33
21 >= 30	16	26.67
Total	60	100

Table V. 2 Attendance (out of 30 classes)

Figure V.3 shows that the average of marks of the pre test scores. The highest percentages were between 21-30 marks out of 40 (45%). While the second highest scores were gained by 18 students and were between 31-40 marks (30%). This percentage shows that the language level of these (18) students was between B1 and B2 according to the CEFR(**Common European Framework of Reference for Languages) See index.**
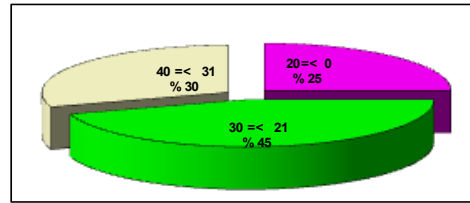

Figure V.3.a Pre-Test Marks (out of 40)

Table V.4 shows the average post-test scoring of the 60 candidates who participated in experiment. It can be seen that the highest percentage (56%) was for the students who got the highest scores (from 31-40).This significant increase was due to their regular attendance to the classes .While the lowest scores were gained by 11 students who were out of the total 60 candidates and (Their scores were between 0-20 out of 40). This low scoring was due to either their partial or total absenteeism. The majority of the students who got the highest scoring rates (from 31 to 40) have achieved level B2 in the post-test according to CEFR (see index).This development in the speaking level shows a significant improvement in a very short time (60 hours), if compared to the CEFR approximate development level (100 -200 hours per level).

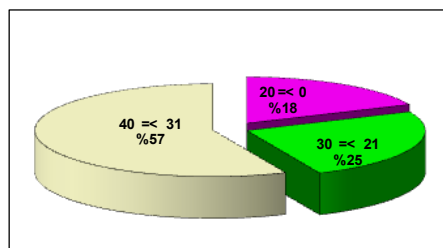| POST-TEST MARK	FREQUENCY	PERCENT
0 >= 20	11	18.33
21 >= 30	15	25.00
31 >= 40	34	56.67
Total	60	100

Table V.4 Post Test Marks (out of 40)

Figure V.4.a Post Test Marks (out of 40)

Hypothesis: There are statistically significant differences between the results of students in PRE-TEST and POST-TEST of the method of teaching English.

Whereas :Naked Hypothesis: There are no statistically significant differences in the new teaching method that affect the results of the PRE-TEST and POST-TEST.

Alternative hypothesis: There are statistically significant differences in the new teaching method that affect the results of the PRE-TEST and POST-TEST of the study sample.

Table (V.5) shows the statistical significance of the differences between the arithmetic mean of the pre-test and the post-test of the sample. The statistical value of the "T" test for the differences amounted to (-7.992) in a significant value (0.00), which is below the level of morale (0.01). This indicates that there are significant statistical differences between the two tests. This statistical indication in favor of the post-test confirms the success of the new teaching method (fixed time teaching pulses).

Table V.5 shows the arithmetical averages and the value of "T-test" of the respondents' responses

PAIRED SAMPLES TEST	PRE-TEST		POST-TEST		MEAN DIFFERENCE	T-TEST VALUE	SIGNIFICANT
	Average	S.D	Average	S.D			
Pre-Test-Mark (out of 40) - Post-test Mark (out of 40)	26.350	8.378	30.550	9.707	-4.200	-7.992**	0.000

VI. Discussion and results

From the previous data analyses, it is undoubtedly proven that the technique of using fixed timed pulses in learning language skills has made a significant change in the students' speaking performance. Also, it is clear that the more the students are exposed to this methodology the better their performance gets. According to the CEFR guide book, **"As a rough guide, Cambridge exams estimate that each level is reached with the following guided learning hours: A2, 180–200; B1, 350–400; B2, 500–600; C1, 700–800, and C2, 1,000–1,200".** So, the students who attended almost all the 60 hours had significant improvements in their oral performance in the post test. The candidates who attended regularly the classes and attended almost all the sessions (25-30 classes) , succeeded to move from B1 level to B2 level in around 60 hours of learning. This progress in their level, if compared to the above Cambridge exams estimated time for each level, shows a significant improvement in less than half the time designated to each level of language (150-200 hours needed to transfer from B1 level to B2 level).

VII. Limitations

There are some issues and factors that affected negatively this research which are: 1- Almost 50% of the candidates missed the classes due to their absence. More than two thirds of the candidates of study were females and of course they could not attend the classes because of lack of security in Tripoli where the experiment took place. 2- Some students used to arrive late to the class and did not go through the three phases designed for this methodology precisely and accurately.

VIII. Future Research

This is a new methodology and as researcher I am following a ground theory approach. This new trend needs further investigations to explore the learners' brain activities in more detail. This, of course, needs more sophisticated equipment and a team of specialists in neurology, biochemistry and psychology. Moreover, it is highly recommended that other areas of knowledge learning to be explored using time fixed learning pulses to see what new outcomes might be discovered. Finally, to uncover the inner brain chemical and physical changes that can lead to speed up the students' learning and creative thinking which happen as result of this new methodology in order to cure some uncured brain disorder due to ageing or diseases.

IX. Conclusion and Justification

Fixed timed teaching pulses explored some new and unseen or previously discovered areas in the way that learners' brains deal with learning and creative thinking and problem solving. This teaching methodology has shortened the time needed for learning and developing creative thinking and problem solving. The human brain deals reacts with any piece of information or knowledge and processes it as same as all the other billions of inner operations that happen in every second. So if learning processes were designed and directed to the brain in the way that have been done in this new method, highly noticeable progresses will be gained. These teaching pulses go a long smoothly with the brains' inner mechanisms which, as a result, lead to having such a noticeable improvements which were almost the half the time needed for learning which are used in other conventional teaching and learning methodologies. The human brain is still and will always be a mysterious phenomenon where billions of its neurological reactions and responses are yet to be explored. Also integrating this new teaching methodology with computers enhanced the learning processes significantly. Moreover, CALL enabled the language learners to develop without paper course books and the learning environment was open and very flexible for any new learning sources. It is very easy to design and provide new materials to the students who needed further help or support without affecting other students. It is also possible that learning programs can be designed accordingly with each student's level within the whole group to achieve the target goals of the course within the same time limits of the course. Learning in this way can provide more challenging knowledge with fun and enjoyment. In addition, shorter time is needed to study and to get a degree. It would be also possible to achieve the maximum level of knowledge in just few years. Teaching & learning will be an easy and a pleasure experience with no sophistications. I think this would immensely affect all sorts of life and businesses around the world and makes learning and acquiring knowledge as easy as a child learns his mother tongue language in his first 4 years. Finally, this approach aims to make learning as natural and smooth as the brain's daily routine processes to gain excel in life.

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INDEX

1 Common Reference Levels

1.1 Global scale

Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Advantages of Introducing Blended Learning to Libyan University Students

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Abstract— Blended learning is a notion describing a method of teaching where there is a combination of a lecture hall or classroom setting and an online component during an academic course. The amount of the online component used depends on the requirement and aim of the course as well as the students' flexibility when using the online aspect. This paper sheds light on the benefits of applying blended learning methods to Libyan university students and how it can impact their learning strategies in the future. The pilot study carried out in this paper, examines the credibility of the expressed advantages to both, teachers and students while using what was described by Bonk & Graham (2006) as a "course-level" blending method.

Keywords— blended learning, benefits, components, university students, education.

I. INTRODUCTION

A noticeable trend among Libyan teachers is their divergence from the traditional 'teacher centered' setting to a more relaxed and friendly 'student centered' environment. The positive effects of this transition on the students' outcomes is evident in these classrooms as students are encouraged to take an active part and increase their interaction with their colleagues, and thus, experimenting more with the language in the presence of a teacher in the form of a facilitator. However, the question that arises at this time is how can we as teachers empower students to take 'full control' of their learning.

II. USING BLENDED LEARNING WITH LIBYAN UNIVERSITY STUDENTS

The majority of Libyan university students are capable of using the internet for educational purposes, whether it be to complete an assignment or to clarify a vague concept addressed in the classroom. Nevertheless, their reliance on the presence of a teacher to comment on their performance or the credibility of a piece of information they had run across, remains necessary.

Taking on our roll as facilitators, we need to guide the students to take more responsibility towards their learning. We need to train them to use the internet to research the questions they are asking us, while at the same time, teach them to analyze and evaluate the information they come across. This could be accomplished through "blended learning".

A. What is 'blended learning'?

Blended learning as Bonk & Graham (2006) explain is a "delivery mechanism" that combines the traditional face-to-face classroom setting with a modern digital online component.

On the other hand, in E-learning, there is no face-to-face classroom setting with direct contact between teachers and students but rather a complete online synchronous or asynchronous interaction between both parts. On a wider context, we can also identify online learning where the internet is the key component. Pop (2017) describes online learning as the learning experience where technological elements and online tools are used to aid the learning process. Thus, within this perspective, online learning is used as an umbrella term for both e-learning and blended learning.

Thompson (2016) identifies 6 models of blended learning on the basis of the extent of the online component. These are identified as: face-to-face driver model, rotation model, the flex model, online lab school model, self-blended model, and the online driver model.

The face-to-face driver and rotation models incorporate the least amount of online usage. These two models can be used as a starting point for the introduction of blended learning with Libyan university students. In the face-to-face driver model [1], the teacher or lectures will rely on the in-class component while uploading activities and tasks in support of the topics discussed. The rotation model [2], alternates between an in-classroom input and online instruction to support the course activities through a fixed schedule (Gragg, n.d).

B. Benefits of 'blended learning'

1- Blended learning will encourage a greater amount of independent study and offers the students the opportunity to research subjects.

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[1] Known as "Activity-level Blending" by (Bonk & Graham , 2006)
[2] Known as "Course-level Blending" by (Bonk & Graham , 2006)

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2- Because blended learning allows for increased independent study, teachers are able to focus their contact hours on individuals in need of extra attention and guidance, to enable them to match the pace of their peers.

3- It increases students' successes in future learning situations. Blended learning gives the learner the confidence to participate in future online, distance, and e-learning situations to develop themselves as learners and future professionals. Their previous experience with blended learning would allow them to take control of their learning experiences, carry out research and analyze the information thoroughly, and crucially, they would be able to manage their time efficiently and effectively.

4- There will be a diminished need for classroom presence. Given the security situation in Libya, and judging from personal experience in the past few years; reaching the university campus is sometimes not possible. The presence of the digital component in the blended learning offers the opportunity to compensate for absences.

5- An additional related advantage is the fact that, due to the imposed travel restrictions, the opportunity for inviting visiting professors and opportunities for enhanced global learning has been largely missing in Libya. Blended learning generally and e-learning in particular compensates for this in a very effective manner and offers both learners and teachers the opportunity to experience enhanced multi-cultural education. Here faculties and departments can arrange joint online programs and learning sessions and they are also able to participate in online courses, webinars and workshops.

III. METHODOLOGY

This study targeted two groups of thirty to thirty-five male and female Libyan university students aged between 18 and 21. Their language proficiency ranges from an elementary to an intermediate level. They are part of a 'Phonetics 1' course which deals with the distinction, classification and production of consonant and vowel sounds. It also deals with the phonemic transcription of individual word and connected speech. The course is a minimum of twenty-eight hours per semester (two hours per week, fourteen weeks per semester).

A. Strategy

The two groups were subject to the same content, environment and teaching hours. The first group (G1) took the traditional face-to-face lecture hall setting with an occasional assignment to be discussed the following week. The second group (G2) were subjected to 'blended learning'. A 'social study group' was created on 'Facebook' functioning as the online component. Choosing 'Facebook' as a tool to carry out this study instead of 'Google Classroom' or 'Canvas', will ease the students' tension as

they are already familiar and comfortable using this application.

In order to meet the aims of this case study and ensure the validity of the outcomes, (Long 2005, p. 9), different strategies were adopted for (G2).

- The face-to-face driver model stage: In this stage, face-to-face lectures were held during fixed hours for the first couple of weeks. Extra support of the lectures was given to the study group in the form of practice activities, audios for sound recognition, and assignments.

- The rotation model stage: This stage was divided into two parts:
  - The first part dealt with the theoretical part of the subject; students were left with specific unanswered questions at the end of the face-to-face lectures, guiders were given to them online, to aid their research of the questions.
  - The second part adopted a 'flipped teaching' technique. The lecture content was delivered a few days before the face-to-face classes online through a 'live feed' where students had the chance to interact with the lecturer, ask and respond to questions. Then during the lecture hours, practice activities and tasks were given to eliminate any remaining confusion concerning the topic in question.

B. Results

Blended learning proved beneficial to both teachers and students.

1) Curriculum coverage

The outline of the course description (appendix 1) set by the English Language Department contained a mixture of theoretical aspects and a practical side which targeted students' ability to recognized and differentiate between sounds. With G1, the lecturer was only able to cover around two thirds of the assigned topics. While with G2, all topics were covered with a remaining 4 hours, which were dedicated to additional support of the practical side.

2) Compensating lectures

National holidays and bad weather conditions have decreased the number of contact hours for (G1) and thus, they have been disadvantaged. However, blended and flipped learning methods compensated for the missed lectures in the case of (G2) students.

3) Learner autonomy

The use of blended learning with G2 encouraged students to increase their independent study hours and set them on the path of autonomous learning. Students were inquiring about the transcription and the difference between sounds in words they came across while studying independently. Others were inquiring about the existence and classification of sounds from their mother tongue.
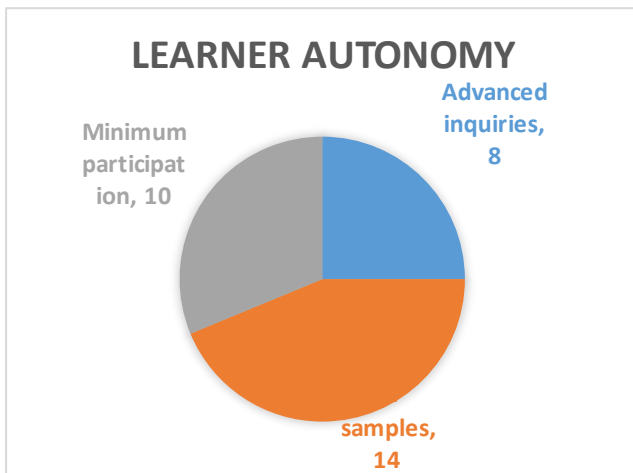
fig.1 'Learner Autonomy'

4) Extra Support for individuals

During the contact hours of the practice lessons, students who were in need of extra attention were provided aid from their peers who had a stronger grasp of the subject. This allowed the weaker individuals to be frank in their inquiries and challenged the stronger students to respond.

5) Praticipation in webinars

Students from both groups were given a link to participate in an IATEFL webinar titled "Hands on activities to internalize phonetic symbols". Five students from G1 expressed their interest and only 2 actually registered. On the other hand, G2 a good number showed enthusiasm and ten students completed their registration. Furthermore, these students made an effort to acquaint themselves with the subject in preparation of the session.
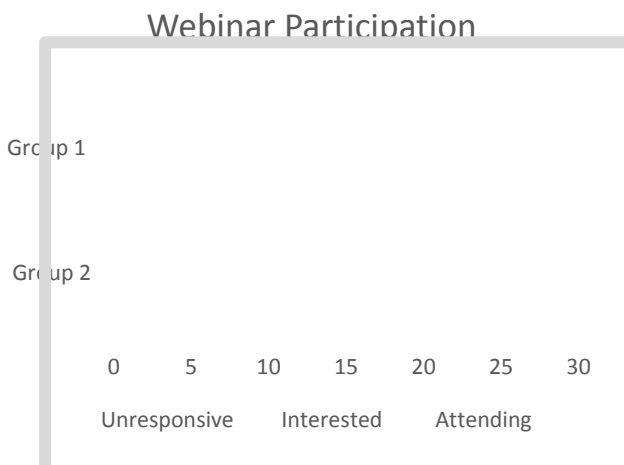

Fig.2 'Webinar Participation'

Nevertheless, a few issues were present while applying blended learning.

The knowledge that most of the material covered in classes and practice activities was provided online, caused some students not to attend the face-to-face meetings. This put them at a disadvantage, as the course was not designed to be fully online. Also, their minimum online activeness did

very little to motivate learner autonomy and therefore, they struggled and suffered many misinterpretations of the material and committed a few fossilized errors.

Weak internet connections also impeded the participants on more than one occasion. They were unable to access 'live feed' sessions and sometimes even simple videos. These participants preferred the online component of blended learning to be restricted to the 'face-to-face driver model'.

IV. CONCLUSION

Subjecting Libyan university students to blended learning provided them with the preliminary experience and insights on the use of basic technology in education, which hopefully one day they will be able to use with their own students, and hence integrate the use of technology in high school classrooms. Furthermore, applying the first two models of blended learning to Libyan university students, has widened the educational horizons of students and has provided them with unlimited learning opportunities. It will further enable us, as teachers, to train and help prepare students to participate in events that will introduce them to a wider global professional community thus enhance their career opportunities.

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VI. APPENDIX 1

A. 'Phonetics 1' Course Discription

Course Code: EL 130   Credits: 2   Hours: 2

Course Prerequisites: none

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Course Description:

After a short introduction to pronunciation problems, the course provides explanations on how the speech organs work. After that students are introduced to the basic sounds and the difference between letters and sounds. Then, the course deals with each sound separately. Learners are provided with both receptive and productive practice. Audio components include cassettes and audio CDs.

Aims: The course aims to:

1. Improve students' production of the spoken language.
2. Help students practice some dialogues
3. Direct students with particular pronunciation difficulties

Course Contents:
The course covers the following:

1**. Introduction**
   The basic sounds
   Letters and sounds
2. What is phonetics?
3. What are the branches of phonetics?
4. The speech organs
5. The descriptions and classification of the English consonants
   Nasal vs. oral sounds
   Voiced and voiceless sounds
   Places of articulation
   Bilabial
   Labio-dental
   Dental
   Alveolar
   Post-alveolar
   Palato-alveolar
   Palatal
   Velar
   Glottal
   Manners of articulation
   Friction consonants
   Stop consonants
   Nasal consonants
   Lateral consonants
   Gliding consonants
6. The English vowels
The descriptions and classification of the English vowels
 a. Simple vowels
   - Classification of monophthongs
   - Position of Jaw
      - Position of tongue
      - Shape of the lips
  b. Diphthongs
      - The difference between monophthongs and diphthongs
      - Forming diphthongs
 7. Word transcription
 8. Connected speech.
      a. Weak forms
         - What are weak forms?
         - Weak forms and parts of speech
      b. Linking
         - Consonant-vowel links
         - Linking using /j/, /w/, /r/
      c. Elision
      d. Assimilation
      e. Transcription in connected speech.

Assessment:

Class work + Oral work	First exam	Second exam	Final exam
40			60

Course Books:

1. O'Connor. 1967. Better English Pronunciation. With 2 cassettes. Cambridge University Press.

2. Hancock. 2003. English Pronunciation in Use (Intermediate). Cambridge University Press.

3. Roach, Hartman & Setter (Ed). 2006. English Pronouncing Dictionary. Cambridge University Press.

4

Role of Media Literacy in Teaching an d Learning English in Libya

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Abstract– **We are living in the 21st century, the era of technology and the Internet, in which people share ideas, thoughts, and beliefs with moments through media. Media, nowadays, represent an integral part in our life and involve in all facets of life, including education. Media have changed the concept of literacy from knowing how to read and write into knowing how to read and write and use media for analyzing and responding to messages. Thus, this paper is focusing on the use of media literacy in education. The researcher, in this paper, uses qualitative research method, in which he bases on literature review as a secondary resource and interviewing ten Libyan teachers of English, who were teaching English language courses at English language center in Benghazi, Libya, as a primary resource. The paper has gained some findings regarding the topic of the study. Based on the findings obtained, the researcher presents some recommendations regarding the importance of involving media literacy in education.**

Keywords– Media literacy; media; technology; Internet; literate

I. RATIONALE

It is a matter of fact that people in the 21st century live in an era of technology almost dominated by the Internet. Media have become indispensible in our life in this era in a way that they become an integral part of our culture. In this regard, Fox (2001) emphasizes that "media and technology make up two main ingredients of our culture" (p. 192). People all over the world, however, reach information fast via technologies in a form of a powerful combination of images and sounds. In this era, it is inevitable that people use and create a wider set of literacy skills for producing messages and benefiting from the technological devices for understanding and analyzing the received messages.

Media, in fact,not only affect on our perception, but also they shape our thinking and images to the reality in a way in which we organize our ideas and beliefs about that reality. Media, in fact, have changed the concept of a literal person from the one who is able to read and write to add being acquainted and deal with messages sent and received by media. Accordingly, media literacy, with no doubt, has become a main part in the field of education, namely in teaching and learning languages. In this regard, Neal (2011) said, "Whether it is widely implemented or not in educational contexts, hypermedia pervades our lives and that of our students. As such, many composition and other writing classes include everything from writing websites to podcasts, blogs, wikis, social networking, digital video, and social bookmarking" (p. 93).

II. LITERATURE REVIEW

A lot of research and studies have emphasized the importance of involving media in education, namely learning foreign languages. Media literacy, nowadays, has become an integral part in the process of learning and teaching foreign languages. Thus, this part introduces the literature review regarding media literacy in education.

A. Introduction

Marzano, Pichering, and Polloch (2001) believe that "one of the best ways to learn a new word is to associate an image with it" (p. 126). Fox (2000), also, confirms that "an important focus of faculty development must be on the use of media literacy to teach print literacy" (p. 163). Similarly, several studies and research on firm that students use language more effectively when they believe in what they are writing or speaking about. In contrast,

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students become helpless and ineffective users of language when they write or talk about something they do not believe in, are not interested in, or have no background about. Talking or writing about a wedding party in the English culture, for example, without seeing a film or attending a wedding party in reality seems challenging for international students even when they theoretically study about English wedding parties in the classroom. International students, who come from different cultures, find themselves helpless to talk or write about this experience because they are guided and controlled by their deeply-rooted beliefs about wedding parties in their own cultures.

In fact, it is not incapability of using English that hinders international students from talking or writing about that experience; rather, it is incapability of thinking of that experience without seeing it in reality or knowing about it through the media: TV, Internet, movies, and the like. In this regard, Mayer (2003) argues that students learn more effectively from media that present both words and pictures than the media that present only words. This indicates that learners process visual and verbal knowledge in their brain in different ways and create different representations to the same reality.

B. Media

Dictionary defines "medium" as "anointer vening means, instrument or agency". This definition indicates that a medium is a channel that carries or transmits information. So, a medium is an instrument people use to send or receive a message. The dictionary defines "media" as the plural form of "medium." Media, then, provide channels for transmitting representations and images about the reality in various versions. Thus, media have a great effect on shaping individuals' understanding to the reality. The word, in its wider sense, includes all channels of communication: television, radio, computer, internet, cinema, advertising, games, photography, video, recorded music, newspapers, books, magazines, and many others.

The concept "media", in its wider sense, indicates the process of collecting, carrying, and delivering information through transmission channels. "Media", in its narrower sense, indicates the process of transmitting messages through all electronic or digital devices, such as Internet, still images, animation, audio, mobile devices, interactive graphics, videos, software programs, and the like used to transmit messages. Media, in fact, have

become indispensible in this era, namely for children because, asFox (2000) believes, media "influence what kids think about other types of people – how they imagine what others are like, how they respect differences in others, how they communicate with others, how they treat others" (p. 13).

Reid (1994) defines media as "all means of communication, whatever its format" (p. 51). So, media might include TV, video, movie, Internet, and the like. According to Masats, Dooly, and Costa (2009), media offer "learners the opportunity of observing the dynamics of interaction (discourse modes, gazes, gestures, registers, paralinguistic cues, etc.) in context" (p. 344). Gordon (2007) focuses on the role of media in learning foreign languages and finds out that students enjoy learning languages through video. Whereas, Fox (2000) believes that the use of media "is highly intertextual because it often borrows from other sources" (p. 181).

Yunus, Salehi, and John (2016) conduct a study on Malaysian students who learn English as a second language in Malaysia. They find out that using pictures and video projects are beneficial for learning English literature. They notice that using visual aids motivates students to read English texts with interest. Visual aids have proven to be a great tool for enriching and enhancing reading skills. Visual aids, in fact, provide authentic situations to students to live the English culture and understand the English texts, accordingly. They, hence, recommend involving media in teaching and learning English.

Similarly, Frau-Meigs (2006) believes that media "play an important part in the socialization of young people, a phenomenon which has been gaining in momentum. A large part of the cultural capital of the planet is passed on to them by many kinds of vehicles with which they are very familiar" (p. 7). For that reason it is recommended that teachers use different kinds of media in the classroom and change the classroom into a cross-cultural classroom through media. Teachers, for example, can make the classroom an interesting place and film adaptation, so students are given "an opportunity to study some of the best examples of fiction and film, see how fiction leads to film, and consider the sort of choices that contribute to excellence" (Slethaug, 2007, p. 142).

When we talk about media, we necessarily talk about audience, or mass media to be more precise. Mass media imply that large audiences can reach the messages transmitted. Out of this

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clarification of mass media, it indicates that mass media are directed to audience in non-academic situations. Mass media, according to Hooks (2010), seek to "simplify messages, so most of the complex academic issues involving diversity are never conveyed accurately or completely" (p. 106).

However, media, in the wider sense, include both digital and printed sources. So, a book is considered a kind of media as it transmits information to audience, yet it reaches a small number of audience. The Internet is another kind of media, and it reaches a large number of audiences. This implies that each kind of media has its own audience and language. Television, for instance, uses language of images and sounds, newspaper uses the language of pictures and written words, and radio uses language of sounds only.

Talking about kinds of media leads us to talk about what is called "multimedia", which involve "the use of media such as audio and video equipment (VCRs, video disk players, video cameras), computers and related software, and Internet sources to do research, publish, and make classroom presentations" (Herrell and Jordan, 2008, p. 148). Multimedia representations in the classroom, according to Herrell and Jordan, help students share ideas and information with their peers. The use of visuals of many types of media "helps students and teachers to connect vocabulary and meaning, particularly for English learners" (p. 153).

C. Media Literacy

The concept "literacy" was used traditionally to refer to the ability of reading and writing. Hence, one is considered literal if he or she can read and write. Nowadays, the concept "literacy" has changed to cover not only ability to read and write, but also the ability to communicate with people in the community. The concept "literacy", hence, covers all kinds of social relationships, which shift literacy from identifying and comprehending written messages into writing, reading, analyzing, inquiring, and evaluating all kinds of messages.

The concept "literacy", in fact, has gained a lot of debates and conflicts between enlightenment and critical scholarship. Those who are advocate of seeing literacy as critical relationship believe that literacy is a process of empowering and democratizing people. They believe that thanks to democratic and critical approach to media literacy, people have become selective for the messages they

receive. This change in the nature of people has shifted them from passive users of message into active ones. They shift to be not only receivers of messages, but also analyzers and evaluators of messages through being participants in the messages received.

Literacy, nowadays, is associated with media. Thus, one is considered literate if he or she is able to understand, analyze, and evaluate the various languages of the messages transmitted either still or moving images, verbal sounds, or written codes. Media literacy, hence, empowers students to read not only printed materials, but also other symbolic codes of images and sounds. Media literacy, according to Frau-Meigs (2006), "aims to develop both critical understanding andactive participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media in their own right" (p. 20).

Fox (2000) argues that "a key principle of media literacy is that one sign or symbol can stand for something else" (p. 184). Hobbs (2008) claims that media literacy indicates one's ability to access, analyze, evaluate, and communicate a variety of media messages through mass media. Accordingly, media literacy helps people to be both critical thinkers and creative producers of media messages for the sake of communicating ideas, thoughts, and emotions. Media literacy, hence, has expanded information and communication skill receptive to the changing nature of information in the community. Media literacy covers all facets of life; for example, it determines the skills students need in school, the competencies people need to use information at home, and the abilities workers need to be involved in the 21st century.

Abunowara (Cited in Omar, 2018) emphasizes the role of media in teaching English as "having a computer in the classroom is an asset for any teacher. With a computer in the classroom, teachers are able to demonstrate new lessons, present new materials, illustrate how to use new programs, and show new websites" (p. 204). Alharam (Cited in Omar, 2018), also, asserts that "technology can promote autonomy, but the content of technology should be purposefully selected to teach students how to set their learning goals and select their learning content using online technology" (p. 239). Similarly, Alvarado (1981) highlights the importance of using media in school, claiming that two strands run through every

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classroom situation. These two strands are (1) a recognition of the significance and power of the present social formation structures and how people work successfully within the frame of these structures, and (2) a recognition of the significance and latent power of all arrangements of oppositional knowledge and groupings.

Alvarado, in this context, puts the responsibility over teachers' should ersat school for providing students with specific skills to empower them not only to read and write, but also to be part of this multimedia cultural community. Of course, this requires teachers being media educators. In other words, teachers should be acquainted of how to use technology. In this regard, Shyamlee (2012) said, "With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives" (p. 152).

Media literacy, in general, is concerning with encoding and decoding the symbols and signs transmitted through media devices, synthesizing, analyzing, and producing informed messages. The Aspen Media Literacy Leadership Institute defines media literacy as "the ability to access, analyze, evaluate and create media in a variety of forms." Of course, this definition indicates the use of critical thinking for analyzing and understanding the intended message stransmitted through media. This requires one being a media literate. The definition above, however, emphasizes the four components of media literacy, which are access, analysis, evaluation, and creation. These four components work equally in all media literacy channels. The four components might be presented as:

1. Access: Access works effectively through an active and social process, not a one-off act of facility. Establishing access permits users to develop their literacy and alert continuality of upgrading hardware and software programs.
2. Analysis: People's involvement in print and audiovisual channels are based on a range of analytic competencies. The audiovisual domain requires understanding of the technologies, languages, representations, and audiences of the media used.
3. Evaluation: To work well, access and analysis require evaluation of the use of media devices and the language used for transmitting and conveying messages.

4. Creation: People reach a full understanding of the conventions and qualities of the message submitted if they have a good background about the content of the message. Hence, media literacy provides people opportunities to create online content.

D. History of Using Media Literacy in Education

It is a matter of fact that we are living in the era of technology, which is characterized as 24/7 media. Youths, nowadays, spend much time in watching and using media in all their forms. A recent study estimates that children from age eight to 18 spend almost eight hours a day with entertaining media outside of school. The study concludes that media are useful not only in entertaining children, but also in providing them with information. Rideout, Vandewater, and Wartella (2003) conduct a study regarding the impact of electronic media on infants. The participants of the study were six-year old and under infants. They find out that these infants spend almost two hours per day watching TV and videos.

Kendall (2005) argues that "when overall electronic media consumption, including television and radio programs, televised sports events, movies, videotapes, audio tapes and CDs, video games, and computer website materials, is taken into account, the typical person spends over three thousand hours per year as a consumer of media products" (p. 4). This indicates the importance of media in our life.

During its long history, media literacy has had various definitions, perceptions, and names. In England, for instance, the term "media education" has been used for media literacy to include the process of teaching and learning about media. It seems that the use of the term "education" in this context indicates the importance of media as an educational technology through which people become able to understand media and be able to access, analyze, evaluate, and create messages in a wide variety of media, genres, and forms. The concept in this regard is concerned with developing people's critical and creative competencies regarding mass media, popular culture, and digital media. In 1994, The Center for Media Literacy's Beyond Blame curriculum was set up to include: knowledge literacy, copyright, Internet safety, digital knowledge, self-image, privacy, and security.

Media literacy, in fact, is old, dating back to the 1400s, the invention of printing. The Industrial Era witnessed the use of magazines and newspapers.

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Many educators believe that media literacy is the expansion form of literacy that results because of expansion of technology. The beginning of media literacy in education was in 1920s in former Russia. In 1930s, media literacy educators used Edgar Dale's movie in education, using the movie to help students learn how to analyze the content of the movie critically.

The end of 1950s and beginning of 1960s witnessed the use of media literacy through encouraging seminars and conferences at high schools and universities in Europe. Media literacy in education was developed in the United States in 1950s and 1960s through using "Film Grammar" approach in schools. Media literacy educators used commercial movies at schools to teach new vocabulary. Students were encouraged to understand the new vocabulary through understanding the mode, tone, plot, and characters of movies exposed.

The end of 1970s and beginning of 1980s witnessed a positive shift towards using media literacy in education. Media literacy educators evoked English language teachers to use types of media, such as TV, movies, and others in addition to print to teach English. Project Censored Program began in 1976 for providing a model of learning service to help students learn through media at high schools and universities in the United States. Later, media literacy educators used media in practical and theoretical educational work and PhD programs.

In 1980s, media literacy educators' awareness of the role of media literacy in education increased, focusing mainly on the influence of media for shaping children's behavior. They used new concepts related to media literacy in educations, such as desensitization, aiming at assisting students to understand, analyze, and critically evaluate the messages transmitted through media. By the beginning of 1990s, all states involved visual, digital, and electronic media in their curriculum framework. In 1993, a group of advocates of media literacy in the United States developed a definition of media literacy as "the ability to access, analyze, evaluate and create messages in a wide variety of forms."

The focus on role of media literacy in education continued, focusing mainly on movies due to their great effects on people in general and students in specific. A study was conducted by the British Film Institute showed the importance of media literacy in education and recommended European countries to allocate school curricula based on media. In 1997, a group of schools in the United Kingdom involved media arts, such as videogames, movies, animation, and comic scripts in their school curricula. In North America and Europe, media literacy is seen as an expanded conceptualization of literacy used for treating mass media, popular culture, and digital media as new shapes of texts that need analysis and evaluation.

In 2001, the UNESCO conducted a survey about involving media literacy in education. The survey was distributed on 72experts in the field of media literacy (teachers, educational advisors, and policy makers) in 52 countries. The questionnaire covered mainly three key areas: media education at schools, partnerships, and the development of media education. The survey shows that media literacy concepts are integrated across the curriculum in almost all developed countries: the United States, Australia, New Zealand, Mexico, and Canada. For example, high school English teachers in the United States started using movies in teaching English in 2000s for helping students improve their critical thinking and communicative skills. In Ontario, Canada, media literacy in education is mandatory from 1st grade till 12th grade. Media literacy is involved in English literature and constitutes a quarter of every course in 10th, 11th, and 12th grades

E. Importance of Media Literacy in Education

The discussion above shows that media literacy is a 21st century approach to education that provides a scaffold for accessing, analyzing, evaluating, creating, and participating with information in various forms through channels as print, video, Internet, and the like. Media literacy seeks to achieve the relationship among textuality, competence, and power. Media literacy in education is indispensable as it is used for teaching students the skills associated with media literacy and builds a comprehension of the role of media in the community to alert them from consumers of information into users of information.

Hobbs (2005) emphasizes that media literacy helps students be aware of the outside world. Media provide students with representation of the world by using specific skills to critically analyze the messages received. Hence, media literacy encourages students to comprehend and contribute in classroom discussions about various topics. Media literacy engages students in learning and motivates them to make their voices heard. Kist (2005) emphasizes that students become "excited and engaged with reading

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and writing after their experience with media literacy in the classroom" (p. 103).Goodman (2003) calls media literacy as "the cultural triangle of fashion, sports and music" (p. 27), which indicates that media literacy evokes students to analyze the representations of the references in the external world.

Information in this technological-cultural society is conveyed not only through printed materials, but also through sounds and images. So, media literacy has a significant role in this society as it helps students write and read audio/visual language fluently and easily, which provides them with power to be competitive in today's multimedia culture. In this vein, Buckingham (2003) claims that students nowadays "are increasingly participating in cultural and social worlds that are inaccessible, even incomprehensible to their parents" (p. 32).

Buckingham, in fact, highlights the importance of media literacy in education through involving students in the today's multimedia culture. Media literacy in education is not only a form of protection, but also it is a form of preparation for students to understand, analyze, and think critically to evaluate the message. Media literacy in this context, "aims to develop a more reflexive style of teaching and learning, in which students can reflect on their own activity both as 'readers' and as 'writers' of media texts, and understand the broader social and economic factors that are in play" (Buckingham, 2003, pp. 13-14).

Media literacy, also, is used in education for helping students become competent, critical thinkers, literate, and users of all forms of media in a way that they analyze and interpret the messages they receive from media channels. Teachers of foreign languages can benefit from media literacy in education through motivating students to ask questions about what they watch, hear, and read. Accordingly, student become critical thinkers with the ability to expand their knowledge of media and develop creative competencies in interpreting and creating messages. Teachers, also, can use media literacy in education to encourage students to be able to identify authors' purpose and point of view, examine construction techniques and genres, evaluate patterns of media representation, find out purpose of messages, and explore structural features of media ownership.

Kist (2005) conducted a study regarding the importance of media literacy in education,

concluding that media literacy enhances social skills via providing students with opportunities to work collaboratively. Kist assigned 8th grade students in the Snow Lake School in Manitoba to complete an advertising project: a print ad, a radio ad, and an Internet ad. Thanks to media literacy, the students could complete their project assignment collaboratively and could transfer their in-school experience into out-school experience, revealingsocial interaction and ability to work collaboratively.

Goodman (2003) focuses on the role of media literacy in education through its role in changing the students' power of asking questions instead of answering. This, of course, enhances students' confidence in themselves to feel fully competent. Moreover, teachers build good relationships with their students through having information about their students' interests and trends.

F. Critical Media Literacy Framework

Scharrer (2003) inquires including media literacy in K-12 curriculum. She emphasizes the role of media literacy in developing strategies for students to know how to create, market, and distribute messages. This, of course, enhances students' confidence and abilities to participate in various kinds of media. Scharrer, in fact, encourages use of media literacy as a critical perspective that provides students good insights to be good users of different types of media. Scharrer gives highlights to what is called "critical media literacy", which includes building counter-hegemonic alternative media accessible to a large number of people.

Critical media literacy has been involved in education for the sake of finding the relationships between media and students from one side and knowledge and power from the other side. Through such relationships, students will be able not only to critically analyze the messages received, but also to create new messages themselves. Critical media literacy enables students to comprehend the power structures of media through analyzing the messages transmitted. Critical media, in fact, helps students critically analyze central readings and symbols that lay behind media in order to comprehend the reality. Students become able to analyze and understand the messages transmitted from the image and create various meanings.

Critical media literacy in education, however, is essential as it helps students interpret, analyze, and

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evaluate the messages transmitted by media. Students become critical visual analysts to the messages received. In this regard, Kellner (2011)said, "The gaining of critical media literacy is an important resource for individuals and citizens in learning how to cope with a seductive cultural environment. Learning how to read, criticize, and resist sociocultural manipulation can help one empower oneself in relation to dominant forms of media and culture" (p. 7)

Torres and Mercado (2006) claim that critical media literacy involves three main dimensions, which are: (1)closely examining how corporate for-profit mainstream media work, in terms ofeconomic, political, social, and cultural power; (2) developing abilities and consciousnessfor searching, creating, developing, and supporting alternative nonprofit independent public-interest media; and (3) understanding the educators' responsibility to help students become critical-media's literate and actively engaged in alternative media use and development. (p. 261)

Some scholars proposed theoretical frameworks for critical media literacy. Hobbs (2008), for instance, presented three frameworks for introducing media literacy to learners as: (1) authors and audiences (AA), (2) messages and meanings (MM), and (3) representation and reality (RR). Hobbs, also, identified basic ideas of theoretical frameworks of media literacy in synthesizing the literature from media literacy, information literacy, visual literacy, and new literacy.

Buckingham (2003), similarly, presented four theoretical frameworks of critical media literacy as: (1) Production, which indicates the texts made by individuals or working groups for themselves or others, (2) Language, which indicates the medium used for transmitting the message, (3) Representation, which indicates the representation or imaginary of the reality, and (4) Audience, which indicates the targeted demographic audiences that use, interpret, and respond to media.

Share (2002) classifies approaches to critical media literacy into four areas as:

1. The protectionist approach, in which the audiences of mass media are seen as victims of the media, defenseless to cultural, ideological, or moral influences. Thus, they need protection by education.

2. The media arts education, which emphasizes the importance of producing various types of media by learners themselves.
3. The media literacy movement, which seeks to apply the old aspects of literacy based to the new types of media.
4. Critical media literacy, which seeks to include new concepts of literacy as culture, mass communication, and technology in education.

G. Conclusion

The discussion above shows that media literacy has become an integral part in our life and an essential tool in education. Media literacy works to change students from passive consumers of useless messages into positive users of useful messages. In the 21st century, it has become a waste of time for families to turn off TV or Internet for protecting their childrenas there are a large number of tools nowadays that children use to contact the outside world. Media, in fact, are integrated in our culture, and they have a great effect on cultures to the extent that they become culture itself.

The literature review shows us that for one to be a media literate does not mean that one memorizes or consumes messages from media channels; rather, a media literate means that one raises inquiries, analyzes, and evaluates what is sent by media channels. For one to be a literate in the 21st century is to be part of the technological environment, in which media dominate all facets of life. Media literacy creates a new way of learning, in which students are armed with tools and strategies to think critically and be part of the process of learning and teaching.

III. METHODOLOGY OF THE STUDY

To fulfill the purposes of this study, the researcher conducted Qualitative Research Method to understand the main questions of this study from the participants' perceptions and how they would see the world around them. In this study, the researcher used secondary resources based on literature review and primary resources based on interviewing ten Libyan teachers of English, who are teaching English at three English language centers in Benghazi: University of Benghazi English Language Center, Kingdom of Education English Language Center, and Al-Kimma Al-Alia Training Center.

A. Problem of the Study

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Studies and research reveal that both Libyan teachers of English and Libyan learners of English encounter challenges in using media in learning and teaching English. For example, Alharam (Cited in Omar, 2018) conducted a study regarding using technology in teaching English in Libya and concludes that "teacher's and student's literacy in technology and teacher's resistance to change their traditional method of teaching are the greatest challenges that EL teachers encounter in using online technology for promoting their adult learners autonomy" (p.240).

In fact, using media literacy in education has been a challenge for most developing countries, in which Libya is one of them. For the challenges of using media literacy in education, Neal (2011) said, "Perhaps one of the most challenging obstacles we face in implementing new writing and assessment technologies in our writing classes is ourselves, especially our lack of expertise and confidence in these new technologies that prevents us from allowing our students to explore new media literacy possibilities in their composing processes" (p. 126).

Neal refers to the challenges encountered by using media literacy in education, and Libya in no exception of this situation. In fact, use of media literacy in teaching and learning English as a foreign language is hardly used at Libyan schools and universities. Though some English language centers in Libya use media literacy in teaching and learning English ,the media used in classrooms are restricted to computers and records, in addition to books, as the participants of the study declare. Similarly, Rutledge (1994) said, "We lack curricula designed to help students understand media messages" (p. 209). Rutledge's quotation indicates explicitly that there is a problem represented in using media literacy in education. Studies and research regarding teaching and learning English in Libya show that one of the most challenges Libyan teachers and learners of English encounter is the use of media literacy in learning and teaching English.So, the researcher sees that there is a problem that needs more investigation.

B. Questions of the Study

To fulfill the objectives of this study, the researcher posed the following question as the main question of the study: What do Libyan teachers of English report about their experiences in using media literacy in teaching and learning English in Libya? To investigate and answer the main question of this study, the researcher posed other sub-questions that

might be related directly or indirectly to the main question. These sub-questions are:

What kind of media Libyan teachers use in teaching English?

What challenges do Libyan teachers encounter while using media in teaching English in Libya?

What is the role of media in teaching English?

How do the participants learn English?

C. Participants of the Study

The participants of this study are ten Libyans– four males and six females–who are teaching English in English language centers in Benghazi. The participants were selected carefully to serve the objectives of this study as: (1) they use a kind of media in teaching English; (2) they teach English in different levels; (3) they learned English in Libya; and (4) they are voluntarily willing to do the interviews and present their experience of using media in teaching and learning English in Libya.

D. Objectives of this Study

The main objective of this study is to investigate about using media literacy in teaching and learning English in Libya. This study might be used as a good resource for Libyan authorities in the fields of English language learning and teaching. It might help these authorities to set up new strategies for using media literacy in teaching and learning English effectively at Libyan schools, universities, and English language centers.

E. Scope of the Study

The scope of this study is directed mainly to identifying the use of media literacy in teaching and learning English in Libya. The participants of the study comprise ten Libyan teachers, who are teaching English at English language centers in Benghazi. The study was conducted in Benghazi, Libya from the periods of April 1, 2018 toJuly25, 2018.

E. Data Collection

The researcher had had face-to-face interviews, using a camera for recording the interviews. The interviews were conducted at the participants' places of teaching. The researcher gave pseudo names to the participants for confidentiality. He, then, transcribed the participants' interviews and

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coded them into categories according to their relevance. Later, heanalyzed the coded data based on his own interpretation and perception to the topic of the study. He reached findings through analyzing the participants' interviews and presented implications and recommendations based on the findings obtained.

F. Data Analysis

Data analysis is a process for arranging the data according to specific arrangements to help researchers understand the data and present findings accordingly (Bogdan and Biklen, 1992, p. 153). To analyze the interviews, the researcher transcribed the interviews, read them thoroughly, and coded them according to their relevance to reach findings.

IV. FINDINGS

Based on the questions of the study after analyzing the data obtained, there searcher reached several findings. Some of the them are:

- The term media literacy for the participants is still vague, and almost all the participants have had no idea about. This indicates the ignorance regarding using media literacy in education.
- The kind of media all participants use in classroom is restricted to books, and only three participants use computers for listening purposes only.
- The data analysis of the study show that most English language teachers encounter challenges in using media literacy in education, which results in gap between what is called 'in school' and 'out school." Nouha said, "I can't use the Internet in classroom though we have Internet signals in the center." Samia said, "We can't use Internet or computers as most of times the light is off." Zaid was so frank and said, "To be honest, I don't know how to use computer well."
- The participants reveal that most Libyan teachers lack use of media literacy in education due to their being unqualified for using technological devices in teaching.
- The participants in this study attribute teachers' lack of using technology to lack of training. Jamila, for example, said, "We don't have teacher's training in using technology in Libya. All we have is just simple information." Ziad thinks that "teachers lack training regarding how to use technology in school." Ayah believes that "teachers are not aware of importance of technology because of have no training."Amina said, "Most of teachers have little idea about use of technology because they have no training courses."

- The participants blame educational authorities for not encouraging media literacy in education. For instance, Shadi thinks that "Libyan teachers are not given facilities or opportunities to use technology in classroom" Ziad said, "Government does not like giving training courses to teachers to use technology in classroom."
- The data analysis emphasizes the importance of using media literacy in teaching and learning English in Libya. The participants see that Libyan learners of English should be aware of English culture, and this is done through media. In this study, the participants learned English through media. For example, Fouzi said, "I learned English through listening to music and watching TV." Ziad said, "I learned how to speak English through imitating native speakers through listening to movies and news." Nuria said, "I used to follow movies and listen to music, so I learned English." Ayah said, "I learned English by listening to music and watching movies." Also, Nuri said, "I learned English by using music and movies." Samiasaid, "I used to listen to CNN and BBC, so I leaned English."
- The participants of the study emphasize the need for media in teaching and learning English. They emphasize that media help learners understand the reality and create new knowledge. Media make learners educated and critical thinkers, which provide them more opportunities to be good users of English in communicative situations.

V. RECOMMENDATIONS

Based to the findings obtained, the study presents the following recommendations:

- The Internet is used nowadays to shrink the gaps between school and reality. So, the researcher recommends that Libyan teachers of English be acquainted with how to use technology to teach English, and learners need to be acquainted with how to use technology to learn English. Technology, according to Means and Haertel (2004) "can support ways of learning that would otherwise be difficult to achieve" (p. 17).
- The researcher recommends that Libyan teachers of English should use multiple technological devices in teaching English in order to provide authentic situations to learners. Authentic situations provide learners with opportunities to use the language in reality and share with native speakers what they have already learned in the classroom. Using the language with native speakers enables learners to notice how language is used and notice the differences between

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their language and the language used by native speakers.

- The researcher recommends teachers to use the Internet or encourage learners to make functional conversations in different situations through chatting with native speakers. In this vein, Short, Harste, and Burke (1996) believe that to be effective users of a foreign language, "all learners need many opportunities to use language with other people for real purposes" (p. 458).
- The researcher recommends that teachers use media literacy in education to integrate language instruction with cultural settings.
- The researcher recommends that teachers shift from linguistic competence to sociocultural competence, in which English is used communicatively in the classroom, where students imitate native speakers, talk with them, and take native speakers' language proficiency as a target.
- The researcher recommends school system in Libya to change to accommodate changes in the globalized world. Using media literacy in education enhances students' learning and strengthens teachers' methods of teaching. Media literacy connects students' in-school experiences with their out-school ones. In this vein Buckingham (2003) emphasizes that "if media education is to help bridge the widening gap between the school and the world of children's out-of-school experience, it must surely begin with the knowledge children already possess" (p. 34).

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Using Internet Based Videos Lessons in Teaching English Word Stress to Libyan EFL University Students

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Abstract—**This study aims to investigate the impact of using Internet-Based Pronunciation Video lessons on improving the quality of teaching the production of English word stress patterns correctly to Libyan EFL University students. The participants of the study consisted of forty female students whose major is English at the Faculty of Education-Janzour. Due to the nature of the study as experimental, the participants were divided into two groups, control group and experimental group. It took four weeks to collect the data using the same pre-test and post-test as research instruments. The obtained data were analysed using the 0.23 version of the Statistical Package for Social Sciences (SPSS) in order to reach accurate results.The findings of the study indicate that there were statistically significant differences between the two examined groups. The privilege was given the experimental group that received intensive Internet based videos through showing more accurate use of English word stress of the examined word list comparing with the control group that received a traditional lectures.**

Keywords—English phonetics; word stress; instructional technology; English word stress teaching.

I. INTRODUCTION

Educational technology is a sub-discipline which is relevant to Computer-application in Second Language Acquisition (CASLA). It is a specialization within the study of education by which researchers try to find out the best and the most appropriate methods of using computer technology for instruction, as well as examining its effectiveness. Educational technology has many applications across subject areas that has steered a number of researchers to announce that computer-assisted language learning (CALL) has its root in educational technology (Chapelle, 2005).By using Internet-based video lessons over the last two decades, educators have enhanced the deployment of videos in the classroom. Unlike printed or audio material, video presents a powerful source of information. This fact is supported by Norton and Wiburg (2003) who stated that videos help students to learn new contents by observing their context. Videos enable students to

better comprehend the social, cultural, or emotional aspects of contents and their consequences. If English is not their mother tongue, videos can assist prospective EFL teachers in mastering new words or expressions, as well as suitable intonation patterns and non-verbal aspects of communication. Further, visual learning contributes to increasing learners' motivation and promoting retention of information (Weyers, 1999). It can be stressed that language found in videos could help NNSs to comprehend stress patterns. This is based on the fact that videos can provide the learner with the opportunity to view both rhythm and speech rhythm in second language discourse via the employment of authentic language and speed of speech in a variety of situations. Additionally, videos enable contextual clues to be presented. Furthermore, videos can arouse students interests (Canning-Wilson, 2000). For modern EFL teachers, it is usually a struggle to utilize potentially useful teaching methods and bring more instructional technology tools into the EFL classroom to endorse their students' autonomy, and present exciting lectures. One of these methods is the use of online audiovisual resource such as www.youtube.com which is considered as a tremendous resource for teachers and students, (Kabooha&Elyas, 2018; Heriyanto, 2015). These online video resources can also present a good opportunity to expose the EFL learners to more authentic materials and native-live environment, particularly, for those who live in non-native countries which corresponds with the sample of the present study.

A. The statement of the problem

As a matter of fact most of the Arab countries including Libya still away from integrating technology and of utilizing multimedia when teaching a foreign language. This fact was also confirmed by Al-Shamayleh (2014) who explained the identical situation in Jordon. Apart from the problematic phenomena of using technology and multimedia in the classroom, most of EFL learners face different problems when

learning a foreign language. This is due to the fact that learning how to speak a new language is more than just learning words, sentences and know the grammar of the language. The process of learning includes other factors such as varying the utterances with accurate pronunciation. In this regard, Gilakjani (2012) highlights the important role played by this integral part of foreign language learning which affects learners' communicative competence as well as performance. He mentioned that limited skills of pronunciation can lead to reducing learners' self-confidence and in turn limiting their interaction resulting in lowering estimations of a speaker's credibility and abilities.

In order to have accurate pronunciation, Gilakjani (2012) stated that most of former ESL approaches' focus was on segmental features such as emphasizing the differences between the minimal pairs ship/sheep. Bearing this importance in mind, there are many researches such as (Jenkins, 2002 and Burns, 2003) that proved that when teaching focuses on supra-segmental features, learners' intelligibility is greatly enhanced. Besides, these researches emphasize that improving supra-segmental production can lead to effective communicative pronunciation competence in preference to segmental ones. Supportingly, Hismanoglu (2012) mentioned that the lack of adequate knowledge about supra-segmental aspects in general and English stress in particular could lead to major problems in placing and using the English stress.

Based on the researcher's observation, English words stress has been found to be one of the challenging issues to be learned and used accurately by Libyan EFL students. In consequence, this paper seeks to find out if the use of Internet based videos has an impact on enhancing the students' awareness of placing the English stress correctly.

B. Significance of the Study

The present research is of two significances; the first, it examines the benefits of using online video-streaming website (www.youtube.com) for the Libyan EFL community as recommended by (Watkins & Wilkins, 2011). The second significance is to investigate the impact of using internet based videos lessons on teaching a particular language area which is English word stress to Libyan EFL university students.

Hismanoglu (2012) confirmed that the accurate placement of stress on a particular syllable is the key to communicating the intended meaning of a word in English, due to the fact that English employs stress distinctively. Nevertheless, and in spite of its importance, some researchers do believe that teaching English pronunciation in general and stress in particular will not lead to native like pronunciation; however, in the researcher's opinion, making the students aware of the importance and the effectiveness of using English stress in addition to using instructional technology to achieve this goal could lead to native-like pronunciation. The above opinion is

supported by Dale and Poms (2005) and Underhill (1994) cited in Kucukoglu (2012) who asserted the importance of mastering and using the English stress accurately in order to avoid difficulty in comprehension as a result of using the wrong stress patterns.

In consequence, the researcher in the present paper aims to target the attention to the effectiveness of integrating technology into the classroom and to examine the impact of using Internet based video lessons on enhancing the use of English word stress accurately.

II. LITERATURE REVIEW

A. Definition of English stress

In English, stress is one of the supra-segmental features that can occur at different point in the word, nevertheless; it is fixed for each individual word. There are four phonetic variables that are used as the most significant indicators of stress; they are intensity, pitch variation, vowel quality and vowel duration (Colins&Mees, 2013). In other words, stress is used to describe the point in a word or phrase where pitch changes, vowels is lengthened and volume is increased. It is vitally important in conveying meaning in phrases and sentences. However, a word with more than one syllable is more complex especially those word that could be used as verb and noun, for example 'export' is a noun if the primary stress is placed on the first syllable while it is a verb if the primary stress is moved to the second syllable (Harmar, 2007). In terms of function, there are many functions of using stress; they include: giving special emphasis to a word or contrasting a word with another;indicating the syntactic relationships between words or parts of words, and distinguishing between a compound noun and an adjective followed by a noun (Ladefoged, 1993).

B. The Importance of teaching supra-segmental features

Hismanoglu(2012) stated that during the past 20 years, pronunciation specialists have stressed on the importance of supra-segmentals rather than segmentals to enhance oral communication. This fact has been also stated by (Morley, 1991) who referred to the importance of changing the methodologies of teaching from emphasizing segmental elements of pronunciation to supra-segmental elements of pronunciation in one hand in addition to changing the attention from linguistic competence to communicative competence in the other hand. Hismanoglu (ibid) cited Cutler's (1984) view, who stated that "not only ungrammatical sentences or articulation of individual sounds, but also inaccurate placement of primary stress in L2 words may give rise to miscommunication in that the misplacement of lexical stress can precipitate false recognition, often in defiance of segmental evidence" (p. 27).

C. Using YouTube Video-based lessons to teaching English stress

In the researcher's opinion, using videos as a teaching tool

changes the classroom environment and makes it more interesting and attractive and then stimulates learner autonomy. This opinion is supported by (Watkins & Wilkins, 2011). They stated the Internet access availability could help both students and teachers to use YouTube as a valuable tool through teaching multiple foreign language skills. They further confirmed that the use of YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. Besides, they mentioned that any lesson activities could be structured around YouTube videos. Another fact concerning using the YouTube as an assisted tool is that it helps educational endeavors throughout the vast varieties of content it has. In terms of validity, many recent studies such as Kabooha&Elyas, 2018; Heriyanto, 2015; and Watkins & Wilkins, 2011) ensured thatYouTube is a valid resource for teachers who seek to enhance their lessons with lively and topical content. In addition, a study conducted by Kasper (1997) illustrated that teaching English to students using multimedia such as print, film, video and Internet encourage students. Kasper's findings reflected the significant role of using multimedia on increasing the achievement of his participants. Another study conducted by Al-Shamayleh (2014) to examine the impact of using multimedia on enhancing the quality of teaching English stress and intonation. In his study, he referred to the tendency of accepting multimedia as a viable means of teaching language by many modern language teachers. He also emphasized the positive role of using multimedia due to its efficiency instead of using the teacher center model solely, particularly, when teaching phonetics. He attributed this to the fact that using multimedia to teach phonetics motivates students to learn as theyenjoythe process of learning. Generally, no one can ignore the extraordinary and positive impact of using a wide variety of English media on enhancing and gaining more features of the target language in general and English phonetics in particular. .

III. METHODOLOGY

A. Research design

This study used a quantitative design to collect students' scores and analyze them using SPSS program, and the procedures included giving the pre-test and the post-test to all the participants at the same time to avoid variations of additional preparation for the test.

B. The participants and setting of the study

The participants are forty Libyan EFL female studentsstudying in their fifth semester at the Faculty of Education-Janzour, Tripoli University, in Libya during the Autumnsemester of 2017, of the academic year 2017-2018.It is important to mention here that the majority of the students at the Faculty are female.The participants are enrolled in a program leading to a bachelor degree in English and they are all 22 years of age, since they had been enrolled as intake of

the same university year when they first joined the department. It is worth noting that they were all taking the phonetics (2) course during this period. The forty participants were equally and arbitrary divided and then assigned to two sub groups; named, control and experimental as shown in Table1.

Table 1 the demographic properties of the participants

Group Name	Experiential (Group 1)	Control (Group 2)
Students' Number	20	20

C. Procedures and instruments

The two selected groups were subjected to the same pre-test and post-test items. The post-test included the same English words with which the students were tested in the pre-test. As for the purpose of the pre-test, it was designed to assess the general language proficiency of the participants and to determine their level in pronunciation. Both tests consisted of the same word list that was made up of 45 English words. They were all of different word patterns i.e. two syllable words, three syllable words and words with more than three syllables. It is worth mentioning that the word list was collected from the book of "English phonetics and phonology" by Peter Roach (2009). In order to have a reliable test, the word list was reviewed by two language experts. It is important to highlight that the purpose of using this mixed word list is to find out if the participants will manage to produce the given words correctly using the correct place of stress or not. The experimental group was to learn the use of the correct word stress through the use of multimedia (short videos) in the classroom using data show, personal laptop and high quality speakers. Whereas, the control group was to learn the same rules through the traditional method using a while board and a board maker classroom.

D. Data Collection

The pre-test was given to the students during the third week of the Autumnsemester of 2017. The students were asked to place the stress on the correct syllables of the given word list. It is important to mention here that during the first three weeks of the semester, the students were introduced the syllable structure of English words and they all have basic ideas about the English stress. The students were given 45 minutes to place the stress on the correct syllable under the supervision of the researcher. After finishing the written part of the test, the students were invited individually to another quiet room to record their voices while pronouncing the list of words. The students were asked to produce the words and orally place the stress on the correct syllable. They were also asked to produce the words clearly and pause a second before pronouncing the next word. It took two minutes for each student to pronounce the whole words in the list. After four weeks of instruction, the researcher repeated the same procedures using the same test i.e. post-test. Each participant

was assigned a number during the data analysis procedure due to ethical considerations and they were reminded that the data gathered would not be utilized for any assessment purposes and that their personal details would be kept confidential.

E. Ethical issues

The participants were introduced to the study procedures by briefing them about the purpose of the study and inviting them to participate. Those who agreed to participate were told that participation is voluntary and they have the right to withdraw from the study at any time without being held responsible for any commitments. Further, the head of the department was informed about the study and her consent letter was obtained before starting the research procedures. All the materials, pre-test and post-test sheets, participants scores, assessment forms were saved on a CD and will be damaged once the study is published. The scores were anonymously recorded on assessment forms using number codes of the participant students.

F. Analytical approach

For the analytical approaches, statistical t-test was used to answer the research question of this study. The t-test was applied to investigate the differences between students' scores in both tests i.e. the pre-tests and the post-tests and among both groups. The sample was divided into experimental and control groups. The *t*-test model was run by means of IBM SPSS statistics software program version 0.23. Descriptive analysis was obtained through assessing statistical results from SPSS. Mean, median, and mode were used to describe the general information about the sample of the study. In addition, inferential analysis was carried out to get statistical values that can be used in answering the research question, and so to address the research question, a two-paired *t*-test was used.

IV. Results and Discussions

This section describes the research findings using both descriptive and inferential statistics. This study aimed to investigate the impact of using Internet-based videos on enhancing the students' ability in placing stress on English words correctly.

A. Descriptive Statistics

A total of 40 participants in both groups responded to the test questions and that there were no missing values in the out-put of the *t*-test. Table 2 shows the percentage of (100%) of the students attending both the pre-test and post-test of the experiment.

Table 2 shows full attendance of both study groups indicating no missing values in both tests.

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Test Experimental	20	100.0%	0	0.0%	20	100.0%
Post-test Experimental Group	20	100.0%	0	0.0%	20	100.0%
Pre-Test Control Group	20	100.0%	0	0.0%	20	100.0%
Post-test Control Group	20	100.0%	0	0.0%	20	100.0%

B. Inferential Statistics

The first independent paired sample *t* test was performed to ensure the equality of the two examined groups and to prove that there is no significant differences that might affect the findings of the research. By looking at the following table 3, it is clear that there are not any statistically significant differences between the scores of the two groups in the pre-tests. The *t* value is 1.636) at the level of significance (0.11) which is higher than the level of significance (0.05). These results prove that both groups are of the same level concerning using the correct place of stress on the English words.

Table3 shows the paired sample *t* test of the pre-test of the two groups

Group	N	Means	SD	df	T	Sig
Pre-Test Experimental Group	20	13.9	3.4	38	1.636	0.11
Pre-test Control Group	20	11.9	4.3			

To answer the research question, Paired Sample t-test was carried out using SPSS software. By looking at Table 4 there were statistically significant differences between students' scores of the post-tests, as the students in experimental group scored (*M*=33.9, *SD*=3.9) and students' scores in the controlled group (*M*=25.5, *SD*=5.2), where t=5.779 *p* = 0.01.

Table4 shows the paired sample test of the post test of the two groups

Group	N	Means	SD	df	T	Sig
Post-Test Experimental Group	20	33.9	3.9	38	5.779	0.01
Post-test Control Group	20	25.2	5.2			

Table 4 shows the results of paired sample t-test reflecting the significant differences between the scores of the two posttests in the case of experimental and controlled groups. This statistical significance is in the favor of the experimental group and thus the intervention of using internet based videos does impact the scores of the experimental group leading to a change in increasing their ability to place the stress on the English words correctly.

In order to verify the validity of the previous findings, another independent paired sample test was performed to find out if there is a significant differences between the scores of the pre-

test and post-test in case of the experimental group as shown in the following table.

Table 5 shows the means and standard deviation of the pre and post-test of the experimental group.

Group	Means	SD	df	T	Sig
Pre-Test of the Experimental	11.9	4.2			
			19	-14.532	0.01
Post-test Experimental Group	25.5	5.1			

Table 5 shows mean and standard deviation as compared in each test (i.e. pre-test/post-test) in the case of experimental group. There are statistically significant differences between the scores of the experimental group in the pre and post-tests where the value of t= (-14.532) at the level of significance (0.01) which is smaller than the level of significance (0.05). These results prove the effectiveness and the more positive impact of using internet based videos on enhancing the students' performance in place the stress on English words correctly.

V. CONCLUSION

By having a look at the results, it is obvious that using Internet-based videos such as YouTube videos would have a great impact on enhancing the students' ability to place stress on English words correctly comparing with only following the traditional methods of teaching pronunciation to Libyan EFL students. The students' scores were increased after being exposed to different Internet-based pronunciation video lessons. These findings are consistent with many previous studies such (Hismanoglu, 2012 and Al-shamayleh, 2014; Watkins & Wilkins, 2011 and Kasper, 1997), who all confirmed the effectiveness of using multimedia when teaching any language skills in general and phonetics and word stress in particular.

VI. IMPLICATION OF THE RESEARCH

The findings reveal the fact that using Internet based videos has impact on the participants'performance in mastering English word stress. Therefore, it is highly recommended that all EFL classes should be equipped with instructional technology tools to help instructors to achieve their targets in more professional ways. In addition, EFL instructors should have access to the necessary technology and make good use of YouTube and other trusted online video-streaming sites due to its salient roles in facilitating the learning processes, changing the classroom autonomy, and motivating learners. Furthermore, EFL instructors should utilize modern techniques and effective materials especially multimedia and computer-based designs of instructional materials. In addition,

they ought to encourage their students to access these materials both inside and outside the classroom for the sake of learning and practicing the phonetic features in particular.

VII. RECOMMENDATIONS FOR FURTHER RESEARCH

This study was not without limitations and one limitation was the fact that the sample in this study was of small size and that it only included female students due to course enrollment facts of the study setting, i.e. the Faculty of Education-Janzour. Therefore, researchers who are concerned with second language education are invited to further study this area of interest, and research should be conducted to focus on the relationships between gender and the use of instructional technology inside the classroom and the new methods of teaching English in general and pronunciation in particular.

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The importance of Web 2.0 Tools for Foreign Language Teaching and their Security Issues

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Abstract-**Recently, there is no doubt that Information and Communication Technology (ICT) in education has been believe to improve learning and teaching environments , especially Web 2.0 tools, has shortened the distance between people and makes communication easier and faster than the past. Nowadays, the Web 2.0 is becoming the preferred environment for communication, collaboration and sharing especially among young generation population. Although Web 2.0 tools are handy, simpler to spread , free or not expensive and ready to be used in a diverse states, this encourages many actors in the world of education to study the possible ways for applying these technologies in the educational field. Many educators globally, among them an English language teachers, are now taking innovative elements to integrate technology into their teaching environments. In language teaching, language teachers have a wide variety of choices for integrating advancement into their classes. One of these is the use of Web 2.0 tools.The purpose of this abstract going to present some of the most powerful Web 2.0 tools for teaching English as a foreign language include blogs, wikis, Skype, podcasts, google drive (forms, documents) and multiuser virtual environment. Many of these Web 2.0 tools have been integrated into foreign language classrooms to boost the way of learning for students, such an approach is more useful for language teachers to be knowledgeable about the possible usages of Web 2.0 tools which offers the learner with a variety of activities that enhance his learning and at the same time stimulates him to increase their teaching environments. What is more, it is aimed to discuss some challenges related to the security issues such as technical issues, privacy and Other Legal and Ethical issues when Web 2.0 is used in a foreign language teaching.**

Keywords: Web 2.0; Learning; Security Issues.

I. INTRODUCTION

The Web2.0 is a set of web user-centered design applications . These popular new services implement innovative services designed to facilitate the use and to save time, effort and energy. They allow smooth communication and enhance knowledge sharing on global scale. Many of these services could provide a favourable environment for relevant educational scenarios if some warnings and limitations of use are respected. Selecting some of these services is a necessity to avoid excesses and abuses of potential use by learners if they use them as a mean of entertainment, amusement or loss of time in classroom activities[1].The use of technology in educational settings has certain benefits. It "can increase motivation, decrease anxiety, foster more student-centered activities, provide students with authentic materials and audiences" [2] .

English language teachers are now taking innovative steps to integrate technology into their teaching environments. Teachers have a wide variety of choices for integrating technology into their classes. One of these choices is the use of Web 2.0 tools. With these tools, if integrated properly into language lessons, teachers can create a more engaging, interactive and motivating learning environment in their lessons. However, there are hundreds of these tools on the Internet all of which are not promising for teaching and learning purposes. Therefore, it is important to determine appropriate ones for use in language teaching. Our aim in this paper is to introduce some of the most familiar and useful Web 2.0 tools for teaching English as a foreign language, determined after a rigorous selection based on practical experiment and experience. Such an approach is useful for language teachers to be knowledgeable about the possible uses of Web 2.0 tools to enrich their teaching environments. Moreover, it is aimed to give creative and practical ideas to language teachers on the use of these tools in English Language Teaching[3].

This paper describes educational use of 2.0 tools such as blogs and wiki , were explored by pre-service teacher´s with different pedagogical goals: to build individual/group e-portfolios, to enhance cooperation and collaboration, to facilitate interaction and communication competencies. Additionally, It discusses the Possible challenges of Web 2.0 tool use in a foreign language classroom and best practices to avoid security risks.

II. Web 2.0 IN EDUCATION

Web 2.0 covers a wide range of technologies. The most widely used are blogs, wikis, podcasts, information tagging, prediction markets, and social networks. A short description of these technologies potentialities is given in table 1.

TABLE 1. Web 2.0 TECHNOLOGIES

Web2.0 Classification	Web2.0 tools	Specific technology examples
Communicative	Blogs (text, audio and video)	Blogger
	Instant messaging tools(text,audio and video based)	Skype Google talk
Collaborative	Wikis	Pb wiki
	Virtual communities of practice	Google docs NING
Documentative	Blogs	blogger
	Electronic portfolios	NING
Generative	Immersive gaming environments	World of warcraft
	Virtual worlds	Second life
	Virtual communities of practice	NING
Interactive	Social networking	Facebook Myspace linkedIn
	Virtual communities of practice	NING
	Virtual worlds	Second life

The idea of using Web 2.0 applications may be based on several learning theories. Dumitrescu (2015)[4] argued that, with the use of Web 2.0, learning and teaching approaches seemed to be based on the theories of connectivism of cognition and instruction. However, they cannot discard other learning theories such as traditional-behaviourist, cognitivist, and constructionist, on which technologies may rely to a lesser extent than connectivism. Farkas (2012)[5] argued that when teachers use Web 2.0 in the classroom learning environment, they need to understand social constructivist and connectivism pedagogy.

Web 2.0 applications have the potential benefit to establish effective teaching and learning environments. For example, Rogers-Estable (2014)[6] suggested that Web 2.0 tools offer opportunities for learning, whilst creating connection and interaction between teachers and students inside and outside of the classroom. These tools help students to create groups for sharing, collaborating, and growing together. Similarly, Wheeler (2010)[7] found

that the use of Web2.0 helps students who are geographically separated to interact, communicate, and share the learning content of the courses. Students using Web 2.0 tools can create, produce, edit, and evaluate knowledge (Richardson, 2009)[8]. This can help teachers to create effective student-centred learning environments.

III. WIKIS[9]

Wikis allow asynchronous communication and group collaboration across the Internet.Variously described as a composition system, a discussion medium, a repository, a mail system, and a tool for collaboration, wikis provide users with both author and editor privileges; the overall organization of contributions can be edited as well as the content itself. Wikis are able to incorporate sounds, movies, and pictures; they may prove to be a simple tool to create multimedia presentations and simple digital stories.

A.Benefits of wikis

According to David Jakes (2006)[10] , wikis are extremely flexible tools that have many classroom, professional development, and administrative uses including the following:

1)*Classroom:* Students can use wikis as platforms for collaborative problem solving; group laboratory reports; classroom writing projects; and the creation of a class "textbook." The short, wikis can be used to support any type of collaborative student project.

2)*Professional Development:* Wikis are handy tools for planning workshops or conferences. Trainers can post documents and other resources at the wiki prior to the workshop and have participants create and post their own notes during the event. Later, participants can return to the wiki to further reflect on what they have learned.

3)*Administrative Uses:* Administrators can leverage wikis to allow teachers, technology staff, and others help create and edit policy documents.

B.Usage in teaching and learning

Wikis are one of many Web 2.0 components that can be used to enhance the learning process. A wiki is a web communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment (Kevin & Joseph, 2007)[11]. Collaboration using a wiki is not limited to students. Faculty can use wikis to collaborate on projects, whether editing a textbook, preparing a journal article, or assembling a syllabus or reading list. Wikis might also prove to be an ideal vehicle for soliciting ongoing input for research or projects where community input can help inform and direct subsequent investigation. The possibilities for using wikis as the platform for collaborative projects are limited only by one's imagination and time. Wiki-enabled projects can provide various levels of site access and control to team members, offering a fine-tuning element that enhances the teaching and learning experience (Educause 2009)[12].

Duffy and Bruns (2006)[13] list several possible educational uses of wikis:

1) Students can use a wiki to develop research projects, with the wiki serving as ongoing documentation of their work.

2) Students can add summaries of their thoughts from the prescribed readings, building a collaborative annotated bibliography on a wiki.

3) A wiki can be used for publishing course resources like handouts, and students can edit and comment on these directly for all to see.

4) Teachers can use wikis as a knowledge base, enabling them to share reflections and thoughts regarding teaching practices, and allowing for versioning and documentation.

5) Wikis can be used to map concepts. They are useful for brainstorming, and editing a given wiki topic can produce a linked network of resources.

6) A wiki can be used as a presentation tool in place of conventional software, and students are able to directly comment on and revise the presentation content.

7) Wikis are tools for group authoring. Often group members collaborate on a document by emailing to each member of the group a file that each person edits on their computer, and some attempt is then made to coordinate the edits so that everyone's work is equally represented; using a wiki pulls the group members together and enables them to build and edit the document on a single, central wiki page.

IV. BLOG

Generally, a weblog or blog is a personal diary, collaborative space, breaking-news outlet and a collection of links to your own private views memos to the world. In short, your blog is whatever you want it to be. There are so many of them, in various shapes and sizes, and there are no real rules. In simple terms, a blog is a website, where you write stuff on an ongoing basis. New stuff shows up at the top, so your visitors can read what is new. Then they comment on it or link to it or email you. In the field of education, blog or weblogs are being used to satisfy a variety of communication needs to favour e-learning practices (Susana & Sergio 2007)[14]

A. Advantages of weblogs or blogs :

According to Susana and Sergio (2007), weblogs or blogs have several advantages:

1) They are easy to setup and administrate in contrast to other technologies.

2) They are easier to publish all types of resources (text, images, video, etc.) to the Web when compared to traditional web publishing.

3) They allow instant publishing with just one click and are easy to create and maintain, as opposed to traditional web pages that are labor-intensive and require at least some web design knowledge (HTML, CSS, JavaScript).

4) They can be updated easily, from anywhere without having to worry about FTP connections, web authoring software, etc.

5) They have the ability to reach a large audience without losing information quality and allowing for different levels of detail. They break the trade off between reach and richness of information.

6) The access to information posted in weblogs is 24/7 (anytime/anywhere).

7) No special blogging software is needed to create a weblog. Some bloggers use plain HTML to create their weblogs. However, most blogging software allows a person to create and maintain a weblog without knowing HTML. Instructor does not need to periodically request the learning logs to the students.

8) Other technologies can be applied jointly into a weblog. For example, using of Wikis as enablers for group writing and knowledge sharing (eg. Building glossaries).

B. Benefits of using a blogs

The following are the benefits of using a blog listed by Anamaria (2010)[15] .

1) A blog allows web-savvy students to legitimately use their favorite source of information, the Internet, and makes use of their skills for the purposes of the program.

2) It increases the students' motivation to take an active part in the learning process, since blogging is fun and interesting.

3) It develops the communication skills of students that are less internet-savvy through peer-to-peer learning.

4) It keeps students informed with the most up-to-date information about of their object of study.

5) Through the use of comments and other forms of feedback, it develops critical thinking (and the appropriate ways to put it into writing).

6) It is a portal for creativity and personal initiative where good ideas are rewarded not only with good grades but also with direct responses from readers across the web.

7) It increases the visibility of our programs on the web and has the effect of giving it a more clearly defined positive image, which in turn may result in higher commitment of the students to the program and a sense of pride in their work.

8) It makes learning flat, not hierarchical, with the teacher as control point rather than unique source of information and interpretation.

C. Ways of using blogs

According to Susana and Sergio (2007), weblogs can be used by instructors and students as follows:

- Instructor weblog: weblogs written by instructors are mainly used as an additional communication channel to share information with students. Instructor weblogs usually contain course content, course management information, general commentary to all students about their learning progress, etc.

- Student weblog: weblogs written by students are basically learning weblogs or project weblogs. A learning weblog (Lowe 2006)[16] is a learning diary, created concurrently with the learning experience, and reporting on the learning content as wells as the process (including time taken, sources used, and so forth). A project weblog, often authored by a team of students, documents the project progress and findings.

V. The Possible Challenges of Web 2.0 Tool Use in a Foreign language Classroom

Although there are great potentials for Web 2 .0 tools use in foreign language classrooms, there are numerous factors that must be taken into consideration when deciding to use Web 2.0 - examples include the effectiveness of the instructional activities conducted using these tools, the availability of these tools, potential technical difficulties of the tools, and their cost. Following three of the more serious challenges are discussed:

1.Security threats : The security concern is a specific obstacle to adoption and integration of social media in organizations. The top four perceived threats from employees' use of Web 2.0 are malicious software (35 percent), viruses (15 percent), overexposure of information (11 percent) and spyware (10 percent). To solve this issue , one may consider limiting the use of JavaScript in the browser to protect from malicious script4 attacks. In addition, the latest security patches recommended by the anti-virus product vendors should be applied. When writing and publishing blogs, care must be taken to protect one's own personal data, as well as sensitive or even confidential information about other persons or organisations. For example, personal information such as email addresses, mobile phone numbers, or even personal photos should not be disclosed without good reason. Figure1 illustrates the top concerns perceived by companies about the use of Web 2.0 technologies.
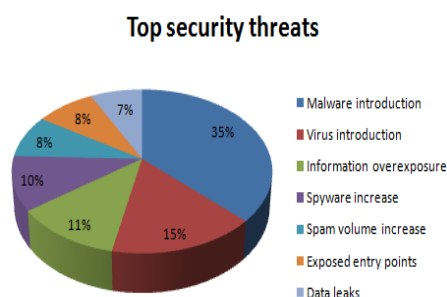
Top security threats

Fig 1: Top security threats of Web 2.0 usage.

2.Technical Problems: About sixty percent of the students in some studies mentioned technical difficulties associated with uploading their videos. The difficulties included the incompatibility of the video format and length of upload time. To solve the technical problems, instructors should test whether there are technical problems, such as how much time it needs to upload a video and compatibility issues, beforehand,. Moreover, the instructor's timely feedback in the study also helped to solve the technical difficulties.

3. Privacy and Other Legal and Ethical Issues: Of course, Web 2.0 users in this study could engage in inappropriate behavior, such as illegal file-sharing (copyright infringement), spamming, multiple identities, identity deception, and illicit materials (Kerbs 2005)[17] . Other inappropriate activities in the virtual world include breach of privacy, eavesdropping, exploitation, violating professional ethics, violating confidentiality, and sharing proprietary information.

VI . PATHS AND BEST PRACTICES TO AVOID SECYRITY RISKS

Most enterprises already have a form of an acceptable use policy, which should govern the use of all resources in the enterprise computing environment. The Web 2.0 application evaluation should form part of the organization's risk management process. Organizations can implement policies restricting employees' use of Web 2.0 applications. The following guidelines should be followed when formulating the policy:

- The policy should be created after consultation with all stakeholders.

- The policy should be based on principles, but should be detailed enough to be enforceable.

- The policy must be effectively communicated.
- Policies should be aligned with those already in operation relating to, for example, e-mails.

Some best practices should be taken into account when implementing the policy. First, responsibility of implementing and enforcing the policy should be shared and delegated to the various departments. Second, a compliance officer should be made accountable for the oversight and co-ordination function. Finally, all users must acknowledge the policy in writing. We must always consider that a policy is only effective if it is known and understood by all users. The users should be aware and educated on the safeguards and policies. Therefore, users must be trained to identify Web 2.0 applications and understand the risks, as well as stay informed about the latest news on fraudulent Internet activities. Employees should understand and implement the security feature, which these websites provide.

VII. CONCLUSION

Web 2.0 tools have transformed teaching and learning in the 21st century and they have a potential to offer new affordances for learning, creating, sharing and using

information and knowledge.Web 2.0 can make learning more flexible and interesting.

As it was presented above, the contribution of Web 2.0 tools such as wikis and blogs is very important since this kind of tools keep getting more and more popular. In order to obtain the most efficient results using wikis and blogs, we need to explore a number of questions. Learners are familiar with regular written assignments but not with the different nature of wikis. Consequently, educationalists should provide sufficient help and instructions to learners in order for them to understand the demands of writing in a wiki. So a question to be explored is what the exact kind of guidance should be for the learners to achieve the best performance conducting this kind of assignments. Can blogging promote reflection and deep learning? We need to come up with activities empowering current excitement on blogs use and that is a field to explore.

Web2.0 brings new developments to the web and the internet. However, new security risks also need to be taken into account. In particular, attackers may shift their focus from the server side to the client side, which is usually considered the weakest link in the security chain. The fundamental tenets of application security should not be ignored and overlooked. Security should be built into web2.0 applications from the earliest stages of development. security processes, controls and management oversight should be in place before applications are deployed. Periodic and ongoing security risk assessments should be conducted to identify and fix vulnerabilities. management, application developers and end-users all need to work together to tackle these challenges in the new era of web2.0.

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