An English Play Is Hosted by Facebook: Students Achievements and Attitudes towards Studying an English Play Using the Facebook Environment

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Abstract

The aim of the present study is to present and study an innovative model for the collaborative and a-synchronic learning of English Literature in high school within a "closed group" in Facebook. The importance of a closed group in the Facebook is identified in the literature concerning communities of knowledge which share a common goal, common knowledge and access to resources and communications for creating collaborative products [1] [2] [3] [4] [5]. The current research examines the attitudes and achievements of thirty Israeli twelfth grade students towards studying an English play in the Facebook environment. The intervention using Facebook took place over a period of one semester in a closed group created exclusively for the English literature class. The students' attitudes were analyzed in a quantitative and a qualitative method. Likert scale was applied for the quantitative measures along with metacognitive measures which allowed a richer expression of the learners' perceptions and attitudes towards their learning experience. The findings revealed positive attitudes and satisfaction of the students concerning the learning experience, as well as a significant increase in positive attitudes and in metacognitive parameters after the end of the sessions. Yet the students' attitudes were not found to correlate with their grades in the final paper and pencil test. This may indicate the contribution of additional factors to achievement besides positive attitudes and satisfaction, such as pre-disposition towards collaborative learning, quality and immediacy of teacher's feedback, as well as the different characteristics and demands of the final test as compared to the Facebook learning environment.

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