

A decorative border at the top of the page featuring stylized red and yellow flowers and two hanging lanterns, one yellow and one red.

يا صاحب القُبَّةِ البِيضاءِ

يا صاحب القُبَّةِ البِيضاءِ في النَّجَفِ

مَنْ زَارَ قَبْرَكَ وَاسْتَشْفَى لَدَيْكَ شُفِي

زُورُوا أبا الحَسَنِ الهادي لَعَلَّكُمْ

تُحْظُونَ بِالْأَجْرِ وَالْإِقْبَالِ وَالزُّلْفِ

زُورُوا لِمَنْ تُسْمَعُ النَّجْوَى لَدَيْهِ فَمَنْ

يَزُرُهُ بِالْقَبْرِ مَلْهُوفاً لَدَيْهِ كُفِي

إِذَا وَصَلَ فَاحْرِمِ قَبْلَ تَدْخُلِهِ

مُلَبَّياً وَإِسْعَ سَعِياً حَوْلَهُ وَطُفِ

حَتَّى إِذَا طِفْتَ سَبْعاً حَوْلَ قَبَّتِهِ

تَأْمَلِ الْبَابَ تَلْقَى وَجْهَهُ فَقِفِ

وَقُلْ سَلامٌ مِنْ اللَّهِ السَّلامِ عَلَى

أَهْلِ السَّلامِ وَأَهْلِ الْعِلْمِ وَالشَّرَفِ





No.:
Date

الرقم: ٨١٦٥ / ٤ ب
التاريخ: ٢٠٢٥ / ٧ / ٢٠

ديوان الوقف الشيعي/ دائرة البحوث والدراسات

م/ مجلة القبة البيضاء

السلام عليكم ورحمة الله وبركاته...

اشارة الى كتابكم المرقم ١٣٧٥ بتاريخ ٢٠٢٥/٧/٩، والحاقاً بكتابنا المرقم ب ت ٤ / ٣٠٠٨ في ٢٠٢٤/٣/١٩، والمتضمن استحداث مجلتكم التي تصدر عن دائرتكم المذكورة اعلاه، وبعد الحصول على الرقم المعياري الدولي المطبوع وانشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابنا اعلاه موافقة نهائية على استحداث المجلة.

...مع وافر التقدير

أ.د. لبنى خميس مهدي
المدير العام لدائرة البحث والتطوير
٢٠٢٥/٧ / ١٧

نسخة منه الى:

- قسم الشؤون العلمية/ شعبة التأليف والترجمة و النشر.... مع الاوليات
- الصادرة

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)

السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م

تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)

السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م

تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

العنوان الموقعي

مجلة القبة البيضاء

جمهورية العراق

بغداد / باب المعظم

مقابل وزارة الصحة

دائرة البحوث والدراسات

الاتصالات

مدير التحرير

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دليل المؤلف.....

- ١- إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحتوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب . اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.
 - ت . بريد الباحث الإلكتروني.
 - ث . ملخصان أحدهما باللغة العربية والآخر باللغة الإنكليزية.
 - ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word) (٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد حياة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
 - ٥ . يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
 - ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥,٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
 - ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
 - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
 - ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢) . أما فقرات البحث الأخرى؛ فبحجم (١٤) .
 - ٩- أن تكون هوامش البحث بالنظام التلقائي (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
 - ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
 - ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
 - ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير .
 - ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
 - ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر .
 - ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
 - ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
 - ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر .
 - ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
 - ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
 - ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
 - ٢١- ترسل البحوث على العنوان الآتي: (بغداد - شارع فلسطين المركز الوطني لعلوم القرآن)
 - أو البريد الإلكتروني: (off_research@sed.gov.iq) بعد دفع الأجور في الحساب المصرفي العائد إلى الدائرة.
 - ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .



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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)
السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م

Exploring Facebook as a Tool for Learning English and the Intellectual Challenges Among University Students

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Diyala University College of Basic Education





Abstract:

This research aims to explore the role of Facebook as an educational tool in English language learning among students in the English Department at the College of Basic Education, focusing on the intellectual challenges students face and their awareness of information verification mechanisms. The researcher relied on a questionnaire directed to a sample of 350 students, and the data was statistically analyzed using descriptive and inferential methods.

The results showed that Facebook is widely used in educational activities and has a positive impact on developing English language skills such as reading, writing, and listening. The results also revealed the intellectual challenges students face, most notably exposure to misleading or extremist content, in addition to a significant disparity in their level of awareness of methods for verifying the authenticity of digital information.

Based on these findings, the researcher made several recommendations, the most important of which are:

1. Integrate the concepts of critical thinking and information verification into academic curricula.
2. Direct students to follow trusted educational pages and groups on Facebook.
3. Organize workshops on digital security and the skills of conscious interaction with digital content.
4. Encourage faculty members to use Facebook as a targeted educational tool that supports safe language learning.
5. Develop awareness campaigns to raise students' awareness of the intellectual risks associated with uncontrolled use of social media.

These recommendations aim to promote the positive and safe use of Facebook as an effective educational tool in university education and to develop students' language skills.

Keywords: Facebook, English language learning, intellectual challenges, language skills, fact-checking, e-learning.

المستخلص:

يهدف البحث إلى استكشاف دور فيسبوك كأداة تعليمية في تعلم اللغة الإنجليزية لدى طلاب قسم اللغة الإنجليزية بكلية التربية الأساسية، مع التركيز على التحديات الفكرية التي يواجهها الطلاب ومدى وعيهم بآليات التحقق من المعلومات. اعتمد الباحث على استبيان موجه لعينة من ٣٥٠ طالبًا، وخللت البيانات إحصائيًا باستخدام المنهج الوصفي والاستدلالي. أظهرت النتائج استخدام فيسبوك على نطاق واسع في الأنشطة التعليمية، وتأثيره الإيجابي على تنمية مهارات اللغة الإنجليزية كالقراءة والكتابة والاستماع. كما كشفت النتائج عن التحديات الفكرية التي يواجهها الطلاب، وأبرزها التعرض لمحتوى مضلل

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)

السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م



أو متطرف، بالإضافة إلى وجود تفاوت كبير في مستوى وعيهم بأساليب التحقق من صحة المعلومات الرقمية. وبناءً على هذه النتائج، قدم الباحث عدة توصيات، أهمها:

١. دمج مفاهيم التفكير النقدي والتحقق من المعلومات في المناهج الدراسية.
 ٢. توجيه الطلاب لمتابعة الصفحات والمجموعات التعليمية الموثوقة على فيسبوك.
 ٣. تنظيم ورش عمل حول الأمن الرقمي ومهارات التفاعل الواعي مع المحتوى الرقمي.
 ٤. تشجيع أعضاء هيئة التدريس على استخدام فيسبوك كأداة تعليمية هادفة تدعم تعلم اللغات بشكل آمن.
 ٥. تطوير حملات توعية لرفع مستوى وعي الطلاب بالمخاطر الفكرية المرتبطة بالاستخدام غير المنضبط لوسائل التواصل الاجتماعي.
- تهدف هذه التوصيات إلى تعزيز الاستخدام الإيجابي والأمن لفيسبوك كأداة تعليمية فعالة في التعليم الجامعي، وتنمية المهارات اللغوية لدى الطلاب.
- الكلمات المفتاحية: فيسبوك، تعلم اللغة الإنجليزية، التحديات الفكرية، المهارات اللغوية، التحقق من صحة المعلومات، التعلم الإلكتروني.

section One:

Introduction and Significance of the Research

1.1 Introduction

Recent decades have witnessed a radical transformation in learning and teaching methods with the emergence of digital technology and the spread of social media, which have played a pivotal role in facilitating access to and exchange of information among individuals. Among these platforms, Facebook is one of the most widely used social media platforms in the world, with more than 2.9 billion monthly active users by 2023 (Statista, 2023). Given the importance of learning English as a global language, researchers have begun exploring Facebook's potential in supporting language learning and skills development among university students (Huang & Hew, 2018).

Facebook is characterized by its ability to provide a rich interactive environment that enables students to participate in educational groups, access diverse content, and practice the language informally through conversations and discussions, which enhances self-learning and develops the four language skills (reading, writing, listening, and speaking) (Wang & Vásquez, 2012). However, this widespread use coincides with significant intellectual challenges, most notably students' exposure to misleading or extremist content, which may negatively impact the quality of learning and lead to counterproductive outcomes (Tandoc et al., 2018).

1.2 Research Problem

Despite the widespread use of Facebook as an educational tool among university students, there is a lack of studies that comprehensively ad-



dress how students use this platform to learn English and the extent to which this use affects the development of their language skills. Furthermore, intellectual challenges, such as exposure to fake news and extremist content, have not received sufficient attention in the context of learning using Facebook (Fletcher & Nielsen, 2018).

It is also noted that students' level of awareness of the information verification mechanisms available on Facebook varies, increasing their likelihood of being exposed to misleading information that may impact their intellectual orientations and academic performance (Metzger et al., 2017). Therefore, the importance of this study lies in bridging this gap by systematically exploring these aspects. 1.3 Significance of the Research

1.3 The significance of this research lies in the following points:

1. Providing an in-depth understanding of how Facebook is used as an effective tool for learning English by English Department students, which helps them make the best use of the platform for educational purposes.
2. Shedding light on the intellectual challenges students face as a result of their educational use of Facebook, particularly regarding exposure to misleading or extremist content.
3. Assessing students' level of awareness of the platform's information verification mechanisms, a key factor in promoting the safe and positive use of social media platforms in education (Potter, 2013).
4. Providing scientific recommendations aimed at developing educational and technical strategies that contribute to improving the e-learning experience using Facebook, while maintaining students' intellectual health.

Research Objectives

1. To explore the extent to which students in the English Department at the College of Basic Education use Facebook as a tool for learning English, and to identify the most common educational activities used.
2. To study the impact of Facebook use on developing students' four language skills (reading, writing, listening, and speaking).
3. To explore the intellectual challenges students face when using Facebook for educational purposes, with a focus on exposure to extremist content and misinformation.
5. To assess students' awareness of information verification mechanisms on Facebook, and to propose strategies to promote positive and

safe use of the platform in learning English.

1.5 Research Questions

The study is based on answering the following questions:

1. To what extent do English Department students use Facebook as an educational tool?
2. What are the most common educational activities on Facebook among students?
3. How does Facebook use affect the development of the four English language skills?
4. What intellectual challenges do students face when using Facebook for educational purposes?
5. How aware are students of the information verification mechanisms on Facebook?

1.6 Research Limitations

- place: The study is limited to students in the English Department at the College of Basic Education.
- Time: The study was conducted during the 2024–2025 academic year.
- Instruments: The study relied on an electronic questionnaire to collect data.
- Sample: Includes 350 students, selected using a stratified random method.

1.7 Definitions of Terms

1. Facebook: An online social media platform that enables users to create profiles, publish content, and join educational groups (Statista, 2023).
2. English language learning: The process through which an individual learns the four language skills: reading, writing, listening, and speaking (Brown, 2007).
3. Intellectual Challenges: Difficulties resulting from students' exposure to extremist or misleading content while using Facebook, which may affect the quality of learning (Tandoc et al., 2018).
4. Information verification mechanisms: Methods individuals use to evaluate the validity and accuracy of information, such as checking the source, searching for other sources, and checking facts (Metzger et al., 2017).

section Two

Previous Studies





2.1 Introduction

Previous studies aim to provide a comprehensive scientific background and document the achievements made in the field of using social media, particularly Facebook, as an educational tool for learning English. They also seek to identify the intellectual challenges students face when using these platforms, such as exposure to extremist content and misinformation, and the importance of awareness of information verification mechanisms. This chapter reviews the most important research and studies related to these topics, focusing on the points of agreement and disagreement between them.

2.2 Studies on the Use of Facebook in Learning English

Several studies have shown that Facebook is an effective platform for enhancing students' English language skills. Huang & Hew (2018) found that students who regularly participate in educational Facebook groups made significant progress in their reading and writing skills, as a result of continuous interaction with diverse content and active educational discussions. This is due to the interactive nature of Facebook, which encourages the exchange of ideas and opinions (Wang & Vásquez, 2012). In the same context, Mahmoud (2019) explained that using Facebook in an educational setting helped improve speaking and listening skills, through opportunities for informal conversations and self-organized listening activities. The study confirmed that Facebook boosts students' confidence in using language outside of the traditional classroom setting, which positively impacts their linguistic abilities.

2.3 Studies on the Intellectual Challenges of Social Media Use

Despite the educational benefits, studies warn of the intellectual risks that may result from uncontrolled use of Facebook. Tandoc et al. (2018) indicated that the spread of misinformation and fake news on social media poses a serious threat to critical thinking, as constant exposure can lead to the adoption of extremist or false ideas that impact students' values and understanding. Fletcher & Nielsen (2018) also demonstrated that the growing ideological divisions on these platforms contribute to the formation of «echo bubbles,» where users are exposed to content that only confirms their beliefs, limiting critical dialogue and promoting extremism. In the same context, Potter (2013) indicated that awareness of online information verification mechanisms is an important safeguard against misinformation.

A weak ability to assess the credibility of content makes students vulnerable to misinformation, which hinders the development of their critical thinking skills.

2.4 Studies on Information Verification Mechanisms and User Awareness

Studies such as Metzger et al. (2017) highlight the importance of awareness of information verification mechanisms in the social media environment. Users who possess fact-checking skills and understand methods for evaluating sources tend to reduce their exposure to fake news and extremist content and demonstrate a greater ability to engage with digital content critically and effectively.

In this context, Ahmed (2018) emphasized the need to integrate information verification skills into university curricula to enhance student awareness in an era where social media has become the primary source of information. The study emphasized that teaching students how to evaluate the validity of information contributes to building a balanced personality capable of distinguishing between facts and false opinions.

2.5 Related Local and Arab Studies

In the Arab context, researcher Abdullah (2020) conducted a study on basic education college students on the use of Facebook in learning English. The results showed that students extensively use the platform to exchange educational materials and practice language skills, but they face difficulties in dealing with misleading content, due to a lack of adequate awareness of information verification mechanisms. The researcher recommended that universities should actively organize workshops aimed at raising students' awareness and enhancing verification skills.

In another study, Saeed (2021) explained that Facebook is a good motivator for students' engagement in language learning, but at the same time, it represents an environment fraught with intellectual risks, which calls for the development of clear educational strategies to control the type of content students are exposed to.

2.6 Summary of Previous Studies

Previous studies indicate that Facebook represents a promising educational tool for learning English, particularly in developing basic language skills, thanks to its interactive nature that enhances communication and participation. However, significant intellectual challenges arise, including frequent exposure to misleading or extrem-





ist information, as well as students' lack of awareness of information verification mechanisms. These can limit learning effectiveness and impact the quality of outcomes. The review highlights the need for integrated research that focuses on both the benefits and challenges, particularly in Arab university contexts, to promote the safe and effective use of Facebook in education.

Section Three

Research Methodology

3.1 Research Type

The study adopted a descriptive-analytical approach, which aimed to describe the reality of English Department students' use of Facebook as an educational tool, as well as to analyze the intellectual challenges they face and evaluate the impact of using the platform on developing language skills.

3.2 Study Population and Sample

- Study population: All students in the English Department at the College of Basic Education.
- Sample size: 350 students were selected using a stratified random sample to ensure balanced representation across different academic levels and genders.
- Demographic characteristics: The sample included students from the first to the fourth year, with a proportional distribution between males and females.

3.3 Research Tools

1. Questionnaire: A standardized questionnaire was designed to cover the research topics, including:
 - o The extent of Facebook use in learning and educational activities (multiple-choice questions).
 - o Evaluating the impact of Facebook on the four language skills using a Likert scale (from 1 to 5).
 - o Intellectual challenges facing students (yes/no questions and ordinal scales).
 - o Students' level of awareness of information verification mechanisms (multiple-choice questions and awareness assessment).
2. Tool Validity: The questionnaire was reviewed by experts in language education and educational technologies, and modifications were made based on their feedback.
3. Tool Reliability: The questionnaire was piloted on a sample of 30

students, and Cronbach's alpha coefficient was calculated at 0.87, indicating high reliability.

3.4 Data Collection Procedures

- The questionnaire was distributed electronically via the university's e-learning platform, explaining the research objectives and the importance of participation.
- The researcher assured the confidentiality of the data and that it would be used only for research purposes.
- Data collection continued for four weeks, with periodic follow-ups to encourage students to complete the questionnaire.

3.5 Statistical Analysis Methods

Descriptive Analysis: Frequencies, percentages, means, and standard deviations were used to describe Facebook use, educational activities, and students' level of awareness.

Inferential Analysis:

- An independent sample t-test was used to compare the impact of use between daily and occasional users.
- Chi-square test to examine the relationship between awareness of verification mechanisms and exposure to misinformation.
- Additional tests were used to examine differences between genders and educational levels as needed.
- Software tools: SPSS version 26 was used to conduct descriptive and inferential statistical analyses.

3.6 Limitations and Limitations

The study was limited to students in the English Department at the College of Basic Education, which may limit the generalizability of the results to other colleges or universities.

Relying on self-administered questionnaires may lead to potential bias in responses.

Technical challenges in electronic data collection, such as poor internet connectivity or some students not responding, affected the quality of data collection.

Section Four

Results and Statistical Analysis

Introduction

This chapter presents and analyzes data collected from a study sample of 350 students in the English Department, College of Basic Education. Descriptive and inferential statistical methods were used to ana-





lyze the extent to which students use Facebook as a tool for learning English, its impact on the development of the four language skills, the intellectual challenges they face, and their awareness of information verification mechanisms. An independent sample t-test was used, along with other analyses appropriate to each research objective.

4.1(Objective 1):Descriptive Analysis of Facebook Use in English Language Learning

Data on students' Facebook use and learning activities were analyzed using the frequencies and percentages shown in the following table:

Educational Activity	Number of Students (n=350)	Percentage (%)
Using Facebook for educational purposes	273	78.0
Following English learning pages	227	65.0
Participating in discussion groups	189	54.0
Watching educational videos	252	72.0
Sharing educational content	151	43.0

Analysis:

The data demonstrate that the majority of students rely on Facebook as a learning tool, with a strong preference for visual content. This is consistent with previous findings indicating the importance of multimedia in enhancing e-learning (Johnson, 2020). 4.2 (Objective 2): The **Impact of Facebook Use on the Development of the Four Language Skills (Objective 2)**

The impact of Facebook on language skills was measured using a questionnaire consisting of several questions for each skill, with students rating the extent of improvement from 1 (weak) to 5 (high). The table of means and standard deviations for each skill is as follows:

Independent Samples t-test: The effect of Facebook use on skill development based on daily frequency

The sample was divided into two groups:

- Group 1: used Facebook daily for educational purposes (n=180)
- Group 2: used Facebook less than daily or infrequently (n=170)

We tested the difference in skill means between the two groups using an independent samples t-test, and the results are shown in the following table:

Skill	t	df	p-value	Interpretation
Reading	4.25	348	<0.001	Statistically significant in favor of daily users
Listening	3.80	348	<0.001	Statistically significant in favor of daily users
Writing	2.45	348	0.015	Statistically significant in favor of daily users
Speaking	1.90	348	0.058	Not statistically significant

Analysis:

The results indicate that regular use of Facebook is associated with a significant improvement in reading, listening, and writing skills, while the effect on speaking skills was not significant at the 0.05 significance level. This is consistent with what similar studies have indicated that digital media has a greater impact on receptive skills (Oxford, 2017).

4.3(Objective 3): Intellectual Challenges Students Face When Using Facebook

Data were collected using a questionnaire on intellectual challenges, and frequencies and percentages were calculated as shown in the table:

Intellectual Challenge	Number of Students	Percentage (%)
Exposure to extremist or misleading content	133	38.0
Concern about information accuracy	200	57.0
Spread of fake news	213	61.0
Difficulty distinguishing between educational and misleading content	172	49.0
Exposure to divisive intellectual discussions	123	35.0

Chi-square Test: Relationship between Awareness of Verification Mechanisms and Exposure to Misinformation

The relationship between students' awareness of verification mechanisms (conscious, unconscious) and exposure to misleading content (yes, no) was tested:

	Exposed to Misinformation	Not Exposed	Total
Aware	50	104	154
Unaware	83	113	196
Total	133	217	350

$$\chi^2 = 8.12$$

$$df = 1$$

$$p = 0.004 \text{ (Statistically significant)}$$

Analysis:

There is a statistically significant association between students' awareness of verification mechanisms and reduced exposure to misinformation, demonstrating the importance of media education in reducing exposure to harmful content. (Fletcher & Nielsen, 2018).

4.4 (Objective 4): Students' Awareness of Verification Mechanisms and Safe Use Strategies

We used a questionnaire to measure students' awareness of verification mechanisms, and the results are shown in the table:





Level of Awareness	Number of Students	Percentage (%)
Low	196	56.0

Independent Samples t-test: Comparison between students with high and low awareness of misinformation anxiety

Group	Mean	Standard Deviation	Sample Size
High Awareness	2.1	0.8	98
Low Awareness	3.7	1.0	196

$t = -11.4$

$df = 292$

$p < 0.001$

Analysis:

The test indicates that students with high awareness of verification mechanisms experience less anxiety about misinformation than those with low awareness. This confirms the protective role of media literacy (Pennycook & Rand, 2019).

Chapter Statistical Summary

The results of this chapter clearly support the study's hypotheses. Statistical data confirm that Facebook is widely used by students as an educational tool, particularly for utilizing visual and interactive content. This is consistent with studies that have demonstrated the effectiveness of multimedia in improving the learning process and enhancing learners' comprehension (Mayer, 2009). Furthermore, regular use of Facebook for educational purposes is associated with a significant improvement in receptive language skills (reading and listening), and to a lesser extent, in writing skills. However, the effect on speaking skills was not statistically significant, which may be attributed to the limited opportunities for immediate oral interaction on the platform. Previous research has shown that digital platforms stimulate receptive skills more than productive ones (Oxford, 2017).

On the other hand, the results revealed intellectual challenges facing students, particularly regarding the spread of misinformation and the difficulty of distinguishing between educational and unreliable content. Analyses revealed a statistically significant relationship between students' awareness of fact-checking mechanisms and reduced exposure to this type of content, highlighting the protective role of media literacy in digital learning environments (Fletcher & Nielsen, 2018).

These findings demonstrate that the effectiveness of Facebook as a language learning tool depends not only on its use, but also on the nature of that use and the degree of critical awareness associated with it.

They underscore the importance of incorporating media verification skills into educational curricula to enhance the use of social media in the educational process, which aligns with recent calls to integrate critical thinking skills and media literacy into higher education (Penneycook & Rand, 2019).

In a broader context, these findings confirm that digital platforms can contribute to the development of language skills when used regularly and critically. They also point to the need to enhance students' ability to interact safely and consciously with online information. This insight paves the way for the next chapter to provide practical recommendations targeting teachers, educational planners, and decision-makers to effectively employ social media to support English language learning.

Section Five

Discussion, Recommendations, and Conclusion

5.1 Discussion

This study examined the use of Facebook as a tool for learning English, its impact on the four language skills, the intellectual challenges students face, and their awareness of information verification mechanisms.

5.1.1 Using Facebook as an Educational Tool

Results showed that 78% of English Department students used Facebook for educational purposes, with a strong preference for watching educational videos and participating in discussion groups. This aligns with Johnson (2020) who asserted that interactive visual content is the most attractive to learners on digital platforms. This active use reflects a growing acceptance of the use of social media in university education, supporting the study's hypothesis about the effectiveness of Facebook in the educational environment.

5.1.2 The Impact of Facebook on Language Skills

Results confirmed a significant improvement in reading and listening skills, followed by writing skills. The impact on speaking skills was less pronounced. This is due to the nature of the platform, which primarily provides written and visual content, with fewer opportunities for direct audio interaction. This is consistent with studies that have indicated that social media enhances receptive skills more than verbal productivity (Oxford, 2017). The results of a t-test also showed that regular use of Facebook enhances language skills, supporting self-di-





rected online learning.

5.1.3 Intellectual Challenges and Awareness of Verification

38% of students were exposed to extremist or misleading content, with 57% of them concerned about the veracity of information, highlighting the intellectual challenges associated with using social platforms for learning. The results of a chi-square test showed a significant relationship between students' awareness of verification mechanisms and reduced exposure to misleading content, reflecting the importance of media education for promoting critical thinking (Fletcher & Nielsen, 2018). The t-test also showed a clear difference in the level of information anxiety between those with high and low awareness, reflecting the need to enhance digital literacy as part of the educational curriculum.

5.2 Recommendations

Based on the study results and analysis, the following are recommended:

1. Integrate educational and training programs within university curricula aimed at developing skills in using social media as an effective educational tool, with a focus on information verification strategies and combating fake news.
2. Develop interactive and visual educational content on Facebook and other social media platforms to enhance reading and listening skills in particular, including opportunities to practice speaking through video groups or live chats.
3. Establish support and monitoring groups within the university or across social media platforms to help students distinguish between accurate and misleading educational content and reduce exposure to extremist content.
4. Encourage safe and positive use of Facebook through regular awareness campaigns, including teaching students how to interact positively and avoid intellectual conflicts that could harm learning.
5. Encourage ongoing research on the impact of social media on language learning, expanding research samples from different disciplines and educational levels.

5.3 Conclusion

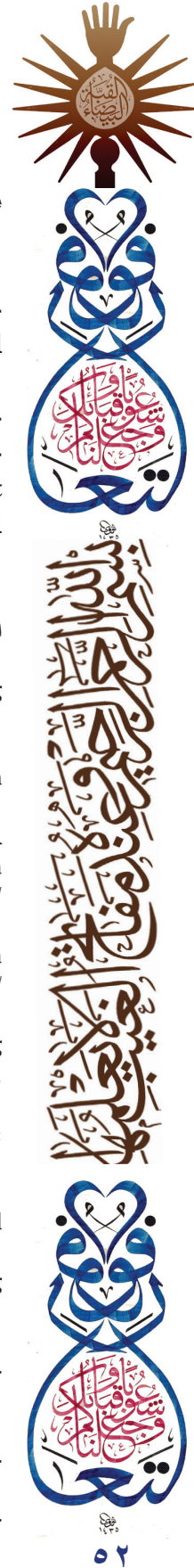
In conclusion, this study suggests that Facebook is a platform with great potential for developing English language learning among university students, particularly through interactive and visual educa-

tional content. However, the intellectual challenges addressed in the study, such as the spread of misinformation and extremist content, pose a barrier to maximizing the benefits of this tool. Accordingly, raising students' awareness of verification mechanisms and enhancing critical thinking skills are essential pillars for ensuring the safe and effective use of Facebook in education.

The study emphasizes the importance of adopting integrated educational strategies that combine modern technology and intellectual awareness to ensure a healthy and safe learning environment that meets students' aspirations and enhances their language skills amid the challenges of the digital age.

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)

السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م

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Appendix (1)

Lists the names of the expert evaluators and reviewers

No.	Name	Specialty	Place of Work
1	Prof. Dr. Muwafaq Ayoub	Philosophy	University of Diyala - College of Basic Education
2	Asst. Prof. Dr. Fatima Ismail	Sociology	University of Diyala - College of Basic Education
3	Asst. Prof. Dr. Muayyad Saad	Sociology	University of Diyala - College of Basic Education
4	Dr. Sahab Abd Hamed	Psychological Counseling and Guidance	University of Diyala - College of Basic Education
5	Asst. Prof. Dalia Hussein Yahya	Methods of Teaching English Language	University of Diyala - College of Basic Education
6	Asst. Prof. Samia Mohamed Rzouki	Methods of Teaching English Language	University of Diyala - College of Basic Education
7	Prof. Nizar Hussein Wali	Methods of Teaching English Language	University of Diyala - College of Basic Education

Appendix (2)

Survey questionnaire on Exploring Facebook as a Tool for Learning English and the Intellectual Challenges Among University Students

Dear Student,

Greetings,

Please complete the initial survey questionnaire (with open questions) to freely and openly explore your opinions about the use of Facebook in learning English and the associated intellectual challenges, as a prelude to developing a final, closed questionnaire. Please note that all information is treated with complete confidentiality and will be used for research purposes only.

Section One: General Information

1. Gender: men female
2. Academic Level:
3. Do you have an active Facebook account? (Yes/No)



4. How many hours do you spend daily on Facebook?

Section Two: Open-Ended Survey Questions

First: Using Facebook in Learning English

1. How do you use Facebook to learn English? List the methods, tools, or pages you rely on.

2. What types of educational activities do you engage in on Facebook? Such as reading, writing, watching videos, commenting, etc.

3. Do you think Facebook helps you learn English? Why?

4. Is there a difference between using Facebook and other educational tools? Explain your opinion.

Second: The Impact of Facebook on Developing Language Skills

5. Which language skills has Facebook helped you develop the most? And why?

6. Have you noticed an improvement in your skills (reading, writing, listening, speaking) because of Facebook? Illustrate with examples.

Third: Intellectual Challenges Associated with Facebook

7. Have you encountered content containing extremist or unacceptable ideas while using Facebook? If so, how did you deal with it?

8. What are the intellectual risks that most concern you when using Facebook for learning?

9. Do you think Facebook facilitates the spread of rumors or misinformation? Provide examples, if there is any.

Fourth: Verification and Content Management Mechanisms

10. What tools or methods do you use to verify the credibility of educational content on Facebook?

11. How can Facebook be a safer educational environment from an intellectual perspective?

12. What suggestions do you have for improving the use of Facebook in teaching English in a positive and safe manner?

13. Would you like to add any comments or personal experiences about learning English via Facebook?

Appendix (3)

Section One: General Information

1. Gender:

- Male • Female

2. Current Academic Level:

- First Grade • Second Grade • Third Grade • Fourth Grade

3. Your Self-Esteem of Your English Level:

- Beginner • Intermediate • Advanced

4. Do you have an active Facebook account?



فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٨)

السنة الثالثة صفر الخير ١٤٤٦ هـ آب ٢٠٢٥ م

• Yes

• No

Section Two: Questionnaire Items

Please indicate your degree of agreement with each statement by marking

(✓):

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

No.	Statement	1	2	3	4	5
١	I use Facebook to access educational content in English.					
٢	I follow educational pages that specialize in teaching English on Facebook.					
٣	I participate in educational discussion groups in English on Facebook.					
٤	I use Facebook to search for English grammar and vocabulary.					
٥	Facebook helps me review my university English courses.					
٦	I use Facebook to exchange knowledge with my peers about English-related topics.					
٧	I benefit from English video content or live broadcasts on Facebook.					
٨	Facebook increases my motivation for self-learning English.					
٩	I have noticed an improvement in my reading skills through English posts on Facebook.					
١٠	I read English posts on Facebook daily.					
١١	I write posts or comments in English on Facebook.					
١٢	My writing skills have improved through interactions on Facebook.					
١٣	I watch educational or English-language videos on Facebook.					
١٤	Facebook helps me enhance my listening comprehension in English.					
١٥	I communicate with friends or native English speakers through Facebook.					
١٦	My speaking/conversational skills have improved as a result of interactions on Facebook.					
١٧	I sometimes encounter unreliable or misleading content while browsing Facebook.					
١٨	I am able to distinguish between reliable and unreliable information on Facebook.					
١٩	I occasionally come across posts with extremist or inappropriate content.					
٢٠	I find it difficult to verify the accuracy of information on Facebook.					
٢١	Exposure to extremist content negatively affects my educational experience on Facebook.					
٢٢	I use the report/block feature to address inappropriate or harmful content.					
٢٣	I often notice rumors or misinformation being spread on certain pages.					
٢٤	I need support or training on how to manage digital information effectively.					
٢٥	I am aware that Facebook provides tools to verify the accuracy of information.					
٢٦	I use credible sources when sharing educational content on Facebook.					
٢٧	I encourage my peers to verify information before sharing it.					
٢٨	I believe using Facebook for educational purposes should be under academic supervision.					
٢٩	Awareness campaigns about the safe use of Facebook are important.					
٣٠	I recommend using Facebook as a supportive tool for learning English.					

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