



Faculty of Graduate Studies
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Investigating the Impact of Using Facebook on the Elementary Students'
Writing Ability at the Private Schools in Hebron

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Hebron University
Faculty of Graduate Studies

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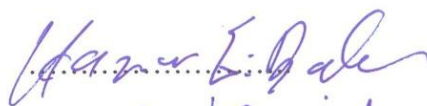
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Dedication

This thesis is dedicated to:

My parents who embraced me with love and care and who have provided me
with confidence and support.

My sisters and brothers whose love motivated me to challenge myself and to
work harder.

My husband for his understanding, endless patience and encouragement through
this hard work.

To my lovely daughter.

To my friends and colleagues who helped me.

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Abstract

In our Palestinian context, the need for improving our students' writing ability is crucial. Writing is usually taught traditionally and students don't practice writing outside the classroom. So, using novel techniques and practices in the teaching and learning process can advance the students' language ability as well as their writing skills. For this purpose, this paper investigated the impact of using Facebook on the sixth grade students' writing ability at Al-Nukhbah and Al-Azhar Private Schools. The sample of the study consisted of 60 sixth grade students at Al-Nukhbah and Al-Azhar Private Schools in the second semester of the scholastic year 2015. For data collection, the researcher divided the participants into a control group and an experimental group to examine the effect of using Facebook on the students' writing skills. Both groups received the same material. The control group was taught how to write traditionally, whereas the experimental group was taught how to write by using Facebook. The researcher applied a pretest before conducting the study tool for both groups to examine equivalence in writing and to know their writing level. Both groups had almost the same scores which guaranteed that the participants of this study have about the same writing ability. Then, the researcher created a Facebook group and added all the students of the experimental group. The students were engaged in lots of writing tasks through using Facebook. The tasks focused on some main writing subskills such as grammar, spelling, punctuation and sentence control. This training program continued for 32 meetings (2 times a week). After the treatment which is

using Facebook, the researcher applied a post test for both groups to check their writing skills improvement. In addition to that, an attitude questionnaire was distributed to the students of the experimental group to measure their attitudes towards using Facebook for educational purposes. The results were collected and analyzed by using statistical methods. On the basis of the findings, the researcher found that there is an obvious effect of using Facebook on improving the students' writing ability. Also, the students had positive attitudes towards using Facebook for educational purposes. Finally, the researcher recommended that teachers, decision makers, educational institutions and researchers should give more emphasis on using Facebook in teaching and learning besides to other social media.

Abstract in Arabic

الملخص باللغة العربية

معرفة أثر استخدام الفيس بوك في تحسين المقدرة الكتابية لدى طلاب الصف السادس في المدارس الخاصة بالخليل

تعتبر الحاجة الى تحسين قدرة الطلاب الكتابية في واقعا الفلسطيني أمراً ملحاً . حيث أن مهارة الكتابة تدرس عامة بشكل تقليدي مما لا يتيح للطلاب أن يمارسوا الكتابة خارج الصف بشكل فعلي. لذلك فإن استخدام بعض الأساليب الجديدة والحديثة يمكنه أن يساعد في تحسين مقدرة الطلاب اللغوية بشكل عام والمقدرة الكتابية بشكل خاص. تحقيقاً لهذا الهدف جاءت هذه الدراسة لمعرفة أثر استخدام الفيس بوك في تحسين الأداء الكتابي عند طلاب الصف السادس في مدرستي النخبة الخاصة والأزهار الخاصة. وتحقيقاً لإجراءات الدراسة قامت الباحثة في تقسيم الطلاب إلى مجموعتين. فكان طلاب مدرسة النخبة الخاصة وعددهم 30 المجموعة التجريبية وكان طلاب مدرسة الأزهار الخاصة وعددهم 30 أيضا المجموعة الضابطة. تم تعليم المجموعة الضابطة بطريقة تقليدية. أما المجموعة التجريبية تم تعليمهم مهارة الكتابة باستخدام الفيس بوك والذي من خلاله تمت كتابة الفقرات والتي تخللها تصحيح للأخطاء وإعطاء المقترحات من قبل الطلاب أنفسهم بمساعدة معلمتهم. و استخدمت الباحثة امتحانا قبليا تم توزيعه على طلاب المجموعتين قبل البدء بالدراسة لمعرفة مستوى الطلاب في مهارة الكتابة. و طبقت الباحثة ايضا امتحانا بعديا لكلا المجموعتين بعد تطبيق اداة الدراسة لتعرف أثر استخدام الفيس بوك في تحسين الكتابة عند الطلاب. بالإضافة الى استخدام استبيان تم توزيعه على طلاب المجموعة التجريبية بعد الانتهاء من تطبيق أداة الدراسة لمعرفة آرائهم اتجاه استخدام الفيس بوك لأهداف تعليمية. حصلت الباحثة بعد الانتهاء من الدراسة على أجوبة مقنعة على أسئلة البحث المطروحة كما و خرجت بنتائج ايجابية تبين الأثر الايجابي لاستخدام الفيس بوك في تحسين الكتابة عند الطلاب، كما ان الطلاب ابدوا موافقتهم وتشجيعهم لاستخدام الفيس بوك لأهداف تعليمية. في ضوء هذه النتائج أوصت الباحثة كل من المعلمين والباحثين وأصحاب القرار والمؤسسات التعليمية على ضرورة توظيف الفيس بوك في العملية التعليمية بالإضافة إلى الوسائل التكنولوجية الأخرى.

Chapter One

Introduction

This chapter introduces some of the effects of using technology in teaching. Then, it focuses on the internet social tools which provide interactive learning contexts. After that, it attempts to shed light on the importance of using social media especially Facebook in improving the students' writing skills. In addition to that, it introduces the statement of the problem, research questions, hypotheses and limitations of this study.

1.1. Using Technology in Education

A number of researchers have conducted studies to investigate the effect of the use of technology in education. Most of these studies found out and shared a common result which is related to the efficiency of technology integration in education and how it enhances teaching methods and students' knowledge (Motteram, 2013). Technology is becoming a significant part of higher and professional education because it helps learners to be independent learners and it also provides them with easy access to a large amount of information so they can control their own learning. (James et al., 2011). The technical developments of information technology have had a big effect on the learning environments and contexts and they also stimulate learners' motivation, according to Crystal (2001). Technology gives all students unique opportunities to learn in trendy and new ways not previously used. The innovations of technology are changing the way in which we teach and learn. Technology plays a role in changing and developing languages as it gives rise to new and everyday vocabulary and expressions. (Crystal, 2001)

Using technology in different educational environments affects positively the teaching and learning process. This has encouraged a number of EFL contexts to integrate the Internet and information technology in their teaching in order to help students to be more educated and skilled in new technologies and to face their own learning difficulties. For example, Al- Mekhlafi (2006) conducted a study to investigate the impact of CALL on learning English as a foreign language at the elementary schools in the United Arab Emirates. The results showed a significant difference between CALL users and non-users in favor of the experimental group.

According to Jack (2007), language skills can be enhanced and improved by using the web- based language learning activities. Listening, speaking, writing, and reading are four basic skills in English Language. These skills can be applied and practiced on the web by using a set of ways. Internet social communication tools are one of these ways that includes emails, blogs and social networks. These tools provide interactive learning contexts and integrated environment for teachers and students.

1.2. Social Networks

Tiryakioglu and Funda (2011) defined a social network as an online area or a platform where people can make relations and communication, and where individuals share information. By using social networks, people can share their opinions, feelings, activities, daily events, and their interests online.

The rise of the social network sites has changed and reshaped the common concept of communication, interaction and collaboration. In other words, individuals may introduce themselves over Internet in the social life and they become a member of social networks in order to communicate with friends of similar interests, culture,

age, common background, and mutual friends. Thus, a group of friends can be enlarged and information exchange is enabled (Melor et al., 2012). Students generally have positive perceptions towards using web-based learning tools, when they:

- display the content in an easy way.
- are considered as supportive tools.
- provide the users with flexible and useful features related to the content of a specific course (Storey et al., 2002)

1.2.1. Facebook

Melor et al. (2012) stated that Facebook is one of the most popular social networking websites. It is a website that aims at allowing people to keep in touch with their friends and share information with each other. They also argued that Facebook can be considered as an area in which students can appreciate and value the benefits of collaborative learning, which won't be possible to them if they work individually. In other words, FB definitely has many features that give the learners unique chances to connect with each other in new social academic networks. Teaching and learning English language in EFL and ESL contexts through social platforms like Facebook can create both independent and collaborative learning environments. It also can be used to enhance learning experience. This is supported by Munoz and Towner (2009) when they suggested that " the benefits of Facebook networking and social communication capabilities benefit both the instructor and the student by tapping into a greater number of learning styles, providing an alternative to traditional lecture format, creating an online classroom community, and increasing teacher-student interaction and student- student interaction " (p. ,9)

1.2.2. What's a Facebook Group?

According to Melor et al., (2012) "Facebook groups is a feature that is available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose"(p.87).

Facebook Group gives new generations what they need and desire with its interactive and easy-feedback features. This helps to create a positive environment that is encouraging and conducive for aiding the writing process for young students. In other words, Facebook group is a feature that functions as a place to share ideas between people of similar interests. This interactive function makes it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group and this can develop the students' writing skill and motivation (Melor et al., 2012).

1.3. Writing Process

Writing is one of the production skills that many students have problems in mastering them. Writing isn't an easy job. This is because of the difficulty of putting ideas down on paper to transform thoughts into words .Writing can be seen in two different ways. On one hand writing is seen as the product of writing. On the other hand it is seen as the process of writing. When writing is considered as a product, the focus goes on the final product of writing such as the essay, the report, the story and so on (Harmer, 2001).

In this sense writing should meet certain standard of rhetorical style, reflect the accuracy, and be organized to meet the audience's interests and conventions. In

other words, the value of the end product is the main thing to be focused on rather than the process of writing itself. On the other hand, when writing is seen as a process, the focus is placed on the various stages that any process of writing goes through, such as transforming thoughts and ideas to words (Harmer, 2007).

Oshima & Hogue (1998) stated that making a good piece of writing is a complex process. It requires the ability to write sentences with correct grammar and organize them logically into paragraphs or essays. They added that in writing everything should be clear since it is a way to communicate with others through verbal language. Unlike speaking that the message of the communication can be caught through non-verbal language, such as gestures, body languages or facial expressions. So, the writer should be able to make his or her piece of writing clear enough to be understood by a reader.

Harmer (2007) divided the process of writing into three stages. These stages are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of thinking about the topic or subject and start designing and developing the ideas. Writing is a stage of writing down the ideas on papers and transforming the thoughts and ideas into words and sentences. It means that the writers write down of what they are going to say or write. The next is re-writing. This stage is defined as a process of assessing what they have written and making the needed changes.

1.3.1. Why Writing Is Important

Writing is one of the important skills that should be focused on in English learning. This productive skill is highly needed in the learning environments, generally for learning and especially for testing the learners' ability of using language

itself. Writing skill is almost needed in all the contexts of life. Proficient writers can adapt their writing easily to be suitable for the context in which it takes place.

In the school setting, writing plays two crucial and complementary roles. First, it is a skill that focuses on the use of techniques (such as planning, evaluating, and revising text) to reach a numbers of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a way to develop and deepen students' knowledge (Graham et al., 2007).

1.4. Writing Skills through Facebook

Jack (2007) stated that the interactive feature of Facebook gives the students an opportunity to practice their writing. By using Facebook students can post their own pieces of writing and comments, receive comments, and reply to other Facebook group members. Therefore, this interactive communication enables students to be actively engaged in the writing process and improve their writing skills. Activities such as writing items, comments, descriptions and diaries can be conducted to check the writing competence of the students. This will improve their vocabulary, their ability in mechanics as well as their competency in using grammar correctly. With these merits, the instructor can exercise these activities by creating a Facebook group and encourage the students to join it and express their wants, feelings, thoughts, opinions and desires freely which will help the communication process.

1.5. Statement of the Problem

EFL learners usually face difficulties in acquiring writing skills as they don't practice language outside the classroom and they usually don't have the passion to learn in traditional methods, so the need to improve their proficiency in writing is crucial. Bringing writing into the students' daily life may help in improving their

ability of writing. This can be done by utilizing Facebook in the process of teaching and learning. Facebook is one of the most popular social networking websites among the Palestinian students who are investing time in social networking, building relationships and their own communities of shared interests. In addition to that, Facebook is flexible and students can use it outside the classroom. With this merit, there is a unique opportunity to use Facebook for educational applications ; especially for language skills development. Hopefully, using this social platform will constitute a solution to overcome writing competency problem regarding school students. In this respect, this study investigates to what extent using Facebook will affect the writing ability of the sixth graders' at Al Nukhbah and Al-Azhar Private Schools and how students perceive using Facebook for educational purposes.

1.6. Purpose of the Study

The purpose of this study is:

- to examine to what extent using Facebook affects the writing ability of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron .
- to investigate if the implementation of Facebook would strengthen and develop the students' writing competency outside the school.
- to measure the students' attitudes towards using Facebook as a supplementary educational tool outside the classroom.

1.7. Research Questions

This study aims to answer the following two main research questions:

- 1- How can using Facebook affect the writing ability in English of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron?

Besides the above main question, the following sub questions have been formulated:

- a. To what extent can using Facebook enhance the students' competence in grammar?
 - b. To what extent can using Facebook develop the students' spelling and punctuation?
 - c. To what extent can using Facebook develop the students' skills regarding the sentence control?
-
- 2- What are students' attitudes and perceptions towards using Facebook for educational purposes?

1.8. Significance of the Study

First, this study will demonstrate how bringing writing into students' daily life will help in improving the students' ability of writing. Second, this study will show how teaching writing skill through Facebook can have an overwhelming response from students and how students can take part in follow-up writing activities. Finally, it will draw the teachers' attention to the importance of thinking

creatively; the outcomes of the study will motivate them to use and experience other trendy techniques in their own teaching and it will provide them with several teaching implications that keep the teaching process in touch with the new inventions.

1.9. Hypotheses

2. Using Facebook will not help in developing the writing ability of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron.
 - a. Using Facebook will not enhance the students' competence of grammar.
 - b. Using Facebook will not develop the students' spelling and punctuation.
 - c. Using Facebook will not develop the students' skills regarding to the sentence control.
2. The students may not have positive attitudes towards using Facebook for educational purposes.

1.10. Methodology

This study aims to investigate to what extent using FB can affect the writing ability of the sixth graders' at Al-Nukhba and Al-Azhar Private Schools and measure the students' attitudes and perceptions towards using Facebook for educational purposes outside the classroom. To achieve this aim and to answer the research questions, quantitative and qualitative methods were used in order to collect data from the participants; a pre test, a post test and a students' questionnaire were prepared by the researcher and distributed among the participants to measure the impact of introducing the tool on students. Besides, an observation was conducted by

the researcher during applying the study tool to see how the students will interact with this tool and to what extent their writing skills will develop. For this purpose, a Facebook group was created and the participants of the experimental group were added to it.

1.11. Limitation of the Study

- The study is limited to the sixth graders' at Al-Nukhbah and Al-Azhar private schools.
- Face-to face communication and immediate feedback with the students while writing on Facebook poses some sort of limitation.
- The students may get distracted while using Facebook.
- The students may face technical problems while using Facebook.

1.12. Definition of Terms

- Productive Skills:

Dita & Hubackovab(2014) stated that speaking and writing are considered as productive skills. These skills involve producing language and articulating words. Learners receive language by listening to videos or conversations, and also by reading comprehension, story, book, etc. Then they move on to speaking and writing.

- Writing ability:

It is the ability of putting ideas down on paper to transform thoughts into words and sentences with correct grammar and organize them logically into clear paragraphs.

Writing can be seen in two different ways. On one hand writing is seen as the product of writing. On the other hand it is seen as the process of writing. When writing is considered as a product, the focus goes on the final product of writing such as the essay, the report, the story and so on (Harmer, 2001). On the other hand, when writing is seen as a process, the focus is placed on the various stages that any process of writing goes through, such as organizing ideas, assessing, editing and revising writing contents (Harmer, 2007).

- **Collaborative Learning:**

Is an approach for teaching and learning depends on groups of learners working with each other to solve a problem, complete a task, or create a product. It promotes interdependence, Individual and group work and Face to face interaction (Laal, 2011).

- **Learner- centered approach:**

A method of teaching that shift the focus of instruction from the teacher to the student. The students choose what they will learn, how they will learn, and how they will assess their own learning so it develops learner autonomy and independence. This is in contrast to traditional education "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning (Bader, 2011) .

- **Social media:**

Tiryakioglu and Funda (2011) defined social media as an online areas or platforms where people can make relations and communication, and where individuals share information. By using social media, people can share their opinions, feelings, activities, daily events, and their interests online.

1.13. Summary

This chapter summarized the effects of integrating technology in teaching and learning. Then, it showed the benefits of using social media in developing language skills. After that, it focused on the importance of using Facebook in improving the students' writing skills. The statement of the problem, research questions, hypotheses, significance of the study and limitations of this study were also included. The following chapter will introduce some theoretical concepts related to the field of teaching and learning and it will review some related studies.

Chapter Two

Literature Review

2.1. Introduction

This chapter discusses some of the theories' principles which have something in common with Facebook in the field of learning. Then, it sheds lights on the importance of utilizing Facebook in learning and teaching and its effectiveness in improving language skills especially writing skills.

2.2. Facebook and Theoretical Framework

Chen and Thomas (2012) argued that there are some theories behind the use of Facebook for educational purposes. Socio Cultural theory, Social Constructivism theory, Behaviorism theory and Collaborative Learning theory (CLT) are all trying to provide the learners with a suitable learning environment full of motivation, cooperation and interaction.

2.2.1. Facebook and Social Learning Theories

Vygotsky (1978) (as cited in Chen and Thomas, 2012) considered that the principle of social learning is strongly related to the theory of social constructivism in the 1960s. This theory depends on engaging students in many activities. These activities usually depend on solving a problem or completing a task under a close supervision of instructors

Collins (1991) pointed out that technology is on the line of constructivists, who have been trying to change the traditional way of education. According to Collins, studies showed that technology made changes related to the learning and

teaching process, some of which are: (a) students are more active and involved, (b) each student learns a different thing from the others, and (c) both of visual and oral thinking are usually integrated instead of the primacy of verbal thinking.

Lebow (1993) described five principles of the application of constructivism on technology; (a) provide a learning environment that supports both self-sufficiency and independence, (b) set in the reasons for learning a certain activity, (c) enhance self-regulation through supporting the skills and attitudes, and (d) boost the learner's desire to engage in planned learning processes. These changes and principles come side by side with constructivism principles.

Furthermore, social constructivism proposed that culture and environment are crucial parts in learning. Learning isn't an individual process. Learning can be enhanced through interactions with and among other students. This is in line with the notion of social networking sites which provide an opportunity for students to interact in an independent way. Students are able to learn from the web-based environment around them and become a community of learners. Vygotsky (1978) (as cited in Chen and Thomas, 2012).

In the new digital age, Siemens (2004) and Downes (2007) proposed the connectivism theory, where both social learning and social platforms technologies are integrated. In the world of social media, learning is not an internal, individualistic activity. For example, learners get information from each others' knowledge using Facebook, Twitter and other similar platforms. One of the principles of connectivism is that ability to learn in a critical way.

In this context, Garrison and Kanuka(2004) pointed out that Facebook is seen as a perfect on line area which has features that fit and meet the social cultural theory. Through using Facebook, knowledge can be fostered and developed via collaboration, negotiation, active participation, identity construction as well as community building. Hence, significant learning experiences, active interactions, higher order thinking and knowledge building can be achieved.

2.2.2. Facebook and Behaviorism

The behaviorists state that the learner responds to external stimuli. Facebook can provide the learner with external stimuli through other users' comments and replies and this motivates students to learn. This theory is related to Vygotsky who proposed that social interaction plays an important role in cognitive development and it precedes development and interaction (Watson, 1920).

2.2.3. Facebook and Collaboration

Many studies strongly suggested that learning in a collaborative way is more useful than learning in an individual way. Collaborative learning contributes positively to motivation, achievement, and makes positive social outcomes (Johnson et al., 2000)

According to Chen and Thomas (2012), collaborative learning allows learners to work together in a group to solve a problem. The instructors' role is to facilitate group interactions and the students have a chance to select what they need to learn to get a better understanding of the problem. This principle is similar to the idea of learning through social media which recently provide the users with the feature of

creating group. This feature gives a chance to the members to join and explore their interests and to learn more about different things.

Storch (2005) defined collaborative writing as a group of learners working with each other to make a document with group responsibility for the end product. Collaborative writing is important and it has a bunch of benefits: it promotes co-construction of knowledge, boosts grammatical accuracy, and improves vocabulary and discourse. Furthermore, by engaging the learners in a collaborative writing activity, they will be exposed to a valuable knowledge from others and they will be motivated to participate and provide feedback for themselves and peers.

2.3. The Importance of Using Facebook in Learning

The first reason to teach writing online is that the environment can be purely textual. Students are in a fruitful, guided learning environment where they can connect to a different community by their written words. In other words, the on line communication tools allow students to keep in touch with teacher and with each other in ways that will increase teaching and learning opportunities for everyone involved. Besides, teaching writing through social media allows instructors and students to communicate in ways beyond content delivery and to build their own learning community. This helps to set up social and professional connections that constitute some of education's real value (Warnock, 2009).

Since its introduction in 2004, Facebook has rapidly become the most popular social networking site in the world (Mazman & Usluel, 2010, as cited in Ball et al., 2012). Although it's used primarily for social networking activity, Facebook is quickly recognized as a respectable e-learning platform (Bosch, 2009). Also, Naidu

(2005) stated that using Facebook for educational purposes supports course management activities, provides resources and information to the students, as well as engages and motivates students through interactivity and collaboration.

2.4. Informal Learning and Facebook

Selwyn (2007) stated that learning usually takes place in formal settings in which a big amount of knowledge can occur. However, the learning processes of negotiation, discussions, knowledge building and relationships formation that go on beyond the classroom through the use of internet based tools, are equally as important. Most language learning occurs beyond schools and informally. Learning through social platforms is a significant alternative environment for language practice. Informal learning experiences are seen as the link between social media and academic content. So it gives more opportunities for students to be highly engaged with educational content in formal learning settings.

In a FB community, building inter-personal relationships and social interactions usually happen unconsciously. This can be seen as an opportunity for learners to learn and practice language via informal contexts, which occurs outside of the classroom. For example, Facebook groups provide the students with a chance for applying the instructions they get in the classroom practically outside of the classroom, thereby improving their writing skills. (Kabilan et al., 2010, as cited in Hani et al. 2014).

2.5. Writing Assessment

Puegphrom and Chiramanee (2011) defined writing assessment as the process of assessing, revising, editing and changing writing contents, and organizing ideas to fit the writing objectives. It also includes improving writing style and correcting grammar features based on the assessment criteria for improving English writing skills.

2.5.1. The Need of Writing Assessment

According to Graham et al., (2007), writing assessment occurs for many different purposes. Writing assessment can be applied by the teacher, the students or classmates. Teachers assess writing to identify students' progress, give instructions, provide feedback, and judge the efficiency of their methods of teaching. Students assess their own writing to appraise growth, and identify the areas of weakness and know how to develop their skills. Peers assess each other's writing, providing feedback on what works and what still needs improvement.

According to Puegphrom and Chiramanee (2011), by using Facebook, the teacher can create an online group where the students and the teacher have discussions out of classroom. Through this online group, the students can post their writing homework, review each others' works, and improve their writing. Moreover, the teacher can teach and assign the students to write more efficiently.

2. 6. Writing Skills through Facebook and How to Focus on

The following are the writing skills the researcher worked on with the Facebook group. They were also the areas the researcher tested for both groups in

both the pre and the post tests in order to test implementation of Facebook. These skills are the ones that suit the students' level despite the fact that there are others.

2.6.1. Spelling and Punctuation

Hillocks (1986) stated that spelling and punctuation are skills that usually exist in written language. Learners have to consciously learn how these writing skills function in written language. In other words, speakers don't have to be conscious of the spelling of words but writers have to use standard spelling for homophone (words have different spelling and meaning but have the same sound). Punctuation is also the same; speakers don't have to think about intonations and pauses, but writers have to know where to put a period instead of a comma and how to use the quotation marks correctly

2. 6.2. Grammar

According to Hinkel (2004) grammar refers to the way in which words and phrases are actually and correctly used in a sentence such as subject-verb agreement, modals, tense, and word order. It helps the learners to talk and write so they make sense to others. Also, it refers to conventions of both written and spoken language that include word order, verb tense, and subject verb agreement. Using proper grammar is important for understanding English as a second language as well as for learning a new language, since all languages follow grammatical patterns.

Grammatical knowledge plays a significant role toward the meaning and the quality of the written text. In writing, the student cannot get immediate feedback. The student needs to write carefully because the reader does not exactly stay in that place. Therefore, written language needs to be well-prepared and understandable. One of the

important steps to improve writing competence is enhancing the ability of using grammar. So, grammar has been taught widely in school throughout the world. In other words, writing skills are usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writers should arrange their words accurately to create an understandable message.

Ahmad (2016) said that due to the significant role of grammar in writing improvement, there are both in-class and online teaching methods that has been developed to enhance grammatical knowledge and subsequently to enhance writing abilities of students. Facebook is used as online teaching method to develop EFL university student grammar discussion and writing skill.

Also, Lewis (1997, as cited in Yabara& green, 2003) stated that grammar skills can also be demonstrated and reinforced using computers. For example, the teacher can direct students to highlight a specific part of speech (e.g. nouns) throughout their writing. To highlight, students have a lot of choices, such as underlining, italicizing, or changing the font size, color or type. Using computer for teaching learning grammar is much more exciting for a student than writing with a pencil.

2. 6.3. Sentence control

According to Rosen (2011), sentence control refers to the ability to form the simple sentence, the compound, and may be the complex in oral language. In other

words, it is the way where phrases and clauses are used to form simple and complex sentences in oral and written language. In speaking, words and sentences can't be changed once they have been articulated. Whereas in writing process, writers can change and edit their sentences, combine and rearrange related ideas into a sentence. The students' sentences become longer and more complex when they become more skilled at expressing their ideas in written language. Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved.

2.7. Previous related studies

The value of Facebook and blogs in developing students' writing skills was investigated by a study conducted by AlAmari. The target population of this study was Sultan Qaboos University students in Oman. The results showed that students have positive attitudes towards using Facebook generally for educational purposes and specially for developing their writing skills. On one hand, 40% of them stated that Facebook (FB) always helps them to think about and interact with the readers of their posts. The same percent asserted that FB often makes them adapt their texts to the potential reader. Almost half of the respondents use formal language when they write on Facebook, almost 30% of them will always be careful about sentence and paragraph organization, almost 35% will always check word spelling and learn new vocabulary. Furthermore, most students have found the experience of using Facebook enjoyable, effective, motivating and easy to use.

Shukor and Noordin (2014) investigated the effects of Facebook collaborative writing groups on ESL undergraduates writing performance. A total of 33 second year

ESL students were involved in this study. The comparison between face-to-face and Facebook collaborative writing groups were made in order to measure students' writing performance. The findings of the study showed that participants in Facebook collaborative writing groups displayed higher scores compared to face-to-face collaborative writing groups.

Kabilan et al. (2010, as cited in Hani et al., 2014) conducted a research investigating if FB can be a useful and meaningful learning environment that could support or enhance language learning in English. Their findings showed that the students are more confident, motivated and their attitudes improved significantly after using Facebook.

White (2009) studied the use of Facebook to improve motivation and academic writing. He found that using Facebook as a homework activity improved the students' participation in- class discussions, reduced the level of mistakes, enhanced their spelling, boosted their ability of using grammar in a correct way and increased the level of effort of the students; students became more enthusiastic to learn and offered opinions in ways that were typical for this level of learner.

Banks and his research team (2007) studied learning in formal and informal environments. Their findings indicated that formal learning is about 19% in the first grades, and the percentage is reduced to 8% in undergraduate years and 5% in graduate years. As students progress from high school to college and graduate schools, the role of informal learning becomes more and more important because learning can happen anywhere at any time.

Peagprom and chiramanee (2011) conducted a study and they found that after experiencing the writing instruction with peer- comment and being assessed by peer, the students' writing ability improved significantly.

Melor et al., (2012) conducted a study on 'The Effectiveness of Facebook Groups on Teaching and Improving Writing' .The results showed that Facebook groups help in reducing spelling errors via the spell-check feature. Most of the participants proposed that their spelling errors have reduced through the spell check feature in Facebook. In other words, when users type a word in the comment space, red lines would appear if the spelling is incorrect. From this feature, they could easily see the suggested spelling of words by the spell-check feature.

Ibrahim (2013) conducted a study to investigate the effect of using Facebook on improving the students' writing skills for the ninth graders in the Latin Patriarchate Private Schools in Qabatia. The sample of this study consisted 40 ninth grade students. The researcher found an obvious effect of using Facebook on improving the students' writing skills.

2.8. Summary

This chapter presented the mutual points between learning theories and Facebook in the field of learning. Then, it summarized the collaborative feature of using Facebook groups and the importance of utilizing Facebook in teaching and learning process specially in improving writing skills. It also included some of the writing skills which the researcher focused on in this study. The following chapter presents the methodology and the procedures of the study.

Chapter three

Methodology

3.1. Introduction

This study aims to investigate to what extent using FB can affect the writing ability of the sixth graders' at Al-Nukhba and Al-Azhar Private Schools and measure the students' attitudes and perceptions towards using Facebook for educational purposes outside the classroom. To achieve this aim and to answer the research questions, quantitative and qualitative methods were used in order to collect data from the participants; a pre test, a post test and a students' questionnaire were prepared by the researcher and distributed among the participants to measure the impact of introducing the tool on students. Besides, an observation was conducted by the researcher during applying the study tool to see how the students will interact with this tool and to what extent their writing skills will develop. For this purpose, a Facebook group was created and the participants of the experimental group were added to it.

3.2. Sample

The participants of this study consisted of all the 6th Graders at Al-Nukhbah and Al- Azhar Private Schools in Hebron. They were 60 students. 40 of them are female and 20 Of them are male. They were divided into two groups. The students of Al-Azhar school were considered as a control group, and the students of Al-Nukhbah school were the experimental group. The control group included 30 students (19 female and 11 male) and the experimental group included 30 students (21 female and 9 male).

The background of the participants is briefly described as follows: the participants of this study, who had similar educational and cultural backgrounds, had been learning English for six years as a foreign language. They had been learning English through a British curriculum called 'The Family and Friends since first grade. This curriculum provides steady progression in all four skills. It lays a foundation for sentence-level and paragraph- level writing skills and for story-writing skills in later levels. This curriculum is based around a variety of texts and activities, including entertaining stories, songs and games, which are all carefully, match to the interests of children.

Also, participants' internet literacy is good for the following reasons: First, Al-Nukhbah and Al-Azhar Schools pay special attention to technology integration into the curriculum. Computer is an obligatory subject for the all students. Computer applications are taught to all of them, and they learn different computer skills regularly. They spend some time at the computer lab using different software applications and productivity tools. Second, the majority of participants have an account on FB, which means that they are familiar with the features in FB groups, and they spend some time either reading posts or dropping comments there. They are aware of the different ways of sharing on FB groups like posting a photo, sharing links to websites and posting documents. Therefore, participants' experience with computers and Facebook is good enough to enable them to use Facebook groups successfully. The following tables present the sample distribution according to the group and gender.

Table (1) Sample Distribution According to the Group

Variable	Group	Frequency	Percentage
Treatment	Control	30	50%
	Experimental	30	50%
	Total	60	100%

3.3. Research Instruments

3.3.1. Pre Test

A pretest was distributed among all the participants before beginning the experimental treatment of introducing Facebook. It is consisted of writing a short paragraph about their favorite teacher. The aim of this test is to check the students' writing ability.

3.3.2. Post Test

A post test was given to the control group and the experimental one at the end of study. It is consisted of writing a short paragraph about a place for a picnic. The purpose of this test is to measure if there is a difference of writing competency between the two groups and to identify whether introducing Facebook groups for educational purposes affected the ability of writing of the experimental group.

3.3.3. Students' Questionnaire

An attitude questionnaire was constructed by the researcher to explore the students' perceptions towards using FB groups in enhancing their writing skills in

terms of the overall impact of FB groups in all stages of the writing process. The questionnaire was prepared to get the quantitative data for the study. It was administered to the participants in the experimental group after conducting the study.

By reviewing and researching different resources dealing with using Facebook for educational purposes, and based on the literature review of other studies, the researcher concluded that the questionnaire items which investigate the participants' general attitudes towards using Facebook in learning could be categorized into three parts : Part one is related the participants' Facebook intensity.. Part two is about the participants' perceptions towards using Facebook. Part three is related to the writing skills specially grammar, sentence control and spelling &punctuation.

This questionnaire was adapted and adopted from various recourse : Yunus and Hadi (2012). The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students' Perceptions. *International journal of education and information technologies Issue 1, Volume 6, 2012.*

3.3.4. Facebook Group

A Facebook group is a service that is available on the social networking site- the Facebook. This feature provides users with an opportunity to participate, communicate and interact via the posting, commenting and chatting style for a specific target.

For this study, a Facebook special group was created for the purpose of giving students a room where the content of their learning is in control, as well as providing more chances for them to write. The researcher was as a facilitator for the group. The

immediate feedback and fun interaction were available on this FB group. The experimental group members were added all to this group. They were required to participate and to be involved in the tasks. The online-based assignments prepared by the researcher including summary writing and brainstorming. Students contributed by making comments, using Facebook's like button and Comment tool.

The participants were encouraged to take part in contributing ideas and giving opinions actively. All this was done to create a meaningful learning environment, and thus, enable participants to know how FB groups can be utilized to improve writing skills, particularly in a Palestinian EFL context.

3.3.5. Observation

An observation conducted by the researcher during applying the study tool to see how the students interact with this tool and to what extent their writing skills develop.

3.4. Procedures of the Study

- A pre test was given to all participants to measure their writing level.
- The participants were divided into two groups; a control group and an experimental group.
- A guided learning environment was created by preparing a Facebook special group for the purpose of giving the participants a room to write and interact freely. The researcher was a facilitator for the group. The experimental group members were all added to this group. The students were exposed to training on writing comments; correct each other's mistakes which were related to spelling and

punctuation, grammar and sentence control. The researcher decided with the participants to meet two times a week for an hour.

- An achievement final test was given to both the control group and the experimental one at the end of the study to measure the difference of writing competency between the two groups and to identify if using Facebook groups for educational purposes affected the ability of writing of the experimental group or not.
- A questionnaire was provided to the students of the experimental group to measure the students' attitudes towards using Facebook for educational purposes.
- An observation **conducted** by the researcher during applying the study tool to see how the students interact with this tool and to what extent their writing skills develop.
- Analyzing the data by using statistical methods.

3.5. Reliability and Validity

To assure the Validity of the research tool, the researcher used the method of Test- Retest which depends on calculating Pearson correlation coefficient between the pre test scores and the post test scores, the following table shows the values of correlations:

Table (2) The Correlation Between the Pre Test and the Post Test Scores

Scale	Pearson Correlations	Significant Level
Pre and Post_Spelling & punctuation	0.178	0.346
Pre and Post_Grammar	0.332	0.010
Pre and Post_Sentence control	0.306	0.018
Pre and Post_Total	0.513	0.004

The results of the table above shows that there are significant relationships between the pre test and the post test scores. To assure the Reliability of the research tool, Cronbach Alpha Scale of the total scores was used. It was 0.70 which indicates that the research tool has acceptable reliability level.

3.6. Data Analysis

The Statistical methods used in the analysis of the research are:

1. Frequencies to describe number of students in both groups.
2. Means (averages) and Standard Deviations of the pre test and post test scores to measure writing ability of students for both groups.
3. Independent Samples T-test to check the statistical significant differences between both experimental and control groups in the pre test.
4. The Analysis of Covariance (ANCOVA) to check the statistical significant differences between both experimental and control groups in the post test taking into account the pre test scores.
5. Pearson Correlation Coefficient and Cronbach Alpha Scale for Validity and reality.

3.7. Variables of the Study

3.7.1. The Independent Variables

- **Group variable:** experimental and control.

3.7.2. The Dependant Variables

The total of the grades for the post test after using Facebook in teaching writing.

3.8. Summary

This chapter introduced the characteristics of the sample of the study. It also presented the quantitative methods that were applied to collect data from the participants. The procedures of the study, reality and validity, and data analysis were also included. The following chapter will shed lights on the results of this study and then it will discuss these results.

Chapter Four

Results and Discussion

4.1. Introduction

This study attempts to investigate the effectiveness of using Facebook on the students' competence of writing skills. This chapter is a twofold section. The first one presents the results of this study in light of the research questions. This section shows the statistical data that has been obtained by the instruments of the study (pre test, post test and questionnaire). The second part discusses the results.

4.2. Results

4.2.1. Question (1)

How can using Facebook affect the writing ability of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron?

To examine the effect of using Facebook in developing the writing ability of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron, the researcher explored the main effect of using Facebook, then the mean scores across the experimental and control groups was examined by using ANCOVA (Analysis of Covariance) analysis to assess whether those scores are significantly different. Here the experimental group is the Facebook group while the control group is not.

Table (3) Means and Standard Deviations for Students' Scores Pre and Post Using Facebook

group	scale	Pre_Exam	Post_Exam
control group	N	30	30
	Mean	5.27	5.67
	Std. Deviation	1.05	1.03
experimental group	N	30	30
	Mean	4.90	7.67
	Std. Deviation	0.76	1.24
Total	N	60	60
	Mean	5.08	6.67
	Std. Deviation	0.93	1.51

Table(3) above suggests that it would appear that the control group scores is lower than the experimental group scores in the post test scores since the mean of the experimental group(7.67) is larger than the mean of the control group(5.67). This means that the usage of Facebook may enhance learners' ability to write better.

On the other hand, the difference between the experimental group and the control group is not significant in the pre-test scores; this is clear from the results of the table (4) below:

Table (4) Results of the Independent samples T-test with means and standard deviations students' scores pre using Facebook

group	N	Mean	Std. Deviation	t	df	Sig.
control group	30	5.27	1.05	1.552	58	0.126
experimental group	30	4.90	0.76			

This means that there were not differences between the experimental group scores and the control group scores before the treatment which is using Facebook (Sig.>0.05).

Table (5) Results of the Analysis of Covariance(ANCOVA) assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre_test	14.642	1	14.642	13.751	0.000
group	69.790	1	69.790	65.545	0.000

The results of the ANCOVA analysis shown in table (5) shows that using Facebook in respect of the experimental group is significant when we apply the pre test scores as a covariate to reduce the error variance. The F-value=65.545 and the p-value of the test is 0.000 is less than 0.05, so the conclusion is to accept the hypothesis which states that Using Facebook will help in developing the writing ability of the students of the experimental group.

As we see in the next table (6), the adjusted mean value of the experimental group (7.77) is higher than the adjusted mean value of the control group (5.57), So the ANCOVA analysis has done exactly what we had hoped it would, so we conclude that using Facebook will help in developing the writing ability of the six graders' at Al-Nukhbah Private School.

Table (6) Adjusted Means and Standard Errors with Confidence Intervals assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate by (ANCOVA)

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	5.57	0.19	5.18	5.95
experimental group	7.77	0.19	7.39	8.15

4.2.1.1. To what extent can using Facebook enhance the students' competence of grammar?

To examine the effect of using Facebook on enhancing the students' competence of grammar, the researcher explored the main effect of using Facebook. Then the mean scores across the experimental and control groups were examined by using ANCOVA (Analysis of Covariance) analysis to assess whether those scores are significantly different. Here the experimental group is the Facebook group while the control group is not.

Table (7) Means and standard deviations for students' scores pre and post using Facebook

Group	Scale	Pre_Exam	Post_Exam
control group	N	30	30
	Mean	1.73	1.93
	Std. Deviation	0.69	0.74
experimental group	N	30	30
	Mean	1.53	2.43

	Std. Deviation	0.57	0.63
Total	N	60	60
	Mean	1.63	2.18
	Std. Deviation	0.64	0.72

Table(7) above suggests that it would be appear that the control group scores is lower than the experimental group scores in the post test scores since the mean of the experimental group(2.43) is larger than the mean of the control group(1.93). This means that the usage of Facebook may enhance the students' competence of grammar, but we need to check whether that difference is statistically significant, and this will be done by the ANCOVA analysis. On the other hand, the difference between the experimental group and the control group is not significant in the pre-test scores, this is clear from the results of the table (8) below:

Table (8) Results of the Independent samples T-test with means and standard deviations students' scores pre using Facebook

Group	N	Mean	Std. Deviation	t	df	Sig.
control group	30	1.73	0.69	1.221	58	0.227
experimental group	30	1.53	0.57			

This means that there were no differences between the experimental group scores and the control group scores before the treatment which is using Facebook (Sig.>0.05).

Table (9) Results of the Analysis of Covariance (ANCOVA) assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre_test	4.755	1	4.755	12.058	0.001
group	5.096	1	5.096	12.921	0.001

The results of the ANCOVA analysis shown in table (9) show that using Facebook in respect of the experimental group is significant when we apply the pre test scores as a covariate to reduce the error variance. The F-value= 12.921 and the p-value of the test is 0.001 is less than 0.05, so the conclusion is to accept the hypothesis which states that Using Facebook will enhance the students' competence of grammar.

As we see in the next table (10), the adjusted mean value of the experimental group (2.48) is higher than the adjusted mean value of the control group(1.89), So the ANCOVA analysis has done exactly what we had hoped it would, so we conclude that using Facebook will enhance the students' competence of grammar.

Table (10) Adjusted Means and Standard Errors with Confidence Intervals assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate by (ANCOVA)

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	1.89	0.12	1.66	2.12
experimental group	2.48	0.12	2.25	2.71

4.2.1.2. to what extent can using Facebook develop the students' spelling and punctuation?

To examine the effect of using Facebook on developing the students' spelling and punctuation, we should explore the main effect of using Facebook, and then we should undertake the ANCOVA (Analysis of Covariance) analysis. We will examine the mean scores across the experimental and control groups, and assess whether those scores are significantly different. Here the experimental group is the Facebook group while the control group is not.

Table (11) Means and standard deviations for students' scores pre and post using Facebook

group	scale	Pre_Exam	Post_Exam
control group	N	30	30
	Mean	1.80	1.83
	Std. Deviation	0.81	0.75
experimental group	N	30	30
	Mean	1.70	2.80
	Std. Deviation	0.60	0.71
Total	N	60	60
	Mean	1.75	2.32
	Std. Deviation	0.70	0.87

Table(11) above suggests that it would be appear that the control group scores is lower than the experimental group scores in the post test scores. The mean of the experimental group (2.80) is larger than the mean of the control group (1.83). This

means that the usage of Facebook may develop the students' spelling and punctuation, but we need to check whether that difference is statistically significant, and this will be done by the ANCOVA analysis. The difference between the experimental group and the control group is not significant in the pre-test scores; this is clear from the results of the table (12) below:

Table (12) Results of the Independent samples T-test with means and standard deviations students' scores pre using Facebook

group	N	Mean	Std. Deviation	t	df	Sig.
control group	30	1.80	0.81	0.547	58	0.587
experimental group	30	1.70	0.60			

This means that there were no differences between the experimental group scores and the control group scores before the treatment which is using Facebook (Sig.>0.05).

Table (13) Results of the Analysis of Covariance (ANCOVA) assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre_test	0.929	1	0.929	1.763	0.190
group	14.465	1	14.465	27.449	0.000

The results of the ANCOVA analysis shown in table (13) shows that using Facebook in respect of the experimental group is significant when we apply the pre test scores as a covariate to reduce the error variance. The F-value=27.449 and the p-value of the test is 0.000 is less than 0.05, so the conclusion is to accept the hypothesis which states that Using Facebook will develop the students' spelling and punctuation.

As we see in the next table (14), the adjusted mean value of the experimental group(2.81) is higher than the adjusted mean value of the control group(1.82), So the ANCOVA analysis has done exactly what we had hoped it would, so we conclude that using Facebook will develop the students' spelling and punctuation.

Table (14) Adjusted Means and Standard Errors with Confidence Intervals assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate by (ANCOVA)

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	1.82	0.13	1.56	2.09
experimental group	2.81	0.13	2.54	3.07

4.2.1.3. To what extent can using Facebook develop the students' skills regarding to the sentence control?

To examine the effect of using Facebook on developing the students' skills regarding to the sentence control, we should explore the main effect of using Facebook, then we should undertake the ANCOVA (Analysis of Covariance) analysis. We will examine the mean scores across the experimental and control

groups, and assess whether those scores are significantly different. Here the experimental group is the Facebook group while the control group is not.

Table (15) Means and standard deviations for students' scores pre and post using Facebook

group	scale	Pre_Exam	Post_Exam
control group	N	30	30
	Mean	1.73	1.90
	Std. Deviation	0.69	0.71
experimental group	N	30	30
	Mean	1.67	2.43
	Std. Deviation	0.55	0.63
Total	N	60	60
	Mean	1.70	2.17
	Std. Deviation	0.62	0.72

Table(15) above suggests that it would be appear that the control group scores is lower than the experimental group scores in the post test scores since the mean of the experimental group (2.43) is larger than the mean of the control group(1.90). This means that the usage of Facebook may develop the students' skills regarding to the sentence control, but we need to check whether that differences is statistically significant, and this will be done by the ANCOVA analysis. Note that the difference between the experimental group and the control group is not significant in the pre-test scores, this is clear from the results of the table (16) below:

Table (16) Results of the Independent samples T-test with means and standard deviations students' scores pre using Facebook

group	N	Mean	Std. Deviation	t	df	Sig.
control group	30	1.73	0.69	0.414	58	0.680
experimental group	30	1.67	0.55			

This means that there were no differences between the experimental group scores and the control group scores before the treatment which is using Facebook (Sig.>0.05).

Table (17) Results of the Analysis of Covariance(ANCOVA) assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre_test	3.232	1	3.232	8.066	0.006
group	4.666	1	4.666	11.648	0.001

The results of the ANCOVA analysis shown in table (17) shows that using Facebook in respect of the experimental group is significant when we apply the pre test scores as a covariate to reduce the error variance. The F-value=11.648 and the p-value of the test is 0.001 is less than 0.05, so the conclusion is to accept the hypothesis which states that Using Facebook will develop the students' skills regarding to the sentence control.

As we see in the next table (18), the adjusted mean value of the experimental group (2.45) is higher than the adjusted mean value of the control group(1.89), So the ANCOVA analysis has done exactly what we had hoped it would, so we conclude that using Facebook will develop the students' skills regarding to the sentence control.

Table (18) Adjusted Means and Standard Errors with Confidence Intervals assuming students' scores post using Facebook as dependent variable and students' scores pre using Facebook as covariate by (ANCOVA)

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	1.89	0.12	1.66	2.12
experimental group	2.45	0.12	2.21	2.68

The following table shows Total post test Means scores for the Experimental Group:

Table (19) Total post test Means scores for the Experimental Group

Test	Mean
Spelling & punctuation	2.81
Grammar	2.48
Sentence control	2.45
Total	7.77

The results in the table above show that the students were better in Spelling & punctuation (2.81) than in Grammar (2.48) and Sentence control (2.45).

4.2.2. Question (2)

1. What are students' attitudes and perceptions towards using Facebook for educational purposes?

To answer the second question which is related to the students' attitudes towards using Facebook for educational purposes; the researcher examined the total mean score of the attitudes across all the questionnaire's items using the One Sample T Test. Also, the researcher computed Percentages, Means and Standard Deviations for the Items and the total degrees as the following table shows:

Table (20) Percentages, Means and Standard Deviations for the Items and the total Degrees of the attitudes of students towards using Facebook for educational purposes

The students' perceptions towards using Facebook	Strongly disagree	Disagree	Agree	Strongly Agree	Mean	S.D
A. The Facebook intensity for the participants						
1. Facebook is part of my everyday activity.	13%	17%	57%	13%	2.70	0.88
2. I feel I am a part of the FB community.	17%	23%	43%	17%	2.60	0.97
3. I would be sorry if Facebook shut down.	17%	27%	47%	10%	2.50	0.90
Total	16%	22%	49%	13%	2.60	0.91
B. My Perception of using Facebook						
4. I enjoy using Facebook.	13%	7%	47%	33%	3.00	0.98
5. I use Facebook to interact in English .	33%	30%	23%	13%	2.17	1.05
6. Facebook can be used for both social and educational purposes.	23%	13%	37%	27%	2.67	1.12
7. I use Facebook for	22%	17%	30%	30%	2.70	1.15

my academic school works.						
8. I use Facebook to contact with other students from the class.	17%	27%	30%	27%	2.67	1.06
9. Facebook is a good place to check homework assignments posted by the teacher.	17%	23%	27%	33%	2.77	1.10
10. I feel encouraged when my friends "liking" my ideas.	10%	13%	27%	50%	3.17	1.02
Total	19%	19%	32%	31%	2.73	1.09
C. Writing Skills						
11. Facebook develops my spelling and punctuation.	13%	17%	37%	33%	2.90	1.03
12. Facebook develops my grammar.	23%	17%	33%	27%	2.63	1.13
13. Facebook develops my punctuation.	13%	23%	23%	40%	2.90	1.09
14. Face book helps me to write correct sentences.	30%	17%	30%	23%	2.47	1.17
15. Facebook helps me to organize my thoughts before actual writing.	27%	23%	17%	33%	2.57	1.22
16. Facebook motivates me to learn.	10%	23%	27%	40%	2.97	1.03
17. Collaborative writing enhances my writing skill.	23%	13%	33%	30%	2.70	1.15
18. Peer comments may develop students' writing performance.	13%	27%	37%	23%	2.70	0.99
Total	19%	20%	30%	31%	2.73	1.10
Total All	19%	20%	34%	28%	2.71	1.07
T-test=3.64, P-value=0.001						

The Table above shows that the students have positive attitudes towards using Facebook for educational purposes, the total mean=2.71 which is high with 62% percentage of agreement. The T test of the total mean score=3.64 with p-value=0.001<0.05 which indicates that we can accept our hypothesis which states that the students have positive attitudes towards using Facebook for educational purposes. All Means scores of all Items are high and have positive agreement percentages except the item (I use Facebook to interact in English) with mean=2.17 and 36% agreement percentage which is low.

The highest two items were: (I feel encouraged when my friends "liking" my ideas) with mean=3.17 and 77% agreement percentage and the item (I enjoy using Facebook) with mean=3.00 and 80% agreement percentage.

4.2.3. Observation

In 2015, the researcher created a Facebook group to investigate to what extent can using Facebook affect the writing ability in English of the sixth graders' at Al-Nukhbah Private School. The researcher asked the experimental group if they had Facebook accounts and would use a Facebook group to retrieve educational content. All of the students stated that they would use the Facebook group and they were happy and enthusiastic to share this new and unique step. Incorporating Facebook into their learning system was a new experience for students, not only using technology but also using English language outside the classroom. An observation was important to be conducted during this study in order to have a better understanding of the participants, their habits in writing and their attitudes towards using Facebook as a

tool for developing writing. Actually, it was observed that Facebook activity helped the students to be more motivated in class and was actually talking more with their classmates. It was also noticed that students began to express more opinions and give extended reasoning in not only their face-to-face interactions but also in their written class work. Furthermore, it can be said that using the Facebook closed group gave students choices and opportunities to have control over their own learning. These kinds of opportunities and environments may create conditions for facilitating the development of learner. When the researcher was posting the assignments, the students' writings were brief and cautious. In other words, the students wrote short sentences or even just some words. The average post was approximately one sentence consisting of an average of 4 words. Students later began using longer sentences using more details, punctuation, conjunctions. Furthermore, students were able to work at their own pace and they would often ask a student for help if they were unsure about grammar, vocabulary, expressions and so on. They also were able to choose what they wanted to talk about making the activity more autonomous and therefore learner centered. As a result of students forming their own discussions on Facebook this enabled the learning to become student-centered rather than teacher-centered and students were able to develop not only their English language skills but also their social competencies. Students were also given opportunities in class to discuss topics for Facebook discussions. It has also increased self-confidence. Some students feel uncomfortable and have difficulties with expressing themselves and their opinions in the presence of the teacher and that was not the case while dealing with technology. Facebook group has provided the students with a comfortable atmosphere for writing freely.

3.1. Discussion of the Results

4.3.1. Question (1): How can using Facebook affect the writing ability of the sixth graders' at Al-Nukhbah Private School and Al-Azhar Private School in Hebron?

The difference between the experimental group and the control group was not significant in the pre-test scores. This result revealed that the students' writing competence of both groups is almost the same before the treatment which is using Facebook.

On the other hand, research on this question suggests that it would be appear that the control group scores is lower than the experimental group scores in the post test scores. The mean of the experimental group (7.67) is larger than the mean of the control group (5.67). This finding revealed that using new and trendy techniques in teaching and learning had a positive effect on the students' writing ability more than using traditional ones. Facebook features give the students an opportunity to participate, share ideas, write descriptions and diaries and write and receive comments. Therefore, this interactive communication enables students to actively engage in the writing process and improve their writing skills. This is in line with the notion of Active Learning Theory which says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers and not just sitting in large classes, listening to the teacher and having little chances to talk and express themselves.

4.3.1.1. How can Using Facebook enhance the students' competence of grammar?

The mean of the control group in the pre test grammar is (1.73) and the mean of the post test grammar is (1.93), while the mean of the experimental group in the grammar pre test is (1.53) and the mean of the grammar post test is (2.43). These results showed that there was little progress in the results of the students of the control group in the comparison with the experimental group students' progress. The mean of the experimental group (2.43) is larger than the mean of the control group (1.93).

This means that the usage of Facebook enhances the students' competence of grammar. This result could be because the students of the experimental group have the chance to read their colleagues' comments and their pieces of writing. So, it was easier for them to assess their own writing pieces and notice what they needed to add and take out of it.

In other words, in Facebook community, learners work together to construct knowledge, work collaboratively to negotiate content and meaning and indirectly learn from one another, forming a dynamic community that builds each member up. This exactly what the constructivism theory depends on.

4.3.1.2. How can using Facebook develop the students' spelling and punctuation?

Research on this question showed that the difference between the experimental group and the control group is not significant in the spelling and punctuation pre-test scores. On the contrast, the control group achievement is lower than the experimental group achievement in the spelling and punctuation post test scores. The mean of the

experimental group is (2.80) and the mean of the control group is (1.83). This means that the usage of Facebook has developed the students' spelling and punctuation.

Spelling and punctuation are difficult to learn and teach because they are conventional skills that exist in written language and don't exist in spoken language. So, learners have to consciously learn how these writing skills function in written language. Punctuation is also the same; speakers don't have to think about intonations and pauses, but writers have to decide where to use a period instead of a comma and how to indicate that they are quoting someone's exact words.

Despite of this difficulty the students of the experimental group achieved progress in spelling and punctuation. This result could be because the spell check features which Facebook provides for users. This feature could be helped in reducing spelling errors. Also, reading the other students' writing pieces and comments gave the students an opportunity to recognize and adopt the effective use of punctuation.

4.3.1.3. How can using Facebook develop the students' skills regarding to the sentence control?

Research on this question suggests that it would be appear that the control group scores is lower than the experimental group scores in the post test scores. The mean of the experimental group (2.43) is larger than the mean of the control group (1.90).

This means that the usage of Facebook develops the students' skills regarding to the sentence control. This result could be because the students have enough time to brainstorm and organize their ideas before and while engaging in Facebook group discussions, unlike the case in a formal context where time is limited. Moreover,

students can easily access to their colleagues' comments and writings which helps them to exchange ideas freely and at their own pace.

On the other hand, the results showed that the students of the experimental group were better in spelling & punctuation (2.81) than in Grammar (2.48) and Sentence control (2.45). This fact could be attributed to their lack of vocabulary and knowledge of reading. Students could achieve more progress in writing in terms of sentence control by reading more

4.3.2. Question (2): What are students' attitudes and perceptions towards using Facebook for educational purposes?

Research on this question shows that the students have positive attitudes towards using Facebook for educational purposes, the total mean=2.71 which is high with 82% percentage of agreement. The T test of the total mean score=3.64 with p-value=0.001<0.05 which indicates that the students have positive attitudes towards using Facebook for educational purposes.

A. The Facebook Intensity for the Participants

In this part the results showed that 70% of participants agree that Facebook is a part of their everyday activities and 60% of them agree that they are part of the FB community. Also, 57% of the participants would feel sorry if Facebook shut down. These results revealed that Facebook is one of the most popular social platforms which became one of the students' daily activities. This can be attributed to the ease use of Facebook and to the variety of its features. Also, Facebook allowed them to study at their convenience. They could chat and leave messages or even post their

pieces of writing on Facebook for the teacher and other Facebook friends to check them before hand.

B. The Participants' Perception of Using Facebook

In this section the results presented that 80% of the participants agree that they enjoy using Facebook. This high agreement percentage could be because of the flexibility of Facebook. Indeed, Facebook provides users with a number of services which enable young people to express their ideas, opinions, and feelings freely. Also, Facebook gives them a good chance to share their interests with their friends freely. On the other hand, only 36% of the participants use Facebook to interact in English. This low agreement percentage could be attributed to the students' weakness in English language and to their shyness to use English for interaction with their friends. This can be overcome by encouragement and creating a guided learning environment.

Also, the results showed that 64% of them think that Facebook can be used for both social and educational purposes, and 60% of them use Facebook for their academic school works, and 57% of them use Facebook to contact with other students from the class, and 60% of them are considered Facebook as a good place to check homework assignments posted by the teacher. These results revealed that Facebook is quickly being recognized as a respectable e-learning platform although it's known primarily for social networking activity. This is because the collaborative mode of this social area which keeps the students active, engaged and helps them to be independent learners. Also, these numbers show that students don't have passion to learn traditionally but by using new techniques.

Furthermore, 77% of them feel encouraged when their friends "liking" their ideas. This result could be because the positive feedbacks which the participants received from friends and the teacher. This valuable feedback kept them motivated to write even more. When their comments were 'liked' by friends, this boosted their confidence and further encouraged them to get rid of their shyness.

C. Writing Skills

In writing skills section, the results showed that 70% of the participants think that Facebook enhanced their spelling and punctuation, and 60% of them think that their grammar developed after using Facebook. Also, 60% of them think that Facebook helped them to write correct sentences, and 50% of them agree that Facebook helped them to organize their thoughts before actual writing, and 67% of them agree that Facebook motivated them to learn, and 63% of them think that collaborative writing enhanced their writing skill, and 60% of them think that Peer comments may develop students' writing performance. Based on these results, the enhancement of the students' writing competence resulted from various functions of Facebook that allow the students to discuss, negotiate, collaborate, and share their thoughts with the teacher, their friends, or even other Facebook users. From this perspective, it can be said that such a learning process is related to Social Constructivist Theory and Active Learning Theory.

In terms of this theory, Facebook itself can play the role of a community of practice where students can discuss their writing difficulties with the teacher or other users. During this process, the teacher or other users can act as more knowledgeable people scaffolding the students to step from their actual stage of development (the

position where they can master the task by themselves) to their potential stage of development (the position where they construct new knowledge after having some negotiation, collaboration, and assistance from more knowledgeable people) Consequently, they can construct new knowledge.

In other words, the students can enhance their grammatical and writing competence from the assistance of other people through Facebook. Therefore, Facebook is a Web 2.0 technology that should be promoted and used as an online community for students to discuss their English grammar and writing difficulties.

4.4. Summary

The first part of this chapter shed light on the results related to the research questions. It also included some tables to illustrate the result which showed that there is a big effect of using Facebook on the students' writing competence. The second part of this chapter discussed the results which revealed that there is something common between Facebook and the learning theories in the field of learning. All try to create a suitable learning environment full of motivation and collaboration. The following chapter will present the main concluding points and recommendations for decision makers, educational institutions, teachers and further research.

Chapter Five

Conclusion and Recommendations

5.1. Introduction

This chapter summarized the study and presented the main concluding points as well as the recommendations points to the decision makers, educational institutions, teachers, learners and further research.

5.2. Research summary

This study examined the effect of using Facebook on the six graders' writing competence at Al Nukhbah and Al Azhar private schools. The participants were divided into a control group and an experimental group. The experimental group was added to a Facebook group and practiced writing through it. The teacher was a facilitator and guider for this group. The control group practiced writing traditionally. The results showed that students' writing performance was improved especially in mechanics and grammar in favor of experimental group. Also, the students of the experimental group had positive attitudes towards using Facebook for educational purposes.

The findings of this study indicate that Facebook is an appropriate addition to traditional teaching methods. In this study, nearly all of the students already had an active Facebook account. This indicates that Facebook is well accepted by students and it offers an opportunity for educators to provide students with information using an application they are familiar with. In addition, students appear to be receptive to

use Facebook for educational purposes. In this study, the students anticipated learning benefits by increased interaction and participation in discussions.

5.3. Conclusion

By looking at all the data that were collected for this research, the researcher has made a conclusion that it is highly important to incorporate technology into the classroom while learning writing skills. Also, students can enjoy the process of writing if the teacher makes it interesting for them. Therefore, these findings may be beneficial for stakeholders, educators, or writing instructors to utilize Facebook and other trendy and new media in the teaching and learning process.

5.4. Recommendations

The results of this study showed the effectiveness of using Facebook features, generally in language learning and specially in improving the students' writing skills. Based on the findings of this study, the following recommendations are proposed:

- As Facebook is the most popular social platform, decision makers should make new plans to utilize Facebook in the teaching and learning process.
- Decision makers should organize workshops for discussing the effect of using new and trendy methods on teaching and training teacher on teaching language skills through Facebook.
- Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.

- Theory and practice in second language learning can be matched together by the use of modern technology, so teachers should notice the connection between the meaningful communicative use outside the classroom and writing activities that were conducted in a formal setting like classroom context.
- Teachers should keep searching for new and trendy teaching methods to attract the students' attention and motivation to learn. Also, Teachers should also encourage and motivate their students to interact with these new and trendy methods to develop their language skills.
- Students should get benefits from social media specially Facebook and utilize it to improve their writing skills.
- For good writing skills, students should read more because reading is a key for good writing.

5.4.1. Recommendations for Future Research

For future research, a comparison between Facebook and other social networking sites such as Wikis should be made to ascertain which platform is more suitable and effective in improving writing performance. Additionally, a research also can be conducted to identify the effects of using Facebook or other social platforms on other skills than writing.

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Appendices

The Pre test

Write a short paragraph about your favorite teacher.

The Post test

Write a short paragraph about where you like to go for a picnic.

Samples of the Pre test of the Control Group

sara shahin

Sixth Grade

Writing Pretest

Prepared by:
Bayan Zatory

Question One:

Write a short paragraph about your favorite teacher.

Guide questions:

What do you like at him/her? What does he/she teach? How long has he/she taught you?

my favorite teacher Miss Samah Because she
has Teach very good and teach Arabic language
and she has taught in since August and
I very enjoy in the class and she is very
good.

FATIMAQuestion One:

Write a short paragraph about your favorite teacher.

Guide questions:

- What do you like at him/her? What does he/she teach? How long has he/she taught you?

ms Rowan-Alkerake is my favorite teacher
the teacher is a great she's like's arabek and
relejing. she's teach grabek and relejing. I
like relejinge she's a great teacher and she's my
teacher likes.

FATIMA

Seleen**Question One:**

Write a short paragraph about your favorite teacher.

Guide questions:

- What do you like at him/her? What does he/she teach? How long has he/she taught you?

my favorite teacher is Eman she's teaching
Arabic she's Good teacher all the friends love her
she's new teacher she taught me since 2 years just
she's my best teacher too she's fantastic teacher
when he taught me often played arabic she is
fun.....

Samples of the Pre test of the Experimental Group

Nadeen

Sixth Grade

Writing Pretest

Prepared by:
Bayan Zatory

Question One:

Write a short paragraph about your favorite teacher.

Guide questions:

- What do you like at him/her? What does he/she teach? How long has he/she taught you?
-

My favorite teacher Besan, Because
she's funny and I'm Love it and she happy
every day.
she's learn my Arabi K and Art.
she teach me my art year.

Samaher

Sixth Grade

Writing Pretest

Prepared by:
Bayan Zatory

Question One:

Write a short paragraph about your favorite teacher.

Guide questions:

- What do you like at him/her? What does he/she teach? How long has he/she taught you?
-

I Love the teacher Dood Al Hrbowe the very nice
and very interesting and beautiful and
she was for my four years and taught
Math and science and class beautiful.
She is God.

Salwa

Sixth Grade

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Prepared by:
Bayan Zatory

Question One:

Write a short paragraph about your favorite teacher.

Guide questions:

- What do you like at him/her? What does he/she teach? How long has he/she taught you?

Miss Daia my favorite teacher because she kind &
special and I like she and my teacher's the
best she played with class, she taught me
five years its good and its funstastic
she smile.

Samples of the Post test of the Control Group

Sixth Grade

Writing Post test

Prepared by: MALAK (sh)
Bayan Zatory

- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

I go to the picnic area with my friends on Sunday at 6:30 pm.
I love eat an apple and pizza. I love drink a cola and water.
we had fun. my miss Kawan go to home and we not go to
home. we had fun. we go to swimming pool. and we swimming
and we play in the water i tired. I go to home and
go to bed. good by.

- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

Picnic

I will go on [^]with my family and I want to hear songs and sit under the trees and the sun is bright and pick up the flowers to see and play with my family.

Name: FATIMA

- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

Hi, I will go to the Jeraco in 10/3/2015, its sun
and hot, I was drink some water, and Juice, and I like
eaten a cobab, I will invite my friend and my
teachers will I play with my friend.
I will play on the bike, and this my picnic, and this my
friend and this me.

Samples of the Post test of the Experimental Group

Sixth Grade

Writing Post test

Prepared by:
Bayan Zatory

Rawand
Abu-Sayneh.

- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

In the weekend, I will go for a picnic to woods.
Because the woods is very beautiful.

I will take with me baskets, chips, nuts, chocolate, etc
and some drinks Coca-cola, Orange juice

I will bring with me my family, my friend, my cousins
and my aunts.

- Write a short paragraph about where you like to go for a picnic. What you like to eat and drink. Who you will invite. When you will go for the picnic.

The Picnic

I like to go for a picnic to the mountains in Palestine, and I would like to eat salad, ~~honey~~ and ~~sfika~~ and other things with my friend. I will go up the mountains and play football with us and drink water, apple juice and other things. I'll take my camera to take photos because I'll this moment not forget.

- Write a short paragraph about where you like to go for a picnic. What you like to eat and drink. Who you will invite. When you will go for the picnic.

I would like to go to a picnic in a lovely green forest! Why? ^{because} the lovely sound of the ~~the~~ nature. I would like to take sandwiches for lunch and for a drink I would take lemon juice. I would invite all of my friends including: Nora, Hisham, Mohammed, Ammar and Yousef. I would go very early in the morning because it would be not too cold and not too hot.


- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

^{holidays}
 In the next I will go for Al-salam garden, I will help my
 mother in the shop, and I will buy some food.
 I will buy food ~~example~~ some sandwiches, chips, chocolate, some
 Sfeha, fruits and vegetables
 and I will buy ^{some} drinks, ~~example~~ orange juice, coke,
 Apple juice and lemonade.

- Write a short paragraph about where you like to go for a picnic.
What you like to eat and drink. Who you will invite. When you will go for the picnic.

We're going today to KFC at 2:30
I'd like to eat burger and drink some
Coca Cola. I would invite all my friends.
because it's my last year with each others.
I will miss them so much. I've been with
them for six years and they was the best
in my life. Best luck to my friends
I Love you



Samples of the Group Work on Facebook


**Bayan Zatory** March 24, 2015

Good evening 😊


Write the following sentences correctly:

1. i am ernie anderson
2. i am from the united states... [See More](#)


 Like  Comment


 You, Ameer Fanoon and Mays Aljabari ✓ Seen by 15

[View 14 more comments](#)




**Princess Seleen Aisheh** 1- I'm Arnie Anderson .
2- I'm from the United States .
3-We are square dancers.
4-Dancing is our hobby.
5- It is an America Dance.
6- Bob and Marsha are our friends.
7-Henry and Eileen are another couple.
.8- A couple is a man and a woman.
9- Sara is my wife.
10- We are in the front of the picture.

♡★☆☆

March 26, 2015 at 3:01pm · Unlike ·  3

**Yousef Amro** I'm Arnie Anderson 2. I'm from the United Stats 3. We are square dancers 4. Dancing is our hobby 5. It is an American dance 6. Bob and Marsha are our friends 7. Henry and Eilee are another Couple 8. A Couple is a Man and a Woman 9. Sara is my Wife 10. We are in the front of Picture

April 1, 2015 at 10:07pm · Like



Bayan Zatory

March 3, 2015

Tell us about your favourite sport... why do you like it?

Like

Comment

You, Mays Aljabari, Ameer Fanoon and 1 other

Seen by 15



Salwa M Shweiki Rock climbing

I love this sport because it is a fun sport beautiful when you are with a group it is a famous sport much 😊😊

March 3, 2015 at 7:53pm · Unlike · 3



Princess Seleem Aisheh Basketball it's my favorite sport I like it because it's fantastic sport I play Basketball with my friends and family i like it very much it's amazing too ★

March 3, 2015 at 9:12pm · Unlike · 2



Ameer Fanoon football: i like play football because its Amazing and amusing and i like blay football with my friends My friends love to play with me because this is an amazing and beautiful game 😊😊😊

March 4, 2015 at 3:28pm · Unlike · 4



Bayan Zatory I like playing..Ameer Fanoon

March 4, 2015 at 3:30pm · Like · 3



Ameer Fanoon thank you, teacher Bayan Zatory 😊😊

March 4, 2015 at 3:35pm · Edited · Unlike · 3



Bayan Zatory



Bayan Zatory

February 3, 2015



write about you. what's your name? where do you live? how old are you?
what do you like? what don't you like?

Like

Comment

Mays Aljabari, Fatoom Abu-Ramooz and 4 others

Seen by everyone



Princess Seleen Aisheh My name seleen im 12 years,, I live in hebron ,, i love you my friends The most important thing in my life is friends I like watche t.v I don't like Actress cereen moray

February 3, 2015 at 7:01pm · Edited · Unlike · 3



Hisham Jr Al-Qawasmeh hi my name is hisham im 12 years old i live in hebron i love my friends but i like play on the pc and play football i dont like missing goals in the game

February 3, 2015 at 6:53pm · Unlike · 4



Fatoom Abu-Ramooz Hi,my names fatema.
Im 11years old.

I live in hebron.... [See More](#)

February 3, 2015 at 7:00pm · Unlike · 3



Ameer Fanoon my name ameer im 12 years old i live in hebron i love played football with my friends and i dont like ride the bike and play tennis Annoying problems with friends

February 3, 2015 at 7:09pm · Unlike · 5



Tameem Tamimi Hi mv name is Tameem Mohammed Tamimi I live in

April 14, 2015 at 6:42pm · Unlike · 1

علاء نضال الزغير Alicia like Shopping for shoes but she don't like Shopping for gifts



April 14, 2015 at 6:45pm · Like · 1

Salwa M Shweiki 1-Harry doesn't like shopping DVDs,but he like shopping clothes.

2-Terry Doesn't like reading book, but he like playing computer games.

3-Alicia doesn't like shopping gifts,but she like shopping shoes. 😊 😊

April 14, 2015 at 9:35pm · Like

Salwa M Shweiki Fatoom Abu-Ramooz and علاء نضال الزغير . She and he doesn't ✕

April 14, 2015 at 9:36pm · Unlike · 1

Salwa M Shweiki No don't as she,he,it=does

And thy,i,we..... = do

April 14, 2015 at 9:40pm · Unlike · 1

Fatoom Abu-Ramooz Yes. Salwa M Shweiki

April 14, 2015 at 10:09pm · Unlike · 1

Salwa M Shweiki 😊

April 14, 2015 at 10:09pm · Unlike · 1

Bayan Zatory He likes not like 😊 fatoom..salwa and alaa

April 15, 2015 at 1:08am · Like

Salwa M Shweiki Thank you mss Bayan Zatory

April 15, 2015 at 2:59pm · Like

Salwa M Shweiki Right



Bayan Zatory

March 28, 2015

Hi everybody...

Write about the pictures.. 😊



👍 Like

💬 Comment

👤 You, Nour Alsaghir, Mays Aljabari and Ameer Fanoon

✓ Seen by everyone



Ameer Fanoon 1-when she arrived,the shildren had drunk all of the juice 2- when she arrived ,the shildren had eaten none of the cake 3- when she arrived,the shildren had eaten a little of the cake 4- when she arrived,the shildren had eaten a few the sandwiches 5- when she arrived,the shildren had eaten half of the cake.

March 28, 2015 at 2:49pm · Unlike · 👤 4



Mays Aljabari Ameer Fanoon you write the shildren false, the correct is children

March 28, 2015 at 4:16pm · Unlike · 👤 5

March 28, 2015 at 4:16pm · Unlike · 👍 5



Mays Aljabari 1-When Ann arrived, the children had taken none of the Sandwich .
2-when Mag arrived, the children had drunk a lot of the juice.
3-when the Jen arrived, the children had eatenall of the cake.... [See More](#)
March 28, 2015 at 4:40pm · Unlike · 👍 5



Mays Aljabari 4- when the Jen arrived, the children had taken all of the sandwich .
5-when the mag arrived, the children had eaten a little of The cake 😊 *_*
March 28, 2015 at 4:48pm · Unlike · 👍 4



Ruba Natsheh -When Ann arrived, the children had taken none of the Sandwich .
-when Mag arrived, the children had drunk a lot of the juice.
-when the Jen arrived, the children had eatenall of the cake.... [See More](#)
March 28, 2015 at 9:12pm · Unlike · 👍 3



Bayan Zatory When meg arrived.. not the meg Mays Aljabari Ruba Natsheh
March 28, 2015 at 9:30pm · Like · 👍 2



Bayan Zatory Very good Mays Aljabari Ameer Fanoon Ruba Natsheh
March 28, 2015 at 9:30pm · Like · 👍 3



Tameem Tamimi 1. when she arrived the children have eaten half of the juice
2. when she arrived the children had ate a little of the cake
3. when she arrived the children had eaten all of the sandwiches.
March 28, 2015 at 9:42pm · Unlike · 👍 5



Salwa M Shweiki 1-When Ann arrived, the children had taken none of the Sandwich .
2-when Mag arrived, the children had drunk a lot of the juice.
3-when the Jen arrived, the children had eatenall of the cake.... [See More](#)
March 29, 2015 at 6:31am · Unlike · 👍 5



Princess Saleem Alshah When Ann arrived, the children had taken none of



Bayan Zatary

March 11, 2015

Hi everybody...

where did you go at your last school trip? what did you do? did you enjoy?
if you didn't go, tell us how did you spend that day?

Like

Comment

You, Mays Aljabari, Zaynab Ghaith and 2 others

Seen by 15



Ameer Fanoon I did not go to the trip but well studied for exams and played football with my brothers and played on the computer and I went shopping with my family and I have enjoyed. 😊😊

March 11, 2015 at 4:35pm · Unlike · 3



Bayan Zatary i studied well Ameer Fanoon 😊

March 11, 2015 at 4:50pm · Like · 2



Ameer Fanoon thank you, teacher Bayan Zatary 😊😊😊

March 11, 2015 at 5:59pm · Unlike · 3



Princess Seleen Aisheh We went on a trip to Jericho, I went with my family and friends and the trip was one of the best nomads and I enjoyed it so much I went to Bannana Land /[^] Hisham's Palace / Spanish garden

March 14, 2015 at 8:09am · Edited · Unlike · 3



Mays Aljabari Last Tuseday we went to to trip.
In the morning the bus leaved from Hebron to Jericho.
We reached the banana LAND at 9:00 o'clock [See More](#)

March 14, 2015 at 9:15pm · Unlike · 3



Mays Aljabari At night return back to our home (😊😊😊😊)

March 14, 2015 at 9:20pm · Unlike · 3



Hisham Jr Al-Qawasmeh Hi. i didn't go to the trip. But my day was indescribable dav. We went to Beit Kahel to a park there.Mv sisters and mv only



Bayan Zatory

February 5, 2015

Write the words in the correct order. Use the future passive: 😊

1- photos/ take/ of each class.

2- tickets/ sell/ outside the stadium.

3- next 20 years/ computers/ not use/ in school.... See More

Like

Comment

You, Mays Aljabari, Ameer Fanoon and 3 others

Seen by everyone



Princess Seleen Aisheh 1.photo will be taken of each class
2.tickets will be sold outside the stadie.
3.next 20years won't be used computer in school ... See More

February 5, 2015 at 8:10pm - Edited - Unlike - 3



Tameem Tamimi 1. Take photos of each class
2. Sell tickets outside of the stadium
3. The next 20 years no one will use computers in school... See More

February 5, 2015 at 8:34pm - Unlike - 2



Nour Alsaghir 1. Photos will be taken
2. Tickets will be sold outside the stadium
3. Next 20 years won't be used computers in school ... See More

February 5, 2015 at 9:39pm - Edited - Unlike - 2



Nour Alsaghir hi tameem you should do it in the future passive

February 5, 2015 at 9:42pm - Edited - Unlike - 2



Bayan Zatory Nour Alsaghir





Bayan Zatory

February 12, 2015

What are you going to do at the weekend?
write a short paragraph 😊

👍 Like

💬 Comment

👍 You, Mays Aljabari, Nour Alsaghir and Ameer Fanoon

✓ Seen by everyone



Mohammed Saeed I want to go to my grandfather's house and play football with Cousin.

I want to play on the computer and watching TV.

February 12, 2015 at 7:18pm · Unlike · 👍 2



Ameer Fanoon I'm going to Bethlehem Shii I'll be playing football with my cousins and Sashahd TV and also I will read useful books

February 12, 2015 at 7:21pm · Unlike · 👍 2



Ameer Fanoon Mohammed Saeed 😊 😊 😊

February 12, 2015 at 7:42pm · Like · 👍 1



Salwa M Shweiki Hello im Salwa I do not know the future, but if there are things okay I hope that my plans succeed in this holiday I would do many things such as the coast and the duties of the Premier on Facebook I keep a follow-up with them and freed screwing myself... [See More](#)

February 12, 2015 at 7:47pm · Like · 👍 1



Hisham Jr Al-Qawasmeh im going to go to betgala and play paintball fight with



Bayan Zatory

February 10, 2015

Write five new words. Then write sentences using these words 😊

Like

Comment

You, Tameem Tamimi, Ameer Fanoon and 1 other

Seen by everyone



Princess Seleen Aisheh ١_the Nail is Broken

٢_ I Put the pen on the table

3_ I have eaten my breakfast

4_ I opeand my facebook today

5_ I finshed my home work at 5 o'clock

February 10, 2015 at 6:56pm · Edited · Unlike · 2

This comment has been hidden.

[Unhide](#) · [Give Salwa M feedback](#)



Bayan Zatory Broken

I have eaten Princess Seleen Aisheh 😊

February 10, 2015 at 6:56pm · Like



Mays Aljabari 1-Play

2-cook

3-do

4-make

5-write

February 10, 2015 at 6:59pm · Unlike · 2



Mays Aljabari 1-I like played tennis.

2-my mum cooked cake.

3-they did their homework.... [See More](#)

February 10, 2015 at 6:59pm · Unlike · 2



Bayan Zatory Playing/made a cake 😊 Mays Aljabari

February 10, 2015 at 7:01pm · Like · 1



Fatoom Abu-Ramooz 1-Hebron:I live in the city of hebron.



Fatoom Abu-Ramooz 1-Hebron:I live in the city of hebron.
 2-Play:I like play foot ball
 3-Cat:my cat is white.
 .4-lion:the lion is pavenous.
 5-snow:claimed that the falling snow.

February 10, 2015 at 7:50pm - Unlike - 1



Taghreed Salman Teeth, apple, mouse, plenty, medicine
 1- I brush my teeth after each meal
 2- one apple a day keep the doctor away... See More

February 10, 2015 at 9:14pm - Unlike - 1



Nour Alsaghir 1-I like play football 2- I write my homework 3- I've eaten a cake
 4-my hobby is horsemanship 5- the computer is made in 1823.

February 10, 2015 at 9:59pm - Edited - Unlike - 2



Mohmmad Tamimi 1-Ilike play chees 2-Iwil HAVE the home work3-ilove The Maet

February 11, 2015 at 1:06pm - Like - 1



Tameem Tamimi Rude: This person is using very rude terms

February 11, 2015 at 4:26pm - Like



Tameem Tamimi Rude:This person is using rude terms Tight: These pants are very tight on me Complicated: This math question is very complicated
 Magnificent: This amazing structure of the president is Magnifacent. Tremendus: This is a tren

February 11, 2015 at 4:33pm - Unlike - 2



Tameem Tamimi mendus amount of cake

February 11, 2015 at 4:34pm - Like



Tameem Tamimi I like the meat @Mohammed Tamimi

February 11, 2015 at 4:36pm - Unlike - 2



Hisham Jr Al-Qawasmeh

March 1, 2015

Write ten sentences . Use the relative pronouns . Five words by who and five words for which



Like



Comment



You, Mays Aljabari, Mohammed Saeed and Ameer Fanoon

Seen by everyone



Hisham Jr Al-Qawasmeh 1. I know the player who scored the winning goal in the World Cup 2014.

2. The farmer is the guy who works with animals in a farm.

3. The player who trains so hard will win.... See More

March 1, 2015 at 6:07pm · Unlike · 1



Hisham Jr Al-Qawasmeh 1. I went to Jericho which is the lowest city in the world .

2. I love the movie which talks about soccer .

3. Do you know the flower which eats bugs ?... See More

March 1, 2015 at 6:45pm · Unlike · 1



Salwa M Shweiki 1-the person who ate the apple is my brother

2-The professor is a person who loves invention

3-the person who climbs it's a good... See More

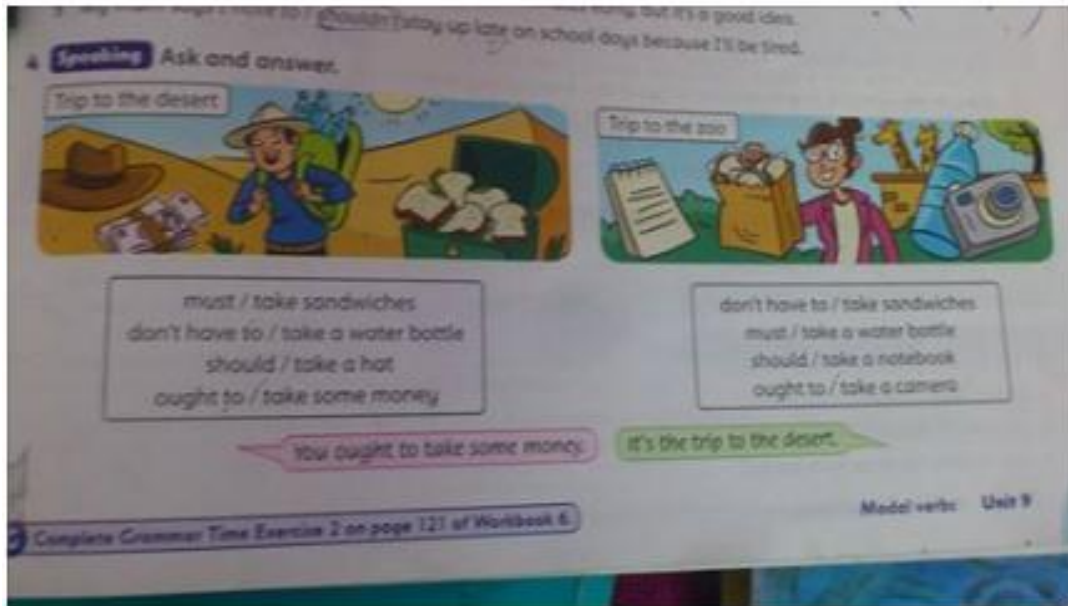
March 1, 2015 at 6:58pm · Unlike · 1



Salwa M Shweiki

April 21, 2015

Write about the picture (use the modal verb)



Like Comment

👍 ملاء نضال الزغبي, Mays Aljabari and Salwa M Shweiki

✓ Seen by 15

This comment has been hidden.

Unhide · Give Salwa M feedback



Princess Seleen Aisheh Trip to the desert

- you must take sandwiches
- you don't have to take a water bottle
- you should take a hat
- you ought to take some money
- ___ Trip to the zoo
- you don't have to take sandwiches

The Questionnaire

The students' perceptions towards using Facebook

- Indicate the extent to which you agree or disagree with the following items in the appropriate box using the scale given below.
 1= Strongly agree 2= agree 3= Disagree 4= Strongly disagree

A. The Facebook intensity for the participants	1	2	3	4
1. Facebook is part of my everyday activity.				
2. I feel I am a part of the FB community.				
3. I would be sorry if Facebook shut down.				
B. My Perception of using Facebook				
4. I enjoy using Facebook.				
5. I use Facebook to interact in English .				
6. Facebook can be used for both social and educational purposes.				
7. I use Facebook for my academic school works.				
8. I use Facebook to contact with other students from the class.				
9. Facebook is a good place to check homework assignments posted by the teacher.				
10. I feel encouraged when my friends "liking" my ideas.				
C. Writing Skills				
11. Facebook develops my spelling.				
12. Facebook develops my grammar.				
13. Facebook develops my punctuation.				
14. Face book helps me to write correct sentences.				
15. Facebook helps me to organize my thoughts before actual writing.				
16. Facebook motivates me to learn.				
17. Collaborative writing enhances my writing skill.				
18. Peer comments may develop students' writing performance.				