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**The Role of Facebook Group Discussion in Improving EFL
Students' Writing Skill.**

Case Study: Third Year LMD Students English Division at Biskra University.

A Dissertation Submitted to the Department of Foreign Languages as Partial Fulfilment for
the Master's Degree in Sciences of Language.

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Academic Year: 2016/2017

Dedication

Every challenging work needs self-efforts as well as guidance of elders especially those who
were very close to our heart.

My humblest effort dedicates to my sweet and loving

My Mother Mabrouka

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so
much could be done with little My Father Messaoud

For earning an honest living for us and for supporting and encouraging me to believe in
myself

To my Lovely sisters

Leila who stands by me when things look bleak, Hanane, Nadjette for their incomparable
sacrifices, deepest love, boundless patience, and for their greatest encouragement and for
being my guardian during my career.

To my stare in my life my brother and friend khaled

To my Precious Brothers

Rochdi ,Bachire , Aymane for their outstanding support and encouragement to go further

A very dedication goes to my family for help, patience. Moreover, his continuous moral
support.

Avery special dedication to my Fiancé “Nadire” for his patience and care and all his family.

To my loyal, truthful, caring, loving, and secretive friends Fadila ,Hafida ,Noha ,Ismahane,
Mimi ,Majda ,Ibtissam, Wassila,Imane ,Nadia,Sadika,Najah,Sara,Samira,Karima ,with whom
I shared the best memories.

To all wonderful mates of second year master2017.

I am utterly thankful to all those who have believed in me and have provided much friendship,
and encouragement to help me carry out
this work .

All the people in my life who touch my heart, I dedicate this work and this words

Thank you: Hayat Torchi

ACKNOWLEDGMENTS

I owe a deeper gratitude to my supervisor Mr. **TayebBouhitem** for his precious guidance and advice, also for his patience and no ended kindness. I also thank my parents and my family members for their motivational supports.

A Special thank goes to members of the jury, Mrs. Rim Bakhouché and Mr. S. Timagout for their remarks about my work.

I am sincerely grateful to my best sister Leila and my friends, who are always encouraged me to carry out this work.

I would like to thank all the teachers and students of third year LMD for their help and seriousness in completing the questionnaire.

I would like to express my gratitude to all those who have taught me from primary school until university.

I thank everyone has a touch in this work.

ABSTRACT

Online social networks have captured the attention of educators as an alternative tool for language teaching and learning. "Facebook groups" is a feature that is available on the social networking site Facebook (FB) that also becomes a valuable resource to support students' educational, communication and collaboration with faculty and writing is one of the essential skills that EFL students need to achieve while they are learning English. However, EFL students have many chances to practice writing skills. While learning in universities through opening up new worlds of learning for both teachers and students, by indicating information Facebook and Twitter to communicate with others by using English language through various activities and most importantly things that lead to improve language learning. This study aimed at investigating the role of Facebook group discussion on improving writing skill, in English as a foreign language for university students. And how can both teachers and learners exploit the benefits of using Facebook on improving students' writing skills. The study sample consisted of 50 students at Mohamed Kheider University in Biskra. To prove the proposed hypothesis, a descriptive study has been conducted and two questionnaires were administered for both teachers and students were used as a data gathering tool. The results of this study showed that: students' interest in using Facebook group to enjoy and learning in sometimes, which lead to conclude that Facebook group provide to help teachers to communicate with students in any time. The students can improve their writing skill through giving them the opportunity to learn new vocabulary from reading the comments of others in the group, and the spell check feature helps to reduce their spelling errors and to improve their writing passage after exchange the ideas with peers and information via Facebook group.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

EFLs:English Language Learners.

LMD:License, Master, Doctorate.

CMC:Computer –mediated Communication

SMS:SendShort Message

FB:Facebook group.

Q: Question.

List of Tables

Table1: Positive of Facebook on Education and English language.....	13
Table 2: Students' Gender Distribution.....	39
Table3: Students' Age Distribution.....	40
Table4: Students' Choice to learn English at University.....	40
Table5: Students' Evaluation of their Level in Writing.....	41
Table6: Students' Attitude toward the importance of writing skill.....	42
Table7: Priorities given to Skills.....	43
Table8: Students' Attitude to work writing.....	44
Table9: Students' Attitude Toward benefit from group working.....	45
Table10: Students' Mistakes in Writing.....	46
Table11: Students' Attitude toward the sentences using.....	47
Table12: Students' Answer about Having Smartphone, Laptop or Computer.....	48
Table13: Students' Answer about Having Internet connection at home.....	49
Table14: Students' Attitude toward using material out of classroom.....	50
Table15: Students' Answer about using social media in learning.....	51
Table16: Students' Attitude toward the preference application.....	52
Table17: Students' Answer about particularly using the Application.....	53
Table18: Students' Attitude toward the language they use when communicating via Facebook group.....	4

Table19: Students' Answer about sharing in Facebook group of their class.....	55
Table20: Students' Motivation when using Facebook group.....	56
Table21: Students' Attitude toward discussion on Facebook group.....	57
Table22: Students' Attitude toward learning new aspect through Facebook.....	58
Table23: Students' Answers about reading message after sharing them.....	59
Table24: Students' Answers about post different writing aspect Facebook.....	60
Table25: Students' Answers about exchange the opinion after writing.....	61
Table26: Students' Attitude notice improvement in writing through using Facebook.....	62
Table27: Students' Attitude toward improvement Aspect.....	63
Table28: Students' Attitude toward learning new vocabulary on Facebook.....	64
Table29: Teachers' Teaching years' Experience.....	67
Table30: Teachers' Teaching writing.....	68
Table31: Teachers' Opinion about the Time Allowed.....	69
Table32: Teachers' Evaluation students.....	70
Table33: Teachers' Views toward writing stages neglected by students.....	72
Table34: Teachers' Attitude toward most point in evaluation writing	73
Table35: Teachers' Views toward Important Element before Writing.....	74
Table36: Teachers' Attitude toward the common problem in writing.....	74
Table37: Teachers' Approaches use.....	75

Table38: Teachers' Answer toward their role in writing class.....	76
Table39: Teachers' Attitude toward beneficial way to work.....	77
Table40: Teachers' Attitude toward having Internet connection.....	78
Table41: Teachers' Attitude toward using technology and Facebook in learning.....	79

List of Figures:

Figure1: Facebook group wall.....	18
Figure 2: Model of Facebook group screen.....	19
Figure3: Students' Gender Distribution.....	39
Figure4: Students' Age Distribution.....	4
Figure5: Students' Choice to learn English at University.....	41
Figure7: Students' Evaluation of their Level in Writing.....	42
Figure8: students' Attitude toward the importance of writing skill.....	43
Figure9: Priorities given to the skill.....	44
Figure10: Students' Attitude to work writing.....	45
Figure11: Students' Attitude Toward benefit from group working.....	46
Figure12: Students' Mistakes in Writing.....	47
Figure13: students' Attitude toward the sentences using.....	48
Figure14: Students' Answer about Having Smartphone, Laptop or Computer.....	49
Figure15: Students' Answer about Having Internet connection at home.....	50
Figure16: Student's Attitude toward using material out of classroom.....	51
Figure17: Student's Answer about using social media in learning.....	52

Figure18: Students’ Attitude toward the preference application	53
Figure19: Students’ Answer about particularly using the Application.....	54
Figure20: Students’ Attitude toward the language they use when communicating via Facebook group.....	55
Figure21: Students’ Answer about sharing in Facebook group of their class	56
Figure22: Students’ Attitudes toward discussion on Facebook group	58
Figure23: Students’ Attitude toward learning new aspect through Facebook.....	59
Figure24: Students’ Answers about reading message after sharing them.....	60
Figure25: Students’ Answers about post different writing aspect Facebook.....	61
Figure26: Students’ Answers about exchange the opinion after writing	62
Figure27: Students’ Attitude notice improvement in writing through using Facebook.....	63
Figure28: Students’ attitude toward improvement Aspect.....	64
Figure29: Students ‘attitude toward learning new vocabulary on Facebook.....	65
Figure30: Teachers ‘Teaching Experience.....	68
Figure31: Teachers’ teaching writing.....	69
Figure32: Teachers’ Opinion about the Time Allowed.....	70
Figure33: Teachers’ Evaluation students.....	71
Figure34: Teachers’ Views toward writixng stages neglected by students.....	72
Figure35: Teachers’ Attitude toward most point in evaluation writing	73

Figure36: Teachers' Views toward Important Element before Writing.....	74
Figure37: Teachers' attitude toward the common problem in writing.....	75
Figure38: Table: Teachers' Approaches use.....	76
Figure39: Teachers' Answer toward their role in writing class.....	77
Figure40: Teachers' Attitude toward beneficial way to work.....	78
Figure41: Teachers' Attitude toward having Internet connection.....	79
Figure42: Teachers' Attitude toward using technology and Facebook in learning.....	80

Table of Contents

Dedication	xi
Acknowledgements.....	xi
Abstract.....	xi
List of Tables.....	xi
List of Figures.....	xi
General introduction.....	1
1. Statement of the problem.....	1
2. Aim of study.....	2
3. Significant of the research.....	2
4. Research Questions.....	2
5. Research Hypothese.....	3
6. Research methodology.....	3
6.1. Research Tools.....	3

Chapter One: Facebook group in Education

Introduction.....	4
1. Technology in Foreign Language Teaching/learning.....	4
2. Types of Social Media	4
2.2. Synchronous and Asynchronous Communication Tools.....	5
3. Facts and kind of Social Network sites.....	5
3.1. Facebook.....	6
3.2. YouTube.....	6
3.3. Twitter.....	6
3.4. Blogs.....	6
4. Impact of Social Media on Teaching and Learning.....	7
4.1. Teaching and Learning style.....	7
4.2. Role of Teachers and Learning.....	7
4.3. Effective and Attitudinal Effect.....	8
5. Positive of Social Network using.....	8
6. Facebook Definition.....	8
7. Some Features of Facebook.....	10
7.1. Facebook Profiles.....	11
7.2. Photos and Albums.....	11
7.3. Groups.....	11
7.4. Events.....	11
7.5. The Wall.....	11
7.6. Chat.....	11

8. Facebook on Education.....	12
9. Advantageous of Facebook.....	14
10. Disadvantageous of Facebook.....	15
11. Facebook and language aspect.....	16
12. How do Student Learn with Facebook.....	17
12.1 .Learning Motivations.....	17
12.2. Learning Activities.....	17
12.3. Learning Style:.....	17
13. Facebook closed group:.....	17
13.1. Group in Facebook.....	17
14. How to Integrate Facebook in a course of writing.....	18
14.1.Profile Page.....	18
14.2. Creating a Group Page for a Class	18
14.3. Replacing/Duplicating web course functions on Facebook.....	18
14.4. Integration of Facebook Applications.....	19
15. Why Use Facebook in Teaching and Education?.....	19
Conclusion.....	21

Chapter Tow: Teaching Writing Skill

Introduction.....	22
1. Writing.....	22
2. Aspects of Writing.....	25
2.1. Content.....	25

2.2. Organization.....	25
2.3. Discourse.....	25
2.4. Syntax.....	25
2.5. Vocabulary.....	25
2.6. Mechanics.....	25
3. Purposes for Teaching Writing.....	26
3.1. Writing for Reinforcement.....	26
3.2. Writing for Training	26
3.3. Writing for Imitation.....	26
3.4. Writing for Communication.....	27
3.5. Writing for Fluency.....	27
3.5.1. Language development	27
3.5.2. Learning style.....	27
3.5.3. Writing as a skill.....	27
4. Why Writing is Difficult.....	28
5. Writing with Assessment and Evaluation.....	28
6. Approaches of teaching Writing.....	29
6.1. Product Approach	29
6.2. The Process Approaches.....	30
6.3. The Genre Approach.....	31
7. The Importance of the Writing Skill.....	31
8. Major Difficulties in Writing Skill	32
8.1. Grammar.....	32
8.2 .Vocabulary.....	34
8.3 .Spelling.....	35

8.4 .Punctuation.....	35
8.5. First Language Interference.....	36
Conclusion.....	37

Chapter Three: Presentation and analyzing the Findings.

1. Part One: Presentation and analyzing of students' questionnaire.....	38
2. Introduction.....	38
3. 1. Administration of the questionnaire.....	38
4. 3. Analysis of the students' Questionnaire.....	39
5. 2. Description of the questionnaire.....	39
6. Discussion and Result.....	65
7. Conclusion.....	66
8. Part Two: Presentation and analyzing of teachers' questionnaire.....	67
9. Introduction.....	67
10.1. Administration of the Questionnaires.....	67
11.2. Description of the Questionnaire.....	67
12.3. Analysis of the Questionnaire.....	67
13.Discussion and esult.....	81
14.Conclusion.....	82
15.Bedagogical Implication.....	82
16.General Conclusion.....	84
17.References.....	85
18.Appendixes.....	
AppendixA:Students' Questionnaires.....	
AppendixB:Teachers' Questionnaires.....	
الملخص.....	

General Introduction

Introduction

In the present time and the beginning of the 21st century it is not needed to explain in exacting the statement that the technology invading almost every part of our lives, our communities, and our homes .Moreover, it becoming increasingly integrated into the learners' lives of all age this leads the education world to move toward the using of this technology as a method in teaching and learning to promote the creativity of students. The result of using social networking becoming very popular among English language learners and the social networking start to because it as a teaching and learning tool to help teachers and learners to access information and facilitate the learning of English. Beside to this technology revolution in education .Many researchers report that the most popular social network is Facebook and they make it to elaborate many studies focuses to precise the role of using Facebook group interaction among peers and teachers as assister to improve the EFL English general and writing skill in particular.

Statement of the problem:

With the advance of technology and the increasingly used of social media in different fields. Both teachers and learners attempt to enter this digital devices as Internet and Cell phone in the education to improve the teaching and learning English as foreign language.

So to precise and realize this goal and show probability of using that tools we will try to investigate the role of one kind of social network sites which is Facebook and attempt to show how can this tool improve learning English as Foreign language especially the writing skill.

Aims of study:

The present study aims at investigating the role of using social websites as Facebook group discussion on English language learners' performance and exactly how can Facebook

help to improve the EFL students' writing skill in the University of Mohammed Kheider at Biskrain section of English and to use the effective methods to exploit the Facebook group as learning and teaching process. To present the benefit of using Facebook in teaching and learning especially the writing skill .Also this study aims at investigating

Significant of the study:

First, it should be mentioned that teaching with technology is a fashionable topic, and there are few studies referring to teaching /learning and improving language skills with the use of internet. Therefore The Facebook site is a valuable communication tool for the students' courses and what usually happening for and around the English classes .Moreover, we attempt to ring bell and perhaps help to the improving the EFL curricula and help the EFL methodologists to develop teaching material and match students' level of achievement with their preferred means which is discussing via Facebook to motivate them to acquire and produce because it see they do not have the passion to learn through the traditional method in classes .

Research question:

One the basic of what has been mentioned we try to answer the following questions:

1. What is the most kind of social media used?
2. How students learn by using Facebook?
3. To what extent can Facebook improve the writing skill in the EFL students?
4. Can Facebook as a social setting enhance and offer possible assistances to the students' academic writing skill?

HYPOTHESIS

If, both EFL teachers and EFL student's use the right way of Facebook group in teaching and learning the writing skill, it is possible that their writing skill will be improved.

Research methodology:

In this study the descriptive method is the appropriate one to adapt, which means to provide the necessary information about the issue of study and this method can help us to understand our subject and shed more lights to obtain research main hypothesis.

Research Tools:

In this study, questionnaire which will be administered to both teachers and students of third year LMD system at Biskra University department of foreign languages section of English.

After collecting the required data for the research, we analyzed them quantitatively and make the study very clear through the descriptive method.

Chapter One:

Facebook group

Introduction:

It seems that social networks and technology play an important role for the communication and social life and becoming more and more popular especially among today's college students. Ralston (2012) claims that technology in life is a medium of daily communication can affecting language learning. So, teaching and learning with social media or with social networks sites, becoming a pretty fashionable topic attracting the attention of educators and as what reported the most kind of social media that is wildly using by millions of users from student and adolescent is Facebook. All of this points will be taken an overview about it in the first chapter that will illuminates: the technology in education and foreign language teaching, Facebook and Facebook group definition, advantageous, disadvantageous and some features of Facebook group.

1. Technology in Foreign Language Teaching.

The wide spread of technology agreement that should be use it in language teaching of courses dependent on scientific research .For example, Zhao's meta-analysis examined nine large studies. Zhao concluded that these studies demonstrated "an overwhelmingly positive effect of technology applications on language learning" (p. 19). The force of all these conclusions is reflected in the fact that teachers who do not use technology today are in danger of being "classified as out of touch" (Blake et al., 2008). More precisely, computer-mediated communication (CMC) among students has been found to be useful when teaching and learning a Foreign Language (Kitade, 2000; Payne 2003; Chism, 2003; Chen, Liu, & Wong, 2007).Kitade (2000, p.163) emphasized the goal-oriented nature of CMC communication as contributing positively to second language acquisition.

2. Types of Social Media

Social media are digital applications differ by their purposes of use as communicating, discussing, chatting .According to some studies, social media are divided into two categories as follows:

2.2. Synchronous and Asynchronous Communication Tools:

Ashley (2003) defined the synchronous tool as a tool which “enables real-time communication and collaboration in a "same time-different place" mode”, while the asynchronous “enable communication and collaboration over a period of time through a "different time-different place" mode”. The synchronous tools, as: audio-video conferencing, chat and instant messaging, Twitter, Skype, Facebook etc., have some advantages in that they offer spontaneous reaction, updated data and immediate feedback, while the asynchronous tools, e.g. e-mail, web board, web blogs, streaming video-audio, etc., have less immediate interaction, and the delayed response will cause information to be out-of-date. However, it is not always plausible to respond quickly because in some cases, message receivers need some time to digest the information (Technology Solutions for Teaching and Research, 2012). The selection of synchronous and asynchronous depends on the purposes of correspondence between senders and receivers, hereby; the teachers and the students whether they want to communicate in real time or share information for later use.

3. Facts and kind of Social Network sites:

Today, social networking are being increasingly used by millions of users most of them are students with various different purposes (Lenhart& Madden, 2007; Selwyn, 2007) and this rapid development of information and communication technologies occur changes in the pedagogical applications and educational setting especially processes of learning and teaching (Mazman&Usinel, 2010).

Web 2.0 technologies and social networking sites as Facebook and MySpace, have a very strong influence and power on the daily lives of millions of people and students a specific category (Tompson, 2007) that lead the educators to think and elaborate the possibilities to use it for helping them in education and encourage the learning process (Joly 2007).

Social networking where people explicit and derive information and personalized webpage to keepin contact with friends, family and meet new people, is currently the leading social networking sites with million active uses. The following is the most famous kind of social media sites:

3.1. Facebook: Facebook is the famous uses sites between all the different categories of society especially students which become considered as part of daily lives. This use can adoptive and maintains relationships out of class and add cohesion and dynamic when back in class which can have a positive effect on their attendance and retention on the course. Facebook can be used by the instructors to share course resource, promote collaboration, improve relationships between students, and vary learning tools (such as videos, images, chatting and private messaging).

3.2. YouTube: YouTube is one of the most popular websites on the world and a huge resource for educational content. The site is home to over 10 million videos marked as educational, many of them submitted by teachers. Each one can record a video, of their hobbies, thoughts or opinions on interesting news stories. Those who want to have their video uploaded should send it to you first, but speaking only in English language.

3.3. Twitter: Twitter is an online social networking service that enables users to send and read short messages called "tweets". Registered users can read and post tweets, but those who are unregistered can only read them. Users access Twitter through the website interface, SMS or mobile device application. Start tweeting in a foreign language.

3.4. Blogs: A blog is a self-published, web-based collection of writing and photos. Blogs is totally differ in focus compared with previously kind. The culture of blogging calls for regular updates, exchange of comments, and short posts. Blogs offer an extremely exciting platform for learners to express themselves in a new language. The fact that posts are generally short, and that new content is added frequently, make them attractive and exciting for classroom adaptation.

4. Impact of Social Media on Teaching and Learning:

So, in the digital time the face to-face interaction transfer from this tradition process to modern one through the communication means which is Sites of Social Media and this new strategy reflected the teaching and learning process by this following aspect:

4 .1.Teaching and Learning style:

As what offered by Schmidt and Brown (2004), that effective use of social media is done by make combination between online and traditional classroom teaching with its believes that this combination can create good atmosphere and environment for both teachers and students in term of teaching /learning with technology . Hence, this aims to make combination between the learner need and learning mode as well as developed by Graf et al (2009) the “Detecting Learning Style “ which is computer program that find it strongly effective in enhancing the students involvement and be more active and reflective in the discussion and in providing information.

4.2. Role of Teachers and Learning:

With social Media the role of teacher becoming less as what claimed by Dalton (2009) and play the role of facilitator and observer more than to give information and go to what proposed by Easton (2003) that limited the role of teacher in tow thing during the course from

instructional designer to an interaction facilitator besides to online learning class with keeping a balancing of flexibility of teaching time and problem solving that can occur during the lesson.

In the other side the students' role could demonstrate in engaging the discussion online task based learning (Dalton, 2009) and this could rising of self-motivation and critical thinking that effort by encouraging, advising, and feedback of teachers to their students .

4. 3. Effective and Attitudinal Effect:

This point deals with positive and negative effect of social media .The positive side when the students ask question outside classroom and feel unrestrained by boundaries between lectures and themselves, which investigated by (Bosch, 2009) when considered as good rapport. According, to the negative one is when students misunderstanding and need to be monitored when feel unethical and different form of language used between peers (Remb, 2011).

5. Positive of using Social Network:

Selwyn claims that social media is good tools to negotiate content and meaning and indirectly learn from one to another and build dynamic community through each other. This move toward the notion of constructivism , that related with how Facebook becoming used by its current uses and this is some of what Blattna&Fiori interested in the benefit of authentic language interaction as well as the socio-pragmatic awareness which obtained through the use of Facebook .

Also, it support the educational activities by making interaction, collaboration, active participant, sharing resource information, and critical thinking possible (Ajjan& Hartshorne, 2008; Mason, 2006; Selwyn, 2007). Most importantly, the teacher believe that social media can facilitate the process to express the desire, give feedback and be stronger relations than

those who interacting face to-face. Moreover, create a positive environment that is encouraging and helping writing process for young people.

6. Facebook Definition:

Facebook is currently the most social network sites with more 500 million active users as of March (2011). In study, 70% of Facebook users are from outside of U.S, Indonesia has the highest number of Facebook users in Asia (18, 9 million users).Facebook is a global largesocial media that boosts more than 100 million followers, and it is one of the fastest-growing and best-known sites on Internet these days.

Face means what you first see of the body in front of you. It is also the clearest part of the body that gives you an indication of what is the person in front of you likewise his related to the social field. While the word **book** is related to the academic field .So, the word Face has social roots and the word book has academic roots and the social networking site (Facebook) Can be used for achieving academic purposes in improving the learners' writing (Rosen,2011).

Originally designed for college students in the United State (Harvard) in early 2004, as a social networking website the website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University.

Furthermore, Facebook has growing audience in perspective high school and middle school students (Lipsman, 2007; Lanhart& Madden, 2007.) It also successful tools to rising students' motivation and improving the quality of learning as what said by certain researchers and

develop the interpersonal intelligence, as well as critical thought and create new network of collaboration learning (Selwyn, 2009)

(Stelter, 2008) claims that Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and able students to collaborate with peers (Baker, 1999). Also Facebook provide opportunities to increases both teachers-students and students-students interaction through connecting with their students about assignments, upcoming events, useful links, and samples of work outside of the classroom and helps to support the students to building course by themselves through connect classmates about questions regarding class assignments or examinations as well as collaborate on assignments as what stated by (Mazer et al., 2007) that increase the face-to-face, teachers-students relationship, and allow students to share instructors profiles information, interests, that can enhance students motivation, affective learning, and classroom atmosphere and be more professional in using language. It seems as an effective educational tool for the students when they used to study by spending time browsing profiles, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn knowledge of the target language at the same time (Educes Learning Initiative, 2006).

When students receive comments and suggestions, they can use the information given to improve their language skills such a learning style can reduce the Affective Filter and eventually enhance motivation and risk taking in language learning (Krashen, 1981, 1988).and as, the previous studies showed that using Facebook as a medium for language learning enhances language competence and builds positive attitudes of students.

7. Some Features of Facebook

Many features such as the “like” button, comment application, and sharing button in Facebook have attracted users to create discussion and share their thoughts instantly. In line with Facebook “giving people the power to share and making the world more open and connected” creates space for autonomy, engagement and active roles in exchanging ideas and knowledge by learners (Ashton & Newman, 2006). In Facebook, users can create their own group of interests, share and exchange messages between them via the available applications easily (Kwong, 2007).

Having an email account, it possible to log into Facebook, and thus be able to use all functions provided by Facebook .Those functions allow users to create and customize their own profiles with photos, videos, and information about themselves and about others .Facebook allows friends to write messages on their pages, and chat with each other, both via video chat or text-based chat.

7.1. Facebook Profiles:Facebook profile consists a different information Friends Photos, Notes and the wall. However since December 15, 2011, a timeline was put forward to replace the Facebook Profile.

Posts and event are showed along a timeline that runs through the center of the profile, with the option of adding events that occurred prior to the user joining Facebook as well as “hiding “posts. TimeLine was originally offered as an option,but all users will be migrated to the new formation March 30, 2012(Abc News Video, 22 Sep 2011).The following figure demonstrates the Timeline.

7.2. Photos and Albums: The albums of photos is put into users’prefills, and other users can browse and comment on it

7.3. Groups: Facebook offers its users with a service called “groups”, join and participate in other .In many case, groups exit to bring together users who share the common interest or to be privacy.

7.4. Events: The section makes it possible for user to organize, plan or join any event.

7.5. The Wall: The Wall is a form for one’s friends to post comment, picture, video or insight about anything. Users can allows remove undesirable comments from their entirely.

7 .6. Chat: Facebook chat service, it found it in both: video chat and Text –based instant messaging chat , a synchronous mode of CMC , that allow friend to communicate by typing lines written message This latter service was launched on April 23, 2008 (“Facebook features “, September 2011).

8. Facebook on Education:

In recent years, social networks have been widely used as efficient platforms for academic communications, especially on university. Selwyn, discuss the potential of Web 2.0 application as alternative environment in informal learning and find that Facebook play a strong role in students language learning rather than personal and social side. Similar to what reported by Blattner & Fiori (2009), that Facebook is the largest and best-known sites on the Internet and showed as an effective platform for language interactions. Also, McLoughlin and Lee (2008) pointed out, Facebook has several functions of communications, information sharing, and collaborative working.

Roblye, McDaniel, Webb, Herman, and Witty (2010) found that between traditional face-to-face interaction, students prefer to communicate with teachers via Facebook. This may reduce the stress and shyness. In other side, Mazman and Usluel (2010) recognize that Facebook has three types of educational functions: communication, collaboration and resource/material

sharing that precise the role in improving the learning. Communication consist of activities such as enable communication among students and their instructors, facilitating class discussions, check homework and assignments, informing about resources and links related to courses; consist of activities such as people's joining to academic groups related to their schools, departments or classes and carrying on group works by sharing homework, projects, and ideas; collaboration consists of activities such as exchanging resources, videos, audio materials, animated videos, resources and documents.

In the same point Selwyn (2007) claims that Facebook reflect good model of learning by its collaborative and active participatory roles of its users and give the opportunity to learning outside of classroom. Also, Kabilan et al(2010) , presented a researcher investigate that Facebook are useful in learning environment through enhance and improving English learning .Their finding result that using Facebook increase the students ‘confidence, motivation and attitudes by use language generally and writing term specifically .In other word all this investigators believes that Facebook presenting new opportunities for developing online learning environments and enhancing interactivity, participation and feedback between students, their peer groups and teachers.

Students regard the informal writing outside school (including Facebook, blogs, and Twitter) as “communication” and the school writing as “writing”, which is an exercise in test taking (Yancey, 2009). The following table is presented some other research’s results about the positive of Facebook in education:

Author(s)	Course	Results
Haverbacks (2009)	English Reading	Facebook can rise motivation And provide Learning Opportunity forStudents

Sangsawang (2011)	English fondation	Students reported that they had positive attitudes toward learner autonomy as well as their English .
Shih (2011)	English Writing	Students' writing skills improved and they had the positive attitudes and motivation to participate in the class.
Suthiwartnarueput & Wasanasomsithi (2012)	English Grammar and Writing	Students' English grammar and learning was improved.

Table1: Positive of Facebook on Education and English language.

9. Advantageous of Facebook:

The interactive features of Facebook is believed to provide students with great opportunities to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and answer to other Facebook group members. Therefore, this interactive communication enables students to engage the writing process and improve their writing skills. Besides, the computer-based grammar and spelling checkers that students use from time to time while interacting on Facebook groups, are considered to be powerful ways of providing immediate feedback on their written output. Further, the use of Facebook is believed to have a positive impression on enhancing students 'motivation and attitude (Kabilan, Ahmed, & Abidin, 2010).

Larkin-Hein found that "the use of online discussion groups offers a relatively new avenue through which the learners can take an active role in the learning process" (Larkin-Hein,

2001, pp.F2G-6), while Thomas (Thomas, 2002) suggested online discussions promoted high levels of cognitive engagement and critical thinking. By writing students can “learn, correct grammatical forms and structures by reading teacher responses and imitating them” (Yoshihara, 2008, p. 4). The automatic literacy approach has also been found to allow students to contribute to their learning and not get interrupted by learners who have greater competence (Shetzer&Warschauer, 2000).

Facebook does not include a spell checker, thus students had to use a dictionary when unsure of spelling word that would benefit kinesthetic learners (Turville, 2008).

Also, it seems as a way to improving writing skills (Kabilan et al.,2010;Shih,2011;Yunus et al.,2012)as well as find it from what investigate by Shih(2011) from advancing during the students of English in University in Taiwan who participate in used Facebook in English class writing such as : improving sentence structure ,vocabulary and grammar aspect .Hence ,all of this generated by Shih(2011)and Yunus et al (2012) in the following point to demonstrate how students can deal with Facebook to improve their writing skill :

- Reading the comments from their peers.
- Identify their own and other peer’s mistakes to work on and correct it.
- Discuss this incorrect grammar mistakes with Facebook friends.
- Take the comment and the reaction.

Kabilan et al (2010) said that Facebook groups providing learners in the way to discuss and receive the comments to improving their writing skill and through Facebook the dynamic interaction and the experience in higher thinking and knowledge construction can be growth (Garrison & Kanuka, 2004) that also supported by (Wang & Chen, 2007) which add to this self-confident that occurs during this effective discussion and interaction .All of these features combine to explain why Facebook is believed to be a strong resource for language instruction.

In the EFL area, some researchers have suggested that social media and Facebook have advantages for improving English language learners (ELLs) learning at the university level. For example, they are used as an EFL learning tools (Manan et al., 2012; Miyazoe& Anderson, 2010) to assist EFL students in learning English writing (Shih, 2011), to increase students' comfortable and social relationships outside of the classroom (Kabilan, Ahmad &Abidin, 2010; Promnitz-Hayashi, 2011), enhance critical reflection and community (Yang, 2009, help students to gaining new vocabulary (Hiew, 2012; Kabilan et al., 2010; Omar et al., 2012; Shih, 2011; Yunus&Salehi, 2012; Yunus, Salehi&Chenzi, 2012)),and provide the cooperative learning (Shih, 2011). Considering that social media and Facebook are involved with computer use, used in EFL classrooms can help improve students' writing abilities, their grammar, and their total language abilities. It is also positively associated with students' self-esteem and increased students' motivation, achievement and progress, (Al-Jarf, 2004; Hegel heimer& Fisher, 2006; Hirvela, 2006; Sullivan & Pratt, 1996; Warschauer, 1996; Warschauer et al., 2000).

10. Disadvantageous of Facebook:

As what some researcher elaborated the difficulties for Facebook users to convey some complex ideas and occur misunderstanding in addition to use the abbreviations when chatting via Facebook. Moreover shared that many young girls are reported to be involved in risky online activities such as: disclosing personal detail and sending their photos and other relation.

11. Facebook and language aspect

Many features such as the "like" button, comment application, and sharing button in Facebook have attracted users to create discussion and share their thought. Facebook giving people the opportunity to share and making the world more open and connected and creates

autonomy and engagement in exchanging ideas and knowledge due by learners (Ashton & Newman, 2006). Facebook group, given the chance for users to, share and exchange messages between them via this applications easily (Kwong, 2007). The communicating feature of Facebook through, post written pieces, receive, write and post comments, and reply to other Facebook group members is believed to provide students with great opportunities to practice their writing and enables them to actively engage in the writing process and improve their writing skills. Also, the computer-based grammar checkers and spelling checkers besides dictionaries that students use are considered to be powerful ways of providing their written productivity. Additional, the use of Facebook is believed to have a positive impact on boosting students' motivation and attitude (Kabilan, Ahmed, &Abidin, 2010).

12. How do Students Learn with Facebook?

During the other studies (IADIS International Conference e-Learning 2013) that conducted a reflexive log through observations and reflections of students' learning conditions it summarized the important notions in the following sections:

12.1 .Learning Motivations:

It seems that learning motivation for students learned with Facebook exhibited more positive attitude through peers' interactions. Some of the “quiet” students in the class demonstrated high interest in replying questions and argue with peers on Facebook. We believe some students who usually hesitate to express their thought face-to-face may have seemed to prefer more to discuss the questions on Facebook than in the classroom

12.2. Learning Activities:

Multiple activities (communication, collaboration, resource sharing) designed for students in such activities were interesting to increase the interactions among peers. It believe that students were benefitted from this learning activities. The Facebook provided a more private, more flexible, and more adaptive for students' Achievement.

12.3. Learning Style:

Students' learning style is changed from one to other. Students needed to prepare what to discuss and how to answer the questions raised either by teachers or peers. Students' messages posted on Facebook could be seen simultaneously by all class members. Therefore they needed to be more careful to avoid possible mistakes. They also experienced how to review information more carefully.

13.8. Facebook closed group:

13.1. Group in Facebook: is a choice that able educators to communicate and provide out-of-class activities ,sources and keep contact with Learners and teacher rather than a channel todiscussion with classmates and ask question for teachers about their lesson and link some sources. As what claims by (Cary Janssen, 2010) that Facebook group is page that any Facebook users can create in order that others can join, allowing group members to interact based on a common interest in generally and students to know more about lessons and make available and extra knowledge or information related to the topics studied. The good thing in that is more privacy to the members and it is good for shyness students can feel more comfortable to discuss and give their opinion on Facebook this help students to less anxiety which resulted in increasing motivation in language learning (Krashen, 1988).

Only group members can read and comment on the posts. Anything posted in the closed group does not appear in the members that do not join to this group as do their other Facebook activities. In other word, visible only to other group members (Meishar-Tal, Kurtz, & Pieterse, 2012).



Figure1: Facebook group wall

14. How to Integrate Facebook in a course:

The following point provides an overview of the different ways that Facebook can be integrated into a course:

14.1. Profile Page: Teachers can select to create a profile page for them that can be included videos, images and websites. The profile page can be used to communicate with students via Facebook email.

14.2. Creating a Group Page for a Class: It a single page can be created for a course. It able students to communicate with their classmates and read their through and writing that posted in this page, relevant class information that can send it by teachers, and remind students about events.

14.3. Replacing/Duplicating web course function on Facebook: Discussions have taken place on Facebook discussion with messaging functions that are also available online. In other side, Teachers can post information and websites on their profile and group page for students to download and use for their learning and prepare for the class lesson.

14.4. Integration of Facebook Applications: There are a numbers of valuable applications that will increase the probability to using of Facebook for class.



Figure2: Model of Facebook learning screen.

15. Why Use Facebook in Teaching and Education?

Facebook has quickly become the social network site of choice by university students and an important part of the “behind the scenes” college experience (Selwyn, 2007). Meanwhile Facebook is a network that students used to connect with other students, indirectly creating a learning community (Baker, 1999). Facebook provides instructors opportunities and structures by which students can help and support one another by building their courses. Human and Wilson (2002) found that students who participated in a web- enhanced their performance and learning out of class.

Facebook also increases both teachers-students and students-students interaction in the online or web-based communication. Facebook helps instructors to connect with their students about

assignments, courses, coming events, sources, as new method of work outside of the classroom via technology tools. Students can use Facebook to contact classmates about questions concerning class assignments or examinations as well as collaborate and group working on online setting. Building on the face-to-face, teachers-students relationship, social networks allow students to share, interests, experience, and “friends,” which can enhance students’ motivation, affective learning, and classroom climate (see Mazer et al., 2007). Other scholars, find that instructor existence on Facebook has neither a positive nor a negative effect on student assessments of professors (Hewitt & Forte 2006).

Lastly, utilizing Facebook effectively in teaching and education courses will help to facilitate perspective teachers to choose what they have learned in their own classrooms. Teacher, education and students will not only benefit by the classroom advantages of using Facebook, but also by learning professional Facebook .Previous teacher, research (Coutts, Dawson, Boyer, & Ferdig, 2007) and a number of popular press articles offer indication that some perspective and present teachers have much to learn in respects to privacy and professional/personal borders on Facebook (Helms, 2008; Shapira, 2008)

Conclusion

Facebook networking and social communication can benefit both the instructor and the students by appointing a greater number of learning styles, providing an alternative to the traditional lecture format, by creating an online classroom community, and increasing teachers-students and students- students interaction. Efforts should be made by instructors to expand and promote active learning through a learning community, and to test the effectiveness of online learning communities through social networks as Facebook. Scholars should continue their investigations into these alternative teaching tool (Facebook) to determine if the benefit of creating learning communities to complement the traditional

classroom experience Furthermore, teacher preparation can be enhanced by creating opportunities for teachers in training the effectively of Facebook model teaching /learning courses on their future classrooms.

Chapter tow:

Writing Skill

Introduction

Writing skill is a hard task and viewed as one of the most important skill compared to other: Listening Speaking, and Reading. Writing skill helps students to gain proficiency in foreign language more than the other skill .It needs more effort and practice to achieve the good level of the proficiency and reach the learners writing and to make words convey their thoughts in understanding way. In this chapter, we attempt to shed light more about the writing skill with its major components, the purpose behind teaching and learning this productive skill, and the possible difficulties that teachers may encounter from teaching it and the basic approaches that instructor used in classes to measure its influence on learners.

1. Writing

In teaching foreign language, writing is often considered as challenging and the most difficulty skill certainly Ruth Spack (1998) describes writing as “perhaps the most important skill English teachers can engage students in.”

There are a lot of definition beside at what generally argued about Writing is a productive skill that involves producing language as a way in which one can express his ideas, feelings, or whatever he wants to say in a written form by used a different letter. According to The Oxford Dictionary’s (2008) “writing is producing something in written form so that people can read, perform, or use it, etc.” .Furthermore, Broughton (1980, p.16) reflected that it is vital to consider writing not only as the product of an individual but also as a social and cultural act because most writing is intended for an audience that generally required to be smoothly and intelligent to convenience and attract the audience.

Thus, Pincas (1992) stated that “Writing is a system of graphic symbols, i.e., letters or combination of letters which related to sounds we produce while speaking” (p.125).

Many scholars and researchers have added other definition to writing in different ways. Crystal (2006: 257), as an example, stated that the writing skill is a chain of symbolic graphs

combined together to form a meaningful and comprehensible text that is a necessary tool of communication. In other raised view suggested by Jozsef (2003:05) considered writing as complex activity and he said: "Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects."

In addition to the previous writing definitions. In its broad sense, it means "not only putting one's thoughts to paper as they occur, but actually using writing to create new knowledge" (Weigle 2002, p.p. 32-33). It is "encoding internal representation into written text" (Weigle 2002, p. 36). Generally, writing is interpreted as the act of combination between letters than tracing on a paper. According to Byrne (1993, p.1):

"Writing is clearly much more than the production of graphic symbols,
just as speech is more than the production of sounds. The symbols
have to be arranged, according to certain conventions, to form words,
to form word and words have to be arranged to form sentences".

This implies that the graphic symbols have to be combined according to special rules to create form words, words to form sentences, and sentences to form paragraphs.

Another definition is given by Byrne (1993, p.24) who believes that writing is a primary means of recording speech, also though it must be acknowledged as secondary medium of communication. It is stated that "writing is a reflection of what can occur only after the main ideas are in place." (Clark, 2003: 8). This means that the writers 'goal is to know how to say what has been discovered, not in discovering and selecting what to say.

Flower (1989, p.54) states that writing is a process that can be influenced by some elements in the learning activities. He says that:

Writing is a social act that can only occur within a specific situation.
It is therefore influenced both by the personal attitudes and social

experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing contexts.

Hyland (2003, p.3) defines it as “marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”.

Likewise, writing is seen as a graphic system used for communication as defined in Crystal (1995, p.257):” Most obviously writing is a way of communication which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”.

Consequently, Flower and Hayes (1981, p.366) stated that: “Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing”.

Neman (1995) defines writing as “a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved.”(p.4). From another view, Zamel (1992) describes writing as a meaning-making, focused, developing, dialogic, hesitant, exploratory process. According to Zamel; writing is the combination of various cognitive processes which is consciously produced, revised, modified and corrected. Many researchers agreed on the social nature of the writing skill.

In addition to that, the writer has to keep in mind: content, organization, grammar, syntax, mechanics, word choice, audience, purpose and the writing process. The combination of all these components makes writing a difficult skill and very complex which demands both physical and mental activity from the part of the writer.

It involves to taking into account two main goals which are; accuracy, and communicating a message when you come to write as what Spratt, Pulverness and Williams (2005, p.26) state that very simply, we can say that writing involves communicating a message. In other word to write we need a message and someone to communicate with it also need to be able to form

letters, words, and to join these together to make words, or sentences that link together to communicate that message.

Furthermore, Broughton (1980, p.16) has argued that it is serious to consider writing not only as the product of an individual but also as a social and cultural act because most writing is intended for an audience.

To sum up, writing is the transformation of our thoughts, ideas, and feelings into language that add a creative process of transmitting and communicating ideas that demands many issues in order to be successfully in convey message.

2. Aspects of Writing

According to Spratt, Pulverness and Williams (2005, p.26), devoted that writing involves two Sub skills first one is accuracy which is using language in written form with correctly spelling by forming letters, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. Second one having message to be successfully when communicating with other. This appear in the organizing and the style that choose it to express ideas and convey the meaning. Meanwhile, Brown (2001, p.357) states that there are many point that should be considered by students when writing that he generated at least six important aspects of writ

2.1. Content: This related to the ideas, and the way to develop this ideas through personal experience, illustration, facts and opinions.

2.2. Organization: Deals with effectiveness of logical order of ideas, from introduction, body and conclusion, or in other word the length of the writing.

2.3. Discourse: Consists of topic sentences, paragraph unity transitions and structure.

2.4. Syntax: This associated with the sentence structure or word order.

2.5. Vocabulary: Refers to the word choice to convey your ideas.

2.6. *Mechanics*: Contain spelling, punctuation, effectiveness, and appearance that add the academic touch to your writing.

These aspects are the most one or the prior knowledge that need from the students to put it in their mind to start writing and to improve their writing skill.

3. Purposes for Teaching Writing

The reinforcement, training, imitation, communication and fluency are the five pedagogical purpose for teaching writing that mentioned by Khailani and Muqattash (1996, pp. 125-128)

3.1. Writing for Reinforcement.

One of the pedagogical purposes for teaching writing is to reinforce understanding on the part of the students that need to reach it or tested in order to improve it. So, teachers ask their students to write or copy sentences, short passage in order to reinforce something that they have learned or so as to reinforce spelling vocabulary or a grammatical concept that has been introduced.

3.2. Writing for Training

Writing for training is another purpose for teaching writing. Writing used for the purpose of training is to give opportunity for students to presents different patterns of linguistic forms and language background. Students are given a task to practice the using of these new patterns. The aim of the training is to differentiate the writing between using of the linguistic and grammatical structures for example give to students groups of sentences and ask them to put them into the best order in an English paragraph.

3.3. Writing for Imitation

Here, teachers want their students to become familiar with linguistic and syntactic forms by following carefully chosen models. For example:

- Students write a composition according to given guidelines about content and
- Organization.

- Students study a passage that is outlined or analyzed and then they write a piece with parallel organization.
- Students read an essay, such as one classifying attitudes toward money, analyze its organizational pattern and write a similarly organized essay on a related topic such as a classification of attitudes toward work or travel.

1.4. Writing for Communication

In writing for communication, the emphasis is placed on meeting students' need both in gaining control over the conventions of written English and in obtaining opportunities for self-expression.

3.5. Writing for Fluency

Accuracy is a necessary condition for fluency and both need to be emphasized by the language teachers. At the early stages of writing skill, the teachers' need to design writing activities. For example, sentence completion, sentence joining, dictation and writing a paragraph that is accuracy in writing. On the other hand, as students' progress, the teacher should design tasks to develop the students' ability to write continuous texts. The teacher should allocate tasks that generate fluency and enable students to become more confident in writing.

Harmer (2001, pp. 79-84) added three purposes for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.

3.5.1. Language development: the process of writing is different from the process of speaking. The mental activity of constructing proper written texts is part of the continuing learning experience.

3.5.2. Learning style: some students are quick at acquiring language depending on listening. While slow students writing is considered more appropriate for those learners.

3.5.3. Writing as a skill: the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

4. Why Writing is Difficult?

According to Byrne (1997), writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive. From the psychological side, they write on their own selves because it is a lonely activity so students have to write without possible interaction or feedback. Hence, writing in itself is considered difficult.

Regarding the linguistic problem, they have to keep the channel of communication open through their own efforts both the choice of sentence structure and be linked together and sequenced. With regard to the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and learn the structures of writing to know how to organize their ideas.

5. Writing with Assessment and Evaluation

Self-evaluation, peer evaluation and teacher assessment are the three kind of writing evaluation that discussed by Davison and Dowson (1998, pp.140-144)

5.1. Peer evaluation: This kind of evaluation can be showed by questions recognized by the teachers or in negotiation; which draw attention to matters as total impression a piece of writing, specific strength as use of genre, its selection of content, its appropriateness for its audience and its technical accuracy, general points which the writer could address in rewriting or revising the text. It is valuable if the teachers can interfere in peer evaluation processes respond to self-evaluations before writing, both to provide further advice and to monitor the

responses of writing. Students' comments can be important and informative about the development of their writing.

5.2. Self- evaluation: It is principally appreciated when students produce especially personal writing or when they use genres such as poetry. Writers who are asked to discuss what they were trying to achieve and to indicate the source of their ideas, can provide a teacher with very important guidance as to what kind of response is appropriate. The self –evaluation forms are very important .So, the teachers need to pay attention not only to the quality of the work, but also the more degree to them from the content to deciding how they respond.

5.3. Teacher assessment: Teacher assessment of writing should also draw attention to the matters designated for peers and self-evaluation. Many teachers begin their responses to writing with comments with their reaction. Positive achievements should always be identified and should take the form of a developmental dialogue between the teachers and students and among groups of students. Richard (2003, pp.212-225) emphasized that the assessment refers to the ways that used to gather information on a learner's language aptitude or attainment.

In the classroom, any assessment can be formative or summative. Formative assessment is designed to identify a learners' strengths and weaknesses to affect corrective action. Summative is concerned with "summing up" how much a students has learned at the end of the course.

6. Approaches of teaching Writing:

6.1. Product Approach:

The product approach is the most traditional approach. It was widespread in the mid-1960s.It is defined by Gabrielato(2002:5) as «traditional approach in which student encouraged to mimic a model text, usually is presented and analyzed at an early stage.”

According to Li Waiching (2000) “teachers’ role in product approach is limited as corrector, directive of errors but not a facilitator of the learning to write activity since he often ends up

the writing session abruptly without providing the feedback to help students revise their work”. Teachers should increase their students’ awareness, efforts to write, and guide them to produce available paragraphs.

This approach is interested in mastering linguistic features; thus, it focus on the appropriate use of vocabulary, syntax, and cohesive devices (Pincas,1982).

However, this approach has been criticized specially for the context of imitation, and it emphasis on accuracy rather than communication.

In addition, he added that this approach considers four stages: familiarization, controlled writing, guided writing and free writing. The product approach has been criticized because of the ignorance of the writing process stages that perform students ‘creativity and imagination.

As it criticized by Sadek (2007) that the product approach concentrates on the ends which is the form and structure of writing rather than means on how writers create this latter. This incomes that the processes of good writers are ignored, and learners are un-encouraged to show his abilities as writers. So, teachers in this approach escape from the learners writing problems.

6.2. The Process Approaches:

This approach as what stated (Nemouchi, 2008)is work on tow aims which is create positive image in both learners and teachers and to train students in how to generate idea for writing, plan, draft, and redraft them in order to produce well written papers in which they communicate their thought. It has emerged as a reaction to the product approach. Students need to know that which is written at first is not a final product. This approach enhances creativity, imagination of the writers as well as it pays attention to developing good writing practices. The Process approach model follows eight stages:

Stage one: Brainstorming; it about generating ideas.

Stage two: planning; organizing ideas and noting them.

Stage three: Mind mapping that concern about forming ideas into spider grams and making relationships between them.

Stage four: The students start to write their first draft.

Stage five: Peer feedback .This concern about exchanged ideas between students to develop their awareness of writing.

Stage six: Editing; drafts are returned to be corrected.

Stage seven: Final draft; students writes his/her final draft.

Stage eight: Evaluation and teachers' feedback .In this stage teachers provide feedback on that final draft and make an evaluation to it. (Steele, 2004: 79)

6.3. The Genre Approach:

White and Badger (2000) state that the genre approach is an extension of the product approach and highlight that “learners during this approach are largely passive because their abilities as writers are ignored, and their knowledge about certain topic may be is not sufficient to express their intended meaning”. Whatever the characteristics that draw this approach stated that learners need to work hardly to produce and create well cohesive and coherent paragraphs that shows their abilities as writers. Also the researchers add that the genre approach is linked with some kinds of writing letters and articles, which they are linked with different situations (Painter, 1989:21) as what appear with teachers when use different genre in their class as reports, letters of apology, and research articles to make variation in learners' written production.

The Genre Approach considers that language is functional because it appears in the social context. Lynch (1996: 149) states that the genre, product, and process approaches are the most important in teaching writing, but he gives priority to the genre approach. The view of genre is closely connected with that of an audience, and in particular with the idea that readers and

writers of a specific genre are members of community people sharing interests and expectations about its communicative purpose.

7. The Importance of the Writing Skill

Normally speaking, there are two basic ways of communication with people, either with speaking or with writing. It is naturally that if learners do not know how to express themselves in writing, they will not be able to communicate appropriately with their lecturers, peers, and so on. Also, Bjork and Raisanen (1997, p.6) determines the role of writing as a thinking tool and a tool for learners to extend their knowledge. They state:

We highlight the importance of writing in all university curricula not only because of its immediate practical implication, i.e. as an isolated skill or ability, because we believe that it has been seen from broader perspective.

Writing is a thinking tool; it is a tool for language development, for critical thinking and extension for learning in all disciplines.

Besides to this, writing is necessary for professional communication such as proposals, reports, applications, introductory interviews, e-mails, and more are crucial for academic learners or successful advancement. Also, in academic setting, writing is the most important for educational achievement (Harmer, 2001, p.3). According to him, “we need to remember that most of the exams depend on how students write in order to measure their knowledge”.

Furthermore; writing is a central element of communication in society as Hyland (2002, p.69) states that "writing is one of the main ways that [helps us] create a coherent social reality through engaging with others both personally and professionally. Hence, the ability to write well allows individuals from different cultures and backgrounds to communicate".

8. Major Difficulties in Writing Skill

According to Seely(1998):grammar, vocabulary, spelling ,punctuation, and native language interference are the major writing difficulties that can face foreign language learners than the other skills. Writing is not a difficult task for students of English, but for any individual who tries to write in English even in their first language.

Also, English poet Strachey explains and enlightens the difficulties that he qualified in writing “first, I write one sentence, then I write another. That is how I write. And so I go on but I have a feeling writing ought to be like running through a field”

Thus, a big question that all of us may ask is: “what can I do to write”, or “why writing is difficult”. (Cited in Hedge, 2005:07).

8.1. Grammar:

Grammar is considered to be the corner stone for foreign language .According to Seely (1998) grammar it categorized into two approaches: the traditional grammar and the modern descriptive grammar. He defines it as follow “it is a group of rules that determines how language works, and describes things in practical way. It can be classified into two: syntax and morphology” (159-160). Moreover, grammar is not an easy task in writing; learners find it too difficult due to the way teachers has been introduce it to them in schools. Seely states problems in grammar may block learners’ success in writing as follow:

8.1.1. The Sentence: “a sentence may be thought of as a string of words which has certain elements such as a subject, a verb and sometimes an object or complement, and perhaps one or more adverbials” (Kennedy, 2003:259).

Seely(1998:161) provides main devices in sentence make it correct, and claims that there is no simple and clear definition to the sentence, because many people who speak English have got a very good of what a sentence is. However; problems occur when it comes to writing.

Generally speaking, when students write a sentence that they have a doubt about, and ask for advice about how it would be correctly, the major problems in a sentence are:

8.1.2. The verb: a word or group of words that expresses an action or state, the problem is if sentence it does not include a finite verb, because the reader is left waiting for something to occur, and simply we cannot exactly know what the writer meant. The problem concerning to the verb is the lack of subject-verb agreement.

8.1.3. The object: is a noun, noun phrase or pronoun that refers to a person or thing that is affected by the action of the verb, or that the action is done to or for. The shared problem concerning the object is when some pronouns change according to whether the word is the subject or the object of the sentence.

8.1.4. Adverbials: Learners may face a trouble where to place the adverbials. "...

There is not much choice about where you put them in the sentence. Adverbials can pop up anywhere." (Seely, 1998, p.161).

8.1.5. Coordinating conjunction: Seely (1998, p.161) says that "the purpose of using the coordinating conjunction either with two clauses or with two phrases. If this does not happen, errors will occur". Conjunctions if either students do not use it with two clauses or with two phrases it can be a problem.

8.1.6. Word Order: In English, the meaning of the sentence is usually conveyed via the order of its words.

8.2 .Vocabulary

English vocabulary is classified as one of the main difficulties in the writing skill. Seely (1998:185-186) lists major elements in vocabulary problems:

8.2.1. Active vocabulary: Contains all the words that we know, and use in our daily life confidently; especially when doing more serious writing.

8.2.2. Passive vocabulary: are words learners do not use and do not remember them in their writing. It includes the words that we can hold and understand them when reading

Vocabulary in the Process of Moving from being Passive to being Active (or vice versa):It includes words that we use after a lot of thinking, or sometimes even checking their correct meaning in a dictionary.

Vocabulary that is beginning to enter the Passive Vocabulary: Which consists of words that we have seen before, but their meaning is not clear.

Vocabulary that we have never dealt before: Includes words that we have never met before. Furthermore, to Suncuoglu (1973, p.136) argues that “any language has its own difficulties concerning word’s mastery”. His claim is that learning the words of a foreign language is not an easy task to do because every word has its form, meaning and usage. Indeed, foreign learners need to differentiate between a common vocabularies which are known to all persons of that speech community. Another division is that existing words are easier to learn than abstract ones.

Additionally, Seely (1998, p.150) says that “English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries”. Moreover to this, foreign language learners find a difficulty in understanding English vocabulary because of the richness, innumerable and the variation of this language.

8.3 .Spelling

According to Seely (1998, p.209), the problem with English spelling is due to its linguistic history because there is often more than one way of spelling a sound, and more than one way of pronouncing a letter. It is mostly concerned with the sound-symbol. In other words, English language letters do not have a direct relation with their sounds. These rules developed over a period of time when vocabulary and pronunciation of English were also developing. He also claims that “There are over forty sounds in English and we only have the same twenty-six

letters in the alphabet. So we have to combine letters in different ways to represent “the missing sound” (Seely, 1998, p.209).

8.4 .Punctuation

According to Seely punctuation, Seely (1998, p.226) refers to punctuation as a group of conventions that facilitate reading the written English. It plays a central role in reading as well as in writing. He also states that “punctuation marks are changing over time”.

Use punctuation marks in itself is a challenge because they are changing over time, also the way of using it differs from one person to another. Commas, and apostrophes, are the most disordered marks when individuals want to write addition to the period, and dash.

8.4.1. Comma: “the person who has learned how to use commas has learned how to write” (Seely, 1998:229).Comma is the mark used to separate the items in a list or to show a slight a sentence.

8.4.2. Apostrophe: is that misused punctuation mark in English it used for two purposes which are:

To show ownership.

To show that one or more letters have been wild,

8.4.3. The period: marks in the end of a sentence. A period is also used after an abbreviation e.g., for enclosure, although Mr. for Mister is an exception (Murphy, 2010, p. 9)

8.4.4. The dash: it is used to enclose a group of words in a sentence where a list of items is separated by commas. (ibid).

8.4.5. The colon: may be used to indicate the start of a list, as is similar to the above example for the semicolon. It may also be used before a quotation begins (ibid).

8.5. First Language Interference: Interference or language transfer is a vital cognitive factor which is linked to writing error, and it can be defined as the influence resulting from

similarities and variances among the target language and any other language which has been previously learned.

Besides, Daulay (1982) defines interference as “The automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language”.

According to McLaughlin (1988, as cited in Bhela, 1999, p.2), “transfer errors happen because of the learner’s paucity to the necessary information in the second language”

Weigle (2002:37) explains how it is important to the writer to use English identity, and he/she must change in order to write a good piece in the target language. “In order to write good English, I know that I had to be myself, actually meant not to be my Chinese self, it meant that I had to create an English self and be that self”.

The interference of the native language is one of crucial difficulties of students’ writing it may happens because of the learners’ needs to the foreign language information. Moreover, learners may use their linguistic elements, phonological, grammatical, lexical, and orthographical rules of their first language when they write in other language; this is a problem in itself. In support of this point, Beardsmore (1982, p.3) suggests “many of the difficulties in a second language learner has with the phonology, vocabulary and grammar of L2 are results of the interference of habits from the learners’ native language”. Lott (1983: 03) explains more interference “Errors in the learners’ foreign language that can be traced back to the mother tongue.”

To solve this problem, Shen (1988, as cited in Weigle, 2002, p.37) said “In order to write good English, I knew that I had to be myself, which actually meant not to be my Chinese self. It meant that I had to create an English self and be that self”.

To sum up, writing as a skill is important and not easy to grasp needs more attention for its difficulties, also needs a lot of practice to produce a coherent, correct, unified and extended piece of writing.

Conclusion

Knowledge of writing is not enough to a competent writers and to master the writing skill but it require to be more awareness about the fundamental and theoretical principals of writing and from what has been previously mentioned, the major writing difficulties that students suffer from is usually about the techniques and grammar aspect. We come to conclude that mastering writing is complex task that needs from learners and teachers the necessary information that make the learning and teaching of the writing skills easier and important or differentiate the style of teaching and learning. Moreover, the teachers' role is very important in increasing the student's level, but this purpose cannot be achieved unless some strategies of commenting, response, feedback should be presented by teacher in order to evaluate the student paragraphs.

PART ONE: Students' questionnaire.

Introduction:

This part is devoted to analysis the students and teachers' questionnaire .This tool giving the students the opportunity to express their ideas toward the research topic through the questionnaire and for us to check the validity of research hypothesis and help us to find the probability to improve the EFL students' writing skill through using Facebook group.

1. Administration of the questionnaire:

This questionnaire was given to a sample of 50 from third year LMD students chosen randomly in section of English at Mohamed Kheider University of Biskra .The choice of third year students was based on the consideration that they have already been introduced to English written expression and they have been more consideration about the writing skill and the Facebook group.

2. Description of the questionnaire:

This questionnaire is composed to three section of (28) questions .It consist of open – ended questions, which contain yes /no questions and close –ended questions:

Section One: Background information (Q1-Q5) It tries to obtain personal information about the participant such A: age, gender, purpose of study English, and their opinion about the importance to study Writing skill.

Section Tow: Learning writing (Q7-Q10) this section is about description of the writing skill .It aim at exploring how students' deal with writing and taking in account the different aspects involved in writing process.

Section Three: Facebook group (Q11Q-Q29) this section seeks information about using Facebook group as a modern tool in learning and learning.

3. Analysis of the students' Questionnaire:

Section One: Personal Information

Q1: Gendre:

Option	Number	Percentage%
Male	4	8%
Female	46	92%
Total	50	100%

Table 2: Students' Gender Distribution

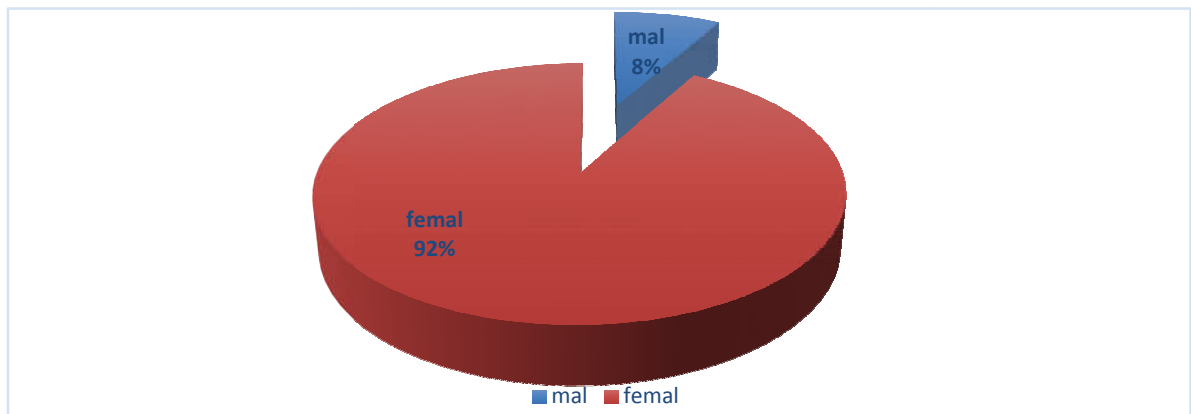


Figure3: Students' Gender Distribution

The participants' total number is 50 students, 4 of them are males (8%) whereas, the number of females are 46 (92%). The variation is due to the females interesting in learning literature and foreign languages, in addition to the teaching profession which is considered by society to be a feminine job. Thus, Current studies show that females are most suitable for learning and acquiring multiple languages rather than males, but this is not an alternate reality because there are a lot of males dominating the females to learn more than one language.

Q2 : Age

Option	Number	Percentage%
19-21	23	46%
21-24	27	54%
Total	50	100%

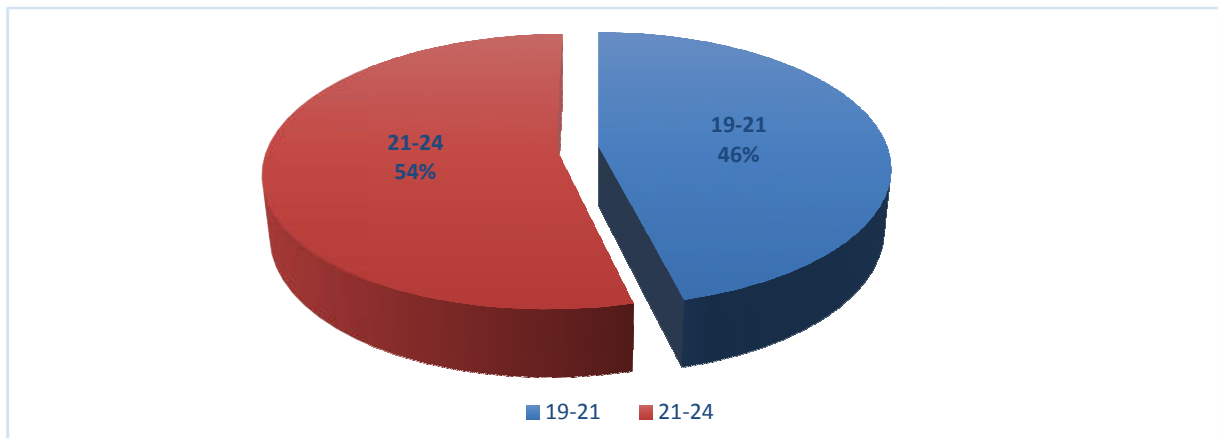
Table 3: Students' Age Distribution**Figure4: Students' Age Distribution**

Table (3) related with the participants' age distribution. We notice that 23 of them are aged between (19-21) years old (46%). This for reason, learning English or any foreign language will be easy without age constraints because is a crucial factor in studying language. On the other hand 27 of the students are aged between (21-24) years old (54%) this could be to their failure in baccalaureate exam or other reasons.

Q3: Your choice of English

Option	Number	Percentage%
Personal	31	62%
Imposed	0	0%
Advised	19	28%
Total	50	100%

Table 4: Students' Choice to learn English at University.

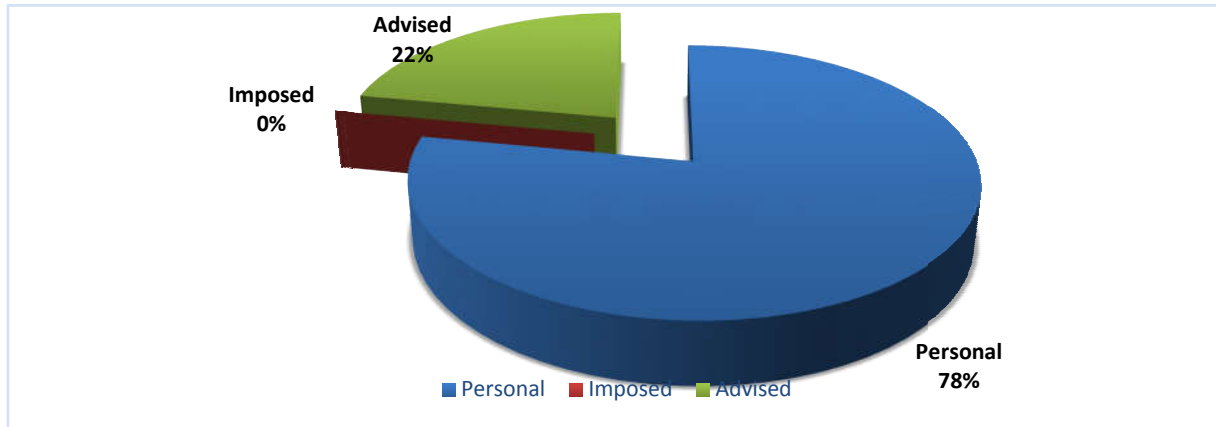


Figure 5: Students' Choice to study English at University.

According to table (4) we noticed that (62%) of our participant chosen to study English language personally because they love it and they want to develop their level .While (28%) of the students have been advised to study it because it is appropriate for their future and to get job or for other reason .And no one imposed to study it.

Q4: How do you evaluate your English level?

Option	Number	Percentage%
Very good	0	0%
Good	45	90%
Average week	5	10%
Less than average	0	0%
Total	50	100%

Table 5: Students' Evaluation of their Level in Writing

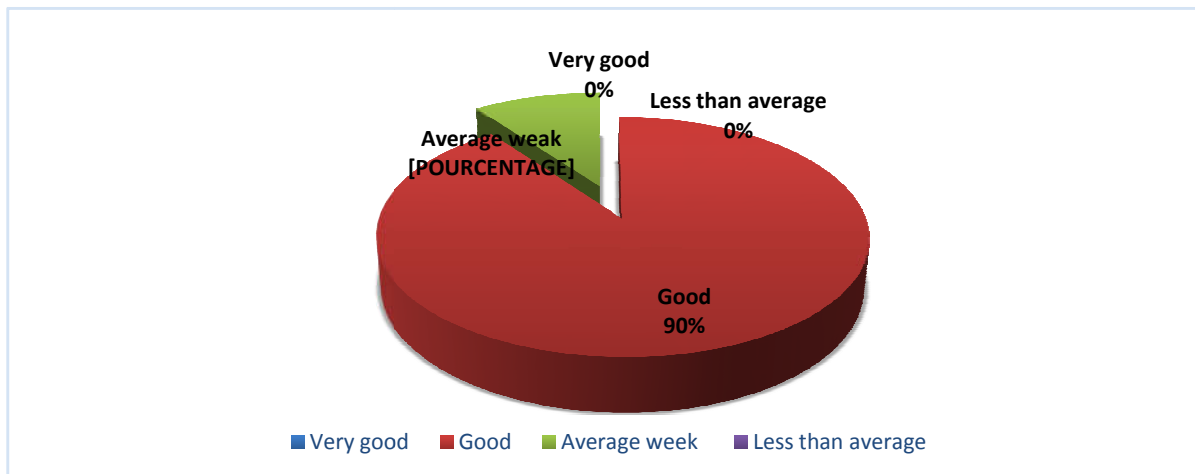


Figure 6: Students' Evaluation of their Level in Writing

This question seeks to identify students' perception of their level in English. Findings would determine their self-confidence and would reveal differences and weaknesses. The results in the table above show that (90%) of the students claimed that are good in English. However, (10%) reported that their level of English is average week.

This result show that most the students are not sufficiently satisfied with their abilities, presentations and performance that show a real need to improve their level of English.

Q5: Do you think that writing skill is:

Option	Number	Percentage%
Very important	50	100%
Important	0	0%
Not important	0	0%
Total	50	100

Table 6: Students' Attitude toward the importance of writing skill

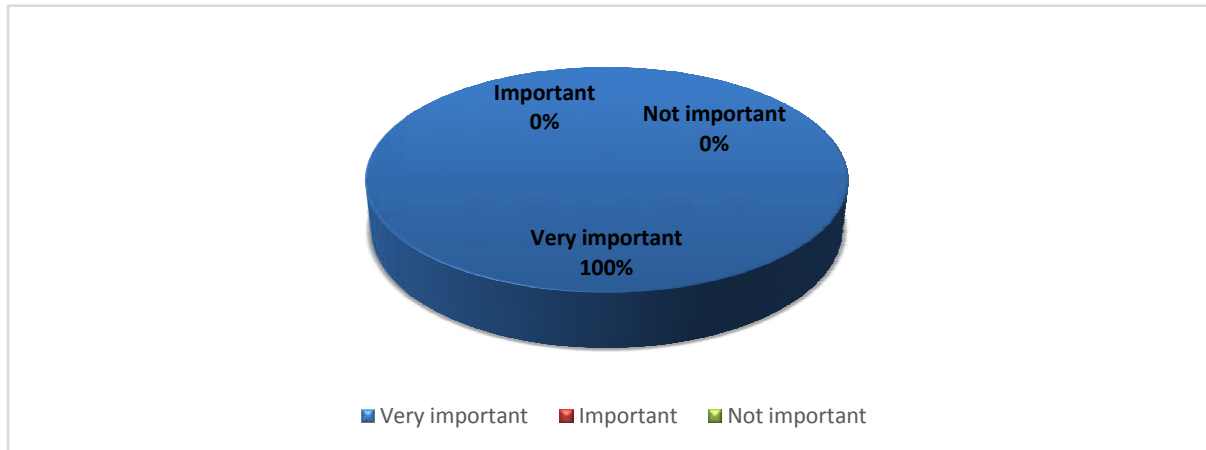


Figure7: Students' Attitude toward the importance of writing skill

The results shows that all the participant (100%) considered that the writing skill is very important because it give them the opportunity to express their ideas and opinions and to communicate with other people also this implies that students are aware of the importance of written expression module.

Section Tow: Learning Writing

Q6: Rank the following skills in terms of difficulty according to you:

Option	Number	Percentage%
Reading	4	8%
Speaking	7	14%
Listening	21	42%
Writing	18	36%
Total	50	100%

Table 7: Priorities given to Skills.

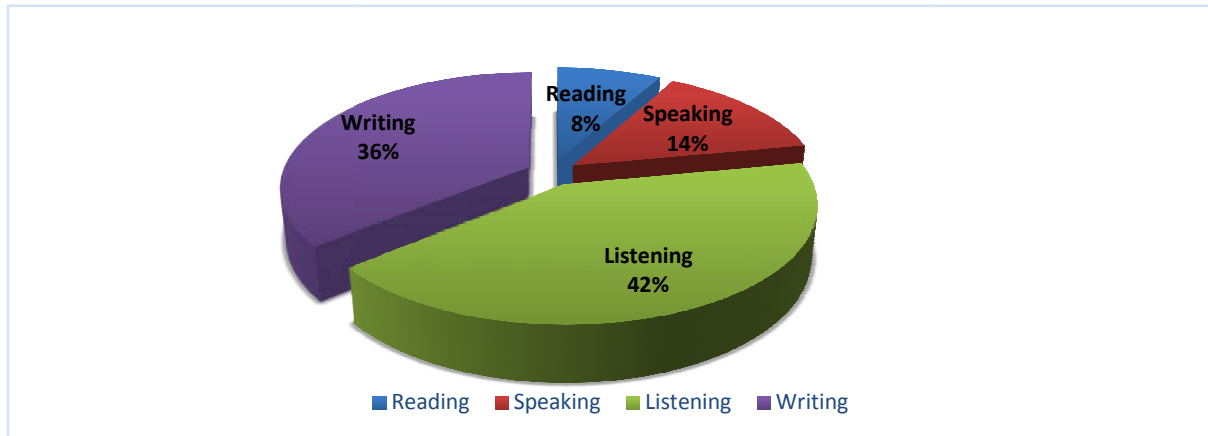


Figure8: Priorities given to the Skills

The table presents that (42%) from the students agreed that Listening is the most difficult skill which related to the lack of concentration and catch the words .While (14%) said that Speaking is the most difficult skill which return to the difficulty of English accent .Hence,(36%) reported that writing is the most difficult one because students find it as challenging to transmit the ideas and to in using the appropriate vocabulary .Whereas , (8%) confessed that reading is very difficult skill which arrival to the lack of pronunciation and lack of the confidence.

In fact, it is very important for teachers to identify his/her learners' strengths and weakness to focus on the needs and the difficulties in order to select an appropriate method and technique (s) when teaching to improve their students' skill.

Q7: Do you like to write?

Option	Number	Percentage%
Individually	18	36%
In pairs	22	44%
In groups	10	20%
Total	50	100%

Table8: Students' Attitude to work writing

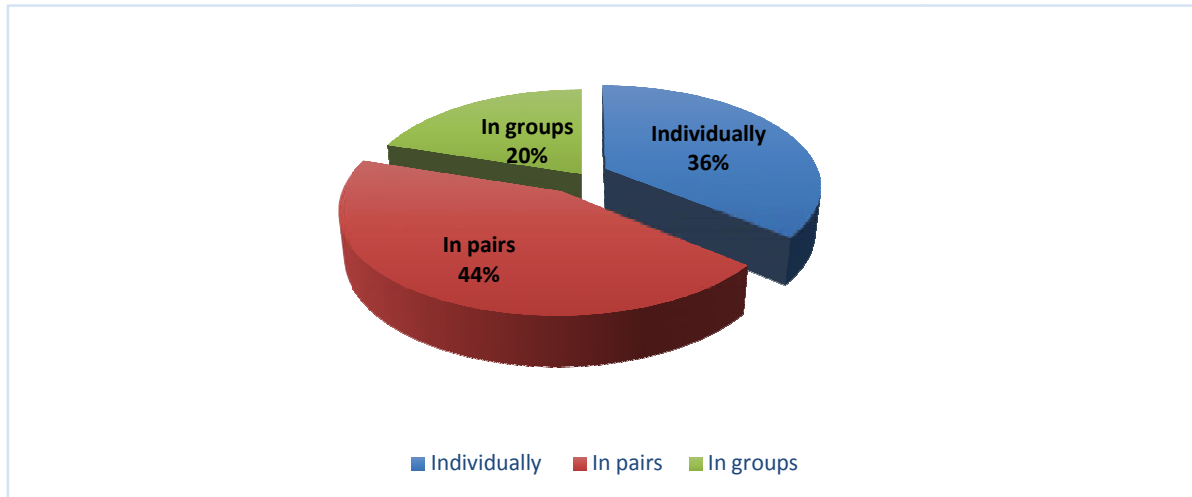


Figure9: Students' Attitude to work in writing

The table above presents that (36%) from the students prefer to work individually because everyone has written style and cannot focus if they work with other. Whereas (44%) of the students prefer to work In pairs because they can exchange the ideas. While (20%) or 3 from the participants prefer to work in group because the corporative work helps to save more time and to fix the information and be professional to communicate and negotiate with other.

Q8: Do you benefit from other student when working in group?

Option	Number	Percentage%
Lot	39	78%
Little	11	22%
Nothing	0	0%
Total	50	100%

Table 9: Students' Attitude Toward benefit from group working

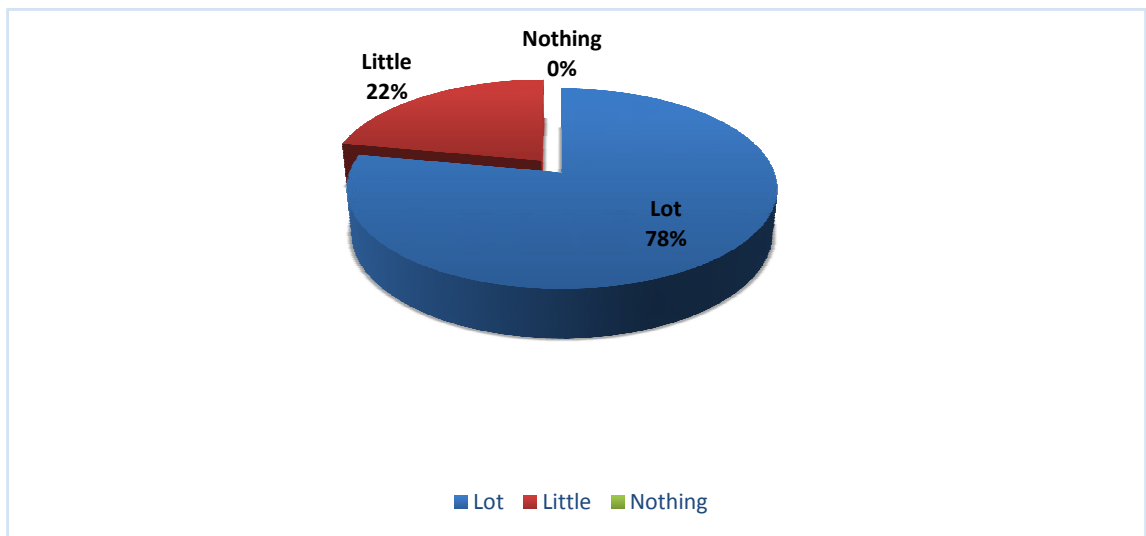


Figure10: Students' Attitude Toward benefit from group working

The result shows that the majority of participants (78%) claimed that they benefit a lot when working in group because they gaining new vocabulary and know how the other organize and transmit their ideas .While (22%) from the students reported that they benefit a little when working in group because they disturb and find problem to receive and express their ideas.

Q9: When you write do you make mistakes in:

Option	Number	Percentage %
Grammar	5	10%
Content and Organization	9	18%
In the choice of vocabulary	6	12%
All of them	30	60%
Total	50	100%

Table 10: Students' Mistakes in Writing

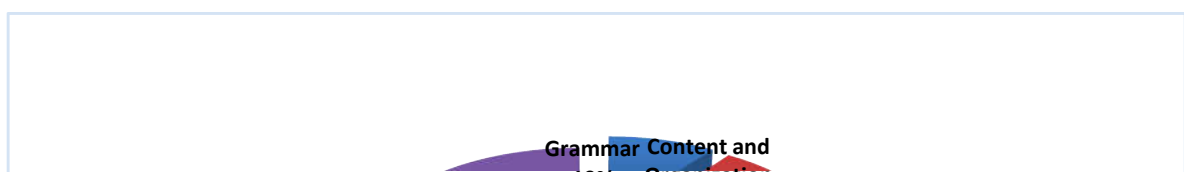


Figure 11: Students' Mistakes in Writing

The table above indicates that the majority (60%) of the participants declared that they face difficulties in grammar, choice of vocabulary and in organization when they writing whereas the rest of participant differ is the difficulties because it differ in the competency of language .

Q10: When you write, do you use:

Option	Number	Percentage%
Short sentences	13	26%
Complex sentences	0	0%
Simple sentences	29	58%
All of them	8	16%
Total	50	100%

Table 11: Students' Attitude toward the sentences using

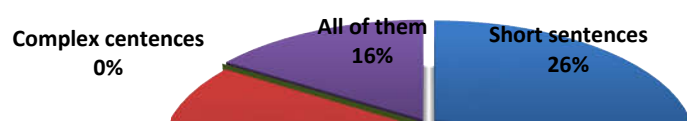


Figure12: Students' Answers toward sentences using

It seems from the result that there is differentiate between the students in using sentences when writing. (16%) from the participants said that used all the kind of the sentences when write to e academically and to develop their writing proficiency. While (26%) claimed that they use the only short sentences because they need to reduce the spelling mistakes. Whereas (58%) from the students use the simple one in order to be more clear and obtain the content. In other hand all the students that participate avoid to use the complex sentences because it very difficult to formulate it and to make it understandable.

Section Three: Facebook group.

Q11: Do you have Smartphone, Laptop, or a computer?

Option	Number	Percentage%
Yes	50	100%
No	0	0%
Total	50	100%

Table 12: Students' Answer about Having Smartphone, Laptop or Computer

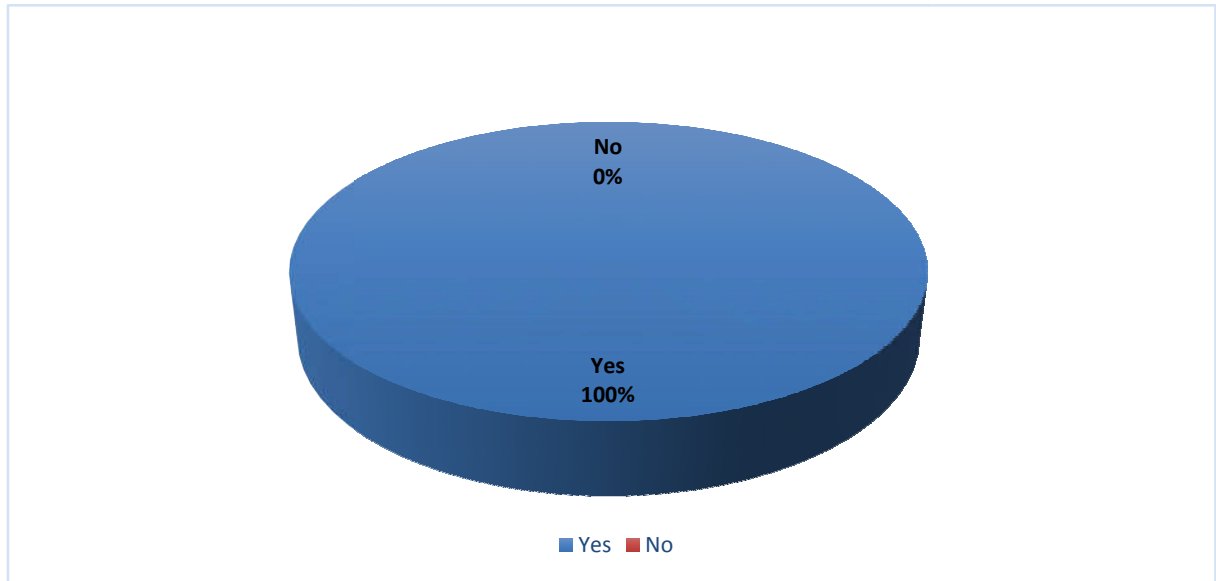


Figure13: Students' Answer about Having Smartphone, Laptop or Computer

According to the result that presents in the table (12) all the participants reported that possess different kind of the technology tool from Smartphone, Laptop and Computer because it is fashionable and necessary in education and daily life

Q12: Do you have Internet connection at home:

Option	Number	Percentage%
Yes	46	92%
No	4	8%
Total	50	100%

Table 13: Students' Answer about Having Internet connection at home

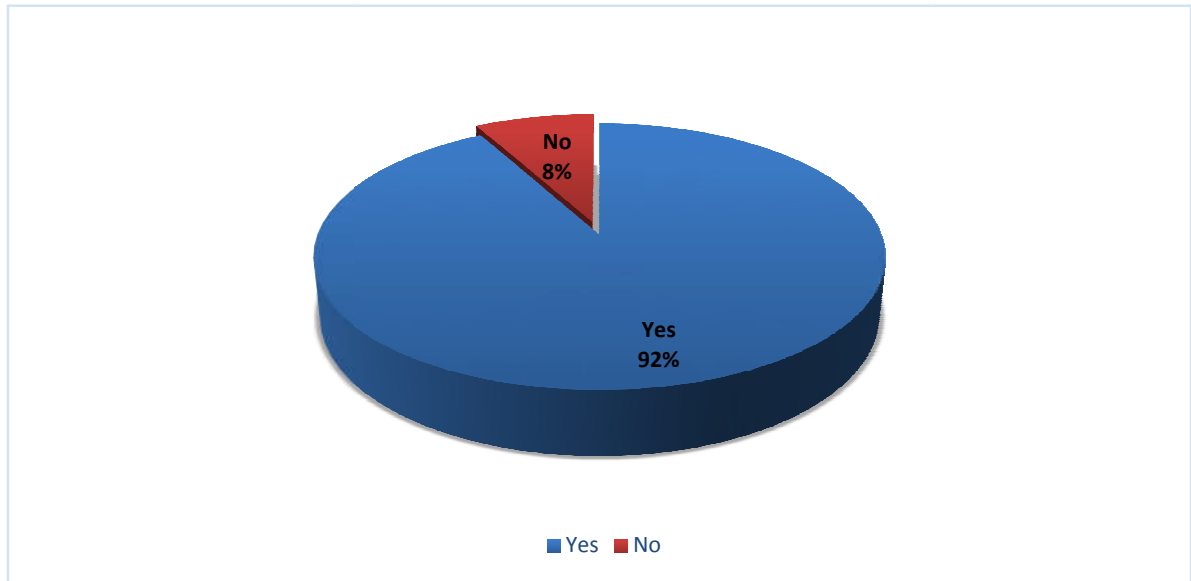


Figure14: Students' Answer about Having Internet connection at home

The result that draws it in the table demonstrate that the majority of the participants which is (92%) claimed that they have got Internet connection at home because it fast to check information .While (8%) do not have Internet connection at home. The finding reveal that students are in touch with the newest technology and some other favor to stay away from the technology to protect themselves from the unethical sites and for other reason and purpose.

Q13:Do you use learning material out of classroom?

Option	Number	Percentage %
Yes	36	62%
No	14	38%
Total	50	100%

Table 14: Students' attitude toward using material out of classroom

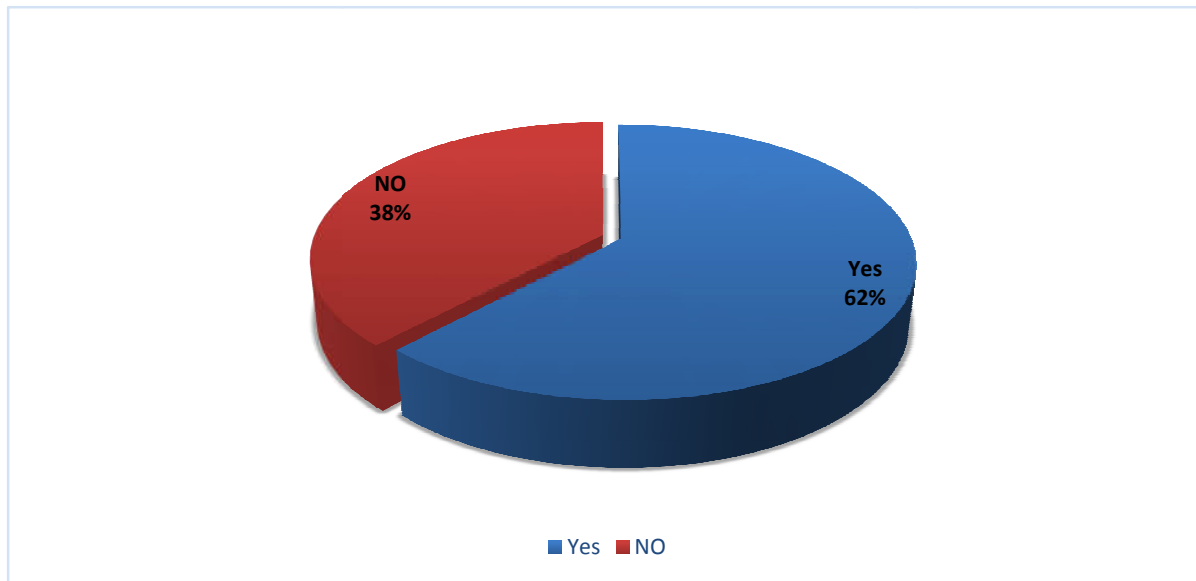


Figure15: Students' Attitude toward using material out of classroom

Through this question, we wanted to discover if the students use any material out of classroom to facilitate learning writing skill or not. The result show that the majority of the students (62%) are use material out of classroom to help themselves in learning and improving their writing skill and they mention the Lyric ,Gams ,text book ,read and translating stories as examples. However, (38%) of the sample said that they do not use any material out of classroom and they satisfied by the exercise that do it in the classroom.

Q14: Do you use social media in your learning?

Option	Number	Percentage%
Yes	42	84%
No	18	36%
Total	50	100%

Table 15: Students' Answer about using social media in learning

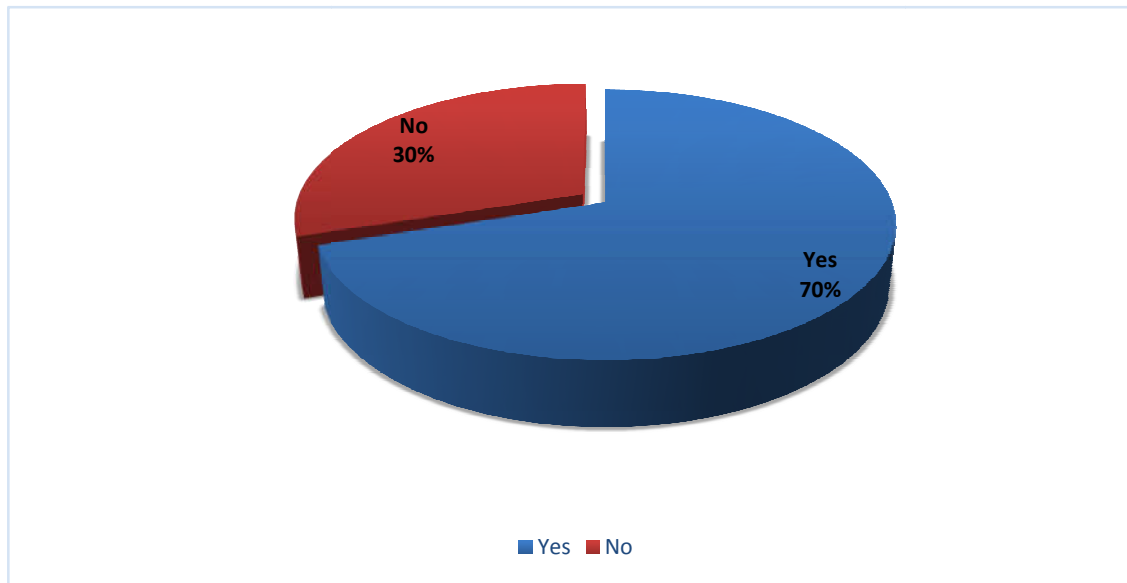


Figure16: Students' Answer about using social media in learning

This question seeks to know if the students use the technological tools in their learning or not and the result shows that the majority of the participants (84%) are using the social media in learning and just few from the sample (18%) are not using it stay with the traditional method to learning by using books and other sources.

Q15: If yes which application do you prefer to use?

Option	Number	Percentage%
Facebook	33	66%
Messenger	17	34%
YouTube	0	0%
Twitter	0	0%
Total	50	100%

Table 16: Students' Attitude toward the preference application

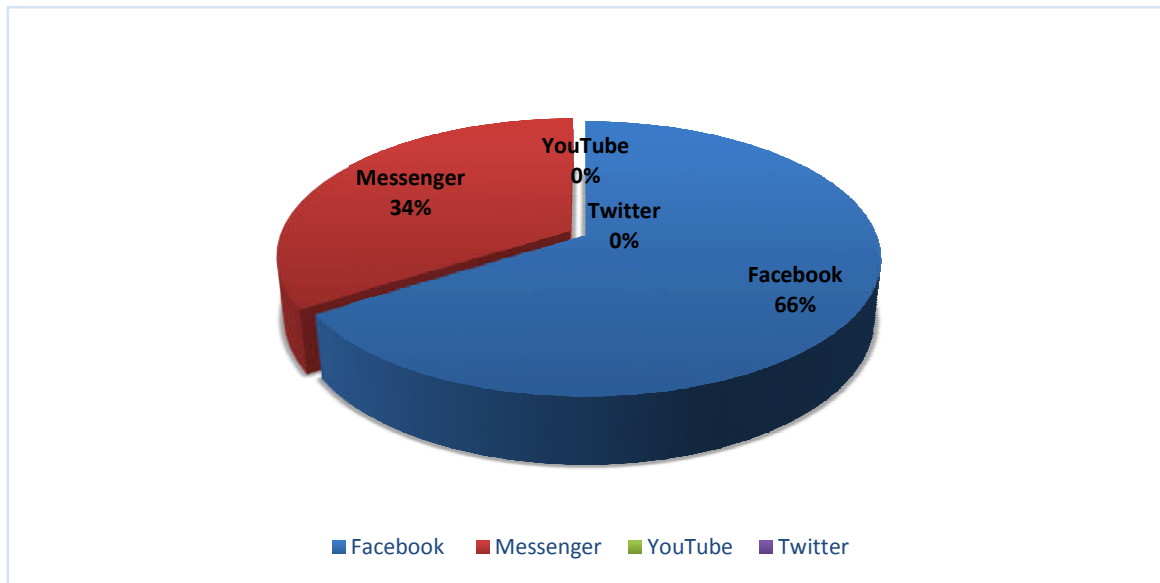


Figure17: Students' Attitude toward the preference application

This question is related to the previous one. This idea behind this question is to know which application of social media that students prefer to use it. The fact show that the application that are mostly used by students is Facebook (66%) because is very known and the reasons are also the convenience of this application, the easy access, and the rapidity of the application no one from the participants used the other application just (34%) of the students are used Messenger.

Q16: Why do you use this application in particularly?

Option	Number	Percentage%
Suitable to discuss with teacher and classmates	17	34%
Enjoyable one	27	54%
Easy to use it	6	12%
Total	50	100%

Table17: Students' Answer about particularly using the Application (FB)



Figure18: Students' Answer about particularly using the Application

Through this question, we wanted to know why exactly the students use this application (is related with the previous question the most using Facebook). The result show that (54%) of the sample use Facebook because it enjoyable and they feel themselves as in competition and (34%) of the sample used it for both to discuss with classmate and teachers and with peers and as well as a fun practice to use English and it is more comfortable .While (12%) preferred to used itbecauseitEasy to use it and they experienced in using social media (sharing with others, giving and receiving comments and feedback from others).

Q18: What language do you prefer to use when you are communicating with your classmates at university via the Facebook group?

Option	Number	Percentage%
English	39	68%
French	1	2%
Arabic	10	20%
Total	50	100%

Table 18: Students' Attitude toward the language they use when communicating via FB

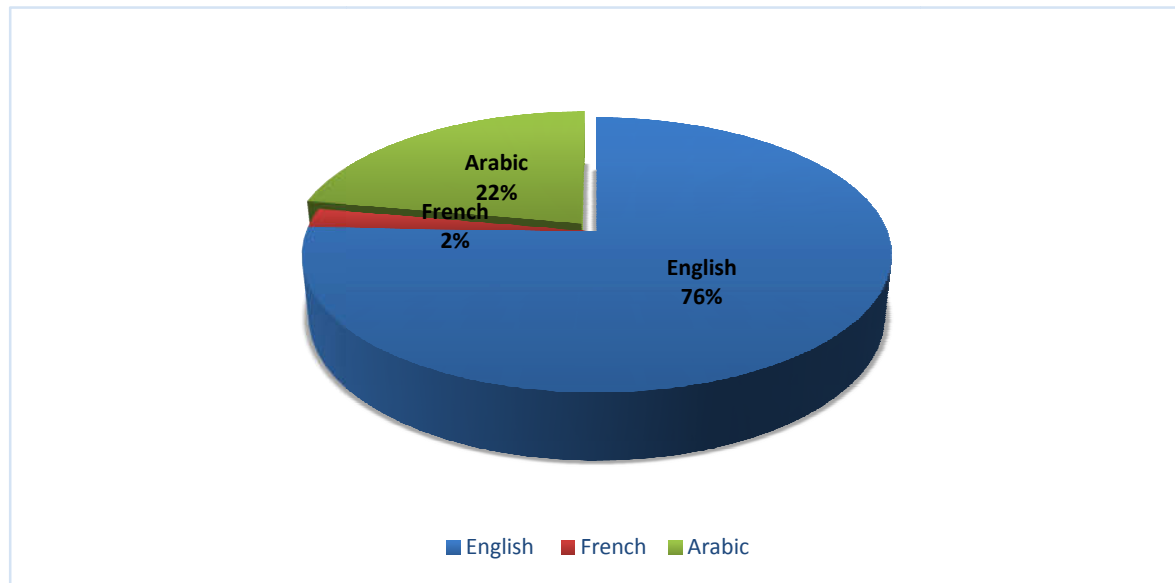


Figure19: Students' Attitude toward the language they use when communicating via FB

The table above number 20 shows that the majority of the participants (68%) claimed that they using the English language when communicate via Facebook group because they want to practice this language more and to be proficiency in using English language .Although (10%) of the participants using Arabic language because it is the mother tongue. Whereas (2%) use French language for other reason.

Q19: Do you share in Facebook group learning of your class?

Option	Number	Percentage%
Yes	46	92%
No	4	8%
Total	50	100%

Table 19: Students' Answer about sharing in Facebook group of their classes

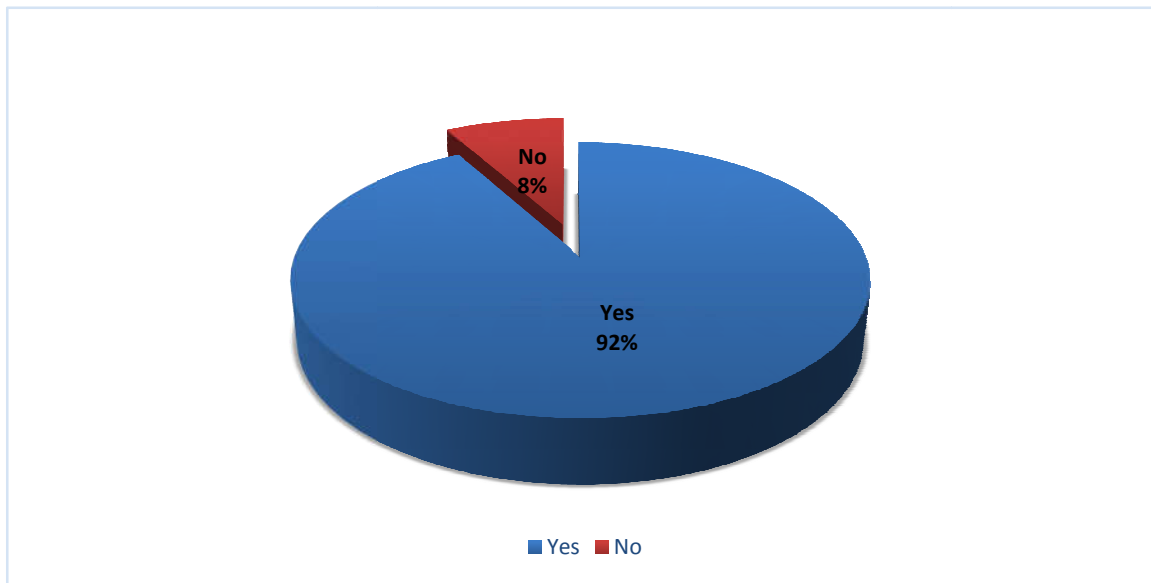


Figure20: Students' Answer about sharing in Facebook group of their classes

The table above shows that the majority of students (92%) share in the Facebook group of their class because they need to check the news and anything posted by their department or teachers and to sharing information with classmates. While (8%) of the students do not share because they do not have Facebook.

Q 20: Do you motivate to write when you use Facebook group?

Option	Number	Percentage%
Yes	31	62%
No	19	38%
Total	50	100%

Table 20:Students'Motivation when using Facebook group

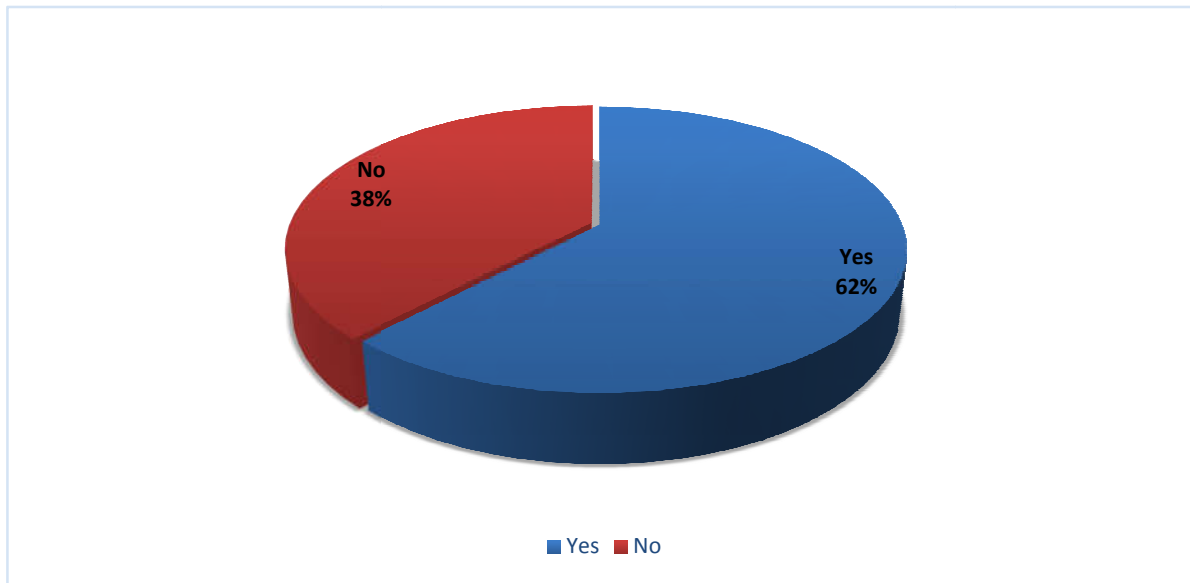


Figure21:Students’Motivation when using Facebook group

The table above, it is presents that a high number of respondent yes (62%) that participating in the FB group, that motivated and confident to write because the positive feedbacks from friends are valuable to keep them motivated to write even more. When their comments are ‘liked’ by friends, this will boost their confidence and further encourage them to participate actively in the group because their comments and presence are being appreciated. According to the (38%) of the sample answered by no maybe they prefer to writ on classroom to take the evaluation of the teachers.

Q21: Do you prefer discussing on FB group instead of classroom?

Option	Number	Percentage%
Yes	23	46%
No	27	54%
Total	50	100%

Table 21: Students’ Attitude toward discussion on Facebook group

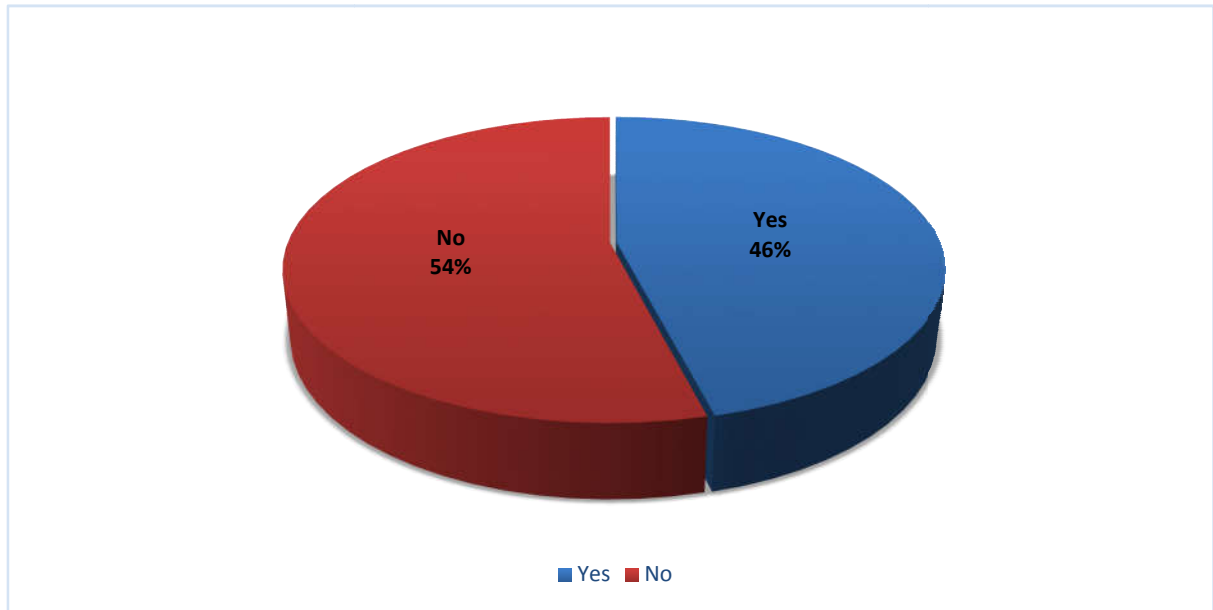


Figure22: Students' Attitude toward discussion on Facebook group

The finding demonstrates that (46%) of the participants preferred to discuss on Facebook because it gets more time and they feel more comfortable especially the shyness one but (54%) of them preferred to the discussion on the classroom because it helps them to flow the ideas.

Q22: When you discuss on Facebook group with your classmates do you discover:

Option	Number	Percentage %
New sentences and word	10	20%
Mistake you were think it correct	0	0%
Writing techniques you were ignore	0	0%
All of them	40	80%
Total	50	100%

Table 22: Students' Attitude toward learning new aspect through Facebook

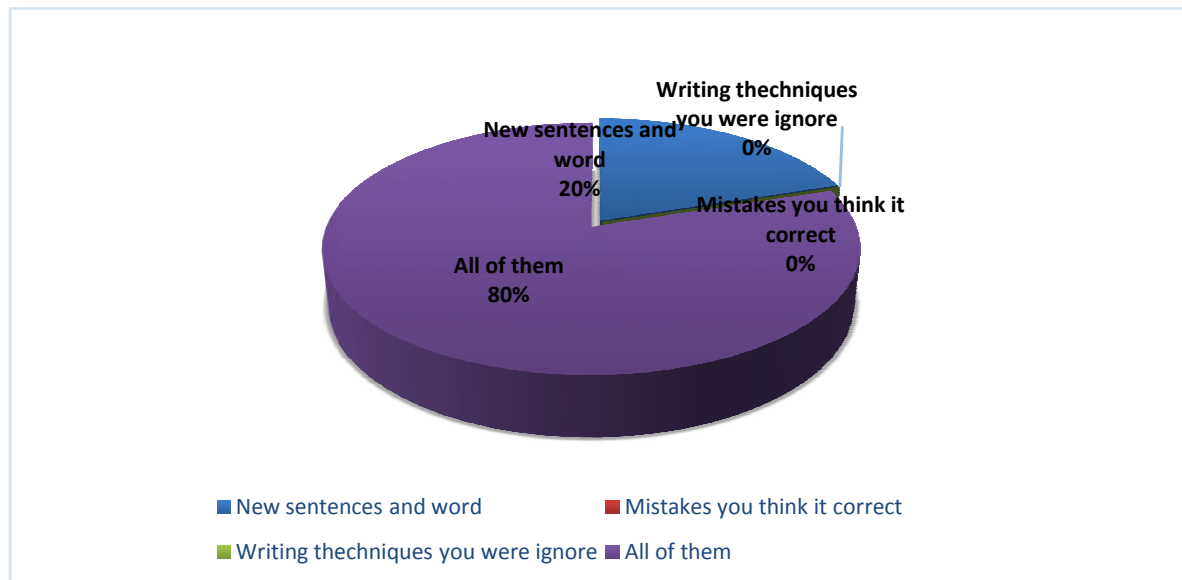


Figure23: Students' Attitude toward learning new aspect through Facebook

The result show that (80%) of the participants reported that writing on Facebook group help them to discover and to investigate certain aspect of writing process including knowledge and writing techniques , building and enlarging vocabulary and the ideas that poste by peers have helped other weaker learners to obtain ideas when they write . While (20%) answered that they learned new sentences and word the comment and the discussion on Facebook group.

Q23:Do you read the message after sharing them with your classmates on Facebook group?

Option	Number	Percentage%
Yes	36	72%
No	14	28%
Total	50	100%

Table 23: Students' Answer about reading message after sharing them

Figure24: Students' Answer about reading message after sharing them

The table states that (72%) of the participants read messages and comments after sharing them in Facebook to check the spelling mistakes .While (28%) of the students said that don't care about it and this shows that students the neglected of the revision stage.

Q24: Do you post some writing tasks as essay or short stories with your classmates on Facebook group?

Option	Number	Percentage%
Yes	33	66%
No	17	34%
Total	50	100%

Table24: Students' Answer about post different writing aspect Facebook

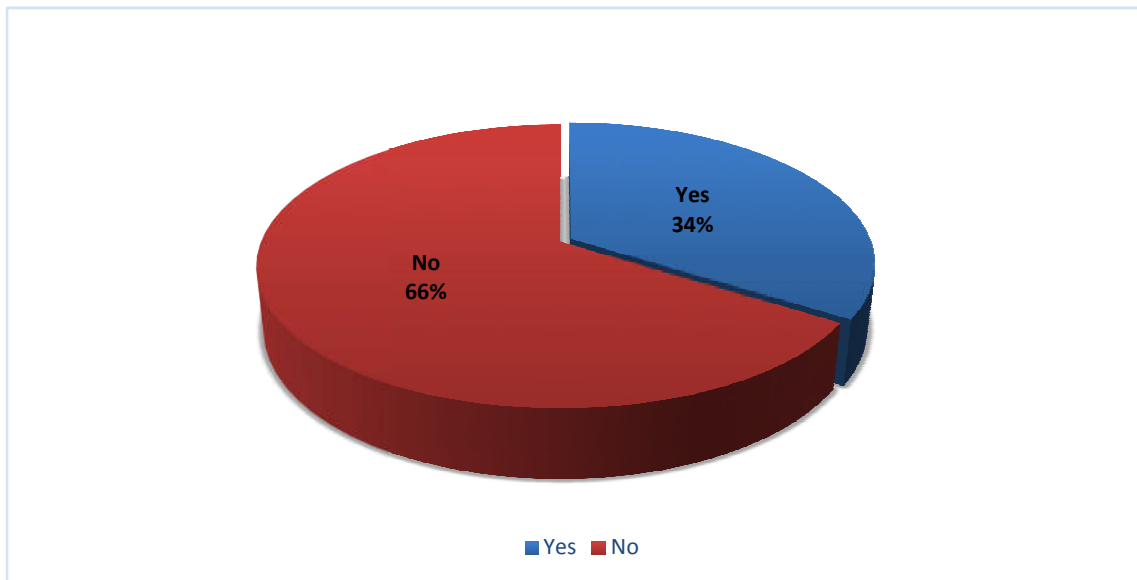


Figure25: Students' Answer about post different writing aspect Facebook

The result shows that (66%) of the sample declared that post some different aspect of written tasks via Facebook and this can help to improve and reaching the students vocabulary and knowledge. While (34%) of the sample were answered negatively.

Q25: Do you exchange ideas or opinion after writing?

Option	Number	Percentage%
Yes	44	88%
No	6	12%
Total	50	100%

Table25: Students' Answers about exchange the opinion after writing

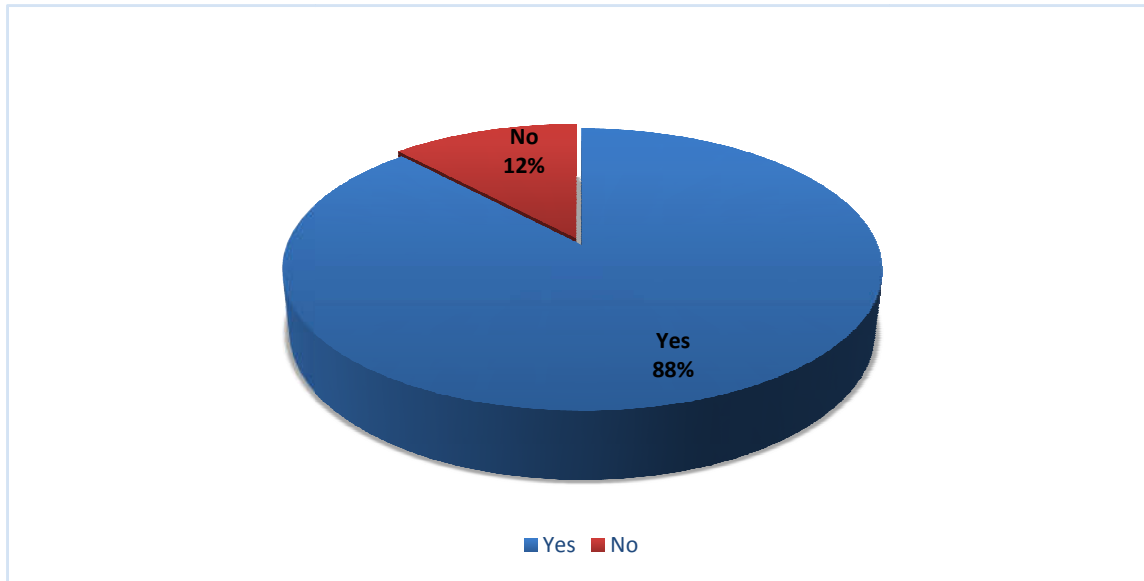


Figure26: Students' Answers about exchange the opinion after writing

The table demonstrates that (88%) of the sample claimed that exchange the opinion via Facebook because this way help them to offering suggestion and get better idea after writing. Whereas (12%) answered by no because they prefer to writ their ideas even if taking mistakes. It is seems from all the respondents that Facebook group (FB) is really helps in the writing process, especially in the prewriting stage which includes the process of brainstorming for ideas and the proper organization of thoughts, as well as spelling error checks from peers.

Q26: Have you noticed any improvement in your writing aspects when you practice different takes via Facebook group:

Option	Number	Percentage%
Yes	49	98%
No	1	2%
Total	50	100%

Table 26: Students' Attitude notice improvement in writing through using Facebook



Figure27: Students' attitude notice improvement in writing through using Facebook

The result of this question show that (98%) or the majority of the participants noticed more improvement when practicing writing takes via Facebook because the more practice reduce the errors. While (2%) of the participants said that there is no improvement because it usually used the abbreviation when using Facebook.

Q27: If yes, which aspect:

Option	Number	Percentage%
Grammar aspect	10	20%
Reformulate sentences and ideas	2	8%
Differentiate your writing style	2	4%
All of them	34	68%
Total	50	100%

Table27: Students' Attitude toward improvement Aspect

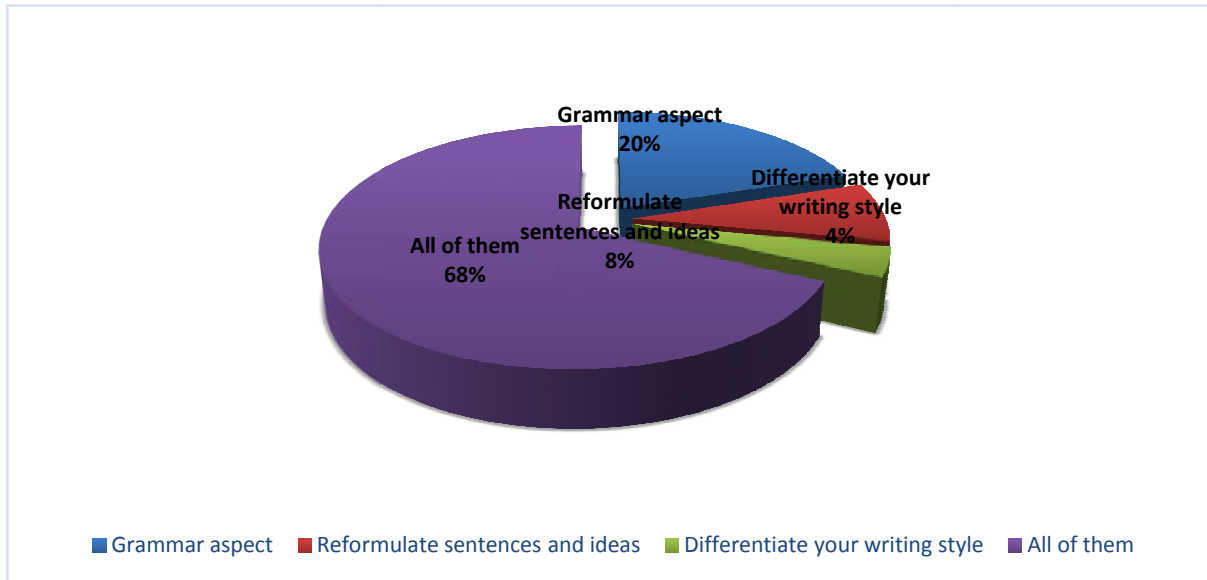


Figure28: Students' Attitude toward improvement Aspect

This table presents that (68%) of the participants touch some improvement in grammar, sentences building and style of writing, and (20%) improve in grammar aspect. The rest divided between the improvement in formulating the sentences (8%) and (4%) differentiate their writing style.

Q28: Do learning new English vocabulary from the peer's comment in Facebook?

Option	Number	Percentage%
Yes	46	92%
No	4	8%
Total	50	100%

Table 28: Students 'Attitude toward learning new vocabulary on Facebook

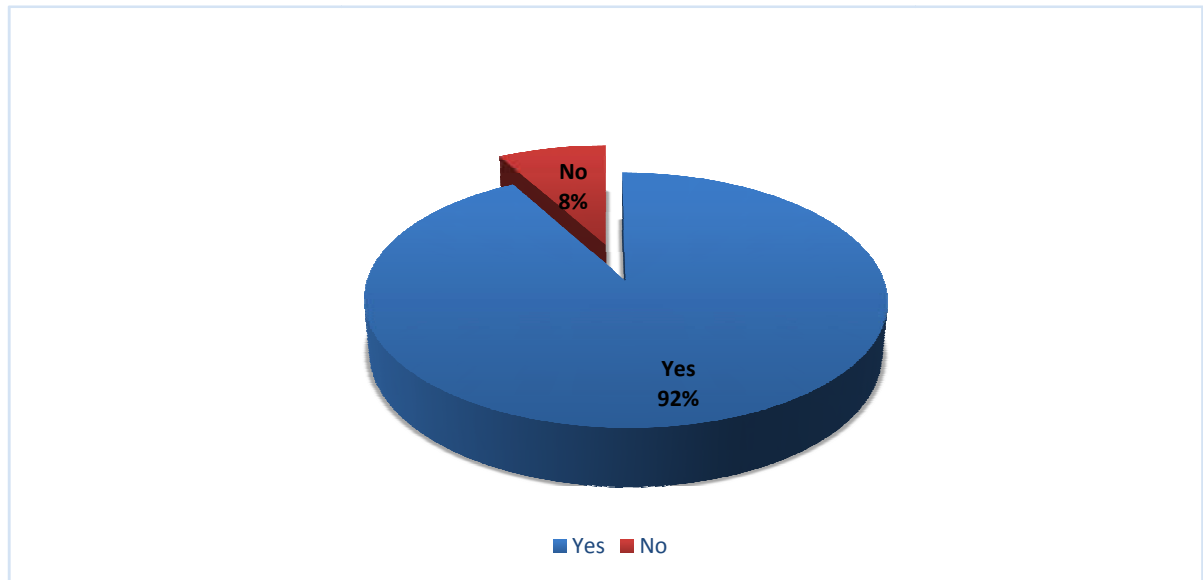


Figure29: Students ‘Attitude toward learning new vocabulary on Facebook

The result shows that (92%) the participants gaining new vocabulary because it practice the language and sometimes used the dictionary when faced some new word .Whereas (8%) reported no gaining vocabulary due to the abbreviations.

Q29: What is your opinion about the idea that Claims: Facebook help to improve the EFL student’s writing skill?

This question seeks to know their opinion because they always practice in Facebook and their answers were positively and precise this idea by said it help us to keep writing without fear or shy and it give us the opportunity to learn from other when comment and post the opinions and ideas and also facilitate to exchange the information and learning source .While other criticize the negatively practice when using the abbreviation.

Discussion and Result:

This research work is set to determine the role of Facebook group in n improving the EFL writing skill .The result that obtained in this is very significant.

The students ’questionnaire affirm that that the majority of the third year English student (62%) have chosen English as free choice because they are interested in learning English as

foreign language and for their profession. Their level of English is good (90%), also the majority interest in learning writing skill and considered it as very important skill (100%) Almost, (42%) have difficulties in listening and (36%) in writing as communication skill. (36%) prefer to work individual, while (44%) prefer to in pair .The majority of the sample (78%) declare that they benefit a lot when working in group. In other hand many student prefer to use simple sentences when writing (58%) as result to the difficulties that face them in grammar, vocabularies and in content when writing. The majority of the students answer positively by affirm the learning material out of classroom.

In other side related with social media all the student have smart phone computer and laptop to use the internet connection that have at home and it exploited in learning purpose and the preferable application for them is Facebook .Furthermore ,(54%) stated they are enjoy by this devise and in the sometimes they learn with classmates through discussion exchange idea before writing .Also this devise motivate them to writ more than the class and they said that discover many mistakes and improve in some writing aspect . Moreover, the majority believe that Facebook help to improve the writing skill through confirm that learn new vocabulary.

Conclusion

The results that obtained from the analysis of the student questionnaire reveal that the major point that have been conducted in this research .The analysis of student's questionnaire allowed us to draw up the following conclusion ,there is gaps in the third year students' grammar ,vocabulary and generally the results show that there was positive role on using the modern social networking websites especial Facebook Famous kind in the academic field of teaching and obvious in using Facebook to improving the EFL student writing skill that appear in gaining new vocabulary ,formulating and flow the ideas through Facebook group discussion.

PART TWO: TEACHERS' QUESTIONNAIRE.

1. Administration of the Questionnaires

The questionnaire was given to five teachers of written expression in the division of English at Mohamed Kheider University of Biskra. Their experience, suggestions and observations are valuable for the research conduct.

2. Description of the Questionnaire

This questionnaire consists of eighteen (18) open-ended and multiple choice questions divided into three sections as follows:

- **Section One:** General Information (Q1-Q2): contains three questions. It tries to obtain personal information about the participants such as the experience in teaching English and written expression module, and whether the time devoted was sufficient to cover most aspects of writing.
- **Section Two:** The Writing Skill (Q3-Q14): this section seeks to know which element teachers ask their student to focus on in their writing process. In addition, it attempts at finding out learners' problems in relation to different aspects involved in the writing process.
- **Section Three:** Facebook and Internet in Writing (Q15-Q18): this section is composed of questions seeking information about using internet and Facebook group as well as strategies used to improve EFL students' writing skill and aware the importance to adopted in teaching and learning.

3. Analysis of the Questionnaire

Section One: General Information

Q1: How long have been teaching writing expression?

Years	Number of teacher	Percentage%
4-5	2	40%
5-7	3	60%
Total	5	100%

Table 29: Teachers' Teaching Experience

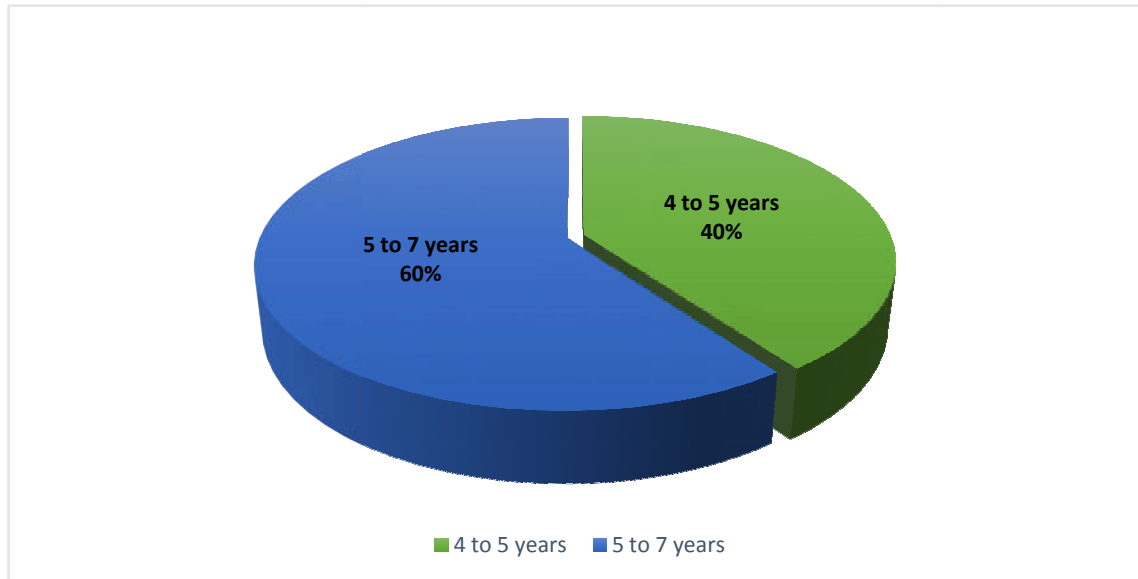


Figure30: Teachers ‘Teaching Experience

The (60%) of our teachers who participate have the experience of teaching English from 4-5 years. Whereas (40%) of hem have the experience of teaching English language from 6-7years. This indicates precise that teachers are long lasting in the domain of teaching and have a good experiencein teaching.

Q2: Do you teach the writing skill to?

Option	Number	Percentage%
Increase the students’ vocabulary	1	20%
Language development	2	40%
Writing as a skill	2	40%
All of them	0	0%
Total	5	100%

Table30: Teachers’ Teaching writing

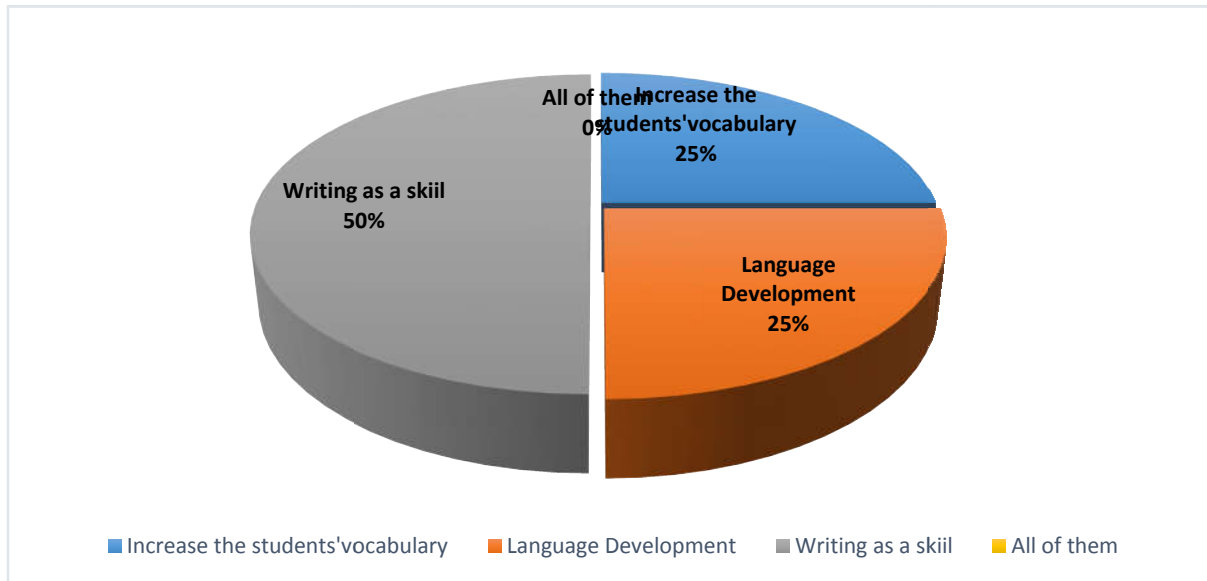


Figure31: Teachers' teaching writing

The result shows above that there are slightly different. Which (50%) of the participant constitutes the proportion of our respondents who teach the writing as skill. However (25%) is tended when teaching writing to Increase the Students' vocabulary and (25%) to improving language development.

Q3: What difficulties do you face in teaching writing?

All the teachers demonstrated that face difficulties in teaching writing especially in the lack of ideas and when students refuse to write and most difficult problem is the mother tongue interference.

Q4: Is time allocated to teaching writing expression?

Option	Number of teacher	Percentage%
Enough	0	0%
Not enough	5	100%
Total	5	100%

Table31: Teachers' Opinion about the Time Allowed

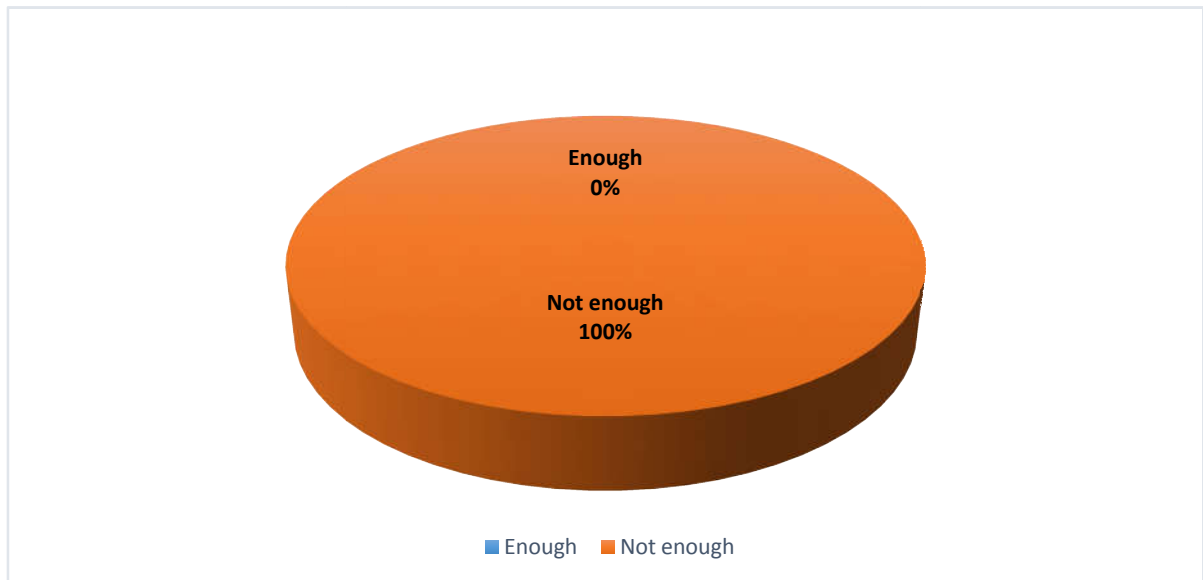


Figure32: Teachers' Opinion about the Time Allowed

The result shows all the teachers believe that the time allocated for written expression is not sufficient and, their justifications regarding this point are cited hereafter:

- Written expression must given more time.
- Most of the students come from secondary school without any prior knowledge on how to be good writer's .It means, teachers at university start to develop this skill again.
- Developing the writing skills requires time because students must know most of the basic rules.

This leads to the conclusion that there is relationship between time and writing since two sessions per week are not sufficient to develop writing .Thus, students should not trust only on what they produce inside the classroom but they need also more practice outside classroom.

Q5: How do you evaluate your learner level of writing expression, in general?

Option	Number	Percentage%
Weak	2	40%
Average	3	60%
Fairly good	0	0%
Good	0	0%
Total	5	100%

Table32: Teachers 'Evaluation students

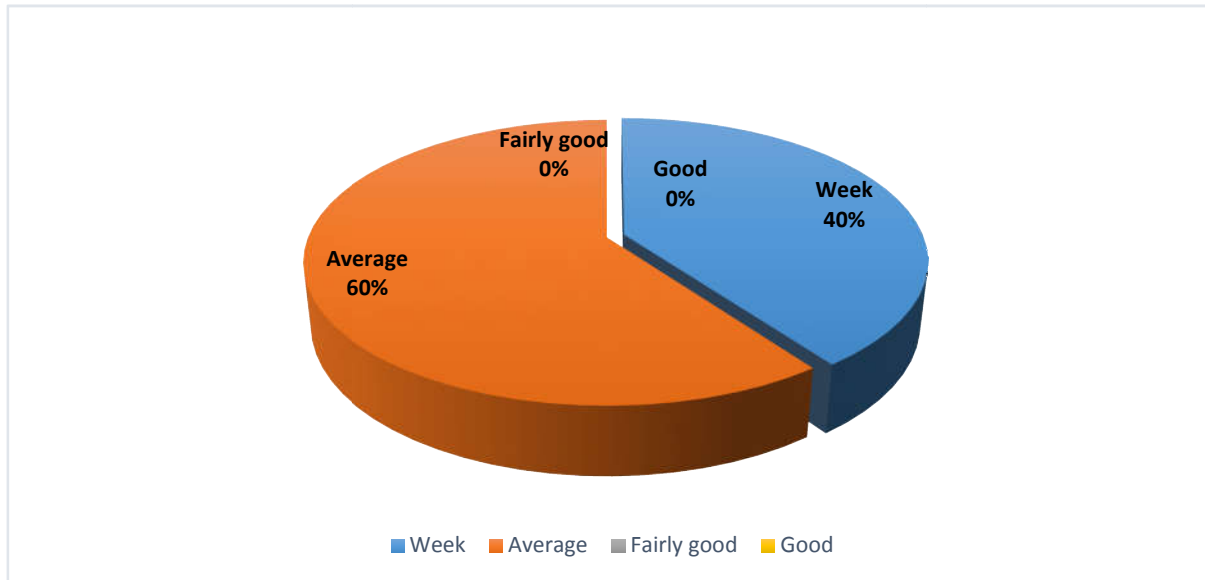


Figure33: Teachers 'Evaluation students

All the teachers said that the level of their students in writing is between Average and weak .This means that the writing skill is really a troublesomeskill in that the students do not produceacceptable composition .We believe that teachers should apply certain strategies to raise students' awareness of the importance of the writing skill.

Q6: As a teacher of written experiences how can improve students' writing skill?

The opinion of the teachers about this question was differentiate but it about the idea that claims: we should choose an interesting topic up to date for students ,the topics should put the learners into problem situations to be solved ,always ask student to identify five element when writing :problem situation ,objective , audience ,task and length of piece of writing. It cited in the following point:

- Encouraging them to read at home.

- Provide full time for practice.
- Vary the techniques of writing.
- Giving feedback to learn more.
- Giving them the right steps that should followed in the writing process.

Finally, a lot of practice equals better performance.

Q7: What the stage of writing process you observed that student neglected?

Option	Number	Percentage%
Generating ideas	0	0%
Revising	0	0%
Editing	0	0%
Writing first draft	0	0%
All of them	5	100%
Total	5	100%

Table 33: Teachers' Views toward writing stages that neglected by students

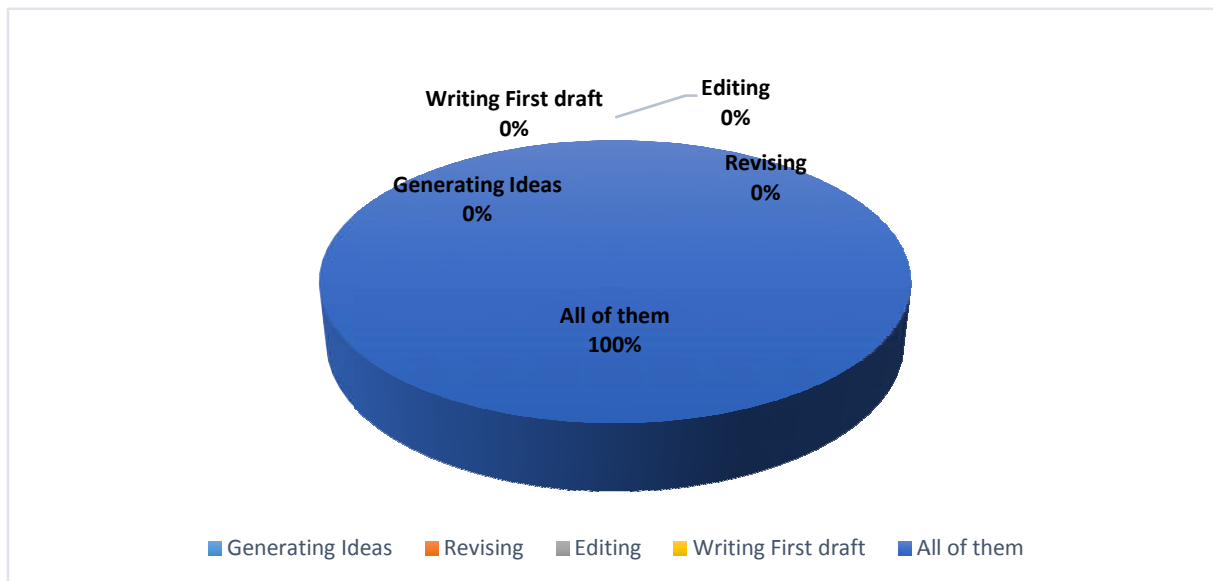


Figure34: Teachers' Views toward writing stages that neglected by students

All the teachers reported and noticed that most of the students neglected the stages of writing process and they just keeping writing, mixed all the stage, and make the first draft as a final writing and they reach their writing by different mistakes from grammar, vocabulary and spelling mistakes.

Q8: What strategies do you focus on in order to improve your students writing skills?

The strategies that the teachers work on to improve the students' writing skill is differentiate from teachers to one but we concluded in:

mastering grammar, vocabulary, being coherent always teachers try to build a background knowledge about the topic to increase their comprehension to write essays and to follow a process when writing (brainstorming, select and organizing the ideas and reading is stay important strategy to reach the background of vocabulary and learn from other to derive the benefit and reach the abilities).

Q 9: What do you consider most when evaluating your students writing composition?

Option	Number	Percentage%
Form	0	0%
Content	0	0%
Both	5	100%
Total	5	100%

Table34: Teachers 'attitude toward most point in evaluation writing

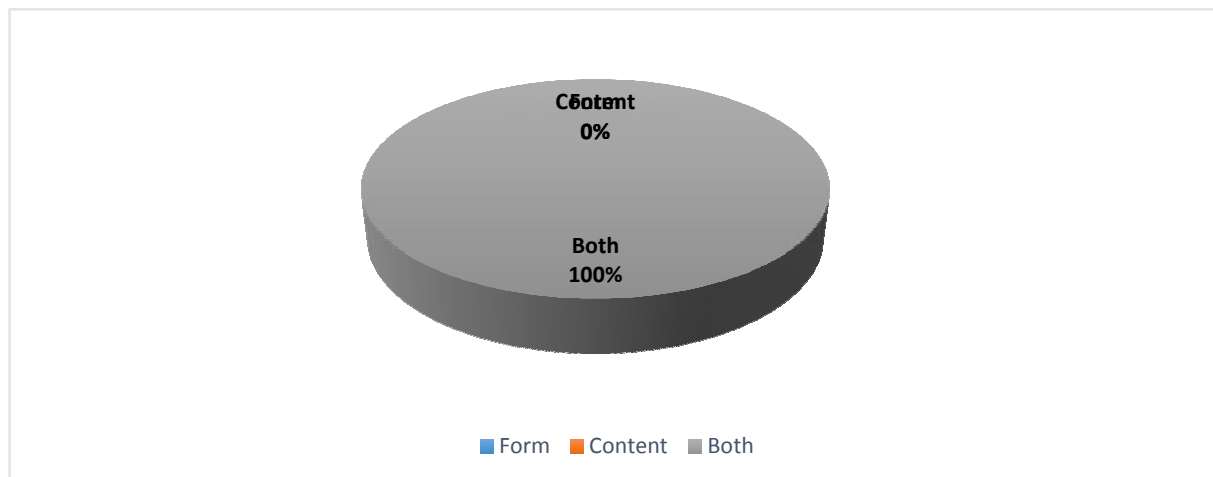


Figure35: Teachers 'Attitude toward most point in evaluation writing

The table shows that all the teachers take the form and the content as a standard to evaluate their students' writing because it shows the degree of the comprehension and the level of competency and facilitate to know the needs of students that help them to build the course on.

Q10: Which skills do you think student should master before they can write?

Option	Number	Percentage%
Grammar	0	0%
Vocabulary	0	0%
Form	0	0%
All of them	5	100%
Total	5	100%

Table35: Teachers' View toward Important Element before Writing

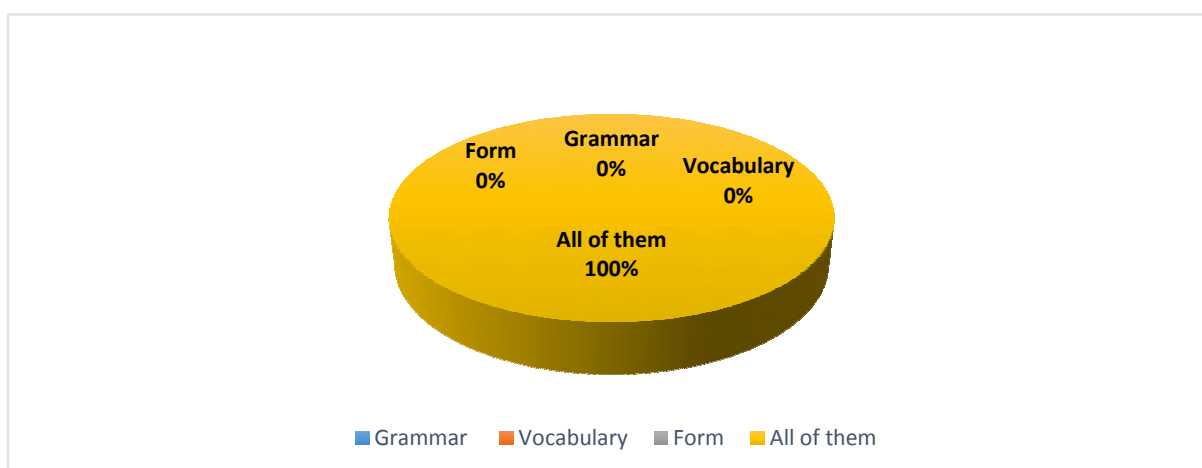


Figure36: Teachers' Views toward Important Element before Writing

The writing aspect that mentioned above in the table appears that: all the teachers considered them as a most points that students should master it after writing, because any piece of writing should cooperate this aspects. In other, this implies that our teachers believe that all the above elements lead to good writing. Consequently, students' attention must be drawn towards all the aspects mentioned above.

Q11: What are the common problems that the (3rd) year student faces in their writing?

Option	Number	Percentage%
Grammar	2	40%
Vocabulary	0	0%
Techniques	0	0%
Lack of ideas	0	0%
Lack of organization	0	0%

Poor style	1	20%
All of them	2	40%
Total	5	100%

Table 36: Teachers' attitude toward the common problem in writing

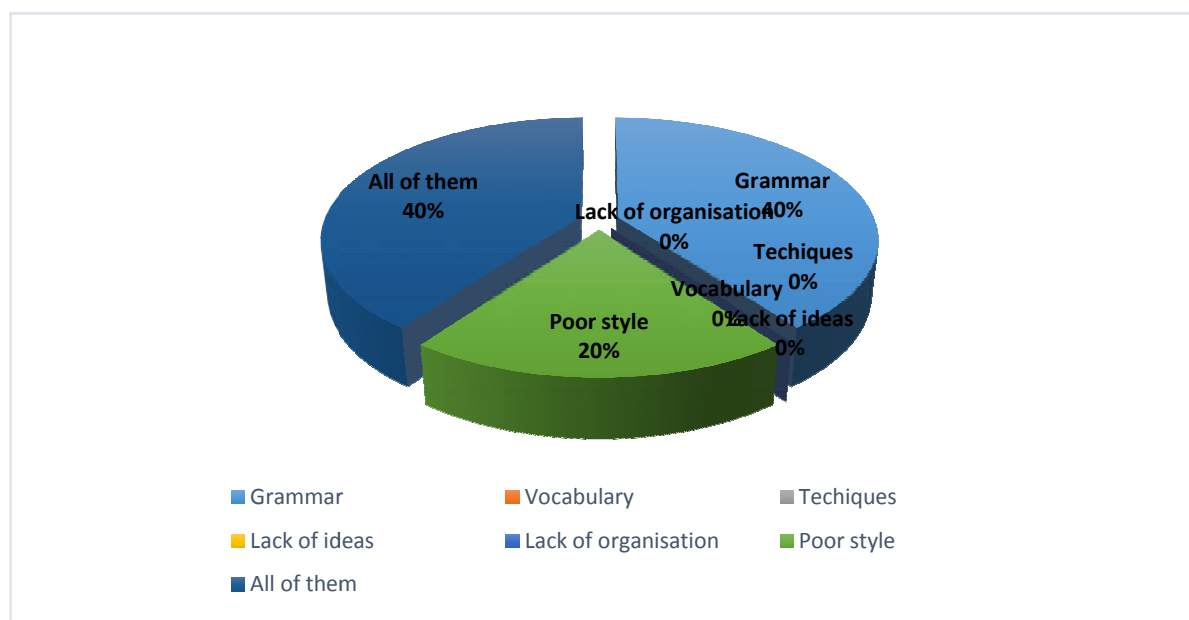


Figure37: Teachers' attitude toward the common problem in writing

Most of the teachers (40%) have claimed that students have problems in all aspects previously mentioned (grammar, vocabulary, technique.....). (40%) of them said that their students have problems in grammar, and poor style .While (20%) claimed that students are poor style.

This implies that most of students haveproblems with all this aspect because of many reasons such as Lack of practice, Lack of reading and even the lack of desire and write.

Q12: Which approach you are using to teach writing for third year EFL student?

Option	Number	Percentage%
The product approaches	2	40%
The process approaches	3	60%
The genreapproaches	0	0%
Don't really know	0	0%

All of them	0	0%
Total	5	100%

Table37: Teachers'Approaches use

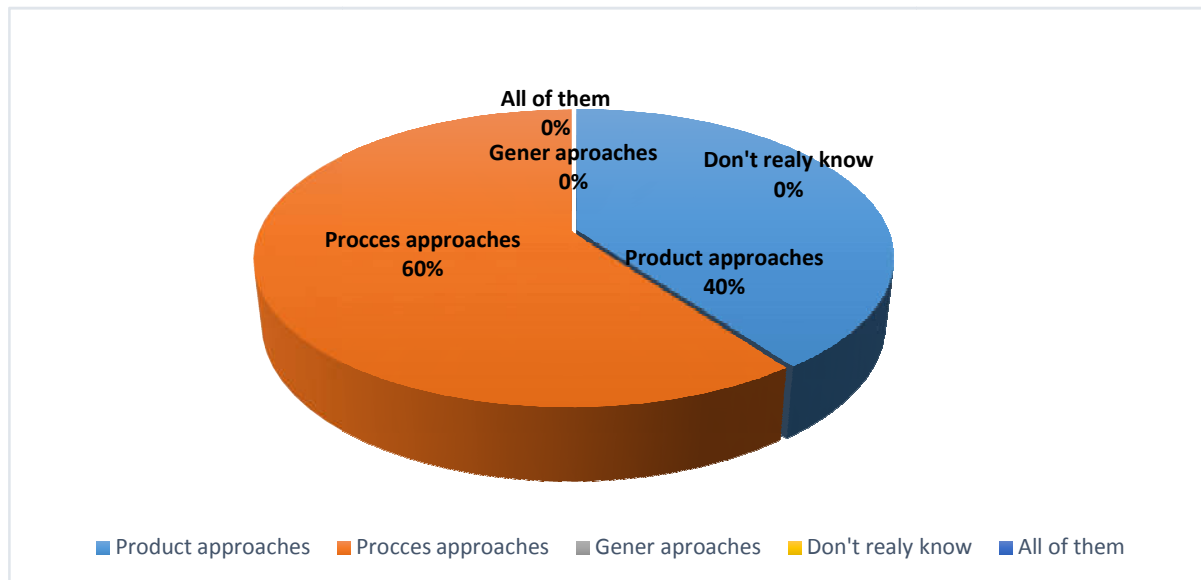


Figure38: Teachers'Approaches use

According to the result we notice that (60%) of our teachers adopt the process approach as method in teaching writing. While (40%) depend on the productive one. So the result that hidden between the line is: teachers stated problems in transmitted the ideas and the poor of writing style this lead teachers to obtains this approaches to increase the writing level of their students.

Q13: What do you think is the main role of the teacher in the writing process?

Option	Number	Percentage%
Facilitator	2	20%
Observer	3	60%
Source of knowledge	0	0%

All of them	0	0%
Total	5	100%

Table38: Teachers' Answer toward their role in writing class

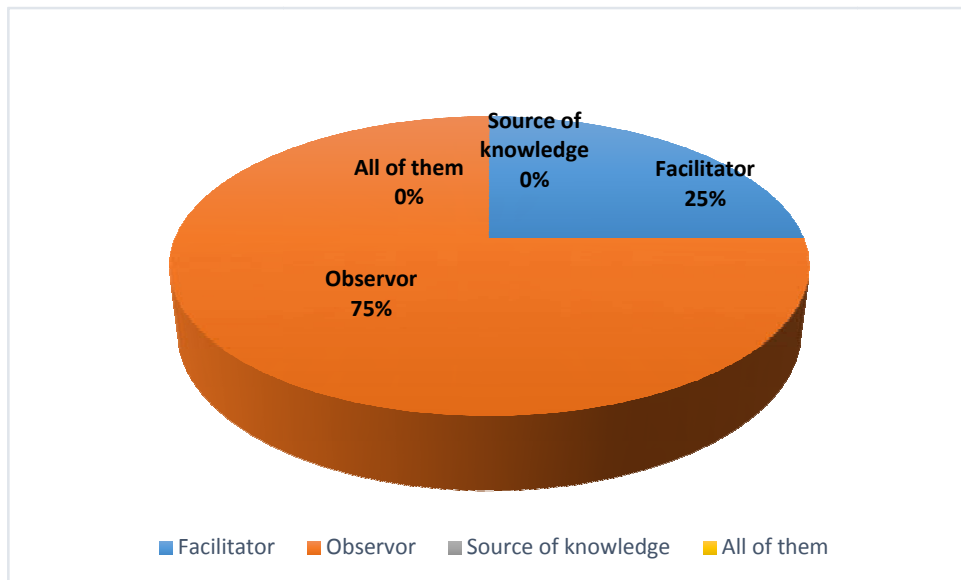


Figure39: Teachers' Answer toward their role in writing class

Findings shows that(60%) of the teachers stated that their role in teaching writing skill is Observer because they need to elicit the knowledge and know the abilities , competencies of their students in writing and how they thinking and transmit their ideas. According to (20%) they working as Facilitator in order to help the students to produce and develop their ideas.

Q14: According to your experience in teaching, what is most beneficial way to working?

Option	Number	Percentage%
Individually	0	0%
In pairs	0	0%
In group	0	100%
Total	5	100%

Table39: Teachers' Attitude toward beneficial way to work

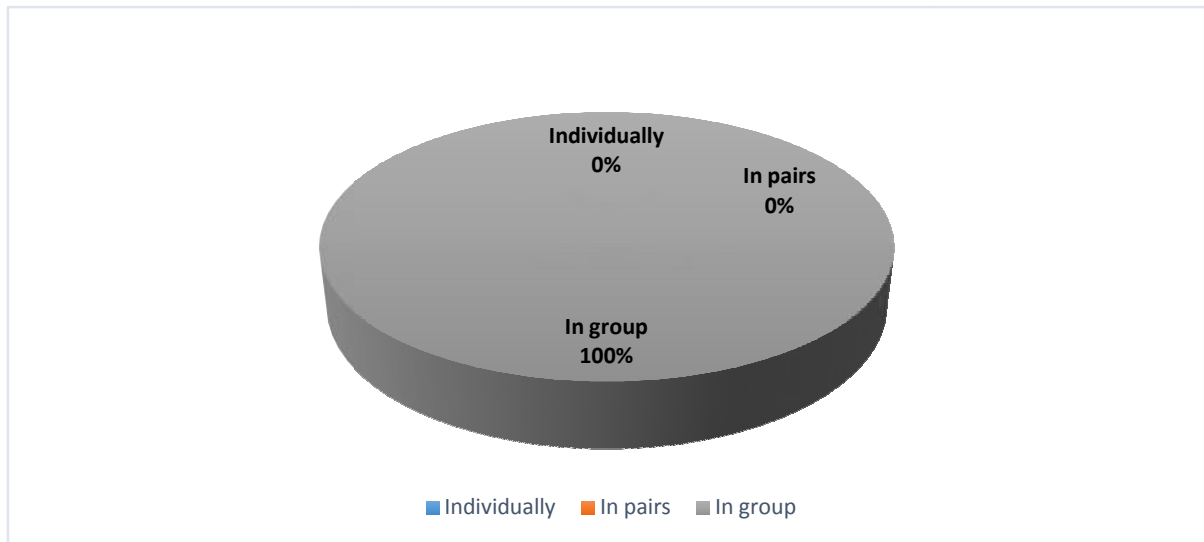


Figure40: Teachers' Attitude toward beneficial way to work

The table above states that all the participant of the teacher (100%) considered that most beneficial way to make students work is in group .Because the group work is more productive and creative than individual work .Also gives learners a space to express themselves,learn from each other and motivate them to work by compare their level with other classmates.

Q15: Have you got internet connection in?

Option	Number	Percentage%
In class	0	0%
At home	5	100%
Both	0	0%
Total	5	100%

Table 40: Teachers' Attitude toward having Internet connection

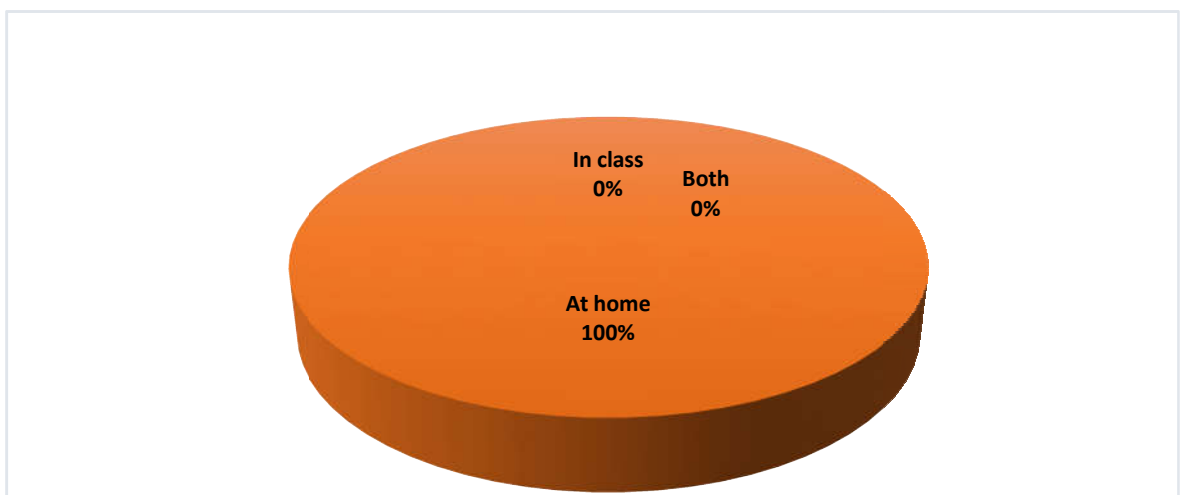


Figure41: Teachers' Attitude toward having Internet connection

The statistics in the table clarify that all teachers have internet at home and this question is seek to know the probability to access the communication between teachers and students out of classroom by using internet application like Facebook and email. The results shows that there is no internet connection in classroom so that precise that there is no touch with technology and exploit this tools that become famous tool between the students and that can work as motivator factor in the class and make the students more active.

Q16: Do you adopting technology in general and Facebook in particular as a teaching strategy in universities when teaching English skills?

Option	Number	Percentage%
Yes	4	80%
No	1	20%
Total	5	100%

Table 41: Teachers' Attitude toward using technology and Facebook in learning

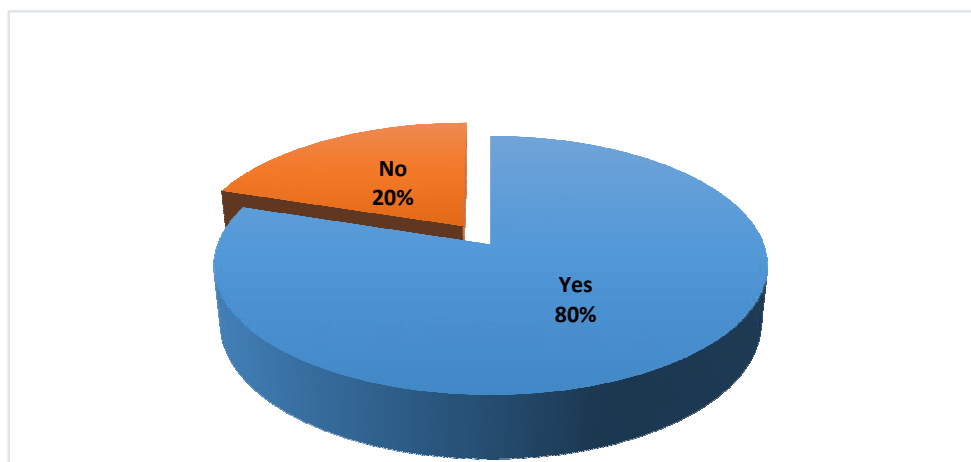


Figure42: Teachers' Attitude toward using technology and Facebook in learning

The result shows the most of teachers are with technology, Facebook, and the probability to make it as teaching strategy because usually the contact between the teachers and students to post any information or any additional sources don through this tool.

Q17: To what extent can Facebook groups contribute to the development of writings skills?

The point of views of the teachers about the extent that make Facebook groups contribute to the development of writing skills was learning new vocabulary from comments and reduce spelling mistakes and it also think it contributes greatly to the development of writing skills and rising the proficiency to discussion .

Q18: If yes how can guide your learner to follow the suitable ways to exploit Facebook group in learning aims?

The students should be exploit the tools that make them enjoyable and motivation and include it in their learning such as Facebook group through rise the opportunity to learning from other and try to practice the language more and enjoy in the same time and sure when go away from using the abbreviation. Finally, thanks to such means of communication as Facebook at give us the experience and opportunity to learn and practice the different languages.

Discussion of the results:

After analyzing the teachers' answer opinion are we find that all the teachers who participate believe that social network of websites generally and Facebook particular participate directly and indirectly to improve the EFL students' writing skill.

The analysis shows that all the teacher who participate have experience in teaching English and the majority teach writing skill to develop English language and a skill itself . The teachers devoted that the time allocated for teaching writing skill is not sufficient. Also, they consider level of their students between weak and average in writing skill. As a result of what claimed by all teachers is students neglected all the stages of writing process .Moreover, all the teachers considered the form and content as a major points to be good in writing piece and the majority of the students have problems is grammar ,style writing and vocabulary and it demonstrated that working in groups is very important to work and it believe that social media and Facebook group is one from the strategies that can allow to practice language more and improve students' writing skill.

Conclusion:

After analyzing the teachers' answer we are find that all the teacher that participate have experience in teaching writing skill. The majority declare that the most difficulties that suffer from is the insufficient time to allow them in teaching written expression .In addition, their students have lack in vocabulary, grammar, and writing style that make them average weak. This finding let the teacher to adopt the process and product approaches to gain this aims and advice their student to exploit the kind of social media especially Facebook to practice language more so as students can improve their writing skills through this modern tools and rise their motivation to create .

Recommendations

The findings of this study have important implications for both teachers and learners of EFL. The Facebook group discussion has provided opportunities to improve the EFL writing skill. Moreover, this study recommends the following:

- Consequently, learners consider EFL writing skill as their major and important one need to master it; it should give more concern and time.

- EFL learners face problems in writing skill important one is in transmit ideas with appropriate word(lack of vocabulary) ; that obliged from the teachers to consider that and try to help their learners to solve those problems through the use of effective techniques and strategies.
- The EFL classroom should supported and differentiated the teaching materials and techniques to facilitate the teaching /learning process, especially teaching /learning writing skill and keep students actively.
- Teachers should monitor the time allowed that is appropriate for the students to read each other's topics or share their opinion and take in account the subject of writing via Facebook seriously.
- Teachers should explain and guide their students with standards to be used for assessing their writing while practice on Facebook group.
- Addition to what generally known, aboutthe greater effect of Facebook a social networking websites on students 'social life, also a limitless role on the student' academic improvement. This is the reason why teachers should take into consideration the importance of using Facebook on the teaching-learning process.
- Since there are many different sources of learning nowadays, teachers should always search for new and enthusiastic methods of teaching, especially in teaching English writing so that they could attract the students' attention and motivate them to learn .In this case, using Facebook in teaching can be as good tools to progress especially in writing skill.
- Teachers should motivate students who show progress after training on how to write through Facebook and showing own work on Facebook group page to give a chance of benefit from others 'good writing or mistakes through Facebook and support the collaborative work.

- Students should give the value of the changes that made by using the modern technological tools as Facebook for improving their writing and English language.
- Students should read more to gaining new word and develop their idea.
- More techniques should given to teaching writing as well as using Facebook to teaching it.
- Parents should consider Facebook as modern technological tool in teaching and motivate their children to reach their thoughts and ideas by reading others' writings through Facebook web pages.

General conclusion

In the last few years, the educational domain has testified many changes in its program, methods strategies and techniques for teaching and learning the foreign language, especially English language and more specifically in teaching writing skill .These changes cause of the progress of technologies and changes the educational system.

Teaching and learning EFL in and out of classroom needs many strategies and techniques and of course available material .In our study, we try to shed light on the materials and specifically the Facebook group and their role in improving the EFL students' writing skill.

From the research we found that all the teacher have an idea about the social media and Facebook group and its benefits on helping students in their learning process and more precisely in improving writing skill .This tool is seldom used by English teacher because of different reason, mostly lack of time, and poor of the materials .Facebook group, can help the students to develop their writing skill through discussion with peers and exchange the ideas.

Finally, our hypotheses is confirms by showing the role of Facebook group in improving writing skill and it beneficial to be more awareness taking technological means that can help us as a learners and you as a teacher to facilitating the learning method and create the appropriate atmosphere for student in and out of classroom .In addition ,our classes should be supported by the different teaching material to facilitating teaching /learning process for both teachers and students and be more successfully .With Facebook teaching and improving writing skill will be smoothly and effectively.

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People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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English Division
Students' Questionnaire

Dear student

This questionnaire is a part of research work that aims to investigate the role of Facebook Group in improving writing skill among EFL students.

You are kindly requested to full fill this questionnaire research we are undertaking and we hope that you will give us your full attention and interest

Please tick the most suitable answer for you, and make full statement if necessary

Student .Torchi

Section one: Background Information

2. Gender: male ☐

female ☐

1. Age:

3. Your choice of English:

Personal ☐

Imposed ☐

Advised ☐

4. How do you evaluate your English level?

Very good ☐

Good ☐

Average week ☐

Less than average ☐

5. Do you think that writing skill is:

Very important ☐

Important ☐

Not important ☐

Section Tow: Learning writing

6. Rank the following skill in term of difficulty (use number):

Reading	<input type="text"/>
Speaking	<input type="text"/>
Writing	<input type="text"/>
Listening	<input type="text"/>

7. Do you like to write?

Individually	<input type="text"/>
In pairs	<input type="text"/>
In groups	<input type="text"/>

Why?.....
.....

8. Do you benefit from other student when working in group?

Lot	<input type="text"/>
Little	<input type="text"/>
Nothing	<input type="text"/>

10. When you write do you make mistakesin:

Grammar	<input type="text"/>
Content and Organization	<input type="text"/>
In the choice of vocabulary	<input type="text"/>
All of them	<input type="text"/>

11. When you write, do you use:

Short sentences	<input type="text"/>
Simple sentences	<input type="text"/>
Complex sentences	<input type="text"/>
All of them	<input type="text"/>

Section three:Facebook group

12. Do you have Smartphone, Laptop, or a computer?

Yes	<input type="text"/>	No	<input type="text"/>
-----	----------------------	----	----------------------

13. Do you use learning material out of classroom?

Yes	<input type="text"/>	<input type="text"/>
-----	----------------------	----------------------

If yes mention them:

.....
.....

14. Did you benefit from the use of social media in your learning?

Yes ☐ No ☐

15. If yes which application do you prefer to use?

Facebook ☐

YouTube ☐

Messenger ☐

Twitter ☐

Other ☐

16. What language do you prefer to use when you are communicating with your classmates at university via the Facebook group?

English ☐

French ☐

Arabic ☐

17. Do you share in Facebook group learning of your class?

Yes ☐ No ☐

18. Why do you use Facebook group?

Sharing information ☐

Discussion ☐

Enjoy ☐

19. Do you motivate when you write in Facebook group :

Yes ☐ No ☐

20. Do you prefer discussing on FB group instead of classroom?

Yes ☐ No ☐

Why

?.....
.....

21. When you discuss on Facebook group with your classmates do you discover:

New sentences and word ☐

Mistakes you was think it correct ☐

Writing techniques you ignore ☐

All of them ☐

22. Do you read the message after sharing them with your classmates on Facebook group?

Yes ☐ No ☐

Why?.....
.....

23. Do you post some writing tasks as essay or short stories with your classmates on Facebook group?

Yes ☐ No ☐

25. Do you exchange ideas or opinion before writing?

Yes ☐ No ☐

27. Have you noticed any improvement in your writing aspects when you practice different takes via Facebook Group?

☐

Grammar aspect

Reformulate sentences and ideas

☐

Differentiated your writing style

☐

All of them

☐

You can add other:.....

.....

28. Do learning new vocabulary from the peer's comment in Facebook?

Yes ☐ No ☐

Thank you for your cooperation.

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider Biskra
Faculty of Letters and Foreign Language
Department of Foreign Language
English Division
Teachers' Questionnaire

Dear teacher

This questionnaire serves as a data collection tools for master degree, which aims to explore the role of Facebook group in improving writing skill among EFL students.

Your answers will be of a great help to us. Will you please tick the appropriate answer or give your own whenever it is necessary?

Thank you for your cooperation

Personal and Learning Information:

1.How long have been teaching writing expression?

.....yeas

2.Do you teach the writing skill to?

Increase the students' vocabulary

☐

Language development

☐

Writing as a skill

☐

3. What difficulties do you face in teaching writing?

.....
.....
.....

4. Is time allocated to teaching writing expression?

Enough

☐☐

5. How do you evaluate your learner level of writing expression, in general?

Week

☐

Average

☐

Fairly good

☐

Good

☐

6. As a teacher of written experiences how can improve student writing skill?

.....

.....

7. What the stage of writing process you observed that student neglected?

Generating ideas

☐

Revising

☐

Editing

☐

Writing first draft

☐

All of them

☐

8. What strategies do you focus on in order to improve your students writing skills?

.....

.....

.....

.....

9. What do you consider most when evaluating your students writing composition?

Form

☐

Content

☐

Both

☐

10. Which skills do you think student should master before they can write?

Grammar

☐

Vocabulary

☐

Form

☐

Other suggesting

☐

11. What are the common problems that the (3rd) year student faces in their writing?

Grammar

☐

Vocabulary

☐

Mechanics

☐

Lack of ideas

☐

Lack of organization

☐

Poor style

☐

Others:.....
.....

12. Which approach you are using to teach writing for third year EFL student?

The product approach

☐

The process approach

☐

The genre approach

☐

Don't really know

☐

13. What do you think is the main role of the teacher in the writing process?

Facilitator

☐

Observer

☐

Source of knowledge

☐

14. According to your experience in teaching, what is most beneficial way to working?

In individual

☐

In pairs

☐

In group

☐

Why

?.....
.....
.

15. Have you got internet connection in classes?

Yes

☐

No

☐

16. Do you adopting technology in general and Facebook in particular as a teaching strategy in universities when teaching English skills?

Yes

☐

No

☐

17. To what extent can Facebook groups contribute to the development of writings skills?

.....
.....

18. If yes how can guide your learner to follow the suitable ways to exploit Facebook group in learning aims?.....

Thank you for your cooperation.

ملخص

هدفت هذه الدراسة الى معرفة أثر استخدام الفيس بوك في تطوير مهارة الكتابة لطلبة السنة الثالثة بكلية اللغة الإنجليزية بجامعة محمد خيضر ببسكرة. ولتحقيق هذا الهدف قمنا بتقصي ومعرفة أثر استخدام الفيس من خلال هذه الاطروحة والتي تتضمن ثلاثة فصول منها فصلين نظريين حيث تناولت في الفصل الأول كل ما يتعلق بأداة الفيس بوك واستخداماته على المستوى التعليمي مع اخذ نظرة شاملة على إثر وتعدد استعمال مواقع التواصل الاجتماعي في المجال التعليمي والتدريسي. اما الفصل الثاني فتضمن مفهوم الكتابة وصعوباتها اما الفصل الثالث فقد جاء لإثبات أهمية استخدام الفيس بوك في تطوير مهارة الكتابة لطلبة الإنجليزية عبر تحليل كل من نتائج إجابات الطلبة الأساتذة الكتابية تحليلًا كاملاً أدى الى التوصل الى نتائج تخدم الفرضية التي انطلقت منها. والتي تتلخص في الدور الفعال لاستخدام الفيس بوك في تطويرا لمهارات الكتابة لدى الطلبة وبناء على ما توصلت اليه من نتائج قدمت فيها بعض النصائح للأساتذة العاملين في الميدان.