Effect of Facebook on University Students' English Language Writing Skills

Dr. Musa ALamin Hamouda

Assistant professor of English Language at Faculty of Education, ElDaein University, Sudan.

musaalamin81@gmail.com

Abstract: *The main aim for carrying out this study is to find out the "Effect of Facebook on University Students' English Language Writing Skills", in ELDaein university students. The problem of the study is to know the effect of social media in enhancing university students' writing abilities. The researcher adopted the analytic-descriptive method to collect data relevant to the study. The researcher has come out with a group of findings which indicated the effectiveness of Facebook in learning process and its role in increasing students' writing, also showed that Facebook is used to diversify interaction and exchange of opinions between students, increase their participation in the educational process, and their retention of knowledge. The study comes out with recommendations that,, Facebook is the most used social platform, decision makers should make new plans to adopt Facebook in both teaching and writing progressions. English Language instructor are requested to exert more attention to students with weak English language writing abilities. Moreover, For good writing skills, students should read more because reading is a key for good writing.*

Keyword: Facebook- ElDaein university – social media/social networking- ESL.

Effect of Facebook on University Students' English Language Writing Skills

Background

The consequences of the fast development in science, technology and media have resulted in the key verbs for foreign languages. Therefore, the classic language structure has been changed dramatically in the methods employed for teaching. It is advised that, relying on text books and classical learning materials to increase proficiency and fluency in a foreign language will not yield immediate and efficient outcomes. Consequently, English language classes should take advantage from the tremendous potential provided by technical devices and social media platforms. Knowing a language requires getting beyond textbooks, it means understanding the cultural dimension as well. Listening to music, watching TV in a foreign language, shows cartoons and using computers effectively, can turn boring and sometimes ineffective language lessons into real language learning laboratories.

Social Media which is known Social networking is a fairly new concept since almost nobody heard or use social Networking during the 10-15 years ago. Facebook, YouTube, Whats App and Twitter have more than one billion users worldwide. Social media is a term used to describe various websites or other forms of technology where people can communicate and interact with one another and share information.

Social Media Language Learning (SMLL) is an innovative approach teaching languages interactively, linking social media channels to language learning. Students are then motivated to improve and promote communication and language skills.

Statement of the Problem

This study is aimed to find ways other than traditional instruction to enhance Sudanese EFL university students. It tries to improve their abilities to understand written and spoken English are so poor though some of them are English graduates. There is a hypothesis that, classic methods of teaching and learning English are no longer preferred and students get reluctant and bored easily. The researcher has realized the importance of using Facebook in teaching English language where students themselves find it easy and helpful as they use their smart phones to learn or download English videos and audios efficiently.

Questions of the Study

This study intends to answer the following questions:

1- How does Facebook promote skills of university EFL students English language writing skills ?
2- Can Facebook be perceived as good tool for improving students' English Language writing skills?
3- Can Facebookl media improve university students' English Language writing skills ?

4-   To what extent do students speak fluent English when listening to videos of the native speakers of English?

Hypotheses of the study

This study hypothesizes the following points:

1-   Facebook promotes English language writing skills of university students.
2-   Facebook can be perceived as good tool for improving students' English Language writing skills.
3-   Facebook improves university students' English Language writing skills.
4-   Facebook and YouTube help promoting students' pronunciation and speaking when listening to videos of the native speakers.

Objectives of the Study

The objectives of the study are:

1-   to promote Sudanese EFL university students' writing abilities.
2-   to enable university students improve their English language writing skills .
3-   to find out how Facebook can be adopted as a good aids of teaching English language.
4-   to measure and explore the use of social media in enhancing the university students' English language writing skills .

Significance of the Study:-

The researcher has no doubt that social media in promoting English language during writing and speaking courses, that have been downloaded from the YouTube sites. It is somewhat important and helpful method to be adopted while teaching courses regarding writing, listening, reading and speaking. This study will be helpful for creative teachers who want to develop students' writing or pronunciation and learning .Students would listen to pure utterance or watch a native speaker producing and pronouncing words that they say differently. This study helps students to promote their writing and speaking skills and hence they will be interested to imitate native speakers' ways of writing and speaking English language:

Social media allows students learning English language to pick up and share various study resources and other related facilities of their learning style. The nature of social media motivates learners to devote more time which in turn enable them concentrate on their educational activities owing to the cooperative, constructivist and genuine learning. Most significantly, learners make use of the social networking for purpose of improving English language learning.

Delimitations of the Study

This study will be limited to students of first year English language at ElDaein University- East Darfur. This will be carried out during the year (2019-2020).

Definition of Terms

i.   Social Networking or Social Media (Facebook, YouTube, What's App and Twitter, Instgram , SKYBE..etc) , is a phrase used to describe various websites or other forms of technology where people can connect and interact with one another and share information.
ii.   EDaein: English Language Teaching.
iii.   East Darfur : English as a foreign language.
iv.   SNS : Social Networking Site.
v.   SMLL: Social Media Language Learning.

Research Methodology:-

To achieve these aims and to answer the research questions, quantitative and qualitative methods were used in order to collect data from the participants; a pretest, a post test for sample of students will be prepared to measure the impact of introducing the tool on students.

Sample of the study:-

The sample of this study has been chosen randomly to represent the population of the study. The participants consisted of 50 students (35 males 15 females) who are first year students of English Language at El-Daein university, faculty of education. The sample were divided into two groups. One group is considered the control group and will be

composed of (13 females, 12 males). The other group will be the experimental group (Facebook) which will be consisted of (13 females, 12 males).

Preparation of Materials and Data Collections:-

The researcher has used pre and post-tests as data collection tools. The test for thesis include: questions all of which aim to elicit the responses which are relevant to the topic of the research(Effect of Facebook on University students English Language Writing skills).

Instruments of the Research:-

Tests:-

All questions of pre and post tests are designed in view of learning activities of social media. These activities help students develop their knowledge in writing paragraphs. Students will build their own knowledge under your guidance. This means that, students are going to be responsible for their learning. The objectives of tests are to know the students' abilities in writing vocabulary, Simple sentences, Compound Sentences, Topic Sentences, Supporting Sentences, and Paragraphs.

All questions of the tests are related to the topic. The targeted students were asked to answer the questions of the topic "Effect of Facebook on University students' English Language Writing skills".

Pre- Test

A pre-test will be given to all the participants before beginning the experimental treatment of using Facebook.

Post-Test

A post-test will be given to the control group and the experimental one after being exposed to Facebook You tube chatting, videos and communication.

Validity

Before distributing the tests, the researcher consulted 4 experts who are qualified in the field of ELT . They checked the questions carefully and gave their comments about them So, the questions are valid and the researcher was to prepare the final copy.

Reliability

When the copies of the tests are collected, you make two groups X and Y 25 each , these should be statistically analyzed using SPSS program (statistical package for social science) to do the correlation and Pearson Correlation (R)of the two groups.

Data Analysis

The collected data were entered into MS excel and statistically analyzed using SPSS (version, 19). The following statistical methods were used:

a) Descriptive Statistics (frequencies, percentages, means and standard deviation) Means and Standard Deviation of Pre-test and Post-test Scores in Both Groups were used to describe and summarize the properties of the mass of data collected from the respondents.

b) Means (averages) of the pre- test and post test scores to measure writing ability of students for both groups.

c) Inferential Statistics using the Independent Samples t-test were applied to test the null hypotheses formulated for this study and to see whether the scores respondents differed in their adoption of Facebook learning.

d) Pearson correlation is coefficient to verify the validity of internal consistency.

Variables of the Study

The Independent Variable:

- Group variable: experimental and control.

The Dependent Variable:

- The total scores for the post-test of students after being exposed to using Facebook.

Literature Review:-

Technology is an indispensable part of higher and professional education, because it helps learners to be independent and it also provides them with easy access to a large amount of information, so they can control their own learning.

The technical developments of information technology have had resulted in broader effect on learning environments and contexts and they also stimulate learners' motivation. Technology gives all students unique opportunities to learn in trendy and new ways not previously used. The innovations of technology are changing the way in which we teach and learn. Technology plays a role in changing and developing languages as it gives rise to new and everyday vocabulary and expressions.

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

The 21st century is marked by its development in information and communication technologies, in which digital practices have apparently become a global culture and supporting tools in easing learning process. The societies are moving towards becoming information societies. Technology is regarded as the first revolution, and thus has significant influence on educational pedagogy in general or teaching and learning language in particular.

Amin (2016:56) highlighted Krashen's (1983) theory that ", the vital role played by input, interaction, and output on second language learning. Contribution in the original language is deemed essential and input that is understandable, which to some extent are away beyond the proficiency level of the students may offer direct information about the language". He further more pointed out that," learning discovered competence and acquired ability developed in very different ways in which language learning takes place through the recognized study pattern , rules , and conventions.

The learning communities have progressed from the regular classroom activities to modern technological platforms of educational environment where learners come together in a virtual atmosphere to interchange notions, resolve difficulties, explore substitutes, and produce new senses along with a connected journey.

Technology

Technology is an increasingly influential factor in people's life in general and in the field of education in particular. Technologies are a diverse set of tools and resources used to communicate, create ,disseminate, store and process information such as computers, the Internet, broadcasting devices, and smart phones.

The internet has created an effective new teaching context by means of Web-based collaborations which promotes classroom interaction so as to increase opportunities for students to offer English an authentic use and to create a learner-centered learning environment.

Moreover, Michael Orey Stephanie A. Jones (2010, :32) stated that,'' various technologies have been employed in the area of education. Web 2.0 systems consists of live materials, podcast, video cast, Flicker, wikis, blogs, online discussion boards, and social networking. They also lamented that' technology can provide platforms that can be used in learning atmosphere in which its applications may provide new channels for learners to receive informative and constructive feedback''.

Mascus (2003, as cited in Abdul Wahab, Che Rose, and Osman,2012:62) has broadened the concept of technology where technology is defined as "the information necessary to achieve a certain production outcome from a particular means of combining or combination".   To sum up, the researcher thinks that,'' the debate on the role of technology in education has been an important question since computer was used to transform Skinner's teaching machines recognized in the 1960s. It remains an important issue today with debates about the impact of technology on our society, the implications of quick and easy online access to information for knowledge and learning. The effect of technology on young people's social, emotional and physical development is frequently realized in the news. It is therefore important to take stock of what we know about the impact of digital technology on education from what we have learned over the last fifty years.

Mobile Learning

Mathew A. Russell (2011) stated that, 'telephones are used to provide distant language learners with feedback and assistance. These programs included vocabulary practice, quizzes, word and phrase translations, and access to live talking tutors'. This use of telephones in distance language learning is not unique to m-learning.

Mobile Learning is a method of learning that takes place via a portable or hand-held device. It takes place anywhere and anytime by giving the learner freedom of studying time and place and increasing the flexibility to teachers and instructors. Thus Mobile Learning refers to the ability to obtain educational content on personal pocket devices such as smartphones and mobile phones and PDs.

Baran (2014) pointed that "Mobile Learning emphasize mobility, access, immediacy, situativity, ubiquity, convenience and contextually. Mobile Learning includes the characteristics of mobility in physical, conceptual, and social spaces." Mobile Learning provides flexible, informal, contextual learning with a little device. It basically means learning that can take place anywhere and anytime, learning on the go, learning on the move, using digital devices to access information at non-traditional work locations.

In evaluating the gains of Chinese who started learning English language using handheld translators, Baran (2014:18) made numerous observations: the learners repeatedly practiced saying unfamiliar words typed into the machine; they took written notes about new words .They were shown words in context according to the lexical approach; they soon preferred to look up from the English side. They quickly improved their spelling. Despite these benefits, the author promotes good contextual translation only in cases where the target language is similar to the native language.

Using Social Networks to Promote Learner's Language

The web 2.0 is regarded as the latest innovation technologies. This includes podcasts, wi-kis, blogs, social networks, etc. Teachers and educators use technology in classrooms to enhance their teaching and students" learning. Language-related field of studies such as Teaching English as Foreign Language (TEFL), Teaching English as a Second Language (TESL) and Teaching English to Speakers of Other Languages (TESOL) are really connected to this technology-based plat-form. Although there is some empirical research on Web 2.0 technologies have been done in education , but the role of social networks in pedagogy still needs more investigation.

Warrick (ibid) wrote "online social networks have captured the attention of students, teachers, educators and policy makers as an educational tool for language teaching and learning. These new applications allow users to interact and collaborate with one another via social media in a virtual community'',

English is the official language of the world. It is an international language spoken in many countries both as a native and as a second language. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorize on and miserably fail in developing language competency among students. These stereotyped methods and teaching materials makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore, the necessity to deviate from the grand methods and materials and to use innovative materials and techniques of teaching has been strongly felt.

Bruner(1999) stated that",Social constructivism and its related theories focus on individual learning that occurs in response to group interaction. The origins of these theories are generally attributed to the Russian psychologist Vygotsky who thinks that language is a tool external to the self and used for social interaction, and the learner actively constructs knowledge via these interactions with others in a social context and then acquired by individuals. Technology supports these collaborative contexts for learning more opportunely than ever before. Transfer of applications provide a flexible space for personalization of learning and increased communication extended interactions and activities that are unrestricted by time and place.

Techniques to Engage with the Students on Social Media

Social networking sites allow users to make connections with other users. Tom Hayton of (British Council), highlighted that,' 'there is the possibility to interact via messaging (both instant and via a form of email service) and status updates there is the opportunity for language practice.

Some sites are more or less 'serious' than others. Linked-In, for example, is a social networking site for professionals, and has an appearance and functionality to match.

How these sites can be used in class totally depends on the level to which class members are willing to interact with each other in a (relatively) private space, and how suitable that is.

Facebook as a Social Networking Site:-

Facebook was established in 2004 and has grown exponentially to become most popular social networking and the most prominent social-networking tool for students' online learning.

Alm (ibid), "Facebook and other Web 2.0 technologies are powerful digital tools that have a real potential to positively affect student learning, especially in second language (L2) learning where students are encouraged to become active participants in a learning community". Social Networking Sites (e.g Facebook) have all been reported to improve students' overall interest in language learning.

According to some users, Facebook is the largest social network that boasts more than 100 million members, and it is one of the fastest-growing and best-known sites on the Internet. They believe that "Facebook has multiple functions of communications, information sharing, and collaborative construction and modification.

Watkins and Wilkins (2011) discovered that, ''students would be in favour of exchanging informal experiences if a collaborative and sharing environment is Facebook''.

Michael Thomas and Hayo Reinders (ibid) ", found that in comparing with traditional face-to-face interaction, students prefer to communicate with teachers via Facebook. This reduces an immediate embarrassment. They claimed that Facebook provides an informal learning environment for presenting contemporary topics and the thoughts of guest experts not affiliated with a college or school, thereby exposing students to relevant "real world" issues.

Educational figures recognize that, Communication consists of activities such as enabling communication by teachers, informing about resources and links related to courses; consist of people's joining to homework, projects, and ideas; collaboration consists of exchanging multimedia resources, videos, audio materials, animated videos, resources and documents.
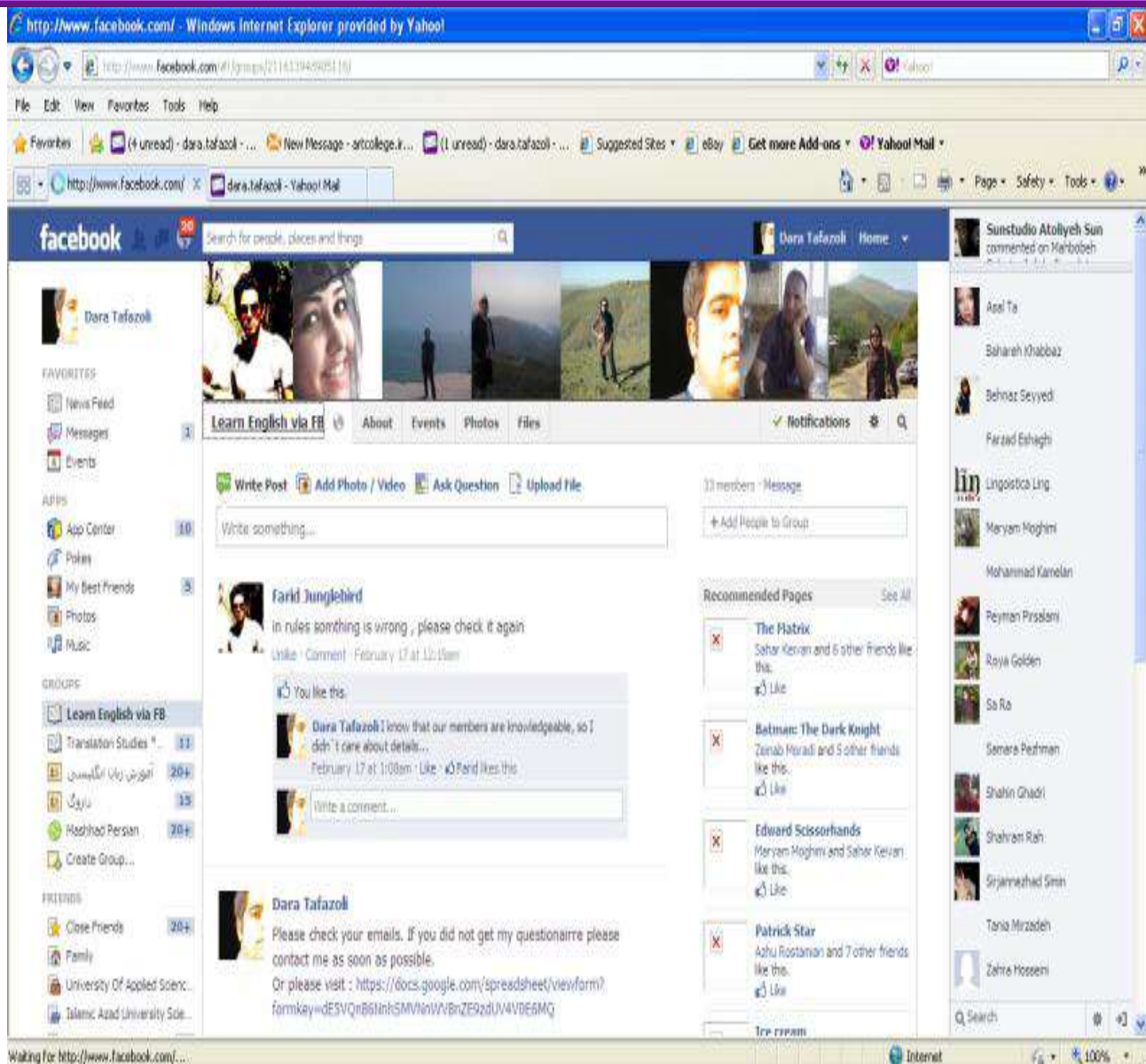
Figure(1) "Learn English via FB" on Facebook

Twitter

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets". Registered users can read and post tweets, but those who are unregistered can only read their application. They have a 140-character limit, and see if pupils can strike up a conversation with them.

Grand Kenedy (ibid) states the following guidelines to establish safe a proper Twitter linkage:

1. Create an Informative List of Resources **-** Before you begin, create a list of things someone wants to provide as information to learners.

2. Create Learning Hashtags a #hash tag which learners improve feedback and communicate on materials.

3. Create Learning Topics **-** Create topics, making hash tags. In Twitter that can also create regular Twitter chat events. Don't forget to encourage learners by liking, re-tweeting and commenting on relevant tweets they share.

4. create learning list with accurate groups' tweets.

5. Show appreciation by favourite a tweet By making the tweet liked.

You Tube

Grand(2015:78) asserts that "It's a website that everyone has heard of. Most people use it on a daily basis, and it's a form of both entertainment and can be used to help us learn better efficiently''.

Jenny (2015:35) argues that, "YouTube is most popular websites on the planet and a vast resource for educational content. The site is home to over 10 million videos tagged as educational resources, many of them submitted by fellow teachers. Create a YouTube account'' .

Skype

Kaplan & Haenlein (ibid) stated that, 'It is a proprietary voice-over-Internet protocol service that can be used to encourage students to communicate with their teacher and with each other. The studies conducted by ESOL says that previously hesitant speakers in lower level ESOL groups were encouraged to talk in greater depth when they were using material which they had created themselves as opposed to using textbook pictures. Sony PSPs were found useful for this, because personalized visual prompts can be recorded whilst capturing still images and videos, the vocabulary level can be fixed, and it uses simple buttons and direction mechanisms which require only a little pre-teaching.

Busuu.com: How does it Work

As described above that, most studies up until now have focused on Busuu as the second largest SNS for language learning with over 5 million members worldwide. The site is divided into five parts: Home, Vocabulary, Dialogue, Writing, Talk, and Review.

The Home page (Figure 1) provides courses that the learner is currently taking; an animated garden which grows as the learner accumulates 'Busuu berries' for successfully completing units and correcting members' written submissions; and tool bars for navigation around the site.

Figure(2), Busuu learning.

The Vocabulary page contains of pictures which illustrate single vocabulary items and key phrases which contain them. Clicking on a word provides the learner with the correct pronunciation (Figure 2). The dialogue page puts the vocabulary in context for the learner to see an L1 translation. The dialogue is then followed by three multiple choice comprehension questions for to answer correctly before proceeding feedback for each other's oral or written work.

Using E-mail to Improve Language Learning Skills

Another social network which is used to improve language learning is an Electronic mail. Wang, as cited in Li, (2000),that' Email is used to employ "dialogue journals" between learners and. Researchers explored that Email helps learners to have permanent interaction with their teacher and give his feedback outside of the classroom. They stated that the cozy access to the Email system is an easier way to complete semester course activities''.

Email was used as a written tool to convey ideas and converting the writing into social activities. Kroonenberg Liaw, (1998:238) suggested using a Spanish Email for conversation students to practice and found its positive points. for developing learner interaction and skills used Email system.

Email system usage has expanded rapidly during the past decades. Electronic mail writing has become popular quickly. Many researchers found that, the performance of Email writing helps teachers to gather individual students for communicating with native speakers and second language learners around the world. To benefits via Email writing, second language teachers performed some projects for students of different languages. communication between cultures facilitates learning the second language and promotes cultural understanding (Chang, 1992).

Data Analysis and Results

This chapter attempts to find out the "Effect of Facebook on University students' English Language Writing Skills". This chapter is a twofold section. The first section presents the results of this study in light hypotheses /questions where it shows the statistical data that has been obtained by the instruments (pretest, posttest). The second part discusses the results. The collected data were statistically analyzed by using SPSS (version, 19). The following statistical methods were used:

a. Descriptive Statistics (frequencies, percentages) were used to describe and summarize the properties of the mass of data collected from the respondents.

b. Inferential Statistics using the Independent Samples t-test were applied to test the null hypotheses formulated for this study and to see whether the scores of students differed in their adoption of Mobile Learning.

c. Pearson correlation coefficient to validity the validity of internal consistency.

Analysis of the Control Group:-

Table (4-1) Distribution of Sample Scores in the Pretest for the Control Group

Results	Mean (scores)	Frequency	The ratio
Success	26	8	32.0
Failure	14.3	17	68.0
Total		25	100%

It is evident from table (4-1) that the control group who has taken a preliminary test had a success rate of about (32%), while the failure rate was (68%) which indicates that the failure rate is very high. The mean of passing scores is (26) and failing (14.3) which reflects the weakness of students in the control group in the passing scores.

Table(4-2) Distribution of Sample Scores in the Posttest for the Control Group

Result	Mean (scores)	Frequency	The ratio
Success	27.4	18	72.0
Failure	16	17	28.0
Total		25	100%

It is evident from table (4-2) that the control group who has taken a post- test had a success rate of (72%) while the failure rate was (28%) which indicates that the success rate is very high. This proves that when taking the post test and there is an improvement in the level of the control group. The mean of passing scores is (27.4) and failing (16) which reflects an improvement in control group in the pass and fail scores.

Analysis of the Experimental Group (Facebook):-

Table (4-3) Distribution of Experiment Group in the Pretest .

Result	Mean (scores)	Frequency	The ratio
Success	27	11	44.0
Failure	11.6	14	56.0
Total		25	100%

It is evident from table (4-3) that the experiment group who has taken a pre -test had a success rate of (44%), while the failure rate was (56%) which indicates that the failure greater than the success rate but at a lower rate when compared to the control group. he mean of passing grades is (27) and failure (11.6) which reflects weakness in experiment group passing scores.

Table (4-4) Distribution of Experimental Group in the Post test

Result	Mean (scores)	Frequency	ratio
Success	31.1	23	92.0
Failure	16.5	2	08.0
Total		25	100%

It is evident from table (4-4) that the experiment group who has taken a post- test had a success rate of (92%), while the failure rate was (8%) which this indicates that the pass rate is very high. This proves there is an improvement in experiment group when taking the post test in using social media and the rate is much higher when compared to a control group. The mean of passing grades (31.1) and failures (16.5) which reflect a significant improvement in passing scores and indicates the best level of large number of students after using social media.

- The increase in the mean (scores) for the experiment group when taking the post- test rose from 27 to 31.1 which means that there is a very significant improvement in the students'scores compared to the control students.

Results of the Control Group

Table (4-5) Distribution of Control Group in the Pre test

Result	Mean (scores)	Frequency	ratio
Weak scores	14.3	17	68.0
Medium scores	20.7	3	12.0
Good and up	29.2	5	20.0
Total		25	100%

It is evident from table (4-5) that the control group who has taken a pre -test scored scores (failing) .They had a rate of (68%) and the pass rate with medium (12%), while those who got good scores or higher had a rate of (20%). The mean of the weak scores is (14.3), the mean scores are (20.7) and the scores for good are (29.2) .

- Weakness of the control group of students who took a pre-test indicates that the failure rate was high.

Table (4-6) Distribution of Control Group in the Post test

Result	Mean (scores)	Frequency	ratio

Weak scores	15.8	4	16.0
Medium scores	22.7	11	44.0
Good and up	32.7	10	40.0
Total		25	100%

It is evident from table (5-6) that the control group who has taken a post -test scored weak scores (failing) .They had a rate of (16%) and the pass rate with medium (44%), while those who got good scores or higher had a rate of (40%). It is noted from the analysis that there is an improvement in the level of control group as the percentage of students increased in the medium score and in good or higher scores increased. The mean of the weak scores is (15.8) the mean scores are (22.7) and the scores for good are (32.7) and there is an improvement in good and higher scores.

Results of the Experimental Group (Facebook) :-

Table (4-7) Distribution of Experiment Group in the Pre test

Result	Mean (scores)	Frequency	The ratio
Weak grades	11.6	14	56.0
Medium scores	22.6	7	28.0
Good and up	29.8	4	16.0
Total		25	100%

It is evident from table (4-7) that the Experiment group who has taken a pre-test scored weak scores (failing) they had a rate of (56%) and the pass rate with medium (28%) while those who got good grades or higher had a rate of (16%). The mean of the weak scores is (11.6) the mean scores are (22.6) and the scores for good are (29.8).

▪ The experiment group when taking the pre- test had a greater failure rate than the pass rate.

Table (4-8) Distribution of Experimental group in the post test

Result	Mean (scores)	Frequency	The Ratio
Weak grades	16.5	1	04.0
Medium scores	24.6	9	36.0
Good and up	35.1	15	60.0
Total		25	100%

It is evident from table (4-8) that the Experimental group who has taken a post -test scored weak scores (failing) .They had a rate of (4%) and the pass rate with medium (36%), while those who got good scores or higher had a rate of (60%). It is noted from the analysis that there is a significant improvement in the level of Experiment group as the failure rate decreased from(56%) to (4%) and the medium score increased from (28%) to (36%) and that there is a very large increase in the percentage of students who obtain grades of good and above from (16%) to (60%) this reflects the role of social media in student learning and development. The mean of the weak scores is (16.5) the mean scores are (24.6) and the scores for good are (35.1) ,the scores of success rose from good or higher as a result of the use of social media.

▪ The mean (scores) of the experiment group when taking the post- test increased from 29.8 to 35.1 which indicate that the students'level has improved significantly as a result of the social media.

Discussion of Hypotheses and Their Testing

Test the significance of the statistical differences of the expressions of the first hypothesis: Social media promotes English language writing skills of university students.

Result of the First Hypothesis

To examine the First main Hypothesis which postulated that "**Facebook promotes English language writing skills of university students**", and to answer the first question stating that.

The researcher notes from the results, that the statements of the first hypothesis using the weighted mean and T test for one sample to test the differences between the respondent's answers as illustrated in table (4-9) were as follows:

➢ The first statement: success with mean of(27.4) and standard deviation (0.854) and the calculated value of T is equal to (37.76)and the significance level (0.020) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who succeeded.

➢ The second statement: failure with mean of (16.0) and standard deviation (0.987) and the calculated value of T is equal to (34.67) and the significance level (0.040) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who failed.

It is noted from the total expressions that the standard deviation is 0.921 and the calculated value of T is 36.22 and the significance level of 0.030 is less than 0.050 and accordingly the first hypothesis which states "**Facebook promotes English language writing skills of university students",** is accepted.

Table (4.9) Discussion of Hypothesis(1) " Facebook promotes English language writing skills of university students".

Result	Mean	standard deviation	calculated value of T	significance level	interpretation
Success	27.4	0.854	37.76	0.020	agree
Failure	16	0.987	34.67	0.040	agree
Total		0.921	36.22	0.030	agree

Result of the Second Hypothesis

To examine the second main Hypothesis which postulated that " **Facebook is perceived as good tool for improving English Language writing skills**'', and to answer the second question stating that.

The researcher notes from the results, that the statements of the second hypothesis using the weighted mean and T test for one sample to test the differences between the respondent's answers as illustrated in table (4-10) were as follows:

➢ The first statement: success with mean of(31. 1) and standard deviation(0.979) and the calculated value of T is equal to (43.462)and the significance level (0.000) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who succeeded.

➢ The second statement: failure with mean of (16. 5) and standard deviation (0.989) and the calculated value of T is equal to (36.321) and the significance level (0.030) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who failed.

➢ It is noted from the total expressions that the standard deviation is(**0.984)** and the calculated value of t is **39.892**and the significance level of 0.015 is less than 0.050 and accordingly the second hypothesis which states (**Facebook is perceived as good tool for improving English Language writing skills**) is accepted.

Table (4-10) Discussion of Hypothesis 2: Social media is perceived as good tool for improving English Language writing skills.

Result	Mean	standard deviation	calculated value of T	significance level	interpretation

Success	31.1	0.979	43.462	0.000	agree
Failure	16.5	0.989	36.321	0.030	agree
Total		0.984	39.892	0.015	agree

Result of the Third Hypothesis

To examine the third main Hypothesis which postulated that "**Facebook improves university students' English Language writing skills"** ,and to answer the third question stating that.

The researcher notes from the results , that the statements of the second hypothesis using the weighted mean and T test for one sample to test the differences between the respondent's answers as illustrated in table (4-11) were as follows:

The first statement: failure with mean of(15. 23) and standard deviation(0.933) and the calculated value of T is equal to (26.802)and the significance level (0.030) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who weak grades.

➢ The second statement Medium degrees with mean of (22. 7) and standard deviation (0.955) and the calculated value of T is equal to (30.658) and the significance level (0.000) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who have Medium degrees.

➢ The third statement: Good and up with mean of (32. 7) and standard deviation (0.881) and the calculated value of T is equal to (35.466) and the significance level (0.020) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of good and up.

It is noted from the total expressions that the standard deviation is (**0.923)** and the calculated value of t is **31.428** and the significance level of 0.010 is less than 0.050 and accordingly the third hypothesis that states (social media improves university students' English Language writing skills) is accepted.

Table (4-11) Discussion of Hypothesis(3) "Facebook improves university students' English Language writing skills".

Result	Mean	standard deviation	calculated value of T	significance level	Interpret-ation
Weak scores	15.8	0.933	26.802	0.030	agree
Medium scores	22.7	0.955	30.658	0.000	agree
Good and up	32.7	0.881	35.466	.020	agree
Total		0.923	31.428	0.010	agree

Result of the Fourth Hypothesis:-

To examine the fourth main Hypothesis which postulated that " Facebook and YouTube help promoting students' pronunciation and speaking when listening to videos of the native speakers" **,** and to answer the fourth question stating that.

The researcher notes from the results, that the statements of the fourth hypothesis using the weighted mean and T test for one sample to test the differences between the respondent's answers as illustrated in table (4-12) were as follows :

➢ The first statement: Weak grades with mean of(16. 5) and standard deviation(0.867) and the calculated value of T is equal to (28.123)and the significance level (0.000) which is less than (0.05), therefore this indicates the existence of statistically significant differences between the sample members in favor of those who obtained weak grades.

- ➢ The second statement: Medium degrees with mean of (24. 6) and standard deviation (0.954) and the calculated value of T is equal to (37.432) and the significance level (0.000) which is less than (0.05) therefore this indicates the existence of statistically significant differences between the sample members in favor of those who obtained Medium scores.
- ➢ The third statement: Good and up with mean of (35. 1) and standard deviation (0.744) and the calculated value of T is equal to (23.442) and the significance level (0.042) which is less than (0.05), therefore this indicates the existence of statistically significant differences between the sample members in favor of those who obtained good and up.
- ➢ It is noted from the total expressions that the standard deviation is(**0.855)** and the calculated value of t is **29.666** and the significance level of 0.014 is less than 0.050 , accordingly the fourth hypothesis which states (Facebook and YouTube help promoting students' pronunciation and speaking when listening to videos of the native speakers) is accepted.

Table (4-12) Discussion of Hypothesis(4)"Facebook and YouTube help promoting students' pronunciation and speaking when listening to videos of the native speakers".

Result	Mean	standard deviation	calculated value of T	significance level	interpretation
Weak scores	16.5	0.867	28.123	0.000	agree
Medium scores	24.6	0.954	37.432	0.000	agree
Good and up	35.1	0.744	23.442	0.042	agree
Total		**0.855**	**29.666**	**0.014**	agree

Summary of Results and Recommendations

The results of the answers to the hypotheses /Questions reached by the current study indicates that there are statistically significant differences between the average scores of students on the post-achievement test on the effect of social media (Facebook) in learning the English language between the two groups , the experimental group that studied on Facebook and the control group that studied in the usual way.

As the results, the current study indicated the importance of Facebook in the educational learning process and its role in the increase in student achievement compared to the usual method, and this increase in achievement is due to the method in which teaching was carried out using this software, where the lessons were designed in an interactive way between the teacher, students and students with each other. Learning through Facebook has a vital and positive impotence in the educational process or learning English Language . A teacher participated in developing the study material, asking, thinking, innovating and finding creative solutions, and the role of the teacher would be a guide and a supervisor, and this in turn greatly helps to preserve knowledge, facts and information.

Therefore, the experimental group students who studied on Facebook were clearly superior to the control group students who studied in the usual way that was based on the explanation and presentation of the teacher.

The results of this study may be attributed to the fact that Facebook is used to diversify interaction and exchange of opinions between students, increase their participation in the educational process, and their retention of knowledge through the many applications provided by Facebook, and in developing many thinking skills, including creative thinking skills that lead the student to reach appropriate solutions to problems.

As this study was conducted in writing through Facebook, the results showed that Experiment Group Facebook Group) has enhanced their spelling and punctuation. The researcher realized that most of their grammar abilities were developed after using Facebook. During enormous correction and rewriting of vocabulary it has been realized that

Facebook or Whatt'sApp helped them to write correct sentences, organize their thoughts before actual writing and motivated to learn.

Moreover, learners showed collaborative work among themselves writing which enhanced their writing skill and that Peer comments have developed students' writing performance.

Based on these results, the enhancement of the students' writing competence resulted from various functions of Facebook that allow the students to discuss, negotiate, collaborate, and share their thoughts with the teacher, their friends, or even other Facebook users.

The result of the current study also explains that the students 'interaction through Facebook and the discussion or writing items that take place between them about the course material leads to the students passing through the communication channels provided by Facebook, which contributes to mastery of learning.

Results

Based on the findings of this study, the following results are made:

1. Facebook promotes university students' English language writing skills.
2. Social media is perceived as good tool for improving university students' English language writing skills.
3. Facebook develops university students' English language writing skills.
4. Facebook and YouTube help promotes university students' pronunciation and speaking when listening to videos of the native speakers.

Recommendations

The results of this study showed the "Effect of Facebook on University Students' English language Writing Skills". Based on the findings of this study, the following recommendations are made:

1. As Facebook is the most popular social platform, decision makers should make new plans to utilize Facebook in the teaching and learning process.
2. English Language teachers should pay more attention to students with weak English language abilities to increase their language learning process.
3. For good writing skills, students should read more because reading is a key for good writing.
4. Researchers may investigate attitudes and perceptions of language instructors who use Social as learning techniques during their EFL classes.

Suggestions for further Studies

Although this study focused on the effectiveness of Using Social Networks on improving the Sudanese EFL University Students' Writing Skills, the following suggestions can be addressed in future research as an extension:

1. A new study is needed to investigate different impacts of using Social Media a strategy for improving of multiple language skills.
2. Researchers may investigate attitudes and perceptions of language instructors who use Social as learning techniques during their EFL classes.
3. Future research is proposed to investigate attitudes and perceptions of students towards using Social Networks.

References

1. Al-Rahmi, W., & Othman, M. (2013a). The impact of social media use on academic performance among university students: A pilot study. *Journal of Information Systems Research and Innovation, 4*, 1-10.

2. Badger, R and White, G (2000) A process genre approach to teaching writing. English Language Teaching Journal 54/2: 153 –160.

3. Behera, S. (2014). E- and M-learning: A comparative study. *International Journal on New Trends in Education and Their Implications*,4(3), 65-78.

4. Cavus, N and Ibrahim, D (2009) m-Learning: An experiment in using SMS to support learning new English language words. British Journal of Educational Technology 40/1: 78 – 91.

5. Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media.

6. Golonkaa, E., Bowles, A., Frank, V., Richardson, D., &Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning,*27(1), 70-107.
7. Gorichanaz, T. (2011). Mobile learning: attitudes and effectiveness, p.12. Retrieved from: https://www.academia.edu/1476096/Mobile_Learning_Attitudes_and_Effectiveness
8. Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, *3*(1), 101-114.
9. Mills, N. A. (2009). Facebook and the use of social networking tools to enhance language learner motivation and engagement. Paper presented at the Northeast Association for Language Learning Technology (NEALLT) Conference, Yale University, New Haven, CT, 30–31 October.
10. *Teaching English with Technology*, http://www.tewtjournal.org