

**An-Najah National University  
Faculty of Graduate Studies**

**The Effect of Social Media on Palestinian  
Ninth Graders' English Writing Proficiency**

**By  
Enas Abed Al-Raheem Abu Hamdeh**

**Supervisor  
Dr. Nedal Jayousi**

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**2015**

# **The Effect of Social Media on Palestinian Ninth Graders' English Writing Proficiency**

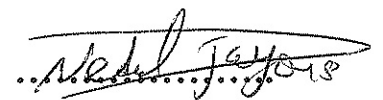
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**Enas Abed Al-Raheem Abu Hamdeh**

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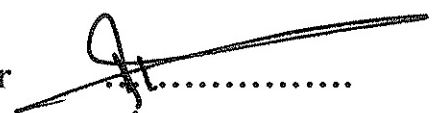
## **Defense Committee Members**

## **Signature**

**1. Dr. Nedal Jayousi / Supervisor**



**2. Dr. Hussam Qaddomi / External Examiner**



**3. Dr. Soheil Salha / Internal Examiner**



## Dedication

*This thesis is dedicated with gratitude to:*

*Allah Almighty for giving me the strength and health to  
complete this thesis.*

*My dear father and my lovely mother for their endless and  
unconditional love, care and support to make the dreams a  
reality.*

*My wonderful brothers for their unique friendship and  
support.*

*My sweet cousins and friends whose support and  
encouragement were always pushing me up.*

*My dear Dr. Nedal Jayousi who supported me a lot and  
taught me how to charge others with power and bravery.*

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who supported me a lot.*

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## الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

## The Effect of Social Media on Palestinian Ninth Graders' English Writing Proficiency

### أثر وسائل التواصل الاجتماعي على مهارة الكفاءة الكتابية لطلبة الصف التاسع

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## Table of Contents

No.	Content	Page
	Dedication	iii
	Acknowledgement	iv
	Declaration	v
	Table of Contents	vi
	List of Tables	ix
	List of Appendices	xii
	Abstract	xiii
	<b>Chapter One: Introduction and Theoretical Background</b>	<b>1</b>
1.1	Preview	2
1.2	Introduction and Theoretical Background	2
1.3	The Statement of the Problem	4
1.4	Aim and Objectives of the Study	5
1.5	Questions of the Study	6
1.6	Hypotheses of the Study	6
1.7	The Significance of the Study	7
1.8	Limitations of the Study	8
1.9	Operational definitions	9
1.9.1	Social Media	9
1.9.2	Ninth Graders	9
1.9.3	Writing skills	9
1.9.4	Conventional Classroom Instructions	10
1.9.5	Experimental Classroom Instructions	11
1.10	Conclusion	11
	<b>Chapter Two: Review of Related Literature</b>	<b>12</b>
2.1	Preview	13
2.1.1	Theoretical Background	13
2.1.2	Related Studies	13
2.2	Introduction	13
2.3	Part One: Related Literature	14
2.3.1	The Effect of Social Media on Teaching and Learning English Language	14
2.3.2	Roles of Teachers and Learners	16
2.4	Social Media and Its Common Uses in Education	17
2.5	Social Media Education	18
2.6	Teaching Writing through Social Media	19
2.7	Writing Process Stages	19
2.8	Why Writing is Difficult?	20
2.9	Conclusion	21

No.	Content	Page
2.10	Part Two: Related Studies	21
2.10.1	Local Studies	22
2.10.2	Arab Studies	24
2.10.3	Foreign Studies	25
	<b>Chapter Three: Methodology and Procedures</b>	<b>28</b>
3.1	Preview	29
3.2	Methodology	29
3.3	Population of the study	29
3.4	Sample of the study	30
3.5	Tools of the study	32
3.6	Validity of the Tools	33
3.7	Reliability of the Tools	33
3.8	Procedures of the study	34
3.9	Variables of the Study	36
3.9.1	Independent Variable	36
3.9.2	Dependent Variables	37
3.10	Statistical Analysis	37
3.11	Conclusion	38
	<b>Chapter Four: Results</b>	<b>39</b>
4.1	Preview	40
4.2	Results Related to the Study Questions	40
4.2.1	Results Related to the Main Question	40
4.2.2	Results Related to the Second Question	42
4.2.3	Results Related to the Third Question	43
4.3	Results Related to the Study Hypotheses	45
4.3.1	Results Related to the First Hypotheses	45
4.3.2	Results Related to the Second Hypotheses	46
4.3.3	Results Related to the Third Hypotheses	51
4.3.4	Results Related to the Fourth Hypotheses	53
4.3.5	Results Related to the Fifth Hypotheses	57
4.3.6	Results Related to the Sixth Hypotheses	61
4.4	Results Related to the Standardized Writing Test	64
4.5	Conclusion	64
	<b>Chapter Five: Discussion of the Results, Conclusion and Recommendations</b>	<b>65</b>
5.1	Preview	66
5.2	Discussion of the Study Results	66
5.3	Discussion the Results of the Main Questions	66
5.3.1	First Domain: The students' attitudes towards using social media as a tool of writing in English language	66

<b>No.</b>	<b>Content</b>	<b>Page</b>
5.3.2	Second Domain: The kinds of impact that social media has on the students' writing competence	69
5.3.3	Third Domain: The effect of social media has on the students' writing proficiency; with respect to gender and location	71
5.4	Discussion the Results of the Sub-Questions	71
5.5	Discussion the Results of the Standardized Writing Test	74
5.6	Conclusions	75
5.6	Recommendations	76
5.7.1	For the Teacher	76
5.7.2	For the Student	77
5.7.3	For the School	77
	<b>References</b>	<b>78</b>
	<b>Appendices</b>	<b>84</b>
	الملخص	ب



### List of Tables

No.	Table	Page
<b>Table (1)</b>	Distribution of the study sample according to gender variable	31
<b>Table (2)</b>	Distribution of the study sample according to academic qualification variable	31
<b>Table (3)</b>	Distribution of the study sample according to governorate variable	31
<b>Table (4)</b>	Distribution of the study sample according to educational experience variable	31
<b>Table (5)</b>	Distribution of the study sample according to professional experience variable	31
<b>Table (6)</b>	Distribution of the study sample according to sector variable	32
<b>Table (7)</b>	Reliability coefficients of each domain and the total score of the study	34
<b>Table (8)</b>	Means, standard deviation, percentages and levels of students' attitudes towards using social media as a tool of writing in English language	41
<b>Table (9)</b>	Means, standard deviation, percentages and levels of kinds of impact that social media has on the students' writing competence	42
<b>Table (10)</b>	Means, standard deviation, percentages and levels of the effect of social media on the students' writing proficiency ; with respect to gender and location	44
<b>Table (11)</b>	Means, standard deviation, percentages and levels of the effect of social media on Palestinian ninth graders' English writing proficiency domains and total score	45
<b>Table (12)</b>	T-Test for independent samples of the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to gender	46
<b>Table (13)</b>	Frequencies, means, and standard deviation, of the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification	47

<b>No.</b>	<b>Table</b>	<b>Page</b>
<b>Table (14)</b>	One-way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification	47
<b>Table (15)</b>	Scheffe post hoc results to determine the differences in domain of the students' attitudes due to academic qualification	48
<b>Table (16)</b>	Scheffe post hoc results to determine the differences in domain of the kind of impact due to academic qualification	49
<b>Table (17)</b>	Scheffe post hoc results to determine the differences in total score due to academic qualification	50
<b>Table (18)</b>	Frequencies, means, and standard deviation, of the effect of social media on Palestinian ninth graders' English writing proficiency due to governorate	52
<b>Table (19)</b>	One-way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to governorate	53
<b>Table (20)</b>	Frequencies, means, and standard deviation, of the effect of social media on Palestinian ninth graders' English writing proficiency due to educational experience	54
<b>Table (21)</b>	One-way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to educational experience	54
<b>Table (22)</b>	Scheffe post hoc results to determine the differences in domain of the students' attitudes due to educational experience	55
<b>Table (23)</b>	Scheffe post hoc results to determine the differences in domain of the kind of impact due to educational experience	56
<b>Table (24)</b>	Scheffe post hoc results to determine the differences in total score due to educational experience	56
<b>Table (25)</b>	Frequencies, means, and standard deviation, of the effect of social media on Palestinian ninth graders' English writing proficiency due to professional experience	58

<b>No.</b>	<b>Table</b>	<b>Page</b>
<b>Table (26)</b>	One-way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to professional experience	58
<b>Table (27)</b>	Scheffe post hoc results to determine the differences in domain of the students' attitudes due to professional experience	59
<b>Table (28)</b>	Scheffe post hoc results to determine the differences in domain of the kind of impact due to professional experience	59
<b>Table (29)</b>	Scheffe post hoc results to determine the differences in domain of the effect of social media due to professional experience	60
<b>Table (30)</b>	Scheffe post hoc results to determine the differences in total score due to professional experience	61
<b>Table (31)</b>	Frequencies, means, and standard deviation, of the effect of social media on Palestinian ninth graders' English writing proficiency due to sector	62
<b>Table (32)</b>	One-way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to sector	62
<b>Table (33)</b>	Scheffe post hoc results to determine the differences in domain of the students' attitudes due to sector	63
<b>Table (34)</b>	T-test for independent samples of writing skill due to group	64

## List of Appendices

<b>No.</b>	<b>Appendix</b>	<b>Page</b>
<b>Appendix (A)</b>	Questionnaire	85
<b>Appendix (B)</b>	Test	89
<b>Appendix (C)</b>	The Validation Committee for the Questionnaire and the Standardized Writing Test.	90
<b>Appendix (D)</b>	Permissions of the Faculty of Graduate Studies' Dean at An-Najah National University	91

**The Effect of Social Media on Palestinian Ninth Graders' English  
Writing Proficiency**

**By**

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**Supervisor**

**Dr. Nedal Jayousi**

**Abstract**

This study aimed at investigating the effect of using social media on the ninth graders' progress in writing skills and their attitudes towards writing at schools in the West Bank. Moreover, the study examined the effect of gender, academic qualifications, governorate, educational experience, professional experience, professional experience in teaching English as a foreign language and sector on Palestinian ninth graders' English writing proficiency.

A five point Likert questionnaire and a standardized writing test were developed. The researcher administer them to experimental group and control group from ninth grades. This test included three composition questions to get three paragraphs based on English writing proficiency of Palestinian ninth graders'.

A stratified random sample consisted of "1094" Palestinian ninth graders' English language teachers in the West Bank was chosen. Also, a standardized writing test was randomly administered to also a stratified random sample of "180" Palestinian ninth graders'.

The researcher used SPSS to analyze data. Results showed that Palestinian ninth graders' have positive attitudes towards using social

media as a tool of writing in the English language. There were no significant differences on the effect of social media towards English writing proficiency of Palestinian ninth graders' due to gender and governorate in the domains of the students' attitudes, type of impact and the effect of social media.

Additionally, there were no significant differences in the effect of social media towards English writing proficiency of Palestinian ninth graders' due to academic qualification on the third domain, whereas there were significant differences on the effect of social media towards English writing proficiency of Palestinian ninth graders' due to academic qualification in the first and second domains.

There were also statistically significant differences on the effect of social media towards English writing proficiency of Palestinian ninth graders' due to educational experience and professional experience in the first and second domains. While there were no significant differences on the effect of social media towards English writing proficiency of Palestinian ninth graders' due to educational experience and professional experience in the third domain.

Moreover, there were no significant differences on the effect of social media towards English writing proficiency of Palestinian ninth graders' due to sector in the second and third domains, but there were significant differences on the effect of social media towards English

writing proficiency of Palestinian ninth graders' due to sector in the first domain.

The researcher recommended that teachers are asked to use the social media technology in teaching writing skills in order to develop and improve their students' ability in writing skills. It also suggested that further researches should be conducted on the effects of social media towards different English skills and other school subjects.

# **Chapter One**

## **Introduction and Theoretical Background**



## **Chapter One**

### **Introduction and Theoretical Background**

#### **1.1. Preview**

This chapter presented theoretical background about the effect of social media on Palestinian ninth graders' English writing proficiency, the questions of the study, the statement of the study, the purpose, the significance, the hypotheses, the operational definition of terms, and the limitations of the study.

#### **1.2. Introduction and Theoretical Background**

" Writing is one of the four English language skills that requires special attention. It is the process of transforming thoughts and ideas into written communication" (Isa, 2012). Millrood (2001) defined writing as a communicative skill to send, retrieve and store messages with the help of written symbols. As it is a productive language process. Writing can be expressive, poetic, informative and persuasive.

" Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts" (Millrood, 2001). Isa (2012) added that writing is an important language activity and a major classroom procedure. It is an effective technique and process for reinforcing the oral language material and it is important for providing evidence of the students' achievements. Writing proficiency plays a great role in conveying a written message

accurately and effectively. It is equated with speech because both of them are used for conveying ideas, notions and information.

According to Albawe and Stanley (2014) online learning provides major benefits to both students and teachers. The benefits include convenience, time and geographic flexibility. The internet makes resources more accessible at a low cost. It has a great role and helps in facilitating and stimulating teaching and learning English as a foreign language.

Moreover, (Albawe and Stanley, 2014; Bates, 2000) added that multimedia tools simulate real task environments which can motivate learners as well as facilitate learning. However, the adoption of technology in development, delivery, and administration is not a simple process, which requires minor modification. Educators and educational institutions must be aware that it is a fundamental shift of philosophy, policy, and instruction. Research performed over several decades encourages teachers to use technology and social media as methods for developing such skills as communication, critical thinking, and retention advancement.

Cochran-Smith (1991) cited in Isa (2012) showed that elementary students involved in computer-based writing projects increased the level of their communication skills when paired in collaborative writing assignments completed in a technology-based setting. Moreover, he indicated that learning to write is not just a mechanical process in which students manipulate grammar and words on a page in order to produce literary works. Young children are often encouraged in writing to invent

spellings, to write for a variety of audiences, to participate in peer editing and to produce a number of drafts of the same writing.

Social networking is one aspect of social media, where individuals are in communities that share ideas, interests or are looking to meet people with similar ideas and interests (Isa, 2012). Mhunpiew and Purayidathil (2015) mentioned that " (Solis, 2008) comprises the activities of social media that involve socializing and networking online through words, pictures and videos."

The researcher believed also based on Isa (2012) study that the need for the study to spring on the following resources: Firstly, the researcher interviewed English teachers who have wide knowledge about students levels and results, especially in ninth exams. Most of them agreed on the idea that students suffer from weak main writing skills. Secondly, the lack of researches in this field and new technologies took our teachers and students far away from technology contemporary life. So, the new tendency in English language education focused on integrating technology to teaching and learning process and improving EFL collaborative writing skills.

### **1.3. Statement of the Problem**

Teaching and learning writing is not an easy job for both teachers and learners. In the study done by Khalil (2002), it is found that non native speakers of English faced problems and made mistakes in punctuation especially in sentence forming, usage and mechanics of writing.

In a study carried out by the National Commission on Writing(2003), it was found that the diffusion of new technologies, the development of the knowledge and these technologies have contributed to and have made the teaching and learning of writing more important than ever before.

Based on these assumptions, the researcher looks for improving the students' way of writing through using the suitable and enthusiastic way "social media" and its effects on the students' English writing proficiency.

#### **1.4 Aim and Objectives of the study**

##### **1.4.1 The present study aim at**

- investigating the impact of using social media on the 9th graders' writing competence and their attitudes towards writing at schools in the West Bank.

##### **1.4.2 Objectives of the study**

More specifically, the study addresses the following objectives:

- Mapping whether social media affects the students writing competence positively or negatively.
- Finding out if there are any significant differences in the students competence in writing as a result of using social media on the ninth graders' writing competence due to gender, social media, writing skill and geographical distribution.

## **1.5 Questions of the study**

The study aims to answer the following questions:

### **1.5.1 Other main question of the study**

- What is the effect of using social media on Palestinian ninth graders' English writing proficiency in the West Bank schools?

### **1.5.2 The questions of the study**

- Are there statistically significant differences at ( $\alpha \leq 0.05$ ) of social media that affects students' writing competence in either a positive or a negative way?
- Are there statistically significant differences at ( $\alpha \leq 0.05$ ) on the ninth graders' gender "male /female" towards learning English language writing skills through social media?
- Are there statistically significant differences at ( $\alpha \leq 0.05$ ) on the geographical distribution towards learning English language writing skills through social media?

## **1.6 Hypotheses of the study**

This study tested the following hypotheses:

- 1.6.1** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to gender.

**1.6.2** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to academic qualification.

**1.6.3** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to governorate.

**1.6.4** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to educational experience.

**1.6.5** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to professional experience.

**1.6.6** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to sector.

## **1.7 The Significance of The Study**

The significance of the study springs from the fact that social media has been newly introduced to the field of education. Moreover, it is the first study, as far as the researcher is concerned to be conducted in the field of English language in Palestine. For this reason, the study may be highly significant for:

**1.7.1** English language teachers' intending to implement new steps, procedures, activities and techniques based on technology ;i.e. social media to improve students' writing skills proficiency.

**1.7.2** Encouraging and motivating students to use social media to improve their writing skills proficiency.

**1.7.3** Stimulating specialists' and supervisors' interests in conducting training courses for teachers' to sustain their skills in using social media in their teaching writing.

**1.7.4** Encouraging syllabus designers to modify, organize and enrich English language curricula with various instructions, techniques and activities for teaching writing based on social media tools.

## **1.8 Limitations of the study**

This study has the following limitations:

**1.8.1** Locative limitations: The population of the study consists of the ninth graders' schools in the West Bank. The sample of the study as representative one.

**1.8.2** Temporal limitations: The study is going to be carried out in the first and the second semesters during the academic year 2014 – 2015.

**1.8.3** Human limitations: The population of the study consists of the ninth grade students at the primary stages in governmental, private and UNRWA schools in the West Bank.

**1.8.4 Topical limitations:** It conducts social media through using facebook, twitter, internet and Google. It conducts one of the most important skills in English language that is writing skill.

## **1.9 Operational definitions**

This study has the following operational definitions:

### **1.9.1 Social Media**

In this study, the researcher studies social media "facebook, twitter, Instagram, email, youtube and Google " and its affects on the students' writing proficiency. The study agrees with (Suomen Toivo, 2012) description for social media as a new information network and information technology using a form of communication utilizing interactive and user-produced content, and interpersonal relationships are created and maintained. Typical social media network services could be content sharing, web communities, and Internet forums.

### **1.9.2 Ninth Graders**

The study targets of the ninth grade "male and female" students' in primary schools for government, UNRWA and private schools.

### **1.9.3 Writing skills**

According to the table content of 9th grade student book (2008, pp.3-4), the researcher looks for utilizing writing skills objectives for grade 9 in learning, which are:



1. Write an email from notes.
2. Order events into a paragraph.
3. Write a report from notes.
4. Summarize of a conversation/ opinions and reactions.
5. Write a story.
6. write an informal letter.
7. Make a project proposal.
8. Write your own message.

#### **1.9.4 Conventional Classroom Instructions**

In the conventional education, the researcher finds non native teachers in the Palestinian schools teach students without understanding what they taught for and missing technology in teaching writing skill as (Robert, 2009) defined the conventional education as it focuses on teaching, not learning. It incorrectly assumes that for every ounce of teaching there is an ounce of learning by those who are taught. (Hayashi, 2011) added that a child learns such fundamental things as how to walk, talk, eat and so on without being taught these things. Adults learn most of what they use at work or at leisure while at work or at leisure. Most of what is taught in classroom settings is forgotten and much of what is remembered is irrelevant.

### **1.9.5 Experimental Classroom Instructions**

In the experimental classroom, the researcher selects students use social media " facebook, twitter, Instagram, email, youtube and Google " in different conditions. Some of the students learn English writing skill through social media, the others don't use social media in learning English writing skill, so the study tested the students' writing proficiency through using the written test to see whether they are in their positions or not. The researcher tries to keep in touch with the new technology especially in teaching English writing skills proficiency.

### **1.10 Conclusion**

This chapter introduced the potential need for conducting this current study and shed light on the long-run aims beyond integrating social media based technology for ELT in general and English writing in particular. This chapter also presented the questions of the study, the statement of the study, the purpose, the significance, the hypotheses, operational definition of terms, and the limitations of the study. The next chapter tackles the review of related literature and related studies.

## **Chapter Two**

# **Introduction and Theoretical Background**

## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Preview**

This chapter presented theoretical background and related studies that divided into two parts:

##### **2.1.1 Theoretical Background**

This part is subdivided in two parts: the theoretical background and the related studies. The first part falls into two fundamental areas. The first area is concerned with the effect of social media on teaching and learning English language, roles of teachers and learners, social media and its common uses in education and social media education.

The second area sheds the light on the writing skill included: teaching writing through social media, writing process stages and why is writing difficult?

##### **2.1.2 Related Studies**

The second part sheds the light on the related studies that are divided into: Local, Arab and Foreign studies which are related to the utilization of social media in teaching and learning English as a foreign language and its impact on developing the writing skill.

#### **2.2 Introduction**

Using social media tools in teaching sometimes can be very challenging to instructors. Students can be a very good consulting source

because they are the experts and they have a better understanding of the tools (Liu, 2010).

Crook, et al (2008) cited in Liu (2010) added that social media tools provided learners with new opportunities to become independent in their study and research. They encouraged a wider range of expressive capacity.

Liu (2010) stated "The future technology integration in education should focus on what students use instead of what the school wants them to use to guarantee maximum efficiency. When students became the stakeholders of their own learning, education would be truly revolutionalized through the effective collaboration between educators and students."

The researcher presented related literature and related studies that address the positive and the negative effects of social media on the ninth graders' writing proficiency.

## **2.3 Part One: Related Literature**

### **2.3.1 The Effect of Social Media on Teaching and Learning English Language**

In a study about conducted on the impact of social networking on new age teaching presented that social media create a new community where teachers and students do not have to communicate by means of the traditional face-to-face classroom environment. The brand-new changing way of teaching-learning environment definitely brings about impacts. The

impacts of Social Media for teaching and learning are reflected by the teaching-learning styles, teacher-student roles, and affective-attitudinal effects (Kalasi, 2014; Kimmons and Veletsianos, 2014).

The study added that the formal use of Social Media could be recognized as a combination of online and traditional classroom teaching. (Schmidt and Brown, 2004) believe that such a combination could enhance the teaching and learning environment as well as technology literacy of both students and teachers. The quality of experiential learning needs to be achieved by examining the teaching style; assessing the students' preferred learning styles; knowing about online and traditional teaching and learning tools and how to select them; and lastly, reflecting, implementing and revising the online teaching plan. The process will be more effective if teachers along the way (Schmidt, 2002) implement classroom action research.

"For learners, independency and autonomy are necessary learning styles to be successful online language learners, especially in the distance learning context" (Kalasi, 2014). Kalasi (2014) added that online learners' must be able to ability to identify, share and manage learning experiences, which to fulfill their learning needs in order to have any profits from the new learning mode.

Sitthirak (2013) developed a tool; "Detecting Learning Styles" (DeLeS) is a computer program that helps find out the learning styles of students participating in online courses. They found that students have the

sensing/intuitive dimension, the active/reflective and sequential/global dimension in learning online respectively (Kalasi, 2014).

### **2.3.2 Roles of Teachers and Learners**

With the social media integrated as the new environment of learning, the role of the teachers is altered to be less controlled as (Dalton, 2009) implied from his research result that “teachers should change their role into ‘facilitator’ rather than the ‘giver-of-knowledge’ and promote more group work and relaxing learning environments”. For Online Distant Learning (ODL) teachers, (Easton, 2003) claimed that the teachers had two roles in particular, starting from an instructional designer at first to an interaction facilitator when the online course begins.

(Duncan and Barnett, 2012) found that, besides the roles of directing and leading the online learning class to reach the goal, the online teachers also had to be aware of a balance of flexibility of the teaching time and problem-solving tasks that might occur anytime while working on a lesson.

As to students’ new roles, they have to engage in online task-based learning or discussions (Kalasi, 2014). This has eliminated the general chatting time better than face-to-face discussion (Dalton, 2009). (Craig et al, 2008) asserted that students’ views of the best online language learners consisted of self-motivation, punctuality of assignment and originality of work. They also expected that the best online teachers must be able to

provide useful feedback, advise them for discussion and encourage them to have critical thinking (Sitthirak, 2013).

The researcher found that the previous studies explored the concept of interactive learning on the writing skill by focusing upon a specific use of internet and portable technology. The role of social media may offer a new construct to enhance the learning experience for the writing skill.

## **2.4 Social Media and Its Common Uses in Education**

Social media includes activities such as socializing and networking online through words, pictures and videos. Also, social media is redefining how it is related to each other as humans and how humans relate to the organizations that serve us. It is about dialog two way discussions bringing people together to discover and share information (Solis, 2008).

Lin (2012) stated that students learn more in less time when they receive computer- based instruction and the use of technology in higher level reasoning and problem solving abilities.

Ibrahim (2013) found that one of the positive influences is that the internet plays a vital role in providing teenagers with multi- connected networks across the globe. It sets the basis of a virtual world, one which exists without face-to-face interactions which may cause the learners especially the shy ones feel embarrassed from their classmates.

Thus, it is clear that social media played a vital role on the students' writing proficiency. Students can chat together, visible to most others and



even communicate with people outside the classroom. In addition, opportunities to participate in non school subject matters are almost endless and again in ways that are visible to everyone in the class.

## **2.5 Social Media Education**

Tynes (2007) emphasized that online discussions direct teenagers into self- learning and create opportunities for them to develop critical thinking and argumentation skills.

Virtual communication could potentially enhance its user's social understanding and offer positive influences (Nauert, 2010). Whereas Wheeler (2009) added that learners will not find it comfortable to learn with their teachers over their shoulders.

Besides Odell (2011) added that social media has several effects on academic work. It also has a positive impact on students sense of themselves in the community and Al Sharawneh (2012) agreed that the proficiency of the writing skill of language teachers and students has always been important because the results of such an effect are used for a variety of administrative, instructional and research purposes. Classroom teachers benefit from these results. They use these results to help improve, influence, refine and shape their students' attained writing ability.

The researcher found that the study has been based on a didactic framework which integrating social media in the teaching and educationally interaction. This was particular with the purpose of

promoting a better and more extensive student writing proficiency in the classroom.

## **2.6 Teaching Writing through Social Media**

Khailani and Muqattash (1996) mentioned five pedagogical purposes for teaching writing. They are reinforcement, training, imitation, communication and fluency.

The researcher found many purposes for teaching writing through social media to students of English as a foreign language that affected on their language development, learning style and writing as a skill.

## **2.7 Writing Process Stages**

Millrood (2001) discussed a three- phase framework of teaching to write:

**2.7.1. Pre-writing:** schemata- the previous knowledge a person already has activation, motivation for writing, preparation for the writing and familiarization with the format of the text.

**2.7.2. While- writing:** thesis development, writing from notes, proceeding from a given beginning phrase and following a plan.

**2.7.3. Post- writing:** reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing.

Lindsay and Knight (2006) suggested that teachers should divide writing activities into three stages:

- **Pre-writing stage:** teachers set the task and learners prepare for what they will write.
- **Writing stage:** the learners do the task. For example, writing a report, a story, a letter.
- **Post-writing:** feedback and follow-up work.

The researcher found that the students' writing proficiency through social media has been considered in the experimental test as an important tool of this study.

## **2.8 Why is Writing Difficult?**

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

On the other hand, regarding the linguistic problem, students have to compensate for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure as well as the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own.

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 to learn the structures of writing; which are not used in speaking. Students also have to learn how to organize their ideas in a way by which a reader can absorb it without being present or knowing the writer.

It is known that writing is a difficult skill as it is a productive skill. The students suffer when they are asked to write, so the need to develop students' writing skills by utilizing social media considered an important study.

## **2.9 Conclusion**

This part presented that the students should be given the chance to practice writing process stages: prewriting, drafting, revising, editing and publishing through using social media and teachers of English language should be trained on using social media to practice writing process stages in their classes for its importance in helping their students to overcome the obstacles that face them in writing lessons.

## **2.10 Part Two: Related Studies**

The second part of this chapter presented different studies: Local, Arab and Foreign that interacted with the effect of social media on Palestinian ninth graders' English writing proficiency.

### **2.10.1 Local Studies**

- Abed (2012) carried out a study about "The Role of Social Communication Networks in Mobilizing The Palestinian Public Opinion Toward Socio-Political Change" in Al-Aqsa University, Gaza Strip.

The spread of social communication networks was one of the most remarkable achievements in that day and age. Social networks played a vital role in forming the world public opinion, especially the Palestinians in their social and political issues.

The study aimed to concern with the reality of social communication networks.

Universities in the Gaza Strip, who commonly use the internet and social communication networks.

The most important findings of the study were: Email was the most commonly used, done at home three hours a day. The degree of confidence was average. The variables of gender and residence have no effect on the role of social communication networks in mobilizing the public opinion towards social and political change, whereas there was an effect of both university and specialization variables.

- Isa (2012) conducted a study about " The Effect of Using Wikis on Improving Palestinian 9th Graders' English Writing Skills and their Attitudes towards Writing" in The Islamic University of Gaza.

The study aimed to examine the impact of using wikis on the 9th graders' improvement of writing skills and their attitudes towards writing at UNRWA schools in the Middle Area in Palestine and to enhance English language teachers competencies in using wikis on improving their students' writing skills. Additionally, it aimed at making a sort of distinction via the effect of wikis on 9th graders writing skills.

Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the controlled group in favor of the experimental group. This was due to the wiki technology.

The study recommended that teachers were asked to use the wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills. Also, it suggested that further researches should be conducted on the effects of wikis on different English skills and other school subjects.

- Ibrahim (2013) conducted a study about " The effect of using facebook on improving students' writing skills in English" at the Latin Patriarchate school in Zebabdeh.

For data collection, the researcher used an experimental group, a controlled group and IQ test. The experimental group was taught how to write effectively by using the modern technological tools mainly facebook, whereas the control group was taught writing traditionally.

Based on these findings, the researcher found that there was an obvious effect of using facebook on improving the students' writing skill.

## **Conclusion**

The researcher concluded from the Local Studies which are related to the effect of using social media on improving the students' writing and the positive relationship between teaching and learning English writing skill through social media.

### **2.10.2 Arab Studies**

- Alshohry (2014) conducted a study about " The Effects of Using Electronic Social Networks on Social Relationships "Facebook and Twitter as Example" at King Abdul Aziz University, Jedah.

The study revealed several results including: The most important reasons urging students to use facebook and Twitter are: freedom in expressing their opinions and exchanging ideas which cannot be expressed in their societies. In addition, students benefited from these websites in fostering their old friends and searching for new ones and communicating with their far relatives who live abroad.

The study showed that using facebook and twitter have many positive effects including cultural exchange and intellectual openness while lack of family reaction came as one of the most significant effects. In addition, the results indicated the existence of inverse relationship among age and academic level variables and causes of use and social relationships

nature, merits and demerits. There was also positive relationship between number of hours' variable and causes of use, most dimensions of social relations and advantages. Furthermore, the results proved positive relationship between method of use variable and social relationships nature, merits and demerits.

The research concluded a set of recommendations such as organizing courses to educate student how to use social networks well as well as using modern telecommunications technology in academic learning.

## **Conclusion**

The researcher concluded from the Arab Studies that they are related in the effect of using social media on improving the students' writing skill, its importance in teaching and learning in general and gave freedom in expressing their opinions and exchanging ideas which could not be expressed in their societies. Using the experimental and the controlled groups in favor to the experimental study.

### **2.10.3 Foreign Studies**

- Aniemeka (2013) conducted a study on the use of "Social media and entrepreneurship education: pedagogical implications of computer mediated communication in higher learning in Africa" at Greenleaf University, Melbourne.

The purpose of the research was to examine how computer mediated communication in particular; social media is employed for



entrepreneurship education in Nigeria. Data obtained from the email interviews indicate that educational background and aptitude influence the use of social media in entrepreneurship education. Moreover, the research indicated the use of online social networks could play important role in university teaching in Nigeria.

The findings concerned that distributed learning could be separate and separable from the face-to-face experience of conventional pedagogy, and identified major shift in teacher education globally and how learners are demanding more, thus making a small contribution to the under-researched area of social media and entrepreneurship education in Africa.

It concluded that while the internet has been praised as an instructional tool, it was also a strong contrivance for transforming the teaching-learning process in new and powerful ways.

- Kissler (2010) conducted a study about "Connect.ED: promoting higher education via social media to millennial " at Eastern Washington University, Cheney, Washington.

Social media became a powerful tool for creating and sharing in conversations with people next door and around the globe. It was not just about the technology (tools and services) but also the behaviors, culture and relationships that were created and delicately managed.

This recent generation of tech-savvy and highly engaged individuals was the most connected group on the planet. They gathered information

from a variety of sources and were quick to identify false messaging. Messages were delivered in seconds to networks of hundred and thousands of individuals who were all listening to that new form of "word of-mouth" communication.

This research explored the difficulties current and prospective students were having with higher education, the characteristics of Millennial, the phenomena of social media and how all of these could be combined to ensure the success of our next greatest generation.

## **Conclusion**

The researcher concluded that the Foreign Studies related to using social media and the internet in education and assured their importance as an instructional tool in teaching and learning in general.

## **Chapter Three**

# **Methodology and Procedures**

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1 Preview**

This chapter addressed the procedures and methods used by the researcher to determine the population and the sample of the study, as well as the practical procedures used to build and describe the study tools. It also illustrated the types of statistical tests used in this study. Furthermore; it included a description of the reliability and validity of the study tools.

#### **3.2 Methodology**

A descriptive approach statistical analysis was used to achieve the main purpose of the study as well as to answer the research questions. The researcher studied two tools of the study namely questionnaire and standardized writing test to fit the variables and the hypotheses of the study.

#### **3.3 Population of the study**

The population of the study consisted of:

**3.3.1** The total number of the ninth English language teachers in the West Bank at the private, governmental and UNRWA schools is "10410" during the first semester, for the scholastic year 2014-2015.

The total number of the English language male and female teachers in the West Bank which was extracted from the Statistics Manual-Ministry of Education in Ramallah.

**3.3.2** The total number of the ninth graders' male and female in the West Bank at the private, governmental and UNRWA schools is "56196" during the second semester, for the scholastic year 2014-2015.

The statistical total number of the ninth graders' number in the West Bank which was taken from the Statistics Manual-Ministry of Education in Ramallah, for the scholastic year 2014-2015.

**3.3.3** Three governorates were chosen: Bethlehem from the South, Ramallah from the middle and Qalqilya from the North in the West Bank during the second semester of the academic year 2014-2015 showed that there are "180" ninth graders' male and female who are provided in the standardized writing test according to the Geographical Distribution, Gender, Sector and the use of social media to present the schools and the students in the West Bank.

### **3.4 Sample of the study**

The researcher based on these sampling techniques. It is consisted of:

**3.4.1.** The researcher selected a sample of total percentage "20% out of 10410" of the English language teachers from the whole population.

Tables (1- 6) below shows the sample distribution in accordance with the six independent variables: gender, Academic Qualifications, Governorate, Educational Experience, Professional Experience in teaching English as a Foreign language and Sector.

**Table (1): Distribution of Sample According to Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	529	48.4
Female	565	51.6
Total	1094	100 %

**Table (2): Distribution of Sample According to Academic Qualifications**

<b>Academic Qualifications</b>	<b>Frequency</b>	<b>Percentage %</b>
Diploma	76	6.9
Bachelor	878	80.3
Master	115	10.5
Others	25	2.3
Total	1094	100 %

**Table (3): Distribution of Sample According to Governorate**

<b>Governorate</b>	<b>Frequency</b>	<b>Percentage %</b>
Tulkarm	59	5.4
Qalqilya	48	4.4
Salfit	23	2.1
Bethlehem	160	14.6
Nablus	118	10.8
Ramallah	133	12.2
Hebron	207	18.9
Others	346	31.6
Total	1094	100 %

**Table (4): Distribution of Sample According to Educational Experience**

<b>Educational Experience</b>	<b>Frequency</b>	<b>Percentage %</b>
Less than 5 years	264	24.1
5-10 years	451	41.2
More than 10 years	379	34.6
Total	1094	100 %

**Table (5): Distribution of Sample According to Professional Experience**

<b>Professional Experience</b>	<b>Frequency</b>	<b>Percentage %</b>
Less than 5 years	308	28.2
5-10 years	444	40.6
More than 10 years	342	31.3
Total	1094	100 %

**Table (6): Distribution of Sample According to Sector**

<b>Sector</b>	<b>Frequency</b>	<b>Percentage %</b>
Government	462	42.2
Private	347	31.7
UNRWA	285	26.1
<b>Total</b>	<b>1094</b>	<b>100 %</b>

**3.4.2.** The researcher selected a sample of total "180" ninth graders' from the whole population where chosen based on the sample that is divided into two groups: the experimental group that used the written social media "facebook, twitter and e-mails "and the control group that used the oral social media "Instagram, google and youtube."

### **3.5 Tools of the study**

The two tools namely a questionnaire and standardized writing test to answer the questions of the study:

**3.5.1.** The questionnaire consisted of two sections: The first section consisted of personal information about teachers' Gender, Academic Qualification, Governorate, Educational Experience, Professional Experience in teaching English as a Foreign language and Sector. The second section consisted of the 26 items to measure the effect of social media on Palestinian ninth graders' English writing proficiency.

**3.5.2.** The standardized writing test consisted of two sections: The first section consisted of personal information about the ninth graders' Age, Gender, Using computer, Governorate, The first semester average, Average in English, School, Using written social media, Using oral social media, Using social media intensively, one or two hours daily and Using social

media at least two hours in a week. The second section consisted of three composition paragraphs to measure the effect of social media on Palestinian ninth graders' English writing proficiency.

### **3.6 Validity of the Tools**

The questionnaire and the standardized writing test were developed based on the need of the study to a jury in the field of TEFL at Al-Quds Open University who are Dr. Majed Dawood, Dr. Soheil Salha from An-Najah National University and Dr. Nedal Jayousi, the researcher's supervisor who approved its suitability for the purpose of the study. After modifications based on the jury and the supervisor were made. See appendix (C). Modifications in the vocabulary such as "utilizing" instead of "using", "proficiency" instead of "competence" and adding the last item "The more the students use the social media, the better their writing competence."

### **3.7 Reliability of the Tools**

The Cronbach Alpha coefficient was used to find out the reliability for both the three domains of the questionnaire and total score.

Table (7) shows reliability coefficients of each domain and the total score "degree" of the study.



**Table (7): Reliability coefficients of each domain and the total score of the study**

<b>Domains</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
The students' attitudes towards using social media as a tool of writing of English language.	9	0.880
Type of impact	9	0.710
The effect of social media on students' writing proficiency.	8	0.706
<b>Total score</b>	<b>26</b>	<b>0.877</b>

Table (7) shows that all the reliability coefficients are high, and suitable for scientific purposes.

### **3.8 Procedures of the study**

The researcher developed the questionnaire and the standardized writing test to evaluate the effect of social media on the writing proficiency. The standardized writing test was applied to both groups: the experimental group and the control group. The study was conducted according to the following procedures:

**3.8.1.** Preparing the study tools and establishing the validity and reliability of the tools by the experts in the field of TEFL at Al-Quds Open University, An-Najah National University and Dr. Nedal Jayousi "my supervisor" who are approved the utility of the tools for carrying out the study, the researcher studied and adopted the observations and suggestions proposed, and made the amendment, addition and deletion.

**3.8.2.** Permissions were taken from the Faculty of Graduate Studies dean, to the Vice President for Academic Affairs which gave the permissions to

get the needed information and to distribute the questionnaire and the standardized writing test for the teachers and students. See appendix (D).

**3.8.3.** The researcher collected the needed statistical data and defined the population of the study from the Statistics Manual-Ministry of Education in Ramallah.

**3.8.4.** The researcher distributed the questionnaire in the first semester for the scholastic year 2014- 2015. "1094" teachers were asked to answer the questionnaire. A week later, the researcher began to collect the questionnaires from the Directorates of Education in the West Bank.

To estimate the teachers' responses toward the effect of social media on Palestinian ninth graders' English writing proficiency, the researcher adopted the Likert's five-level scale and used the following scales, depends on percentage as follows:

- 80% and more is a very high degree.
- 70-79.9% is a high degree.
- 60-69.9% is a moderate degree.
- 50-59.9% is a low degree.
- 50 % and less is a very low degree.

**3.8.5.** The standardized writing test was distributed in the second semester for the scholastic year 2014-2015. "180" students were asked to answer the

standardized writing test. Three weeks later, the researcher collected the tests from three governorates "Ramallah, Bethlehem and Qalqilia."

To estimate the ninth graders' responses toward the effect of social media on Palestinian ninth graders' English writing proficiency, the researcher adopted the Likert's five-level scale and used the following scales, depends on percentage as follows:

- 80% and more is a very high degree.
- 70-79.9% is a high degree.
- 60-69.9% is a moderate degree.
- 50-59.9% is a low degree.
- 50 % and less is a very low degree.

### **3.9 Variables of the Study:**

The study contained the following variables:

#### **3.9.1 Independent Variable**

- Gender Variable which is divided into two categories: Male & Female.
- Academic Qualification which is divided into four levels: Diploma, Bachelor, Master, High Diploma and PHD.
- Governorate which is divided into eight levels: Tulkarm, Qalqilia, Salfit, Bethlehem, Nablus, Ramallah, Hebron, Jerusalem, Tubas, Jericho and Jenin.

- Educational Experience which is divided into three levels: less than 5 years, 5-10 years and more than 10 years.
- Professional Experience in Teaching English as a Foreign Language which is divided into three levels: less than 5 years, 5-10 years and more than 10 years.
- Sector which is divided into three sections: government, private and UNRWA.

### **3.9.2 Dependent Variables**

The effect of social media on English writing proficiency of Palestinian ninth graders'.

### **3.10 Statistical Analysis**

The following statistics were used:

**3.10.1.** Means, frequencies, percentages, and standard deviations to estimate the teachers' responses on each item and total score.

**3.10.2.** T-Test for Independent samples to test Gender hypotheses.

**3.10.3.** One-Way Analysis of Variance (ANOVA) to test Academic Qualification, Governorate, Educational Experience, Professional Experience in teaching English as a Foreign language and Sector hypotheses.

**3.10.4.** Scheffe post hoc test to determine the sources of differences in the rejected hypotheses.

### **3.11 Conclusion**

In this chapter, the researcher introduced mechanism and procedures for the population of the study and its sample in accordance with the study variables: "gender, academic qualification, governorate, educational experience and professional experience in teaching English as a foreign language." The research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

# **Chapter Four**

## **Results**

## **Chapter Four**

### **Results**

#### **4.1 Preview**

Chapter four presented the results and the hypotheses of the study to achieve the purpose of the study by using the Statistical Package for Social Sciences (SPSS).

The data were collected from the tools of the study. Additionally, findings and conclusions addressed the outcomes of data analysis.

The statistical analysis revealed the following results:

#### **4.2 Results related to the study questions**

##### **4.2.1 Results Related to the Main Question:**

What is the effect of using social media on Palestinian ninth graders' English writing proficiency in the West Bank schools?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for students' attitudes towards using social media as a tool of writing in English language. Table (8) shows the results.

**Table (8): Means, standard deviation, percentages and levels of students' attitudes towards using social media as a tool of writing in English language**

No.	Item	M	SD	Percentage	Level
9	Students work well in their groups through social media.	3.81	1.04	76.2	High
8	Students prefer to write in English by using social media.	3.74	1.05	74.8	High
7	Students are motivated to write activities through a typical English social media language writing.	3.71	1.02	74.2	High
6	Students like to write collaboratively through social media.	3.68	1.03	73.6	High
1	Students can write activities in English through utilizing social media.	3.64	0.94	72.8	High
5	Students write more if the social media is used as a supplementary tool.	3.63	1.01	72.6	High
3	Students can access the links /resources easily.	3.53	1.06	70.6	High
4	Students post their replies and assignment to the social media activities easily.	3.52	0.99	70.4	High
2	Students understand the linguistic content of social media activities.	3.45	1.04	69.0	Moderate
<b>Total score of students' attitudes</b>		<b>3.63</b>	<b>0.73</b>	<b>72.6</b>	<b>High</b>

Table (8) shows that the students' attitudes towards using social media as a tool of writing in English language achieved a mean of (3.63) and a percentage of (72.6), which means that students' have positive attitudes towards using social media as a tool of writing in English language.



### 4.2.2 Results Related to the Second Question

What are the kinds of impact that social media has on the students' writing competence?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for types of impact that social media has on the students' writing competence. Table (9) shows the results.

**Table (9): Means, standard deviation, percentages and levels of types of impact that social media has on the students' writing competence**

No.	Item	M	SD	Percentage	Level
3	Social media increases students' productivity in writing.	3.67	1.00	73.4	High
2	Social media encourages students to contribute to the writing skill.	3.63	0.98	72.6	High
7	Social media can motivate students into more active and interactive writing.	3.60	1.07	72.0	High
4	Social media connects students with their teachers at home.	3.57	1.10	71.4	High
8	Social media enriches students' knowledge to write	3.56	0.99	71.2	High
1	Social media stimulates your students' interest in writing in English.	3.54	1.01	70.8	High
6	Social media enables students to view and edit their writing easily.	3.47	0.91	69.4	Moderate
9	Social media improves students' ability in grammar.	3.35	1.12	67.0	Moderate
5	Social media has a negative effect on students' proper spelling.	3.07	1.26	61.4	Moderate
<b>Total score of types of impact</b>		<b>3.50</b>	<b>0.58</b>	<b>70.0</b>	<b>High</b>

Table (9) shows that the types of impact that social media has on the students' writing competence achieved a mean of (3.50) and a percentage of (70.0), which means that there is an impact that social media has on the students' writing competence.

#### **4.2.3 Results Related to the Third Question:**

What are the effects of social media on the students' writing proficiency; with respect to gender and location?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for the effects of social media on the students' writing proficiency; with respect to gender and location. Table (10) shows the results.

**Table (10): Means, standard deviation, percentages and levels of the effects of social media on the students' writing proficiency; with respect to gender and location**

No.	Item	M	SD	Percentage	Level
7	Social media helps to keep students in communication with each other despite of the geographical distances.	3.85	0.99	77.0	High
8	The more the students use the social media, the better their writing competence.	3.83	1.10	76.6	High
5	The Social culture of my area affects the use of social media.	3.59	1.08	71.8	High
4	The availability of internet service centers and facilities are limited.	3.54	1.12	70.8	High
6	The students weaknesses in reading and/or can be partially solved by enabling them to use social media.	3.50	1.03	70.0	High
1	Students writing proficiency is limited in rural areas due to the lack of internet facilities.	3.42	1.13	68.4	Moderate
3	Male students have access to social media more than females.	3.42	1.16	68.4	Moderate
2	The competences of female students in English writing is better than their male counterparts.	3.41	1.07	68.2	Moderate
<b>Total score of the effects of social media</b>		<b>3.57</b>	<b>0.56</b>	<b>71.4</b>	<b>High</b>

Table (10) shows that the effects of social media on the students' writing proficiency; with respect to gender and location achieved a mean of (3.57) and a percentage of (71.4), which means that there is high significant effect of social media on the students' writing proficiency; with respect to gender and location.

Table (11) summarizes the results of the effect of social media on Palestinian ninth graders' English writing proficiency.

**Table (11): Means, standard deviation, percentages and levels of the effect of social media on Palestinian ninth graders' English writing proficiency domains and total score**

Domain	M	SD	Percentage	Level
The students' attitudes towards using social media as a tool of writing of English language.	3.63	0.73	72.6	High
Type of impact	3.50	0.58	70.0	High
The effect of social media on students' writing proficiency.	3.57	0.56	71.4	High
<b>Total score</b>	<b>3.57</b>	<b>0.52</b>	<b>71.4</b>	<b>High</b>

Table (11) shows that the effect of social media on Palestinian ninth graders' English writing proficiency achieved a mean of (3.57) and a percentage of (71.4). This means that there is a high significant effect of social media on Palestinian ninth graders' English writing proficiency.

### **4.3. Results Related to the Study Hypotheses**

#### **4.3.1 Results Related to the First Hypotheses**

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to gender.

The researcher used T-Test for independent samples. Table (12) shows the results.

**Table (12): T-Test for independent samples of the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to gender**

Domain	Male (N=529)		Female (N=565)		T- value	Sig.*
	Mean	S.D	Mean	S.D		
The students' attitudes	3.61	0.75	3.66	0.70	1.086	0.278
Type of impact	3.46	0.60	3.53	0.55	1.819	0.069
The effect of social media	3.54	0.55	3.60	0.56	1.517	0.130
<b>Total score</b>	<b>3.54</b>	<b>0.54</b>	<b>3.59</b>	<b>0.50</b>	<b>1.717</b>	<b>0.086</b>

\* Significant at ( $\alpha=0.05$ ), D.F = 1092

Table (12) shows that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to gender.

#### **4.3.2 Results Related to the Second Hypotheses**

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications

The researcher used One-Way ANOVA to test the hypotheses. Tables (13-14) show the frequencies, means and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications and the results of One-Way ANOVA respectively.

**Table (13): Frequencies, means, and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications**

Domain	Academic Qualifications	N	Mean	SD
The students' attitudes	Diploma	76	3.30	0.79
	Bachelor	878	3.64	0.73
	Master	115	3.74	0.65
	Others	25	3.96	0.61
Type of impact	Diploma	76	3.28	0.62
	Bachelor	878	3.50	0.57
	Master	115	3.60	0.55
	Others	25	3.62	0.42
The effect of social media	Diploma	76	3.51	0.50
	Bachelor	878	3.56	0.57
	Master	115	3.65	0.51
	Others	25	3.67	0.53
<b>Total score</b>	<b>Diploma</b>	<b>76</b>	<b>3.36</b>	<b>0.54</b>
	<b>Bachelor</b>	<b>878</b>	<b>3.57</b>	<b>0.52</b>
	<b>Master</b>	<b>115</b>	<b>3.66</b>	<b>0.47</b>
	<b>Others</b>	<b>25</b>	<b>3.75</b>	<b>0.41</b>

**Table (14): One-Way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications**

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
The students' attitudes	Between groups	12.406	3	4.135	7.938	* 0.001
	Within groups	567.840	1090	0.521		
	Total	580.247	1093			
Type of impact	Between groups	5.236	3	1.745	5.324	* 0.001
	Within groups	357.331	1090	0.328		
	Total	362.567	1093			
The effect of social media	Between groups	1.258	3	0.419	1.361	* 0.253
	Within groups	335.945	1090	0.308		
	Total	337.203	1093			
<b>Total score</b>	<b>Between groups</b>	<b>5.236</b>	<b>3</b>	<b>1.745</b>	<b>6.502</b>	<b>* 0.001</b>
	<b>Within groups</b>	<b>292.577</b>	<b>1090</b>	<b>0.268</b>		
	<b>Total</b>	<b>297.812</b>	<b>1093</b>			

\*Significant at ( $\alpha = 0.05$ )

Table (14) indicates that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications in the domain of the effect of social media while there are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications in the domains of the students' attitudes, type of impact and total score.

The researcher used Scheffe post hoc test to determine the source of differences. Tables (15-17) show Scheffe post hoc test results.

**Table (15): Scheffe post hoc results to determine the differences in domain of the students' attitudes due to academic qualifications**

Academic qualifications	Diploma	Bachelor	Master	Others
Diploma		-0.341*	-0.440*	-0.656*
Bachelor			-0.100	-0.351
Master				0.440*
Others				

\*Significant at ( $\alpha=0.05$ )

Table (15) shows that:

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualifications in the domain of students' attitudes, between Diploma and bachelor degrees in favor of getting bachelor degree.
- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to

academic qualifications in the domain of students' attitudes, between diploma and M.A/M.SC degrees in favor of getting M.A/M.SC degree.

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the domain of students' attitudes, between diploma and others degrees in favor of getting others degree.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the domain of students' attitudes, between M.A/M.SC and others degrees in favor of getting M.A/M.SC degree.

**Table (16): Scheffe post hoc results to determine the differences in domain of the kind of impact due to academic qualifications**

Academic Qualifications	Diploma	Bachelor	Master	Others
Diploma		-0.220*	-0.322*	-0.340
Bachelor			-0.102	-0.120
Master				-0.018
Others				

\*Significant at ( $\alpha= 0.05$ )

Table (16) shows that:

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the domain of type of impact, between diploma and bachelor degrees in favor of getting bachelor degree.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to



academic qualification in the domain of type of impact, between diploma and M.A/M.SC degrees in favor of getting M.A/M.SC degree.

**Table (17): Scheffe post hoc results to determine the differences in total score due to academic qualifications**

<b>Academic qualifications</b>	<b>Diploma</b>	<b>Bachelor</b>	<b>Master</b>	<b>Others</b>
Diploma		-0.209*	-0.306*	-0.391*
Bachelor			-0.097	-0.182
Master				-0.085
Others				

\*Significant at ( $\alpha= 0.05$ )

Table (17) shows that:

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the total score, between diploma and bachelor degrees in favor of getting bachelor degree.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the total score, between diploma and M.A/M.SC degrees in favor of getting M.A/M.SC degree.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the total score, between diploma and others degrees in favor of getting others degree.

### **4.3.3 Results Related to the Third Hypotheses**

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Governorate.

The researcher used One-Way ANOVA to test the hypotheses. Tables (18-19) show the frequencies, means and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to governorate and the results of One-Way ANOVA respectively.

**Table (18): Frequencies, means, and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to Governorate**

<b>Domain</b>	<b>Governorate</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
The students' attitudes	Tulkarm	59	3.56	0.86
	Qalqilya	48	3.47	0.65
	Salfit	23	3.73	0.56
	Bethlehem	160	3.56	0.77
	Nablus	118	3.58	0.73
	Ramallah	133	3.63	0.69
	Hebron	207	3.68	0.76
	Others	346	3.69	0.69
Type of impact	Tulkarm	59	3.50	0.57
	Qalqilya	48	3.59	0.52
	Salfit	23	3.50	0.59
	Bethlehem	160	3.39	0.60
	Nablus	118	3.46	0.58
	Ramallah	133	3.52	0.57
	Hebron	207	3.53	0.61
	Others	346	3.51	0.55
The effect of social media	Tulkarm	59	3.55	0.52
	Qalqilya	48	3.59	0.57
	Salfit	23	3.53	0.73
	Bethlehem	160	3.50	0.61
	Nablus	118	3.56	0.61
	Ramallah	133	3.64	0.52
	Hebron	207	3.57	0.57
	Others	346	3.58	0.51
<b>Total score</b>	<b>Tulkarm</b>	<b>59</b>	<b>3.54</b>	<b>0.53</b>
	<b>Qalqilya</b>	<b>48</b>	<b>3.55</b>	<b>0.47</b>
	<b>Salfit</b>	<b>23</b>	<b>3.59</b>	<b>0.51</b>
	<b>Bethlehem</b>	<b>160</b>	<b>3.48</b>	<b>0.56</b>
	<b>Nablus</b>	<b>118</b>	<b>3.53</b>	<b>0.57</b>
	<b>Ramallah</b>	<b>133</b>	<b>3.59</b>	<b>0.49</b>
	<b>Hebron</b>	<b>207</b>	<b>3.60</b>	<b>0.55</b>
	<b>Others</b>	<b>346</b>	<b>3.60</b>	<b>0.49</b>

**Table (19): One-Way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to Governorate**

<b>Domain</b>	<b>Source of variance</b>	<b>Sum of Squares</b>	<b>D.F</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.*</b>
The students' attitudes	Between groups	4.633	7	0.662	1.249	0.273
	Within groups	575.613	1086	0.503		
	Total	580.247	1093			
Type of impact	Between groups	2.865	7	0.409	1.236	0.280
	Within groups	359.703	1086	0.331		
	Total	362.567	1093			
The effect of social media	Between groups	1.516	7	0.217	0.701	0.672
	Within groups	335.688	1086	0.309		
	Total	337.203	1093			
<b>Total score</b>	<b>Between groups</b>	<b>1.894</b>	<b>7</b>	<b>0.271</b>	<b>0.993</b>	<b>0.435</b>
	<b>Within groups</b>	<b>295.918</b>	<b>1086</b>	<b>0.272</b>		
	<b>Total</b>	<b>297.812</b>	<b>1093</b>			

\*Significant at ( $\alpha=0.05$ )

Table (19) indicates that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to governorate.

#### 4.3.4 Results Related to the Fourth Hypotheses

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience.

The researcher used One-Way ANOVA to test the hypotheses. Tables (20-21) show the frequencies, means and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience and the results of One-Way ANOVA respectively.

**Table (20): Frequencies, means, and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience**

Domain	Educational Experience	N	Mean	SD
The students' attitudes	Less than 5 years	264	3.82	0.64
	5-10 years	451	3.71	0.66
	More than 10 years	379	3.42	0.81
Type of impact	Less than 5 years	264	3.58	0.49
	5-10 years	451	3.52	0.55
	More than 10 years	379	3.40	0.64
The effect of social media	Less than 5 years	264	3.63	0.52
	5-10 years	451	3.57	0.56
	More than 10 years	379	3.53	0.57
<b>Total score</b>	<b>Less than 5 years</b>	<b>264</b>	<b>3.68</b>	<b>0.44</b>
	<b>5-10 years</b>	<b>451</b>	<b>3.60</b>	<b>0.49</b>
	<b>More than 10 years</b>	<b>379</b>	<b>3.45</b>	<b>0.59</b>

**Table (21): One-Way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience**

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
The students' attitudes	Between groups	28.118	2	14.059	27.780	* 0.001
	Within groups	552.129	1091	0.506		
	Total	580.247	1093			
Type of impact	Between groups	5.589	2	2.794	8.540	* 0.001
	Within groups	356.979	1091	0.327		
	Total	362.567	1093			
The effect of social media	Between groups	1.418	2	0.709	2.304	0.100
	Within groups	335.785	1091	0.308		
	Total	337.203	1093			
<b>Total score</b>	<b>Between groups</b>	<b>9.020</b>	<b>2</b>	<b>4.510</b>	<b>17.039</b>	<b>* 0.001</b>
	<b>Within groups</b>	<b>288.792</b>	<b>1091</b>	<b>0.265</b>		
	<b>Total</b>	<b>297.812</b>	<b>1093</b>			

\*Significant at ( $\alpha = 0.05$ )

Table (21) indicates that there are no significant differences at ( $\alpha = 0.05$ ) in the effect of social media on Palestinian ninth graders' English

writing proficiency due to Educational Experience to in the domain of the effect of social media while there are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the domains of the students' attitudes, type of impact and total score. The researcher used Scheffe post hoc test to determine the source of differences. Tables (22-24) show Scheffe post hoc test results.

**Table (22): Scheffe post hoc results to determine the differences in domain of the students' attitudes due to Educational Experience**

<b>Educational Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.108	0.393*
5-10 years			0.285*
More than 10 years			

\*Significant at ( $\alpha= 0.05$ )

Table (22) shows that:

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the domain of students' attitudes, between less than 5 years and more than 10 years in favor of less than 5 years.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the domain of students' attitudes, between 5-10 years and more than 10 years in favor of 5-10 years.

**Table (23): Scheffe post hoc results to determine the differences in domain of the kind of impact due to Educational Experience**

<b>Educational Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.059	0.179*
5-10 years			0.121*
More than 10 years			

\*Significant at ( $\alpha=0.05$ )

Table (23) shows that:

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the domain of type of impact, between less than 5 years and more than 10 years in favor of less than 5 years.
- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the domain of type of impact, between 5-10 years and more than 10 years in favor of 5-10 years.

**Table (24): Scheffe post hoc results to determine the differences in total score due to Educational Experience**

<b>Educational Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.074	0.228*
5-10 years			0.154*
More than 10 years			

\*Significant at ( $\alpha=0.05$ )

Table (24) shows that:

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to

Educational Experience in the total score, between less than 5 years and more than 10 years in favor of less than 5 years.

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Educational Experience in the total score, between 5-10 years and more than 10 years in favor of 5-10 years.

#### **4.3.5 Results Related to the Fifth Hypotheses**

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience.

The researcher used One-Way ANOVA to test the hypotheses. Tables (25-26) show the frequencies, means and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience and the results of One-Way ANOVA respectively.



**Table (25): Frequencies, means, and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience**

Domain	Professional Experience	N	Mean	SD
The students' attitudes	Less than 5 years	308	3.78	0.64
	5-10 years	444	3.72	0.65
	More than 10 years	342	3.39	0.83
Type of impact	Less than 5 years	308	3.56	0.51
	5-10 years	444	3.54	0.54
	More than 10 years	342	3.38	0.66
The effect of social media	Less than 5 years	308	3.62	0.51
	5-10 years	444	3.59	0.56
	More than 10 years	342	3.50	0.59
Total score	Less than 5 years	308	3.66	0.45
	5-10 years	444	3.62	0.48
	More than 10 years	342	3.42	0.60

**Table (26): One-Way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience**

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
The students' attitudes	Between groups	29.882	2	14.941	29.618	0.001*
	Within groups	550.364	1091	0.504		
	Total	580.247	1093			
Type of impact	Between groups	6.619	2	3.310	10.144	0.001*
	Within groups	355.948	1091	0.326		
	Total	362.567	1093			
The effect of social media	Between groups	2.557	2	1.278	4.168	0.016*
	Within groups	334.647	1091	0.307		
	Total	337.203	1093			
Total score	Between groups	10.648	2	5.324	20.227	0.001*
	Within groups	287.164	1091	0.263		
	Total	297.812	1093			

\*Significant at ( $\alpha = 0.05$ )

Table (26) indicates that there are no significant differences at ( $\alpha = 0.05$ ) in the effect of social media on Palestinian ninth graders' English

writing proficiency due to Professional Experience. The researcher used Scheffe post hoc test to determine the source of differences. Tables (27-30) show Scheffe post hoc test results.

**Table (27): Scheffe post hoc results to determine the differences in domain of the students' attitudes due to Professional Experience**

<b>Professional Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.066	0.391*
5-10 years			0.325*
More than 10 years			

\*Significant at ( $\alpha = 0.05$ )

Table (27) shows that:

- There are significant differences at ( $\alpha = 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the domain of students' attitudes, between less than 5 years and more than 10 years in favor of less than 5 years.
- There are significant differences at ( $\alpha = 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the domain of students' attitudes, between 5-10 years and more than 10 years in favor of 5-10 years.

**Table (28): Scheffe post hoc results to determine the differences in domain of the kind of impact due to Professional Experience**

<b>Professional Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.013	0.175*
5-10 years			0.162*
More than 10 years			

\*Significant at ( $\alpha = 0.05$ )

Table (28) shows that:

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the domain of type of impact, between less than 5 years and more than 10 years in favor of less than 5 years.
- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the domain of type of impact, between 5-10 years and more than 10 years in favor of 5-10 years.

**Table (29): Scheffe post hoc results to determine the differences in domain of the effect of social media due to Professional Experience**

<b>Professional Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.040	0.122*
5-10 years			0.082
More than 10 years			

\*Significant at ( $\alpha= 0.05$ )

Table (29) shows that:

- There are significant differences at ( $\alpha= 0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the domain of type of impact, between less than 5 years and more than 10 years in favor of less than 5 years.

**Table (30): Scheffe post hoc results to determine the differences in total score due to Professional Experience**

<b>Professional Experience</b>	<b>Less than 5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Less than 5 years		0.040	0.233*
5-10 years			0.194*
More than 10 years			

\*Significant at ( $\alpha=0.05$ )

Table (30) shows that:

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the total score, between less than 5 years and more than 10 years in favor of less than 5 years.
- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Professional Experience in the total score, between 5-10 years and more than 10 years in favor of 5-10 years.

#### **4.3.6 Results Related to the Sixth Hypotheses**

There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to Sector.

The researcher used One-Way ANOVA to test the hypotheses. Tables (31-32) show the frequencies, means and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to sector and the results of One-Way ANOVA respectively.

**Table (31): Frequencies, means, and standard deviations of the effect of social media on Palestinian ninth graders' English writing proficiency due to sector**

Domain	sector	N	Mean	SD
The students' attitudes	Government	462	3.57	0.74
	Private	347	3.75	0.64
	UNRWA	285	3.59	0.79
Type of impact	Government	462	3.54	0.60
	Private	347	3.48	0.54
	UNRWA	285	3.44	0.57
The effect of social media	Government	462	3.57	0.62
	Private	347	3.58	0.50
	UNRWA	285	3.56	0.51
<b>Total score</b>	<b>Government</b>	<b>462</b>	<b>3.56</b>	<b>0.57</b>
	<b>Private</b>	<b>347</b>	<b>3.60</b>	<b>0.45</b>
	<b>UNRWA</b>	<b>285</b>	<b>3.53</b>	<b>0.52</b>

**Table (32): One-Way ANOVA to test the differences of the effect of social media on Palestinian ninth graders' English writing proficiency due to Sector**

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
The students' attitudes	Between groups	6.562	2	3.281	6.240	* 0.002
	Within groups	573.685	1091	0.526		
	Total	580.247	1093			
Type of impact	Between groups	1.713	2	0.856	2.590	0.076
	Within groups	360.854	1091	0.331		
	Total	362.567	1093			
The effect of social media	Between groups	029.	2	0.015	0.047	0.954
	Within groups	337.174	1091	0.309		
	Total	337.203	1093			
<b>Total score</b>	<b>Between groups</b>	<b>818.</b>	<b>2</b>	<b>0.409</b>	<b>1.502</b>	<b>0.223</b>
	<b>Within groups</b>	<b>296.995</b>	<b>1091</b>	<b>0.272</b>		
	<b>Total</b>	<b>297.812</b>	<b>1093</b>			

\*Significant at ( $\alpha = 0.05$ )

Table (32) indicates that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to sector in the domains of type of impact, the effect of social media and total score, while there are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to sector in the domain of students' attitudes. The researcher used Scheffe post hoc test to determine the source of differences. Table (33) show Scheffe post hoc test results.

**Table (33): Scheffe post hoc results to determine the differences in domain of the students' attitudes due to sector**

Sector	Government	Private	UNRWA
Government		-0.173*	-0.019
Private			0.154*
UNRWA			

\*Significant at ( $\alpha=0.05$ )

Table (33) shows that:

- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to sector in the domain of students' attitudes, between government and private in favor of private.
- There are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to sector in the domain of students' attitudes, between private and UNRWA in favor of private.

#### 4.4 Results Related to the Standardized Writing Test

There are no significant differences at ( $\alpha=0.05$ ) in the writing skill due to the two groups: controlled group and experimental group.

The researcher used T-Test for independent samples. Table (34) shows the results.

**Table (34): T-Test for independent samples of writing skill due to groups**

skill	Control (N=90)		experimental (N=90)		T- value	Sig.*
	M	S.D	M	S.D		
Syntax	0.84	0.48	0.99	0.54	1.971	0.050*
Semantics	1.01	0.56	1.22	0.53	2.607	0.010*
Dictation	0.89	0.54	1.06	0.65	1.810	0.072
Organisation	1.18	0.64	1.40	0.64	2.272	0.024*
<b>Total</b>	<b>3.93</b>	<b>2.04</b>	<b>4.62</b>	<b>1.99</b>	<b>2.292</b>	<b>0.023*</b>

\* Significant at ( $\alpha= 0.05$ ), D.F = 178

Table (34) indicates that there are no significant differences at ( $\alpha=0.05$ ) in the analysis item for the writing skill: dictation. While there are significant differences in the analysis items for the writing skill: syntax, semantics and organization due to the groups, in favor of the experimental group.

#### 4.5 Conclusion

This chapter presented the questions and the hypotheses of the statistical analysis study results. The results tables indicated that there was a great and obvious effect of using social media on English writing proficiency of Palestinian ninth graders' in the West Bank.

**Chapter Five**

**Discussion of the Results,  
Conclusion, and  
Recommendations**



## **Chapter Five**

### **Discussion of the Results, Conclusion and Recommendations**

#### **5.1 Preview**

This chapter divided into three parts: The first part discussed the results of the study questions and hypotheses, respectively in the light of the study variables: gender, academic qualification, governorate, educational experience and professional experience in teaching English as a foreign language. The second part presented the conclusions. Finally, the third part provided the recommendations and the suggestions that induced from the study results.

#### **5.2 Discussion of the Study Results**

#### **5.3 Discussion of the Results of the Main Question**

What is the effect of using social media on Palestinian ninth graders' English writing proficiency in the West Bank schools?

After analyzing the data and computing the mean, standard deviation, and percentages for each item and their respective domain and the total score of the effect of using social media on Palestinian ninth graders' English writing proficiency in the West Bank schools, see table (8) chapter four above, results showed the following:

##### **5.3.1 First Domain: The students' attitudes towards using social media as a tool of writing in English language**

The findings of items (1- 9) in table (8) showed that using social media on Palestinian ninth graders' English writing proficiency has

positive attitudes in the West Bank schools. The total average for the first domain which investigated the students' English writing proficiency, was "72.6%" with high effect.

The researcher believes that the reason behind that is the growing trends for the ninth graders' towards using social media which aims to create active and self-dependent learners in the writing skill through achieving a variety of goals or functions including doing homework and reviewing tests.

In response to items (1 and 2), item (1) received a high effect degree, the majority of students "72.2%" which reported students can write activities in English through utilizing social media. This findings agree with Crook, et al, (2008) who found that Social media tools provide learners with new opportunities to become independent in their study and research. Social media encourages a wider range of expressive capacity and Solis (2008) agreed that social media comprises of activities that involve socializing and networking online through words, pictures and videos. Social media is redefining how we relate to each other as humans and how we as humans relate to the organizations that serve us.

But item (2) received a moderate effect degree, the majority of students "69.0%." This finding agree with Byrne (1997) who found that writing is considered difficult even in the mother tongue because of these three factors; psychological, linguistic and cognitive. From the psychological side, when students write, their writing will improve to be a

solitary activity so students have to write without possible interaction or feedback.

The results of items (3 and 4) received a high effect degree, the majority of students "70.6% and 70.4%" reported that students can access the links and post their replies easily through using social media and the items (5 and 6) findings agree with Fusch (2011), who argues that the tools of the trade are as important as the learning objectives, and that tools are needed which promote social presence, create a more interactive learning environment and foster collaborative study.

The majority of students "72.6% and 73.6%" and received a high effect degree. But, Zepke and Leach (2010) suggest that motivation and student dispositions will influence their ability to engage in interactive learning, where the line between online learning and socialization is blurred as well as the item (7) majority of students "74.2%" and received a high effect degree.

The findings of items (8 and 9) strongly confirmed that students prefer to write and work well in groups through social media. The effect degree on these items was high with the percentage of response on them respectively was "74.8% and 76.2%". These findings agree with Dunn (2012) who realizes that more emphasis must be placed on learning with technology. The default setting for many academics remains on teaching with technology. The two perspectives, when not aligned, can create very different experiences for students and Harmer (2001) adds three purposes

for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.

### **5.3.2. Second Domain: The kinds of impact that social media has on the students' writing competence**

The findings of items (1- 9) in table (9) showed that using social media has positive impact on the students' English writing competence in the West Bank schools. The total average for the second domain which investigated the impact on the students' English writing competence, was "70.0%" with high effect which indicated that students believe that writing skill is fundamental skill to succeed and perform well through using social media.

Moreover, the results indicated that the majority of teachers agreed on the usefulness of employing social media as a study tool during lessons and for writing skill. Students confirmed that social media helps them in providing the opportunity to share information with their classmates.

The results to items (1and 2) agree with Al Sharawneh (2012) who found that the assessment of the writing ability among language teachers and students has always been important because the results of such an evaluation are used for a variety of administrative, instructional and research purposes. Teachers use these results to help improve, influence, refine and shape their students' attained writing ability, and Odell (2011) who found that social media has several effects on academic work. It also

has a positive impact on students sense of themselves in the community. The results received a high effect degree, the majority of students "70.8% and 72.6%."

The results of items (3and 4) received a high effect degree, the majority of students "73.4% and 71.4%" reported that social media can increase students' productivity in writing and helps to connect students with their teachers at home. But the items (5and 6) findings disagrees with Millrood (2001) who discussed a three- phase framework of teaching to write. The majority of students "61.4% and 69.4%" and received a moderate effect degree.

On the other hand, the findings of items (7and 8) strongly confirmed that students can motivate to be more active and enrich students' knowledge to write through social media. The effect degree on these items was high with the percentage of response on them respectively was "72.0% and 71.2%." These findings agree with Zepke and Leach (2010) who suggested that motivation and student dispositions will influence their ability to engage in interactive learning, where the line between online learning and socialization is blurred and Tynes (2007) who emphasized that online discussions direct teenagers into self- learning and create opportunities for them to develop critical thinking and argumentation skills.

However, the finding of item (9) received a moderate effect degree, the majority of students "67.0%." This findings disagrees with Khailani and Muqattash (1996) who mentioned five pedagogical purposes for teaching

writing. They are reinforcement, training, imitation, communication and fluency.

### **5.3.3 Third Domain: The effect of social media has on the students' writing proficiency; with respect to gender and location**

The findings of items (1- 8) in table (10) showed that social media has positive effect on the students' writing proficiency; with respect to gender and location in the West Bank schools. The total average for the third domain which investigated the high effect on the students' English writing proficiency, was "71.4%" with high effect which indicated that the more the students use the social media, the better their writing competence.

Additionally, the results indicated that the majority of teachers agreed on the good effect of using social media as a study tool during lessons and at home ; with respect to gender and location. Students confirmed that social media helps them to keep in communication with each other despite the geographical distances and gender " male or female."

The results to items (1-8) received a high effect degree, the majority of students "73.4%, 71.4%,70.8%, 71.8%, 70.0%, 77.0% and 76.6%."

## **5.4 Discussion the Results of the Sub-Questions**

The main question of this study underlies three sub-questions. For each question a hypotheses has been formulated:

**5.4.1.**The first hypotheses states that: "There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' of English writing proficiency due to gender."

After data analysis, it was found that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' of English writing proficiency due to gender. The researcher used T-Test for independent samples.

**5.4.2.**The data analysis of the second hypotheses," There are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification." The researcher used One-Way ANOVA to test the hypotheses.

The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the domain of the effect of social media while there are significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to academic qualification in the domains of students' attitudes, type of impact and total score. The researcher used Scheffe post hoc test to determine the source of differences.

**5.4.3.**The data analysis of the third hypotheses," There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to governorate."

The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to governorate.

The researcher used One-Way ANOVA to test the hypotheses.

**5.4.4.**The data analysis of the fourth hypotheses," There are no significant differences at ( $\alpha=0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to educational experience."

The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to educational experience. The researcher used One-Way ANOVA to test this hypotheses.

**5.4.5.**The data analysis of the fifth hypotheses," There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to professional experience."

The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to professional experience.

The researcher used One-Way ANOVA to test the hypotheses.

**5.4.6.**The data analysis of the sixth hypotheses," There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of using social media on Palestinian ninth graders' English writing proficiency due to sector."



The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to sector.

The researcher used One-Way ANOVA to test the hypotheses.

### **5.5 Discussion the Results of the Standardized Writing Test**

The data analysis of the standardized writing test," There are significant differences at ( $\alpha=0.05$ ) in the writing skill: syntax, semantics, organization and dictation due to the groups, in favor of the experimental group."

The results revealed that there are no significant differences at ( $\alpha=0.05$ ) in the effect of social media on Palestinian ninth graders' English writing proficiency due to groups.

The participants recorded better stances of their attitudes towards improving their writing after being involved in the social media's writing activities. The students' responses show how social media helped to develop their writing ability and enabled them to view and edit their writing easily. The students also reported that social media enriched their writing content and structure. This means that participants have positive attitude towards writing through social media and would like to use it in the study of other English language skills.

## **5.6 Conclusions**

Based on the findings of the study, the researcher arrived at the following conclusions:

**5.6.1.** Social Media provided students with a better learning environment that was positively reflected on their writing achievement of English language.

**5.6.2.** Social Media motivated students towards an independent practice of English language instead of direct directions. This was clear through group work activities and their asking for extra computer lab time during the social media inclusion experiment to check the editing status or to edit for themselves or for another student.

**5.6.3.** Social Media developed collaborative writing among participants. This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners. Social media provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.

**5.6.4.** Social Media is a very beneficial technology tool for teaching English writing where participants in the experiment showed remarkable improvement in the experimental writing test.

**5.6.5.** Social Media helped participants build a sense of leadership because groups always have leaders.

## **5.7 Recommendations**

Based on the findings of the study, the researcher recommended the following:

### **5.7.1 For the Teacher**

1. Providing strategies based on using social media technology in teaching EFL learners at all stages.
2. Activating the role of social media based technology in Changing teachers' role from instructors who dominate the class into educators whose role is to help, guide and support teachers and their students to acquire language.
3. Enriching the curriculum with relevant social media technology that enhances students' use of English inside and outside school.
4. For reasonable, gradual and planned inclusion of social media technology to Palestinian schools, a school in each educational area can be provided with the teaching strategies that ease the implementation of social media based technology and thus foster students' achievement. This reasonable and gradual inclusion is attributed to the fact that to start with social media technology in all schools at once costs a huge budget.
5. Equipping the classrooms with computers and connect them appropriately with the internet and then connect all of the schools freely with the internet.

**5.7.2 For the Student**

1. Students developed collaborative writing among using social media. This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners.
2. Students used the attitudes on the right track and helped to develop knowledge of the written language.

**5.7.3. For the School**

1. Conducting training courses that help teachers enhance their competencies of implementing social media based technology in their classes.
2. Conducting workshops that aim at familiarizing teachers with different techniques and strategies used in the wiki technology.

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# Appendices

## Appendix (A) Questionnaire

*Enas Abu Hamdi*  
Dr. Majed Hassan  
18.8.2014

  
An-Najah National University  
Faculty of Graduate Studies  
Methods of Teaching Department

**Questionnaire**

*S. Saffar*

Dear Teachers,

The following questionnaire has been developed to collect the necessary information for accomplishing an MA thesis at An-Najah National University entitled " The Effect of Social Media on Palestinian Ninth Graders' English Writing Proficiency " .

This tool is designed by the researcher as part of fulfilling my MA thesis requirements and in order to achieve the overall aim of the study that is : investigating the impact of using social media on the 9th graders' progress in writing skills and their attitudes towards the skills of writing at schools in the West Bank . This questionnaire is revised and modified by my thesis Supervisor Dr. Nedal Jayousi .

This questionnaire consists of two parts : the first part comprises personal data ; whereas the second part includes the items of the questionnaire .

The researcher would be grateful if you answer the two parts appropriately in the provided space . Your answers will be kept strictly confidential and the given information will be used for research purposes . In case of queries , feel free to email me on:  
[enasabuhamdi@yahoo.com](mailto:enasabuhamdi@yahoo.com) .

**Thank you for your cooperation,**  
**The Researcher :**  
**Enas Abu Hamdi**

**The First Part : Personal Information**  
Please put the mark (X) in the place that suit your case :

- Gender : a- Male (    )    b- Female (    ) .
- Academic Qualification: a- Diploma (    ) b- Bachelor (    )  
c- Master (    ) d- Others (    ) .
- Governorate: a- Tulkarm (    ) b- Qalqilya (    ) c- Salfit (    )  
d- Bethlehem (    ) e- Nablus (    ) f- Ramallah (    )  
g- Hebron (    ) h- Others (    ) .

#### 4. Educational Experience:

- a- Less than 5 years (      )                      b- 5 – 10 years (      )  
c- More than 10 years (      ).

### 5. Professional Experience in Teaching English as a Foreign Language:

- a- Less than 5 years (     )     b- 5 – 10 years (     )  
c- More than 10 years (     ).

**6. Sector:**

- a- Government ( )      b- Private ( )      c- UNRWA ( ).

**7. Do you utilize social media in as a tool in enriching teaching English as a foreign language ?**

If yes, please tell me:

- How many students' have been using social media as a tool of learning?
- How many years have they been using social media ?
- Out of your experience, do you think that your students who use social media are writing in a better English than the classmates that they do not use it ?

## The Second Part:

This part consists of the questionnaire items, which are classified into **three components:**

**The First Component:** The students' attitudes towards using social media as a tool of writing in English language.

**The Second:** It addresses the type of impact that social media has on the students' writing competence (it is a positive impact or a negative one).

**The Third One:** The effect of social media on the students' writing proficiency ; with respect to gender and location.


**The First Component:** The students' attitudes towards using social media as a tool of writing in the English language.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-	Students can write activities in English through utilizing social media.					
2-	Students understand the linguistic content of social media activities.					
3-	Students can access the links /resources easily.					
4-	Students post their replies and assignment to the social media activities easily.					
5-	Students write more if the social media is used as a supplementary tool.					
6-	Students like to write collaboratively through social media.					
7-	Students are motivated to write activities through a typical English social media language writing.					
8-	Students prefer to write in English by using social media.					
9-	Students work well in their groups through social media.					
<b>The Second Component:</b> It addresses the type of impact that social media has on the students' writing competence (it is a positive impact or a negative one).						
10-	Social media stimulates your students' interest in writing in English.					
11-	Social media encourages students to contribute to the writing skill.					
12-	Social media increases students' productivity in writing.					
13-	Social media connects students with their teachers at home.					

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14-	Social media has a negative effect on students' proper spelling.					
15-	Social media enables students to view and edit their writing easily.					
16-	Social media can motivate students into more active and interactive writing.					
17-	Social media enriches students' knowledge to write.					
18-	Social media improves students' ability in grammar.					
<b>The Third Component:</b> The effect of social media on the students' writing proficiency ; with respect to gender and location.						
19-	Students writing proficiency is limited in rural areas due to the lack of internet facilities.					
20-	The competences of female students in English writing is better than their male counterparts.					
21-	Male students have access to social media more than females.					
22-	The availability of internet service centers and facilities are limited.					
23-	The Social culture of my area affects the use of social media.					
24-	The students weaknesses in reading and/or can be partially solved by enabling them to use social media.					
25-	Social media helps to keep students in communication with each other despite of the geographical distances.					
26-	The more the students use the social media, the better their writing competence.					

## Appendix (B) Test

  
 An-Najah National University  
 Faculty of Graduate Studies  
 Methods of Teaching Department

**Experimental test/ Ninth Grade**

Name : ..... Age : .....  
 الاسم ..... العمر .....  
 First semester average : ..... Average in English : .....  
 معدل الفصل الأول ..... معدل اللغة الإنجليزية .....  
 Gender : Male / Female. Using Computer : Good / Not Good  
 أنثى / ذكر : الجنس ..... استخدام الكمبيوتر : جيد / غير جيد .....  
 School : Government / Private / UNRWA  
 المدرسة : حكومية / خاصة / أونوروا .....  
 Using Social Media such as : facebook , twitter , Instagram , emails , youtube , google... etc  
 استخدام وسائل التواصل الاجتماعية مثل : الفيس بوك ، تويتر ، الانستجرام ، الإيميل ، اليوتيوب ، جوجل ... وغيره .....  
 Using Social Media intensively , one or two hours daily : Yes / No  
 استخدام وسائل التواصل الاجتماعية بشكل مكثف ، مرة أو مرتين يوميا ..... نعم لا .....  
 Using Social Media at least two hours in a week : Yes / No  
 استخدام وسائل التواصل الاجتماعية على الأقل مرتين في الأسبوع ..... نعم لا .....

Dear students  
 Talk about the effect of social media in to your life , in **three paragraphs** answer these questions :

- Is social media good or bad ? why ?
- Does social media affect on your life ? if yes , How?
- In case you do not use the social media at all , or you use it on a weekly basis only talk also about the reasons that made you not to use social media a lot and it has any impact on your life?

Good Luck



**Appendix (C): The Validation Committee for the Questionnaire  
and the Standardized Writing Test**

<b>No.</b>	<b>The Validation Committee</b>	<b>University</b>
<b>1.</b>	<b>Dr. Nedal Jayousi</b>	<b>An-Najah National University</b>
<b>2.</b>	<b>Dr. Soheil Salha</b>	<b>An-Najah National University</b>
<b>3.</b>	<b>Dr. Majed Dawood</b>	<b>Al-Quds Open University</b>

**Appendix (D): Permissions of the Faculty of Graduate Studies'  
Dean An-Najah National University**

<p><b>An-Najah National University</b> Faculty of Graduate Studies Dean's Office</p>		<p><b>جامعة النجاح الوطنية</b> كلية الدراسات العليا مكتب العميد</p>
التاريخ : 2014/8/12		
حضرة الدكتور صلاح ياسين المحترم منسق برنامج ماجستير المناهج وأساليب التدريس		
تحية طيبة وبعد،		
<p><u>الموضوع : الموافقة على عنوان الأطروحة وتحديد المشرف</u></p>		
قرر مجلس كلية الدراسات العليا في جلسته رقم (276)، الملعقة بتاريخ 2014/8/7، الموافقة على مشروع الأطروحة المقدم من الطالبة / ليليا عبد الرحيم عبد الفتاح أبو حنيفة، رقم تسجيل 11255796، تخصص ماجستير أساليب تدريس اللغة الانجليزية، عنوان الأطروحة: (أثر التواصل الاجتماعي على مهارة القراءة الكتابية لطلبة الصف التاسع) (The Effect of Social Media on Palestinian Ninth Graders' English Writing Proficiency)		
بإشراف: د. نهاد الجبوري		
يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ها ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف.		
وتفضلوا بقول والفر الاحترام ...		
عميد كلية الدراسات العليا  أ.د. خليل عودة	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>	
نسخة : د. رئيس قسم الدراسات العليا للعلوم الانسانية المحترم في.أ.ع. القبول والتسجيل المحترم مشرف الطالب :		
		
<p>             النابلس، نابلس، ص.ب 7707 هاتف: 972(09) 2345113، 2345114، 2345115 فاكس: 972(09) 2342907              نابلس، P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115              3260 (5) هاتف داخلي *www.anajah.edu - email <a href="mailto:fgu@anajah.edu">fgu@anajah.edu</a>              * Facsimile 972 92342907           </p>		

An-Najah  
National University  
Faculty of Graduate Studies



جامعة  
النجاح الوطنية  
كلية الدراسات العليا

التاريخ: 2014/12/1

حضرة السيد مدير عام للتعليم العام المحترم

الإدارة العامة للتعليم العام

وزارة التربية والتعليم العالي

فاكس: 2983222 - 2 - 00972

رام الله

الموضوع: تسهيل مهمة الطالبة/ ايناس عبد الرحيم عبد الفتاح ابو حمدة، رقم تسجيل (11255796)

لتخصص ماجستير اساليب تدريس لغة إنجليزية

تحية طيبة وبعد ...

الطالبة/ ايناس عبد الرحيم عبد الفتاح ابو حمدة، رقم تسجيل 11255796 تخصص ماجستير اساليب تدريس لغة إنجليزية في كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها: (لتر التواصل الاجتماعي على مهارة الكفاءة الكتابية لطلبة الصف التاسع)

وتحتاج الى توزيع استبيان على معلمي ومعلمات للسف التاسع الاساسي في المدارس الحكومية التابعة لوزارة التربية والتعليم في الضفة الغربية.

يرجى من حضرتكم تسهيل مهمتها في تزويدها بالمعلومات واتمام مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع والفر الاحترام ...

رئيس قسم الدراسات العليا للعلوم الانسانية

د. صلاح الخطيب



فلسطين، نابلس، ص ب 7-707 هاتف: 2345115، 2345114، 2345113، 972 (09) 2345113، فاكس: 972 (09) 2342907

3200 (5) Nablus, P. O. Box (7) \*Tel. 972 9 2345113, 2345114, 2345115

\* Facsimile 972 92342907 \*www.najah.edu - email fgs@najah.edu

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النجاح الوطنية  
كلية الدراسات العليا

التاريخ: 2015/2/15

العلم العام  
[Signature]

حضرة السيد مدير عام للتعليم العام المحترم  
الإدارة العامة للتعليم العام  
وزارة التربية والتعليم العالي  
فلكس: 2983222 - 2 - 00972  
ولم الله

الموضوع: تسهيل مهمة الطالبة/ إناس عبد الرحيم عبد الفتاح أبو حمدة، رقم تسجيل (11255796)  
تخصص ماجستير اساليب تدريس لغة إنجليزية

تحية طيبة وبعد ...

الطالبة/ إناس عبد الرحيم عبد الفتاح أبو حمدة، رقم تسجيل 11255796 ماجستير اساليب تدريس لغة إنجليزية في  
كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها ولاتي عنوانها:  
(أثر التواصل الاجتماعي على مهارة الكفاءة الكتابية لطلبة الصف التاسع)

يرجى من حضرتكم تسهيل مهمتها في تطبيق دراستها وإجراء اختبارات على طلبة الصف التاسع الاساسي في  
المدارس الحكومية والخاصة والاوروا في محافظات الضفة الغربية بما يفيد الدراسة ، لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ...

رئيس قسم الدراسات العليا للعلوم الانسانية

[Signature]  
د. سامح الخطوط



جامعة النجاح الوطنية  
كلية الدراسات العليا

# أثر وسائل التواصل الاجتماعي على مهارة الكفاءة الكتابية لطلبة الصف التاسع

إعداد

إيناس عبد الرحيم أبو حمدة

إشراف

د. نضال الجيوسي

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب  
تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس،  
فلسطين.

2015م

ب

أثر وسائل التواصل الاجتماعي على مهارة الكفاءة الكتابية لطلبة الصف التاسع

إعداد

إيناس عبد الرحيم أبو حمدة

إشراف

د. نضال الجيوسي

### الملخص

هدفت هذه الدراسة إلى التعرف على أثر وسائل التواصل الاجتماعي في تحسين الكفاءة الكتابية لطلبة الصف التاسع في الضفة الغربية. وتناولت الدراسة أثر المتغيرات التالية: (الجنس، المؤهل الأكاديمي، والمحافظة، والخبرة التربوية، والخبرة المهنية في تدريس اللغة الإنجليزية كلغة أجنبية، والسلطة المشرفة) على إتقان مهارة الكتابة باللغة الإنجليزية لطلبة الصف التاسع الأساسي.

لتحقيق أهداف الدراسة، أعدت الباحثة أداتين هما: استبانة مكونة من (26) فقرة واشتملت الاستبانة على ثلاثة مجالات رئيسية هي: مواقف الطلبة نحو استخدام وسائل التواصل الاجتماعي كأداة من أدوات الكتابة في اللغة الإنجليزية، ونوع الأثر الذي يسببه وسائل التواصل الاجتماعي على الكفاءة الكتابية للطلبة وأثره سواء كان إيجابياً أو سلبياً، وتأثير وسائل التواصل الاجتماعي على إتقان مهارة الكتابة للطلبة فيما يتعلق بنوع الجنس والمكان، أما الأداة الثانية فكانت اختبار كتابة إنشاء موحد للمجموعتين: التجريبية والضابطة الذي تضمن ثلاثة أسئلة للحصول على ثلاث فقرات اعتماداً على الكفاءة الكتابية باللغة الإنجليزية لطلبة الصف التاسع الأساسي.

قامت الباحثة بتوزيع الاستبانة على عينة طبقية عشوائية من (1094) معلمي اللغة الإنجليزية للصف التاسع في الضفة الغربية، واختبار كتابة إنشاء موحد بشكل عشوائي على عينة من (180) طالب وطالبة من الصف التاسع، حيث تمّ التشاور والاتفاق بين هيئة المحلفين في مجال تدريس اللغة الإنجليزية كلغة أجنبية من مختلف الجامعات في الضفة الغربية على صحة الأدوات: الاستبيان واختبار كتابة إنشاء موحد.

وتمّ تحليل البيانات التي تم جمعها ومعالجتها إحصائياً من خلال استخدام SPSS. وأظهرت نتائج الدراسة أن طلبة الصف التاسع الأساسي لديهم مواقف إيجابية تجاه استخدام وسائل التواصل الاجتماعي كأداة من أدوات الكتابة في اللغة الإنجليزية. وبيّنت الدراسة أن هناك فروق ذات دلالة إحصائية عند مستوى  $(\alpha \leq 0.05)$  في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى لمتغير المؤهل العلمي في مجالات مواقف الطلبة، نوع التأثير، وتأثير وسائل التواصل الاجتماعي تعزى للحصول على درجة البكالوريوس وتعزى للمؤهل العلمي (الماجستير).

وكانت هناك أيضاً فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى للخبرة التعليمية في مجالات تأثير وسائل التواصل الاجتماعي، ونوع التأثير، ومواقف الطلبة تعزى إلى (أقل من 5 سنوات) و تعزى إلى (5-10) سنوات، في حين لم تكن هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى للخبرة التعليمية في المجال الثالث من تأثير وسائل التواصل الاجتماعي.

لم تكن هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى لخبرة المعلمين المهنية في المجال الثالث من تأثير وسائل التواصل الاجتماعي، ولكن كانت هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى لخبرة المعلمين المهنية في المجالات من نوع التأثير، ومواقف الطلبة تعزى إلى (أقل من 5 سنوات) وتعزى إلى (5-10) سنوات.

وعلاوة على ذلك، لم تكن هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى للسلطة المشرفة في المجال الأول مواقف الطلبة، ولكن كانت هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة

باللغة الإنجليزية تعزى للسلطة المشرفة في مجالات نوع التأثير، وتأثير وسائل التواصل الاجتماعي تعزى إلى المدارس الخاصة.

رغم ذلك؛ لم تكن هناك فروق ذات دلالة إحصائية في تأثير وسائل التواصل الاجتماعي على طلبة الصف التاسع الأساسي لإتقان مهارة الكتابة باللغة الإنجليزية تعزى لمتغيري (الجنس ومحافظات الضفة الغربية) في المجالات المذكورة: مواقف الطلبة، ونوع التأثير، وتأثير وسائل التواصل الاجتماعي.

في ضوء نتائج الدراسة، أوصت الباحثة أن المعلمين والمعلمات الذين يستخدمون التكنولوجيا ووسائل التواصل الاجتماعي في تعليم مهارة الكتابة استخدامها في تطوير وتحسين القدرة والمهارة الكتابية للطلبة. أيضاً، واقترحت بأنه ينبغي إجراء المزيد من البحوث بشأن أثر وسائل التواصل الاجتماعي على مهارات اللغة الإنجليزية المختلفة والمواد الدراسية الأخرى.