

An- Najah National University

Faculty of Graduate Studies

**The Effect of Using Facebook on Improving Students'
Writing Skills in English.**

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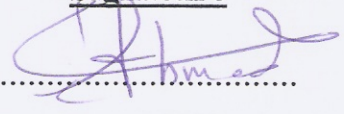
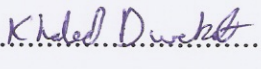
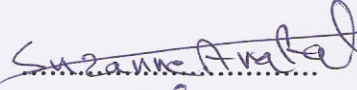
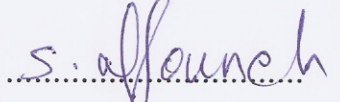
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III

Dedication

This work is dedicated

- To my University, An-Najah National University especially, the Faculty of Graduate Studies.
- To my dear teachers who supported me a lot. Thank you all especially, Dr. Ahmed Awad who my words are not enough to appreciate. Not only his endless encouragement did help me complete this research but also, he taught me how to charge others with power and bravery.
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V
الإقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان :

The Effect of Using Facebook on Improving Students' Writing Skills in English.

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه
حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو
بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the Researcher's own work, and has not been submitted elsewhere for other degree of qualification.

Student's Name:

اسم الطالب:

Signature:

التوقيع :

Date:

التاريخ:

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The Effect of Using Facebook on Improving Students' Writing Skills in English.

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Abstract

This study investigated the effect of using Facebook on improving the students' writing skills for the ninth graders in the Latin Patriarchate Private School in Qabatia District in Zababdeh. The sample of the study was purposeful. It consisted of 40 ninth grade students at the Latin Patriarchate School in Zababdeh in the first semester of the scholastic year 2012-2013. For data collection, the researcher used an experimental group and a control group to examine the effect of using Facebook on improving the students' writing skills. 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. The researcher used an IQ test designed by Saleh (1978) to examine equivalence in intelligence. Both groups were about the same intelligence which guaranteed the equivalence of both groups. Then, a pre-writing test was applied for the purpose of examining the students' levels of both groups. The researcher busily engaged the students of the experimental group in different writing tasks agreed upon between the teacher and the students in advance. These writing tasks focused on teaching the main features of writing which are mechanics, usage and sentence formation. At the end, a post-writing test was also applied for both groups to check improvement. The data was collected, coded out and analyzed by using Independent T-Test, Two-Way ANOVA and Paired T-Test to answer the questions of the study. The training program comprised 16 meetings on the Facebook social networking website, which aimed at training the experimental group how to

write effectively through correcting mistakes and suggesting better ideas for their classmates' writing topics. On the other hand, the control group was taught the same material but without receiving any training. After 16 sessions of training, means of the pre- and post- tests for the two groups were calculated. On the basis of the findings, the researcher found that there was an obvious effect of using Facebook on improving the students' writing skills. Based on these findings, the researcher recommended that teachers should give more emphasis to the use of Facebook in teaching writing and cooperate with other teachers in other schools to create groups of more students from different schools, backgrounds and experiences for its positive effects on improving the students' writing skills. The researcher also recommended that students should not worry too much about their mistakes because mistakes are inevitable and one can learn from these mistakes through Facebook pages. The researcher recommended decision makers to organize training and workshops for training teachers how to teach writing perfectly through Facebook which has now become not only an essential necessity in teaching writing but also an enthusiastic and challenging way of untraditional teaching.

Chapter One

1. Introduction

1.1. What is Writing?

1.2. What is the Importance of Writing?

1.2.1. Why to teach writing?

1.3. What is Facebook?

1.4. What is the Importance of Using Facebook in Improving Students' Performance in Writing?

1.5. Creating a Suitable Environment in Learning through Facebook due to Social Constructivism

1.4. Statement of the Problem

1.5. Purpose of the study

1.6. Questions of the study

1.7. Significance of the study

1.8. Limitations of the Study

1.9. Definitions of Terms

1.10. Summary

Chapter One

1. Introduction

This chapter attempts to shed light on the importance of writing. Then it focuses on the importance of using Facebook in improving students' performance in writing. It also includes statement of the problem, purpose of the study, research questions, significance of the study and limitations of the study . This chapter ends up with definition terms used in the study.

1.1. What is Writing?

Writing provides a means for students to proceed new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently (Mourtaga,2004).

1.2 What is the Importance of Writing?

The term writing has been defined by the Oxford dictionary as the activity or skill of making coherent words on paper composing text. Writing is not only important in communication, it is also an effective way in many fields of expression, judgment of a person, flexibility and maturity. Mourtaga (2004) said that writing is the vital means of communication within an organization .He also explained that writing is a critical way of communication which is a necessary component of education, livelihood and basic functioning in our society. Writing is how much of the world communicates . If the person does not write well , s/he will be cut off from a large community.

Some have the innate ability to put their thoughts into words. This skill is more beneficial specifically for those who are emotional and do not express verbally. Writing is one of the ways that we translate our thoughts for other people. Some people are better at expressing themselves in writing than any other way, and you thus get a better translation when you read what they have to say rather than hearing them speak. As Mourtaga (2004) said, the writing skill solidifies ideas and thoughts, and allows the reader to reflect on them better than if the ideas remain evolving in his or her head.

Writing is also important for judging a person by the quality of writing he or she possesses. When the writing is devoid of mistakes, it creates a good impression about the writer. Finally, writing helps the writer be more flexible and mature . The more he or she writes , the more flexible his/her vision and thought process become towards the requirements and demands of the reader.

Additionally, writing also prepares the learner for school and employment both of which in most cases require a lot of it. It assists the learner with other language tasks as well. It helps him learn how to form language, how to spell, how to put together a plot. The student learns how to make a logical argument or how to persuade through writing .Tan (2012) added that writing well opens the door to advancement in almost any field you might choose in the future. Chappell (2011) believed that writing is an essential job skill which helps the learner understand how truth is established in a given discipline. It also fosters the writers ability to explain a complex position to readers clearly. In short, writing is one of the most

important skills that teachers must focus on as it prepares the learner to fight in life.

1.2.1. Why to Teach Writing?

The teaching of formal grammar has a negative impact on learners because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing (AL Sharawneh, 2012).

Fifty years of research into grammar instruction confirm what many teachers have long suspected when it comes to improving writing, traditional grammar instruction simply does not work. In fact, the most unequivocal conclusion reached by Hillocks in his 1986 meta-analysis of twenty-five years of writing research was that traditional grammar instruction was the most ineffective method of improving writing.

Many teachers, though, worry that throwing out all instruction in grammar and conventions will produce a generation of students who are unable to write an intelligible sentence.

It is not surprising that teachers are finding ways to use social networking in academia. Blattner and Fiori (2009) recognize that educators should acknowledge the importance of utilizing these types of social networking sites (Facebook) in the context of education, especially since they meet the connectivity demands made by today's Digital Natives (Farris-Berg, 2005; Prensky, 2001). So what a teacher has to do is to find out different methods for teaching writing effectively and enthusiastically rather than eliminating instruction in conventions.

1.3 What is Facebook?

Facebook was founded by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes in 2004. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities before opening to high school students, and eventually to anyone aged 13 and over. Facebook now allows any users who declare themselves to be at least 13 years old to become registered users of the site.

The name of the social networking site stems from the colloquial name for face and book . Face means what you first see of the body in front of you .It is also the clearest part of the body that gives you an indication of what is the person in front of you like which is related to the social field. While the word book is related to the academic field. So, the word Face has social roots and the word book has academic roots and the social networking site (Facebook) can be used for achieving academic purposes in improving the learners' writing (Rosen,2011). Facebook has over one billion active users more than half of them use Facebook on a mobile device. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People From Work".

1.4 What is the Importance of Using Facebook in Improving Students' Performance in Writing?

Writing provides a means for students to proceed new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently (Ruben,2011).

English has been gaining importance as the most used language in the world . Continuous growth of new technologies makes English even more essential for everyone to communicate efficiently .Thus more emphasis should be given to teaching writing in English as a writing skill that may function as an important gate leading students to a successful career in this information technology driven world (Warschauer ,2006)

Facebook is a vital means of communication and social interaction. It has something in common with the theory of Social Constructivism as they both lead to active, authentic and enjoyable learning. Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then taken up by individuals. According to social constructivists, the process of sharing each person's point of view-called collaborative elaboration results in learners building understanding together that wouldn't be possible alone. That is to say, Facebook is a social networking site which supports collaborative work among learners, sharing experiences in thoughts and ideas especially in the writing skill which by its turn plays an extremely important role in improving the learners' abilities to write effectively.

Facebook is also an important means of motivation and interest. Advocates of social constructivism prove that learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Meyer 2009). This is in line with Vygotsky's zone of proximal development, which can be described as the distance between the actual developmental level (as determined by independent problem-solving) and the level of potential development (as determined through problem-solving under adult guidance or in collaboration with more capable peers) .

As using Facebook has caused political revolutions in the Arab world recently , it certainly guarantees achieving effective and bold results in the academic field .

1.5 Creating a Suitable Environment in Learning through Facebook due to Social Constructivism

One of the characteristic of the role of the facilitator in the social constructivist's viewpoint is that the instructor and the learners are equally involved in learning from each other as well (Holt and Willard-Holt 2000). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and tasks. Learners compare their version of the truth with that of the instructor and fellow learners to get to a new, socially tested version of truth (Kolb 1984). The task or problem is thus the interface between the instructor and the learner. This creates a dynamic interaction between task, instructor and learner which entails that learners and instructors should develop an awareness of each

other's viewpoints and then look to their own beliefs, standards and values, thus being both subjective and objective at the same time. Facebook facilitates this awareness of each others' viewpoints in writing and creates a suitable environment for learning as learners and their teachers can keep in touch learning and exchanging suggestions to improve their styles of writing .

More and more teachers and administrators are taking advantage of the different tools Facebook offers to improve how they communicate with parents and students. What's exciting is the way Facebook is being used to create a vibrant learning community (Rosen,2011).

The impact of the Internet on language learning in the content of higher education has been growing exponentially. A number of years ago, early incarnations of the internet provided students the opportunity to find information online and share their findings with other language learners. For today's generation, Facebook allows the creation of new content; thus previously unexplored communication channels have been opened, providing language learners with new incentives and opportunities to easily interact with people from across the globe (Barnlund, 2008).

In addition, Lomicka and Lord (2009) underscore the importance of the individual as part of the collective whole, which makes Facebook well suited for language learning in traditional and hybrid environments as it fosters both interaction and collaboration.

Facebook practices along with the growing use of the Internet have changed the nature of information flow and of how our students make sense of the world. These changes indicate that educators need new

strategies and new tools to teach and capture learners' imaginations to fit their thought patterns and new socialization habits(Ruben,2011).

Computer mediated social networks have been growing at an exponential rate. Buffardi and Campbell (2008) pointed out that having a web presence and being in touch with a large number of individuals via social networking sites has become part of the daily routine of people, many of whom are higher education students. In other words, according to Downes (2006), the emergence of Facebook is not simply a technological revolution, but rather a social transformation that enables and encourages communication and education as these websites allow members to express themselves and interact with others (Lin, 2012).

1.4 Statement of the Problem

In a study done by Khalil (2002), It is found that most of the mistakes made by the non-native speakers of the Arab learners are in writing especially in sentence formation, usage and mechanics of writing. In another study done by Mahmoud (2012), it is found that non native speakers of English face problems in punctuation. Based on this assumption, the researcher looks for means to improve the students' way of writing as they lack writing perfectly as mentioned above. The researcher found Facebook a suitable and enthusiastic way of learning and decided to examine the effect of using Facebook on improving the students' writing skills. Thus, the researcher conducted this study and tried to answer the following main question at the end of the study : What is the effect of using Facebook on improving students' writing skills?

1.5 Purpose of the study

This study aims at achieving the following purposes:

- 1- Discovering the effect of using Facebook on the students' writing skills in English.
- 2- Finding out if there are any significant differences in the learners' performance in writing as a result of using Facebook on the ninth graders' achievement in writing due to gender .

1.6 Questions of the study

The study tries to answer the following questions:

1. What is the effect of using Facebook on improving the students' writing skills?
2. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the experimental group?
3. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the control group?
4. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the post- tests for both the control group and the experimental group?

5. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the experimental group due to gender?
6. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the control group due to gender?
7. Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the post- test of the control group and the post-test of the experimental group due to gender ?

1.7 Significance of the study

The importance of this study stems from two main points: First, students nowadays have many concerns rather than studying and they are addicted to different kinds of technology .They like chatting with friends using their Facebook accounts which in turn may make it easy to use Facebook in teaching them how to write effectively. Second, their academic performance in English especially in writing is not proficient as it should be because they do not have the passion to learn through traditional methods. The researcher finds it suitable to exploit and take the advantage of their passion to chatting with friends and their fondness to using Facebook to increase their enthusiasm and ability to learn English effectively.

The researcher saw this study important to help teachers find different new methods to use while teaching writing.

1.8 Limitations of the Study

This study considered the following limitations: locative, temporal, human and topical.

1- Locative Limitations: The study covered all the ninth graders in one private school in Qabatia district in Palestine which is Latin Patriarchate School –Zababdeh .

2- Temporal Limitations: This study was carried out in the scholastic year 2012-2013 in the first semester.

3- Human Limitations: The population of the study consisted of all students in the ninth grade in the two classes in the mentioned school which were twenty in each class.

4-Topical Limitations: The study examined the effect of using Facebook on improving the ninth graders' writing skills .

1.9 Definitions of terms:

-Facebook : Browse (2009) defined Facebook as a popular free social networking website that allows registered users to create profiles,

upload photos and video, send messages and keep in touch with friends, family and colleagues.

-Traditional Education : Robert((2009) defined the traditional 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. However, most of what we learn before, during, and after attending schools is learned without being taught to us. A child learns such fundamental

things as how to walk, talk, eat, dress, and so on without being taught these things. Adults learn most of what they use at work or at leisure while at work or leisure. Most of what is taught in classroom settings is forgotten, and much of what is remembered is irrelevant (Hayashi, 2011).

1.10 Summary

This chapter started by throwing light on the significance of the writing skill on the first hand and the significance of using Facebook on improving students' performance in writing on the other hand. It also included statement of the problem, purpose of the study, research questions, significance of the study and limitations of the study. The chapter ended up with definition terms used in the study. The following chapter will include the most relevant studies to the present thesis.

Chapter Two

2. Literature Review

2.1 What is Mutual Between Learning Theories and Facebook in the field of Teaching Writing?

2.1.1 Constructivism and Facebook

2.1.2 Social Constructivism and Facebook

2.1.3 Behaviorism and Facebook

2.1.4 Active Learning Theory and Facebook

2.2 The Importance of Surfing Facebook in the Teaching Learning Process

2.3 Cooperative Learning Theory and Facebook

2.4 The Importance of Writing Assessment

2.5 The Most Important Features of Writing and how to Focus on through Facebook

2.5.1 Mechanics

2.5.2 Usage

2.5.3 Sentence Formation

2.6 Summary

Chapter Two

2. Literature Review

For the sake of simplicity and clarity, the researcher arranged literature review topically and theoretically. That is, according to the topic each theory handles and its relationship with Facebook in the area of teaching and learning.

The researcher discusses the importance of surfing networks, mainly Facebook, in the teaching learning process and its effectiveness on improving the students' performance in writing and enhancing their abilities to critical thinking and problem solving abilities through Facebook.

2.1 What is in Mutual Between Learning Theories and Facebook in the Field of Teaching Writing?

Constructivism, Social Constructivism, Behaviorism and Active Learning are all learning theories which have something in common with Facebook in the field of learning. All try to create a suitable environment full of motivation and cooperation, interaction and enthusiasm, which is the purposeful hope of the teaching learning process. The researcher discussed the relationship between the mentioned learning theories and Facebook according to teaching and learning in the following few pages of this chapter (Meyer,2009).

2.1.1 Constructivism and Facebook

Piaget (1969) overemphasized that the way children learn came to the conclusion that learning is created by interactions with the environment. Piaget also added that the best way for students to learn is to keep them

curious, make them wonder and offer them problem challenges, rather than giving them information. This is exactly what Facebook provides for learners to learn through challenging tasks shown on their accounts.

Constructivist philosophy has a long history of application in education programs for young children, but is used less frequently in adult learning environments. As humans develop, there are qualitative changes in their ability to think logically about experiences, but the processes by which learning occur, cognitive adaptation and social mediation, are believed to be continuous or remain the same throughout the life. At the heart of constructivist philosophy is the belief that knowledge is not given but gained through real experiences that have purpose and meaning to the learner, and the exchange of perspectives about the experience with others (Piaget & Inhelder, 1969; Vygotsky, 1978).

Furthermore, Mayer (2004) added that in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook.

As learning a language is pure communication as Barnlund (2008) stated, Facebook is a way of keeping in touch with family members, friends and also other people, which also achieves the purposes of communication. In terms of what Piaget, Vygotsky, Mayer and Barnlund said, it could be concluded that the use of technology mainly Facebook can engage students

in new experiences and create a community of learners across geographical boundaries.

Not only the Constructivist Theory supports creating a new suitable environment for learning but also the Social Learning Theory (SLT) which focuses on learning that happens within a social environment and emphasizes the premise that people learn from one another by means of observational learning. The theory argues that individuals are strongly influenced by society's reward and punishment systems and model their behaviors accordingly. A leading proponent of social learning theory, Barnlund (2008), helped to shape the conjecture by incorporating aspects of cognitive and behavioral learning.

2.1.2 Social Constructivism and Facebook

Vygotsky, a psychologist and social constructivist, laid the foundation for the interactionists view of language acquisition. According to Vygotsky (1978), social interaction plays an important role in making meaning in the learning process. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition. It is believed strongly that communities play a central role in the process of learning. In other words, learning is a necessary and universal aspect of developing culturally ,organized specifically human psychological function that leads to effective authentic learning (Vygotsky,1978).

Vygotsky (1978) added in his studies that higher mental processes in the individual have their origin in the social and cultural processes. Individual development cannot be understood without reference to the social and cultural context which it embed. Facebook is a pure social and

cultural networking site which can certainly achieve the purpose of learning according to the theory of social constructivism.

2.1.3 Behaviourism and Facebook

Skinner (1948) emphasized that any behavior is the result of stimulus- response- reinforcement and Facebook is full of stimulus-response activities and it is also full of reinforcement. Using Facebook is a behavior and learning how to write effectively through Facebook is another behavior which could be enjoyably applied and determined by the environment (Watson ,1920).

2.1.4 Active Learning Theory and Facebook

Defining "active learning" is a bit problematic. The term means different things to different people, while for some the very concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms (Lin ,2012).

Teachers might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, speaking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive. Think of the difference between a jar that's filled and a lamp that's lit. In the former case, liquid is poured into an empty vessel—an apt metaphor for the traditional educational paradigm in which students sit passively in a classroom and absorb the knowledge transmitted by an expert. A growing body of research has made it clear, however, that the overall quality of teaching and learning is improved when students have

ample opportunities to clarify, question, apply, and consolidate new knowledge. In this case, instructors create opportunities for students to engage new material, serving as guides to help them understand and apply information. They help "light the lamp" of student learning (Barnlund,2008).

Students and their learning needs are at the center of active learning. There are many teaching strategies that can be employed to actively engage students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. All of these activities can be carried out through Facebook. The benefits of using such activities are many. They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills which are in the center of the Intended Learning Outcomes (ILOs) (Scarpell ,2009).

Based on this, the researcher believes that creating a new environment which is interesting, enjoyable and full of social interactions can be achieved by appropriate use of Facebook in teaching English language skills especially writing skills.

2.2 The Importance of Surfing Facebook in the Teaching Learning Process

The researcher discussed the importance of surfing networks in the teaching learning process and its effectiveness not only in enhancing the students to critical thinking and problem-solving but also in helping learners with physical disabilities in speaking ,for example, speak without any kind of fear or embarrassment (Lin ,2012).

Gulek and Demirtas (2005) emphasized that rapid technological advances in the last decade have sparked educational practitioners interest in utilizing laptops using Facebook as instructional tools to improve students' learning.

Students learn depending on technological tools spend more time in collaborative work, participate in more project-based instruction, produce writing of higher quality and length, gain increased access to information , improve research analysis skills , and spend more time doing homework on computers. Research has shown that students report a greater reliance on active learning strategies (Ruben , 2010).

Yee (2007) 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.

While Lenhart and Madden (2007) added one example of this , a teenager with a physical disability who felt out-casted and had no friends. After creating a Facebook page, he had a network of 30 friends within a week, all of them were his classmates. The interesting thing was how these classmates had never approached him in school but was rather receptive about adding him as a friend on Facebook.

Social networking sites provide a flexible way for family and friends to connect with each other through means of online networking. They also provide learners with opportunities to maintain new relationships and keep old friendships because it is very easy and convenient nowadays to surf

Facebook from mobile phones and other portable devices. The vast appeal of these technologies influence is the way learners interact with others causing communication which is the insight behind learning a language.

Lenhart and Madden(2007) also added another advantage for using Facebook in teaching. It is that some students who have speaking difficulty because of disabilities or who care a lot about making mistakes in writing, online social networking can be an immense help for them. In another study made by Tynes (2007), he emphasized that online discussions direct teenagers into self-learning and create opportunities for them to develop critical thinking and argumentation skills . Researchers have found that 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. Another study done by Scarpell (2009) emphasized that “Bilingual people aren't cognitively smarter, but they are more cognitively flexible. Besides, “Practice at constant switching improves an aspect of their cognitive abilities. They become more facile at adjusting to new situations and inventing new situations.” (Page.2)

This is much like what people do when they are updating their Facebook status, instant-messaging friends, or answering text messages and emails while they're doing something else. This multitasking, where people are stimulating new patterns of sequential processing, could then reap the same benefits as bilingualism. So, using Facebook does not only encourage students to learn in an interesting way but it also increases their abilities of multitasking and encourages an autonomous learning within a social environment for students. Activities using a social networking site,

such as Facebook, can put control for studying into the students' hands. While Phillips and others (2010) believed that Facebook can be a powerful tool to help learners share educational content, and enhance communication among them. Phillips also added that Facebook can provide students with the opportunity to effectively present their ideas, lead online discussions, and collaborate. It can facilitate student-to-student collaboration and provide innovative ways for the teacher to involve students in his or her subject matter.

In addition, Ruben (2011) stated that people proudly boast about the number of friends they have on Facebook. It is said that an average of Facebook user has over 175 friends and the number simply increases if the user is a teenager or with a beautiful profile.

Being already an addict to Facebook will facilitate using Facebook as a teaching tool as students will like the idea of learning and having fun at the same time. This enables teachers to convey their message in teaching the English language implicitly and in an interesting way.

Besides, Odell (2011) said that social media has several effects on academic work. It also has a positive impact on students sense of themselves in the community . Students using Facebook are well-liked by their peers and practise extra activities and students who do not use Facebook feel themselves connected to their schools and teachers.

Hayashi (2011) emphasized that social networking is not only easy to use; it can create and increase students' social relationships outside of the classroom. Hayashi also discussed how simple activities in Facebook helped a lower language proficient class to become more comfortable

participating in online discussions, giving their opinions and forging closer relationships with their fellow classmates. Hayashi also stated that the use of Facebook contributes to increased student motivation and language output.

Ruiz (2011) found a direct relationship between site use and out-of-class sociability: the more time a student spent on Facebook, the more likely that student was to be involved with extracurricular activities.

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.

On the other hand , few researchers contradict the idea of having a great effect of Facebook on improving students' reading and writing skills. An example of those contradictors is Findlay (2007) who stated that Facebook weakens long distance relationship and decreases the amount of concentration while learning. In addition , Findlay found that Facebook is time- consuming and it is bad because of people being addicted to using it.

From the above mentioned studies, the researcher finds out that the majority of research agrees on the importance of Facebook in improving students' reading and writing skills like Hayashi, Gulek , Hayashi , Ruben and Odell (2011).

As few researchers contradict the great power of Facebook in improving students' levels in reading and writing skills like Findlay . The present study emerges from agreement and disagreement to build a channel based on the gap left from previous literature and a channel suitable for the Palestinians learning English through one of the requirements of this digital

world. Therefore, it is very important for learners to have out-of-class sociability because it is communication and learning a language is also communication. Social networking provides opportunities for learners to develop social skills online.

2.3 Cooperative Learning Theory and Facebook

Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work, and it has been described as structuring positive interdependence. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

Facebook offers a wide array of technological affordances supporting a diverse range of interests and practices which integrate several modes of Computer Mediated Communication (CMC) such as self-presentation, and one-to-one or one-to-many written exchanges with academic writing (Downes, 2006).

Therefore, learning how to write effectively through Facebook is not only enjoyable but also efficient because learning is carried out

cooperatively. Learners also exchange their ideas and information which is highly educative .

2.4 The Importance of Writing Assessment

English is a compulsory school component and a medium of instruction at all Palestinian Universities. English is also important in the world of communication, science, technology and business. Therefore, it becomes a means of not only finding a job but also conveying a political message to the outside world about the Palestinians problems (Mourtaga 2004).

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. Classroom teachers , in particular, benefit from these results . They use these results to help improve, influence, refine and shape their student's attained writing ability (Al Sharawneh,2012).

Holt and Willard (2000) consistently sounds this theme: “I am specifically interested in neutralizing assessment's more negative influences and accentuating its more positive effects for teaching and learning”(page .82). Practices in evaluating writing with such positive effects go variously by the names authentic, educative, and rhetorical. So, teachers must find inharmful ways of pointing out their students' mistakes of writing .

2.5 The Most Important Features of Writing and how to Focus on through Facebook

Conventions of the writing process are the surface features of writing mechanics, usage, and sentence formation. Conventions are a courtesy to the reader, making writing easier to read by putting it in a form that the reader expects and is comfortable with.

2.5.1 Mechanics

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, and capitalization .Because they do not exist in oral language, students have to consciously learn how mechanics function in written language.

For example, while speakers do not have to be conscious of the spellings of words, writers not only have to use standard spelling for each word but may even have to use different spellings for words that sound the same but have different meanings. The same holds true for punctuation: speakers do not have to think consciously about intonation and pauses, but writers have to decide where to use a period instead of a comma and how to indicate that they are quoting someone's exact words (Hillocks, 1986).

2.5.2 Usage

Usage refers to conventions of both written and spoken language that include word order, verb tense, and subject-verb agreement. Usage may be easier than mechanics to teach because children enter school with a basic knowledge of how to use language to communicate. As children are learning to use oral language, they experiment with usage and learn by

practice what is expected and appropriate. However, the oral language that many children use at home is often very different from formal “school” language. In addition, children who speak a language other than English at home may use different grammatical rules, word order, and verb conjugations. Although it may be easier to teach “correct” usage when a child’s oral language at home is already very similar to school language, children from all oral language backgrounds benefit from learning about how language is used in different situations (Rosen,2011).

2.5.3 Sentence Formation

Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. In oral language, words and sentences cannot be changed once they have been spoken. But the physical nature of writing allows writers to craft their sentences, combining and rearranging related ideas into a single, more compact sentence. As students become more adept at expressing their ideas in written language, their sentences become longer and more complex (Rosen,2011).

As mechanics including, spelling, punctuation and capitalization and usage including, word order, verb tense and subject verb agreement and sentence formation that refers to the structure of sentences (simple or complex) are the most important features of writing, the researcher focused on making the students of the experimental group train more and suggest corrections to each others' mistakes in the field of study so that they could use the features of writing mentioned above properly and suitably and could consequently create effective pieces of writing which are to some extent, free of mistakes.

2.6 Summary

This chapter summarized some of the literature in the importance of using Facebook in improving the students' writing skills .It also presented a review of what is mutual between learning theories and Facebook in the field of teaching writing and the importance of writing assessment. The chapter ended up with some light shed on the most important features of the writing skill. Chapter three describes the methodology and the procedures of the study.

Chapter Three

3. Methodology

3.1 Sample

3.2 Instrument

3.3 Procedures of the Study

3.4 Design of the Study

3.5 Statistical Analysis

3.6 Reliability and Validity

3.7 Variables of the Study

3.8 Summary

Chapter Three

Introduction

This chapter reviews methodology of the study, sample, instrument and procedures used in analysis. Design of the study, statistical analysis, reliability, validity and variables of the study are also included in this chapter.

3. Methodology

This research is a semi-experimental qualitative research. The purpose of this research is to investigate the effect of using Facebook on improving the students' performance in English writing in Latin Patriarchate School in Zababdeh during the scholastic year 2012-2013. To achieve this goal , and in an attempt to answer the research questions presented in chapter one, the researcher collected data through analyzing an English proficiency writing test which was classified into three domains each of which dealt with sub writing skills (mechanics of writing , usage and sentence formation).The procedures contained design and statistical analysis.

3.1 Sample

The researcher used a purposeful sample which is the Latin Patriarchate School in Qabatia district. The sample was divided into two groups : the experimental group which was taught using Facebook , and the control group which was taught traditionally. Each one of them contained twenty students .The following tables present the study sample.

Table (1) Sample Distribution According to Gender.

Percentage	Student total	Gender
% 50	20	Male
% 50	20	Female
% 100	40	Total

Table(1) above showed that the total number of the students in each . group is forty. Twenty males and twenty females.

Table (2) Sample Distribution According to Group.

Percentage	Student total	Group
% 50	20	Experimental
% 50	20	Control
% 100	40	Total

Table(2) showed that the total number of students is forty. Twenty students are in the control group and twenty students are in the experimental group.

3.2 Instrument

The researcher used an IQ test designed by Saleh (1978) to examine equivalence in intelligence for both groups. The researcher used an English proficiency writing test which was classified into three domains (mechanics of writing , usage of writing and sentence formation) each of which dealt with sub-writing skills. The researcher used a pre-test and post-test distributed over three dimensions.

The pre- test was applied before using Facebook and the post- test was applied after using Facebook. The students received intensive training of correcting each others' mistakes and giving some suggestions to improve writing in terms of conventions of writing like mechanics, usage and sentence formation through a group on a Facebook page ,consisting of twenty students as an experimental group. The researcher's job was to administrate the whole work including correcting, commenting and giving suggestions for presenting ideas in a better way.

3.3 Procedures of the Study

The researcher used a diagnostic pre-test for evaluating the level of the students and a post- test for noticing the difference in the students' performance in writing quality. The post- test was applied to both groups, the experimental group and the control group. The study was conducted according to the following procedures:

- Preparing the ninth graders of both the control group and the experimental group in Latin Patriarchate School to sit for an IQ test designed by Saleh (1978) for examining the equivalence of the two groups.
- Identifying the study sample.
- Applying the pre-test to the students before using Facebook which was writing about a famous person.
- Preparing the study tool, which was creating a group of twenty students who were the experimental group on the social networking website "Facebook" and exposing them to extensive training on correcting each others' mistakes in the mechanics and usage of writing and sentence

formation. The researcher as she was the teacher herself created the Facebook group and decided with the students in the experimental group to meet each Thursday for an hour on the created Facebook group to play and learn English enthusiastically. Some of the activities were like, story completion, dialogue completion and mistakes correction. Regardless all of the difficulties at the beginning like not being online at the agreed upon time, the teaching-learning process continued successfully as the activities and the games were full enthusiasm .

- Applying the post-test to the students' writing skills after using Facebook.
- Analyzing data by using the statistical package for social science (SPSS).

3.4 Study Design

The researcher used two groups, an experimental group and a control group. Symbols below clarify the design of this study .

G¹ O1 X O2

G² O1 --- O2

Whereas G1 stands for group 1 which is the experimental group and G2 stands for group 2 which is the control group. X represents the treatment using Facebook and O1 is the pre- test and O2 is the post- test.

3.5 Statistical Analysis

To answer the questions of this study, the researcher used the following statistical measures :

- 1 - Means and standard deviations to check differences on pre and post test
- 2- Chronpach Alpha formula to check the internal reliability of the test
- 3- Independent sample T- tests on the pre- test to check equivalence between the two experimental groups. The researcher used the same statistical test on the post-test to find the impact of treatment

3.6 Reliability and Validity

Chronpach Alpha was used to test the reliability of control and experimental test. It was (0.86) for the two groups and this result is acceptable for the study purposes. The researcher calculated correlation for each of the three dimensions before and after applying the tool and the total score of the exam. The researcher found that there is a significant correlation between the pre –test and the post-test as shown in table (3) below.

Table (3) Correlation Coefficients Distributed by the Three Dimensions before and after applying the tool .

Correlation	N	Description
0.62	40	Pre-mechanics & Post- mechanics
0.56	40	Pre- usage & Post- usage
0.69	40	Pre-sentence formation &Post-sentence formation
0.74	40	Pre- total & Post- total

Table (3) shows that the high correlation coefficient of the pre- test and the post-test was (0.74), while the lowest dimension correlation is the usage with (0.56). On the contrary, the highest dimension correlation coefficient was between the pre- sentence formation and post- sentence formation with (0.69).

3.7 Variables of the Study

The study contained the following variables:

The independent variables :

- Gender variable: male & female.
- Group variable: experimental and control.

The dependent variables :

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

3.8 Summary

This chapter presented sample of the study, procedures, study design, statistical analysis, reliability, validity and variables of the study. The following chapter describes the results of the study.

Chapter Four

4. Results

4.1 Introduction

4.2 Results related to questions of the study

Chapter Four

4. Results

4.1 Introduction

This study aimed at identifying the effect of using Facebook on improving the students' writing skills in Latin Patriarchate School in Zababdeh in Qabatia district in the second semester 2012-2013.

This section presents the statistical data that was analyzed using the SPSS statistical program. It was collected through the tool of the study represented by the pre- test and the post test for the writing skills in Latin Patriarchate School in Qabatia district . The questions were answered. Each question dealt with the effect of using Facebook on improving the students' writing skills.

4.2 Results Related to Questions of the Study:

Question (1): What is the effect of using Facebook on improving the students' writing skills?

To answer the first question, the researcher used the average grades for every student on the pre- test and the post- test as shown in table (4) below.

Table (4) The Total Average of the Pre-Test and the Post-Test Grades Distributed by the Experimental Group and the Control Group

Control Group			Serial	Experimental Group			Serial
Average	posttest	pretest		Average	Posttest	Pretest	
23	23	23	21	26	27	25	1
16.5	17	16	22	25	25	25	2
20.5	22	19	23	23.5	26	21	3
19.5	20	19	24	27.5	28	27	4
21.5	22	21	25	20	21	19	5
20	20	20	26	20.5	21	20	6
22	22	22	27	19.5	21	18	7
22	22	22	28	23	25	21	8
24	24	24	29	23	24	22	9
22	22	22	30	18	19	17	10
21	20	22	31	20	23	17	11
18.5	20	17	32	25.5	26	25	12
21	21	21	33	24	25	23	13
22.5	21	24	34	20	21	19	14
18.5	19	18	35	25	26	24	15
19	19	19	36	19	21	17	16
21.5	22	21	37	20	22	18	17
21.5	22	21	38	19.5	22	17	18
22	22	22	39	20	21	19	19
21.5	22	21	40	21.5	23	20	20
20.9	21.1	20.7	Average	22.025	23.35	20.7	Average

To answer the main question of the study which is related to the effect of using Facebook on improving the students' writing skills, it is clear from table(4) above that the total average of the pre- test is equal to the experimental group and the control group. On the other hand ,the total average of the post-test of the experimental group is higher than the total average of the post-test of the control group and the total average of both pre- test and post-test of the experimental group was higher than the total average of the control group which means that the students in the experimental group are affected more than the students in the control group. In order to investigate the effect of using Facebook on improving students' writing skills ,the researcher stated some sub-questions. They are as the following:

Question (2):

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre- test and post- test of the experimental group ?

The researcher used (Paired Sample T-Test) to investigate the significance of the differences according to the three dimensions and the total average grade for the tool of the study by measuring the mean of the students' grades on the pre- test and the post -test of the experimental group. The results are illustrated in table (5) below.

Table (5) Paired Sample (T-Test) of the Students' Grades mean on the Pre-Test and the Post- Test of the Experimental Group according to the Dimensions and Total Average.

Sig.(2-tailed)	t	Degrees of Freedom	Standard Deviation	Mean	Exam
0.000	-6.85	19	1.24	6.8	Pre-test mechanics
			0.97	7.9	Post-test mechanics
0.000	-5	19	1.19	6.95	Pre-test usage
			0.92	8	Post-test usage
0.002	-3.7	19	1.05	6.95	Pre-test sentence formation
			0.83	7.45	Post-test sentence formation
0.000	-7.6	19	3.18	20.7	Pre-Test total average
			2.52	23.4	Post-Test total average

Table (5) above showed that there were statistically significant differences at ($\alpha = 0.05$) in the effect of using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre- test and post- test of the experimental group. Testing this previous question showed that using Facebook for improving the students' writing skills of the experimental group had a positive effect on the achievement of the students in favor of the post- test grades according to the three dimensions and the total average. This result indicates that there was a great effect of using Facebook on improving the students' writing skills in terms of mechanics of writing and usage of writing.

Question (3) :

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre- test and post- test of the control group

The researcher used (Paired Sample t-test) to figure out the significance of the differences of means of the three dimensions and the total average grade for using Facebook in improving the students' writing skills by measuring the means of the students' grades in the pre- test and the post- test of the control group. The results are illustrated in table (6).

Table (6) (Paired Sample T-Test) of the Students' Grades Mean in the Pre-Test and the Post- Test of the Control Group according to the Dimensions and the Total Average.

Sig.(2-tailed)	t	Degrees of Freedom	Standard Deviation	Mean	Exam
0.42	-0.83	19	0.88	6.85	Pre-test mechanics
			0.79	7.00	Post-test mechanics
0.14	-1.56	19	0.88	6.85	Pre-test usage
			0.64	7.10	Post-test usage
1.0	0.0	19	0.73	7.00	Pre-test sentence formation
			0.73	7.00	Post-test sentence formation
0.20	-1.32	19	2.15	20.70	Pre-Test total average
			1.62	21.10	Post-Test total average

Table (6) showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre -test and post -test of the control group.

Question (4) :

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the post- tests of both the control group and the experimental group?

To answer the fourth question, the researcher used the (independent T-Test) to find out the significance of the mean differences of both post- tests in using Facebook on improving the students' writing skills with regard to the control group and the experimental group of the total average grade and the three dimensions average. Table (7) shows the results of the post-test of the students of the experimental group and the students of the control group.

Table (7) (Independent T-Test) the Mean of the Post- Test due to the Control Group and the Experimental Group

Significance*	(t)	Control		Experimental		Total Average
		Standard Deviation	Mean	Standard Deviation	Mean	
.003	3.21	0.79	7.00	0.97	7.90	Post-test mechanics
.001	3.60	0.64	7.10	0.92	8.00	Post-test usage
.075	1.83	0.73	7.00	0.83	7.45	Post-test sentence formation
.002	3.36	1.62	21.10	2.52	23.35	Post-Test total average

*Statistically significant at ($\alpha \leq 0.05$)

Table (7) showed that there were statistically differences at ($\alpha \leq 0.05$) between both post- tests of the experimental group and the control group according to the two dimensions (post-test mechanics, post-test usage) and the total post- test average. Testing this previous question showed that using Facebook in improving the students' writing skills had a positive effect on the achievement of the students in the experimental group more than the students in the control group. On the contrary, there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to post-test sentence formation dimension.

Question (5) :

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for both the pre- test and post- test of the experimental group due to gender ?

To answer the fifth question, the researcher used the (independent t-test) to investigate the significance of the mean differences for both the pre - test and the post- test of the experimental group due to gender. The results are shown in table (8).

Table (8) (Independent T-Test) Mean Differences for Both the Pre -Test and the Post -Test of the Experimental Group due to Gender .

*Significance	(t)	Female		Male		Total Average
		Standard Deviation	Mean	Standard Deviation	Mean	
0.54	-0.63	1.25	7.50	0.86	7.20	average-test mechanics
0.43	-0.81	1.00	7.65	0.92	7.30	average-test usage
0.22	-1.27	0.98	7.45	0.76	6.95	average-test sentence formation
0.37	-0.93	3.06	22.60	2.44	21.45	Total average

***Statistically significant at ($\alpha \leq 0.05$)**

Table (8) showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for both the pre -test and post- test of the experimental group due to gender .

Question (6):

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the pre-test and the post-test of the control group due to gender?

To answer the sixth question, the researcher used the (Independent T-Test) to investigate the significance of the mean differences for both the pre -test

and the post- test of the control group due to gender variable. The results are shown in table (9) below.

Table (9) (Independent T-Test) Mean Differences for both the Pre- Test and the Post- Test of the Control Group due to Gender

*Significance	(t)	Female		Male		Total Average
		Standard Deviation	Mean	Standard Deviation	Mean	
0.85	0.19	0.78	6.89	0.72	6.95	average-test mechanics
0.89	-0.15	0.79	7.00	0.61	6.95	average-test usage
0.50	-0.68	0.86	7.11	0.44	6.91	average-test sentence formation
0.83	-0.22	2.21	21.00	1.45	20.82	Total average

***Statistically significant at ($\alpha \leq 0.05$)**

Table (9) showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for both the pre- test and post- test of the control group due to gender.

Question (7) :

Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the post- test of the control group and the post-test of the experimental group due to gender ?

To answer the seventh question, the researcher used the (Independent T-Test) to measure the significance of the mean differences for the post-test to both the control group and the experimental group due to gender . The results are shown in table (10).

Table (10)(Independent T-Test) Mean Differences for the Post- Test of the Control Group and the Post-Test of the Experimental Group due to Gender.

Significance*	(t)	Female		Male		Total Average
		Standard Deviation	Mean	Standard Deviation	Mean	
0.65	-0.46	1.02	7.5	0.97	7.4	Average-test mechanics
0.22	-1.25	0.99	7.7	0.80	7.4	Average-test usage
0.50	-0.68	1.06	7.3	0.48	7.1	Average-test sentence formation
0.38	-0.89	2.81	22.6	1.92	21.9	Total average

Table (10) showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the post- test of the control group and the post-test of the experimental group due to gender.

4.3 Summary

Chapter four presented the results related to the questions of the study. It also showed some tables to illustrate the results of the seven questions of the study which indicated that there is a great and obvious effect of using Facebook on improving the students' writing skills especially in the mechanics and the usage skills of writing.

Chapter Five

5. Discussion, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion

5.3 Conclusion

5.4 Recommendations

5.4.1 Teachers

5.4.2 Learners

5.4.3 Decision makers

5.4.4 Parents

5.4.5 Further research

5.5 Summary

Chapter Five

5. Conclusion and Recommendations

5.1 Introduction

This chapter included discussion of the results, conclusions and recommendations to the teachers, students, parents, decision makers and researchers for further research .

5.2 Discussion

This part included the discussion of the results.

Question (1): What is the effect of using Facebook on improving the students' writing skills?

Research on this question showed that there was a positive effect of using Facebook on improving the students' writing skills. The total average of the pre-test for the experimental group was (20.7) and the total average of the pre-test for the control group was also (20.7) which guaranteed the equivalence in performance between the two groups before using Facebook. On the other hand ,the total average of the post-test for the experimental group was (23.35) while, the total average of the post- test for the control group was (21.1) which indicated that the students of the experimental group achieved better results than the students of the control group. This finding revealed that using new and different enthusiastic techniques had a positive effect on improving the students' writing skills

more than traditional teaching. This progress could also mean that students participating, sharing ideas, opinions and comments through Facebook had better results and a more active role than students in large classes, sitting passively in rows, receiving and not having the chance to produce.

Question (2): Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre-test and post-test of the experimental group ?

Research on this question showed that the mean of the pre-test mechanics was (6.8) and the mean of the post-test mechanics was (7.9), while the mean of the pre-test usage was (6.95) and the mean of the post-test usage was (8.0). On the other hand, the mean of the pre-test sentence formation was (6.95) and the mean of the post-test sentence formation was (7.45). Teaching mechanics of writing including punctuation, spelling and capitalization is difficult because those mechanics do not exist in oral or spoken language. Despite the difficulty to teach mechanics of writing, the students of the experimental group showed progress in writing in terms of mechanics more than usage or sentence formation which in turn overemphasized the importance of using Facebook in improving the students' writing skills. Students of the experimental group achieved little progress in improving their writing in terms of sentence formation. This fact could be attributed to their lack knowledge of reading. Students learning through Facebook could achieve more progress in writing in terms of sentence formation by reading more.

Question (3) : Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average between the pre- test and post-test of the control group?

Research on this question showed that the mean of the pre-test mechanics was (6.85) and the mean of the post-test mechanics was (7.00), while the mean of the pre-test usage was (6.85) and the mean of the post-test usage was (7.10). On the other hand, the mean of the pre-test sentence formation was (7.00) and the mean of the post-test sentence formation was (7.00). These numbers showed that there was little progress in the results of the students of the control group in comparison with the students' progress in the experimental group. Students of the control group improved their writing in terms of usage including, word order, subject-verb agreement and verb tense more than sentence formation. This fact revealed that teaching writing traditionally overemphasized accuracy than fluency.

Question (4) : Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the post- tests of both the control group and the experimental group?

Research on this question showed that there were statistical differences at ($\alpha \leq 0.05$) between both post-tests of the experimental group and the control group according to the two dimensions (post-test mechanics, post - test usage) and the total post- test average. The mean of post-test mechanics for the students of the experimental group was (7.90), while the mean of the

post-test mechanics for the students of the control group was (7.00). These numbers showed that the students of the experimental group were affected by using Facebook in improving their writing more than the students of the control group. This result could be because the students in the experimental group could have the chance to read their classmates pieces of writing and give better suggestions for their mistakes in terms of mechanics. With regard to usage of writing, the mean of post-test usage for the students of the experimental group was (8.00), while the mean of the post-test usage for the students of the control group was (7.10). This result proved that the students of the experimental group achieved progress in writing in terms of usage more than the students of the control group, which in turn emphasized the importance of cooperative learning through Facebook. On the contrary, there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to post-test sentence formation dimension.

Question (5) : Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for both the pre- test and post-test of the experimental group due to gender ?

Research on this question showed that the significance of the total average for male and female students in the experimental group was (0.37) which indicated that there was no statistically significant difference for the effect of using Facebook in improving the students' writing skills due to

gender. The researcher found that this result could be attributed to the students' knowledge and obsession with using Facebook. With regard to this result, it became obvious that there were no differences between male and female students of the experimental group towards learning how to write perfectly through Facebook. This result proved that both males and females could get the benefit of using Facebook in improving their writing skills at the same level, which in turn considered to be a positive point concerning using Facebook in the teaching learning process.

Question (6): Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the pre -test and the post-test of the control group due to gender?

Research on this question showed that there were no statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for both the pre- test and post- test of the control group due to gender. The researcher concluded that there were no importance for gender while teaching whether traditionally or through Facebook.

Question (7) :Are there statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the post- test of the control group and the post-test of the experimental group due to gender ?

Research on this question showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills according to the three dimensions and the total average for the post-test of the control group and the post-test of the experimental group due to gender. The total average for both post-tests was (0.38) which was not statistically significant. Based on this finding, the researcher revealed that male and female students could improve their writing skills without any importance for gender.

5.3 Conclusion

This study examined the effect of using Facebook in improving the students' writing skills in the private school Latin Patriarchate in Zababdeh in Qabatia district. The results of the study however, shed some light on issues concerning using new , modern and enthusiastic social networking websites especially Facebook in the academic field of teaching the writing skills. In general, the results show that there were effective and obvious effects in using Facebook on improving the students' writing skills especially in mechanics of writing (capitalization, punctuation and spelling) on one hand and usage (word order , and subject – verb agreement) on the other hand. The effect of using Facebook on improving and strengthening

the students' sentence formation was not that clear. The main results could be summarized as follows:

1. There was an obvious effect of using Facebook on improving the students' writing skills.
1. There were statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the experimental group.
2. There were no statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the control group.
3. There were statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the post- tests for both the control group and the experimental group.
4. There were no statistical differences at ($\alpha \leq 0.05$) in using Facebook on improving the students' writing skills between the pre- test and post-test of the experimental group due to gender.

5.4 Recommendations

Based on the results of the study, the following points are suggested and recommended to teachers, learners, decision makers, parents and further research to maintain parallelism.

- 1- Teachers should limit the time allowed for the students to read each others' topics or post their own and they will consequently take the subject of writing using Facebook seriously.

2- Teachers should explain to their students the criteria which are going to be used for assessing their writing.

5.4.1 Teachers

1-Facebook is not only a social networking website that has a great effect in the students' social life, but also it has a limitless impact on the students' academic improvement. This is the reason why teachers should take into consideration the importance of using Facebook on the teaching -learning process.

2- Since there are many different sources of learning nowadays ,teachers should always search for new and enthusiastic methods of teaching, especially in teaching English writing so that they could attract the students' attention and motivation to learn . In this case, using Facebook in teaching can solve this problem.

3- Teachers should be responsible for students' mistakes or development. So, they should cooperate with other English teachers in other schools to create groups of more students from different schools, backgrounds and experiences.

4- Teachers should motivating students who show progress after the training on how to write through Facebook by showing their own work on the Facebook group page.

5.4.2 Learners

1- Students should not worry too much about their mistakes because mistakes are inevitable and one can learn from these mistakes.

2- Students should give the value of the priceless change made by using the modern technological tools as Facebook for improving their writing.

3- Reading is considered a vital key for good writing . So, students should read more and cooperate with each other so that, they could get the benefit of others' good writing or mistakes in an enthusiastic way through Facebook.

5.4.3 Decision makers

1- Decision makers should organize trainings and workshops for discussing the effects of using Facebook on improving the students' writing skills and training teachers how to teach writing perfectly through Facebook.

2- More emphasis should be given to teaching writing as well as using Facebook for teaching it.

5.4.4 Parents

1- Parents should consider Facebook as a modern technological tool in teaching not as a way of wasting time as it has recently caused political revolutions in the Arab world.

2-Parents should also motivate their children to widen their thoughts and ideas by reading others' writings through Facebook web pages.

5.4.5 Further Research

Finally, the researcher would like to suggest the following issues for further research:

1. Developing techniques and activities for teaching writing through Facebook. Some activities could be like: Story completion, Dialogue completion, Correcting mistakes or picture description. Many other activities could be designed with regard to the students' level of learning.
2. Investigating the effect of using Facebook on improving the students' reading comprehension skills .

5.5 Summary

This chapter presented the discussion of the results in the light of the research questions. It also included some suggestions and recommendations for teachers, learners, decision makers, parents and further research.

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Appendices

The pre-test

Write a topic in about three or four paragraphs talking about your favorite person. Tell who the person is and why this person is your favorite one. Talk about your relationship with him/ her and give some personal details .

The post-test

Tourism has become the world's largest and fastest industry. However, it leaves many bad effects like pollution and water rationing. Write about tourism's pros and cons.

Samples of the pre- test for the control group

Taqwa Mahmud

Writing

My Favorite star is Mahmud Darweesh. He is famous poet in palestine. He was wrote many poems and he has alot of fans.

Mahmud was born in a small village which called Alborowa. He was deported from his land by the Israelis after that became the palestinian revolution poet. He wrote many poems, which have been translated to many languages. He became the most famous poet in the twentyth in country.

Mahmud became great poet because of his safaring so he wrote about the palestinian issue.

He returned back to palestine after the peace agreement between palestine and Israelis, in 1994.

He was died in 2008 and was buried in Bethlehem.

M. 7

U. 7

SF. 8

Name : Sameeh Haitham.

8-12-2012

English
Yaser Arafat
(Abo Amar)

If you didn't die when you stand like trees to help your nation, you will be wrong if you still alive.

Yaser Arafat ...

nick name (Abo Amar). Was a revolution leader. did alot of Great deeds. Was beloved from his people. Set up amovement to make Palestin free. Was never ever big headed. was always wearing a black and white Kufia.

I have choosen him becaus he was hero and brave.

Non suspected that Israel Killed him by Poizen.

In short I love Yaser Arafat and I dream to be s ceond Yaser Arafat in the future.


Written by : Sameeh Haitham

Sameeh

M. 7

U. 8

SF. 7

SAMEEH 

Rozeen.

Writing ...

My Favorite star is Kathem Elsaher. He's a gentle singer, serious, He has a perfect Voice!

He was born in 12/sep/1957 in Iraq, He's from a poor family. He was work in sells icecream and books. And in a company to buy his first music instrumental.

Kathem is a singer and idol, he almost is all his songs. His first Album is (olive tree). He ~~awarded~~ From different pays like Ingeltra, France, America, Egypt, Isra..., He is the only Arabic singer who sings in the royal in Britain

He is still a live, He brake up with his wife. He has two sons - Wisam and Omar - He is still doing his Albums.

M. 8

Y. 7

SF. 7

Dina I.

English

8/12/2012

Nancy Ajram

She is a singer. She has been singing arabic songs for years. A Lebanon girl. Nancy Ajram how i will talk about.

She lived in Lebanon and still there. She started singing when she was young. What i like about her, that her songs is near to the heart. Her songs talks about the world. Years ago, she prodioce a song, with the bigger singers in Arabic world, called ((Al damer dard)) • Talked about the saffer, that the arabs have every day. And until now arabs still sing this song.

Now, she works with her manger Jiji Lamra. About her latette, she get married to, how i know, to a teeth Dr. And she has got two daughter, Milla and Illa.

Last three years, she prodioce vedios and songs with children. She has two aboums with children, ((Shater shater)) and ((Bonat)).

This is Nancy Ajram. It's a small information about her life. You ^{have} to listen to her, maybe some day i'll meet her. ♥

M. 8

U. 8

SF. 8

Samples of the pre-test for the experimental group

Ayya Al-shaar

writing ABOUT My Brother!

3.12.2012

My old brother "MAHMOUD". He is my closet person for my heart. I Love him so much, because we are together since we are children.

I'm intrusting of him Because he has a perfect career. How ever, we've fight but we still close and love each-othor.

I'll talk about him. He's born in Hudon (17.4.1997). He had a reaty nice childhood. that's he is the old one between my brothers, so my mom prefer him alot. Maybe she gave him the adult and give him the responsibility when she and my dad go out. They teach him how to be a real good man.

I have a good relationship with him, we are not a brother we are a friend or you can say a best friend ever.

These days you can't find a real friend but I'm very fortunatly to have brother like him, He can understand me on everything. He help me so much.

Mahmoud is a student in "11" great, next year he'll be "Tuzjehi". I hope to be a successful man and a famous doctor ever.

N. 8

U. 8

SF. 8

Tanya Ismail.

(9-A)

8.12.2012.

Tuba Dikhustan > Sunday

My famous is actor Tuba Dikhustan is a turkish actor I love she very much. I want to see her in a hole day. She's married in tomorrow and he want to 2 baby ~~to~~ and the baby's name Fedor and maya. She say the actor in the T.V Her acting never kept her mind from her mind.

She say he love the Arab famous and she listint with a famous singer with the Abdel Halim Hafez and he like a voice him he want to education his baby language. Arabic. Because he love a Arabic very much. and she's currently learning Arabic. and her husband, he speak Arabic fluently. and he want to write a book in Arabic for year. She's old 23 years.

My dream is a to become as successful as her.

She's a beautiful actor. and I love her.

M. 6

U. 7.

SF. 6

Omar Azzam

my Favorite Famous person

My favorite famous person is Michael Jackson he was born in United States at 29 Aug. 1958. He died in Los Angeles at 25 June 2009. he's a singer and dancer. when he was little he singed in a band which named Jackson's 5. he started singing since he was 12 i like him because of his voice is great and he dance well. he had a lot of album's and song's my favorite one is Man in the mirror. he has won 56 worldwide prizes. he had 2 sons and a daughter. they accused him for sexual harrasment. he had a skin illness because of that he had a white and black color skin. he died because of taking too much pills. he love peace he had a songs for changing the world for example: Earth song and Man in the mirror.

I wish him to be alive again to see him.

M. 8

U. 8

SF. 7

Name: Tala Khalaf
Classe: 9 (a)

English

8/12/2012

I will tell you about a person who is my model and i love her so much, she is my friend in Sweden her name is Salwa she is 18 old

I had meet her for two years, in my house in Sweden. The first time we were together, I'm remember when we just to walk and didn't know what to talk about.

She is from iraq, but she and her family lived now in Sweden. She studied in "Ljungkä" school there she studies Swedish, her birthday are on 2 december.

My relationship with her are not so good now, because I have not time for talk with her. I have so much homework and exams, and she have exams to:

I hope I can see she soon in 21 december

by: Tala

M. 9

Y. 8

SF. 8

Saturday 10 Dec. English
Name: Raheer Gassan

Class 9A

I want to talk about person who I love and like her. She is my close friend, and she's 30 years. her job is a teacher. She has been teaching since two years. She's my mom. I live with my mom and my family. I spent a lot of time with her, I help her when she always need me in the housework. I forget tell you she is teaching in taten school in Zababelen. She a person who I went to him when I sad and she make me happy because she know all thing about me and sometimes she know about me more than me. I requesting my god to save her form me and for my family and for her. I hope to her see a good life and save her forever.

M. 9
U. 8
SF. 8

Samples of the post- test of the control group

← → ?

rd. Nov. 2012 Tourism Saturday

1. Tourism is important and useful to any country but in the same way its some thing bad, this is my opinion about Tourism.

There are many pros of tourism. Its some thing good about economy. Tourists make the income of the country richest, because they use many possessions, like transportations, buildings, and some thing likethat.. This is about Financially benefits of Tourism.

Also its good to the country by exchanging the culture, So when the tourists and the citizens bliz with each other, They will know the customs of each other. They'll make relationships.

The number of tourists is increases by the time, The economy of any country is limited, So if the country will have too much people, it'll not make the connection about that, So Tourists make cons too, for example the water, The country has water for there inhabitants but it hasn't water to this high number of people, And the worse thing is that tourists spend water more than the citizens. So its some thing bad.

So what can we do to stop tourists of distorging the beauty of the place? And what can be done to reim from tourists ??

Razeen Mussallam.

M.	7
U.	7
SF.	8

name: Sameer Haitham.

date: 3rd Nov. 2012

Tourism

day: Saturday

Any country needs Tourism to have many • to know all the countries the culture of this country but sometime, Tourism has consequences.

The pros of tourism that they give the country the different many of there many, to know all the real face of there countries and some times they give the country ideas of many projects to improve this country ...

As we know the tourism has some consequences like • first is that they may give the people some cultures don't related with there countries. second is that they may make pollution in the water, air, land, and beaches.

Some time the consequences of tourism can solved.

M. 7

U. 7

SF. 7



3rd Nov - 2012Tourism

Saturday

Tourism is a good thing to any country but in the same time is a bad thing.

What do you know about tourism?

Are there tourism in Palestine?

Who are the winners and losers?

Is it a good or bad thing?

Tourism is a good thing there is rich and good about the economy and it gives us money to come in, culture, it exchanges ideas and customs in countries the tourist helps locals to make buildings something like that.

In Palestine there is a suitable atmosphere for tourism because there are many historical and holy places in Jerusalem and Bethlehem, Jerico town.

In the same time tourism is a bad thing because there is pollution in the land and air, transfer diseases, and in Palestine effect on tourism such as the Israeli occupation.

We must encourage tourism because it forms a main source of our income by keeping stability in our country and by offering good treatment for tourists.

Taqwa Mahmud

M. 7

U. 7

SF. 8

Name: Dina I.

Tourism

Date: 5th Nov. 12

Classe: 9: B

Day: Saturday

Everything has pros and cons, even tourism. We have, here in Palestine, a good number of tourist every year. They are good, but they have disadvantages too.

The main pros, that who works with tourist have a good income. Because the numbers that come every year, to some countrys, is huge. And the another pros, is having everytime a new relationships. And you can get benefit of there culture.

The another site of tourism is cons. They make an enormas pollution. Water pollute, air pollution, Land pollution...etc. And sometimes they destroy the beauty, by not cleaning after themselves..! Some tourists don't behave kindly. They don't show there tradition well.

What can happen if tourists stay using the nature for them selves?

Dina Salim I.

M. 8

U. 8

SF. 8

Samples of the post- test of the experimental group

Tanya

Tourism

It was a nice choice when I travel to Jordan with my small family we enjoyed the hospitality of the friendly

The Pros:

We visited many places one example Dead Sea the water in the Dead Sea have natural minerals especially Calcium and Magnesium it one of the most important resources for natural healing. we like the beautiful sunrises and the mineral-rich black mud along the shoreline

Jarash

it is for its ancient Roman architecture including Roman oval the theatres

The Cons

In the Dead sea the water was a pollution very dirty from the people and the food on the beach and disgusting. and Jarash the pros very beautiful but the cons the sand is full of rock.

What do you think of tourism? Are you with it or not?

M. 5

U. 6

SF. 8

3rd - November, 2012

Tourism

Ayya

Saturday

Tourism is an important sector, on my country we have many places to encourage tourism, one of these places is Jerusalem, it's important because of holy aspect

There are many advantages for tourism: first of all it make a lot money and develop the economy, it's depend on the profit in palestine. secondly, you can exchange the culture from locals and tourist. For example we can have a new language and ideas. Finally, when you meet a new people "tourist" you can make a communication, so you can make a rapidly bridges

On the other hand, there are disadvantages to tourism: They make the place losing the beauty because they throw a trash to the ground and maybe they destroying some viheros by pollution. The pollution could be on many ways like an air: smoke, water pollution and land pollution. There's another side for zone like demand so much water. The local woman carrying a pot of water on her head while the tourist want shower every day!

We hope that in future we can develop tourism with out pollution reduce the disadvantages and increase the advantages

M. 7

U. 7

SF. 8

Ayya

Asulab

3.rd Nov. 2012

Tourisme

saturday

Some times the tourism is good and sometimes it's bad. That means that tourism has advantages and disadvantages.

The pros of tourism that it gives money for the government and it raises the country's income. and it gives the tourism ^{and} tourists informations about the country. Tourism helped people to make social relations with different and new people in different places and helped them to learn more languages. This days travel is more easier than the past, the conses there is no water enough for locals and the streets are getting dirtier and dirtier.

I think that the government have to put rules to stop these conses.

M.	7
U.	7
SF.	7

Lana 9A

3rd November 2012"Tourism" Saturday

Looking at the developed countries such as, the United States, Germany, France and Italy, we find many differences that helped them improve, for example they have way better economy than ours, or in simple words "money". Now money comes from a lot of resources, like tourism.

Tourism contributes very much in producing money for its country, that it has a great interference to both locals and to finance in general, but on the other hand it has many cons, therefore I am to mention both of its pros and cons.

First of all tourism is fantastic culturally, it gives tourists great ideas about the people they visited their country "the country's locals", that's because they see how they live, they see their customs and tradition, therefore they learn new ways of living and make relationships with the inhabitants, so they bond with them. Secondly as I previously mentioned tourism is good for the visited country's economy, because tourists buy their local product, they rent houses, apartments, cars and go to the resorts, so that's a great income to the country.

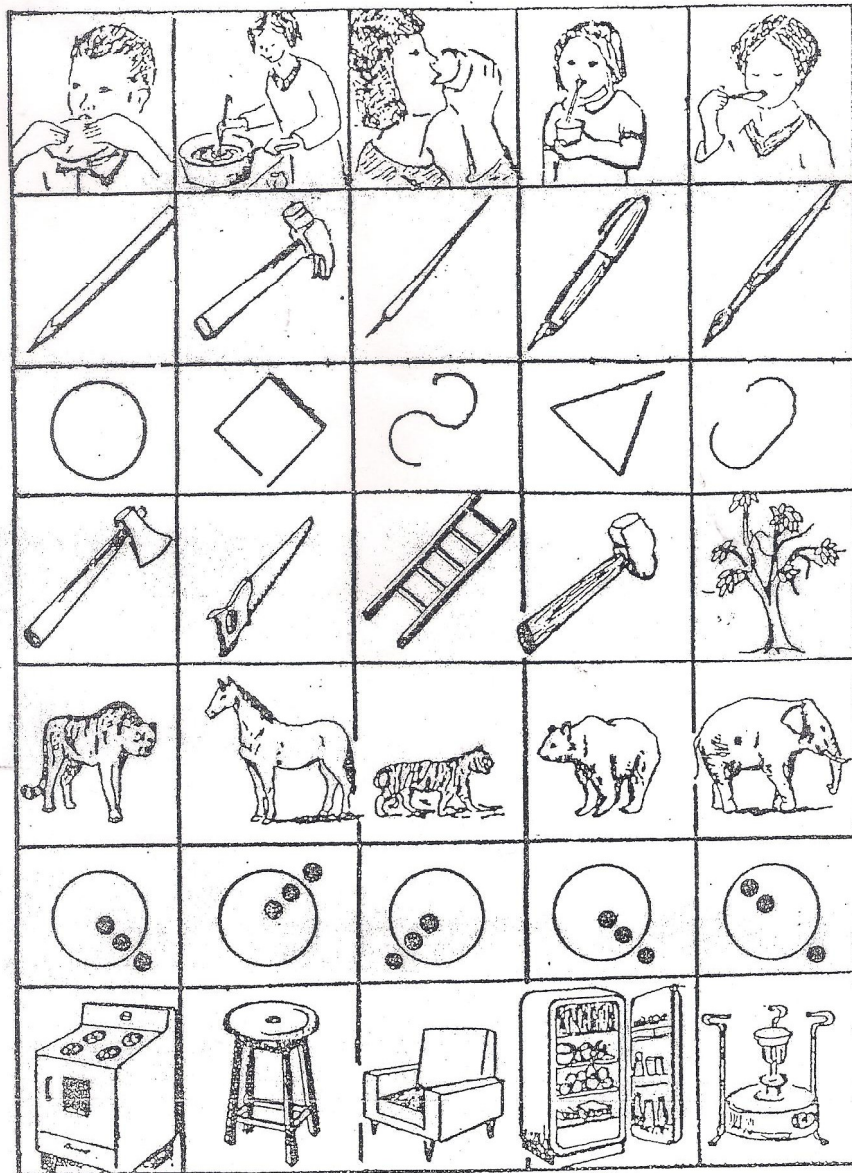
However, in spite of its pros it has several cons, such as tourism has a great effect in producing pollution, rationing water and making life not affordable for locals. In addition they make cities more crowded and cause traffic.

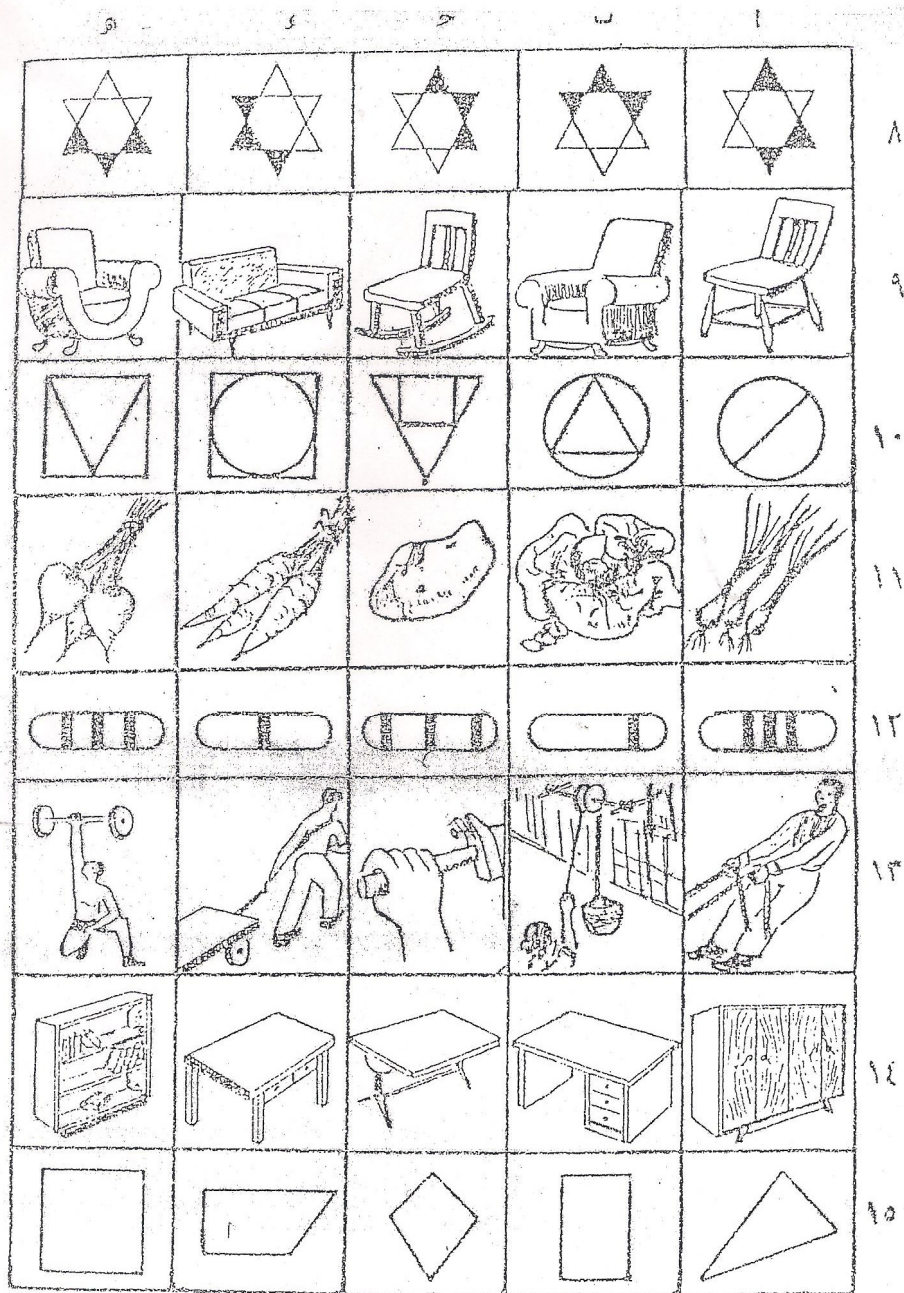
Concluding, tourism should be given high attention by developing countries to make them go forward, and help them build a better economy and cities, with taking care of avoiding its cons.

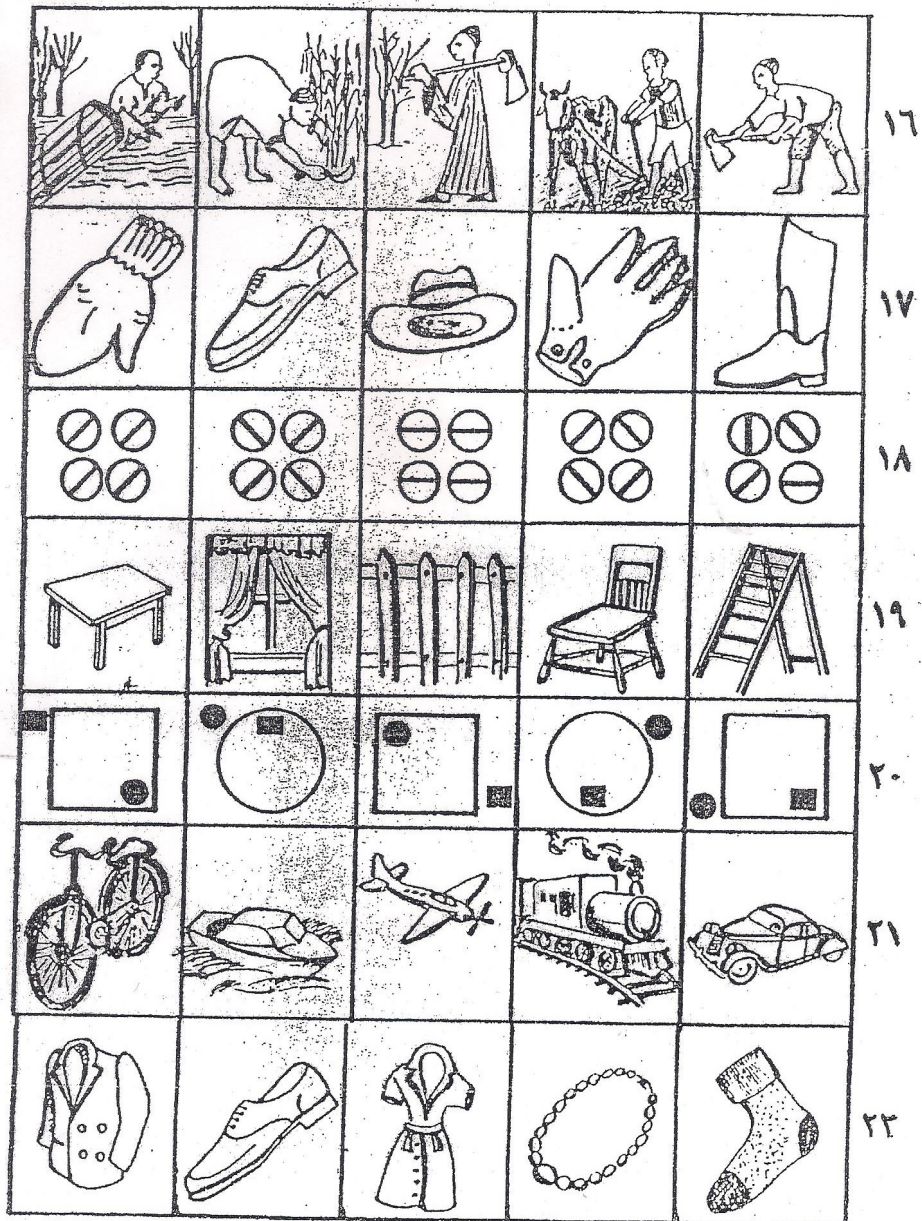
M. 8

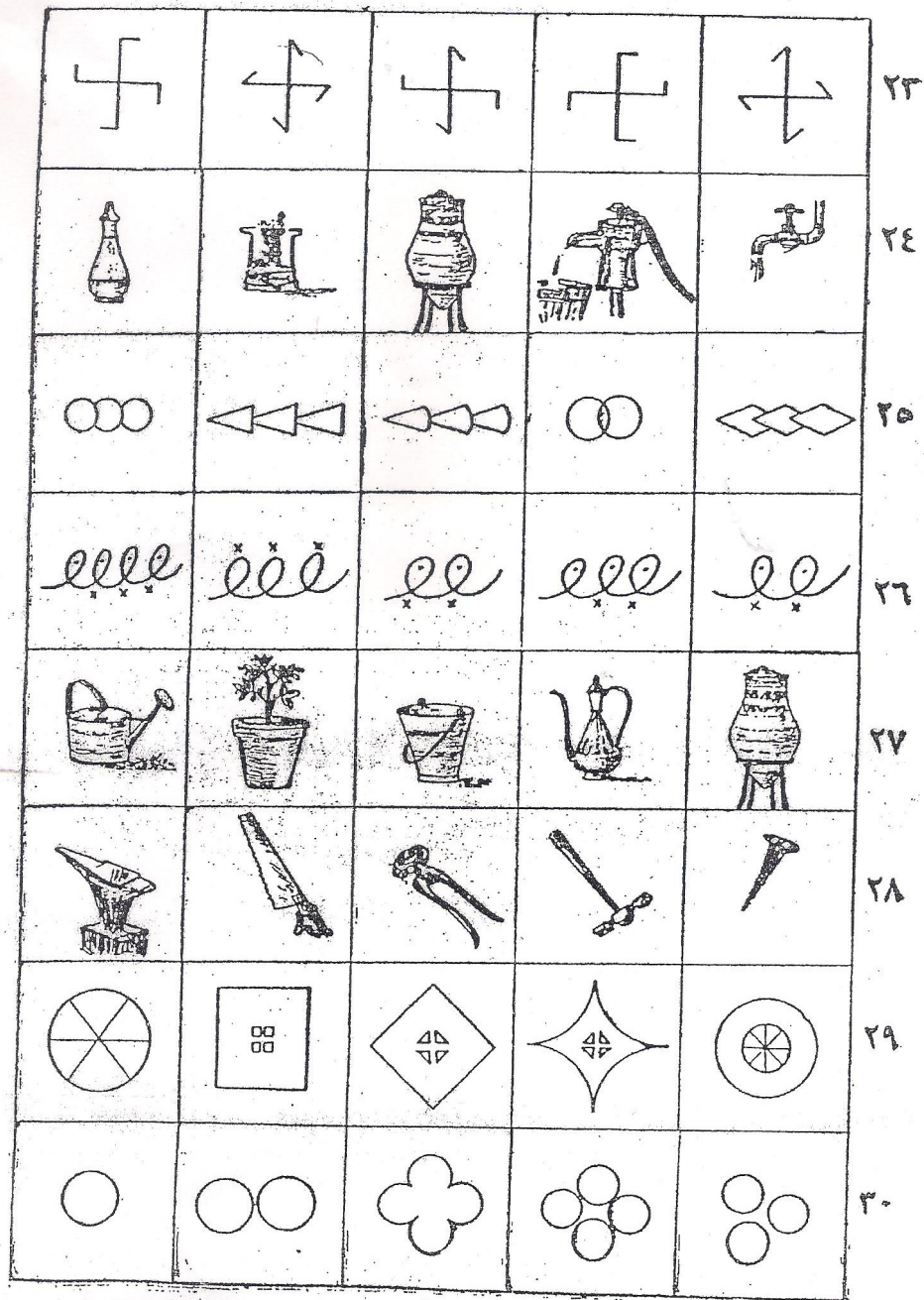
u. 9

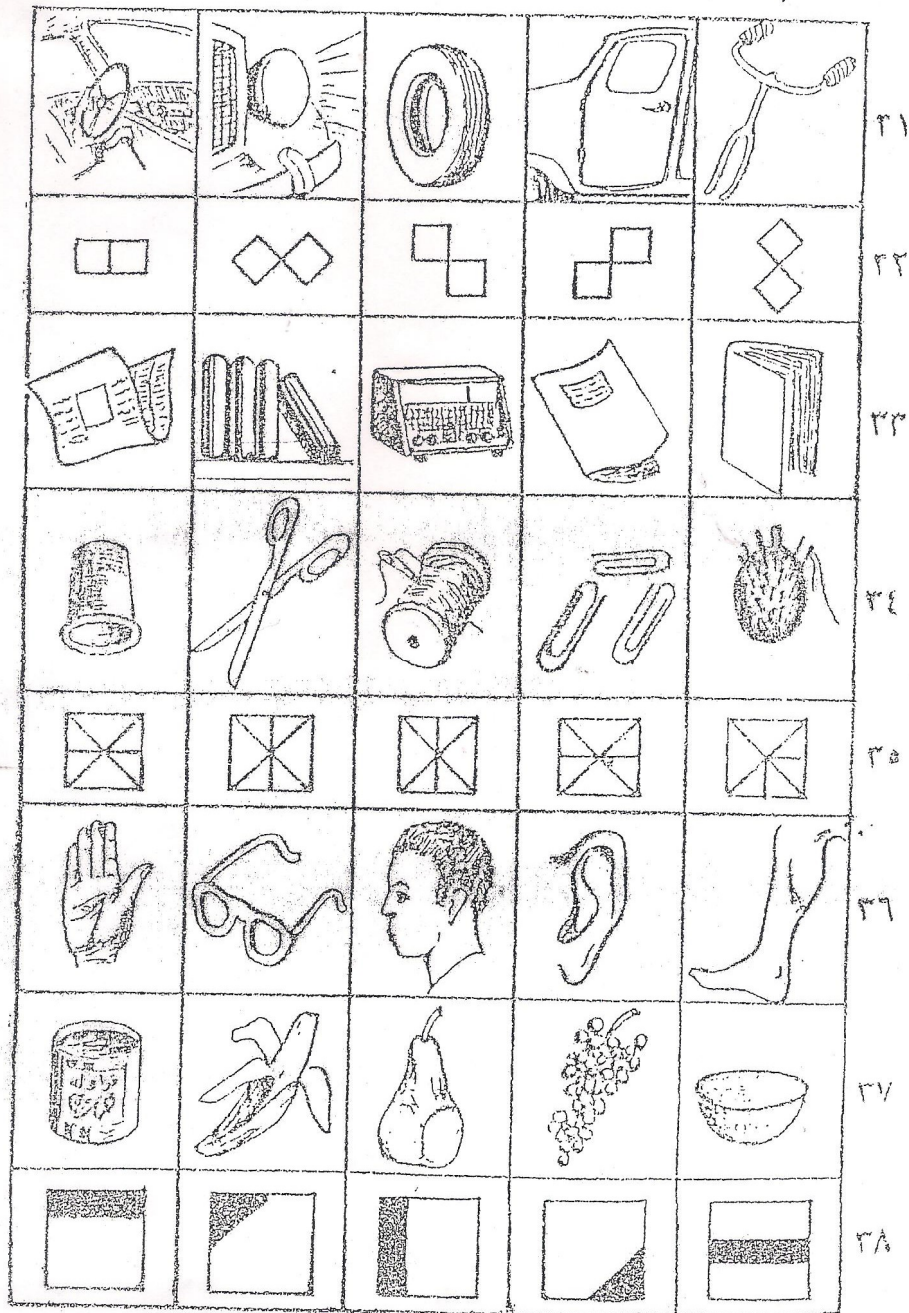
SF. 8

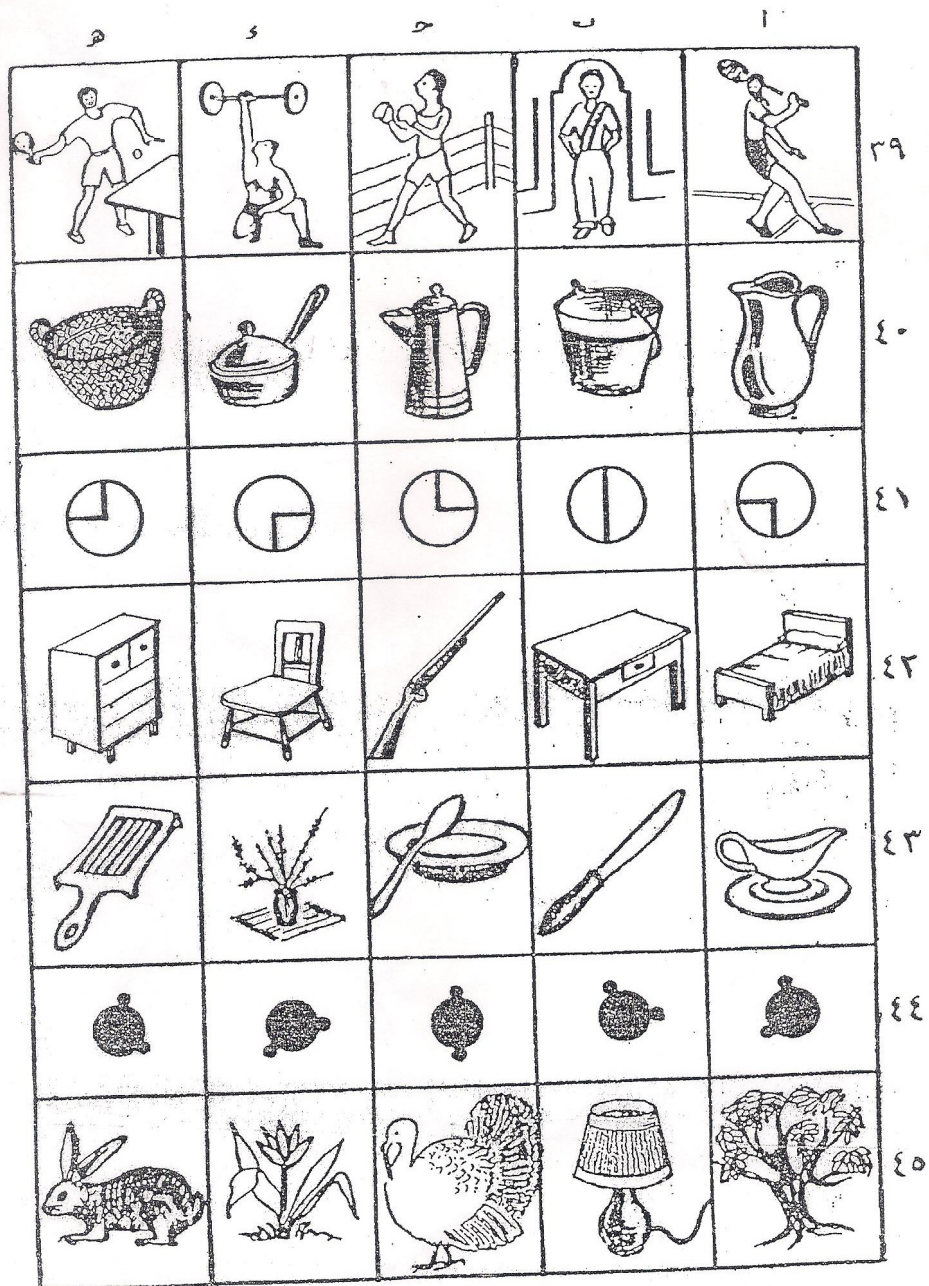




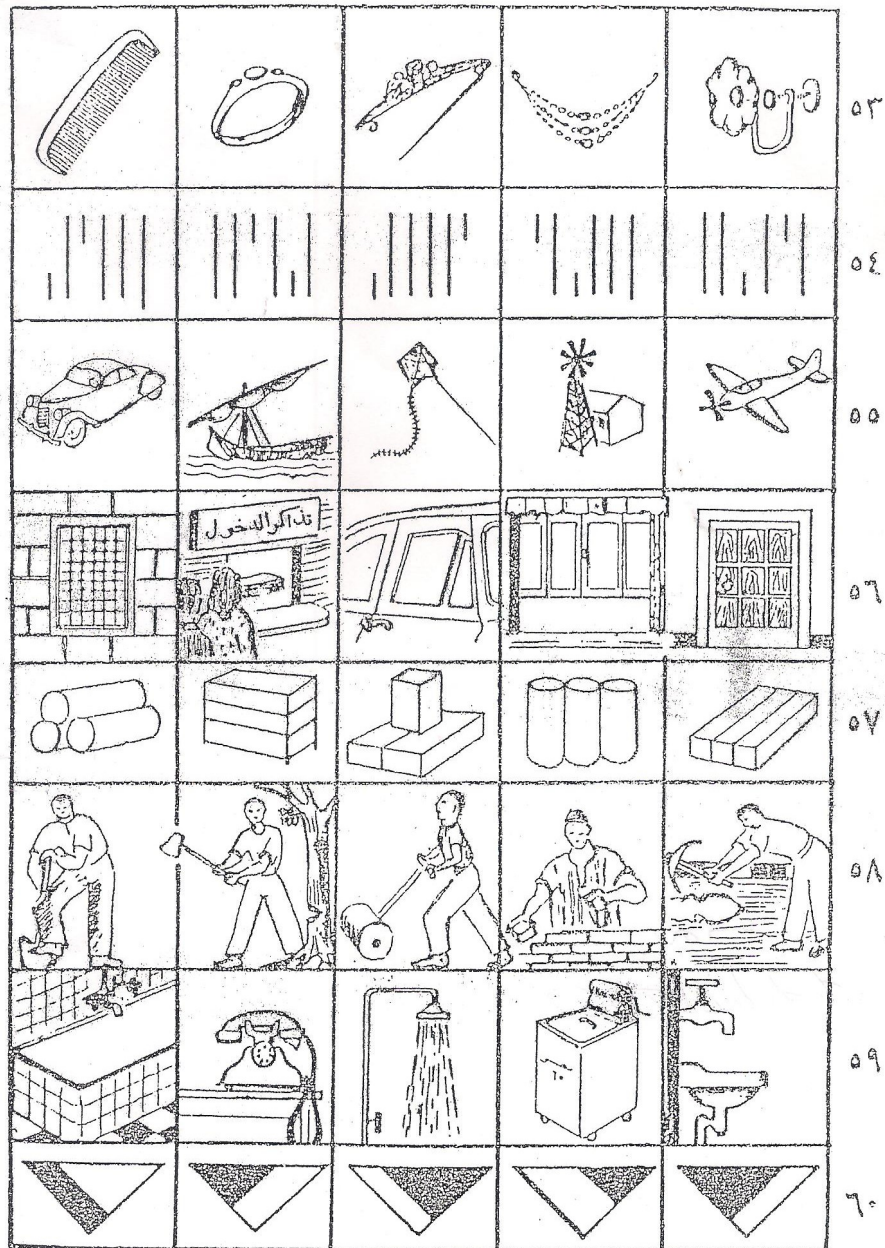












الشهادة التي - حصل عليها الشخص -

مدرسة الفلاس
قطر
مديرية الصحة

الاسم: علاء الدين
رقم الهوية: ٩ / ٩ / ٩ / ٩ / ٩ / ٩ / ٩ / ٩ / ٩ / ٩
المهنة: الطبيب
السن: ١٤
المهنة: طبيب
التاريخ: ٢٠١٣ / ٥ / ٢٨
الحالة الاجتماعية: متزوج

معد أصان الطر
تم علم النفس

ورقة اجابة اختبار الذكاء

السؤال	الحرف الصحيح	السؤال	الحرف الصحيح	السؤال	الحرف الصحيح	السؤال	الحرف الصحيح
١	د	١٦	د	٢١	د	٢٦	د
٢	د	١٧	د	٢٢	د	٢٧	د
٣	د	١٨	د	٢٣	د	٢٨	د
٤	د	١٩	د	٢٤	د	٢٩	د
٥	د	٢٠	د	٢٥	د	٣٠	د
٦	د	٢١	د	٢٦	د	٣١	د
٧	د	٢٢	د	٢٧	د	٣٢	د
٨	د	٢٣	د	٢٨	د	٣٣	د
٩	د	٢٤	د	٢٩	د	٣٤	د
١٠	د	٢٥	د	٣٠	د	٣٥	د
١١	د	٢٦	د	٣١	د	٣٦	د
١٢	د	٢٧	د	٣٢	د	٣٧	د
١٣	د	٢٨	د	٣٣	د	٣٨	د
١٤	د	٢٩	د	٣٩	د	٣٩	د
١٥	د	٣٠	د	٤٠	د	٤٠	د

النتيجة التي حصل عليها الطالب

٣٣

الاعضاء النشائي

www.facebook.com/groups/374243112663179

٢٠١٣/٣/٢٧

(22) The ninth group for learning english

Palmadiat and has different pressures, and others

... مشاهدة المزيد

إلقاء إعجابي • تعليق • إلقاء متابعة المنشور • 1 ديسمبر، 2012، الساعة 06:43 مساءً

يعجبك هذا. شوهده بواسطة 19

nice Nadeen but I would like to see your **Mariam Ibrahim** topic about someone famous

6 ديسمبر، 2012، الساعة 07:43 مساءً • أعجبتني

اكتب تعليقاً...

Tala Khalaf

My favorite famous person is Adele Laurie Blue Adkins, better known simply as Adele (born 5 May 1988, in Tottenham, London) she is an English singer, songwriter and musician.

October 22, 2007 released Adele's first album, single, Hometown Glory which is about her home area Tottenham. In January 2008, released the second single, Chasing Pavements, and the album 19th.

Adele's international breakthrough became a reality when she released the single "Rolling in the deep" which became a radio hit in 2011.

أعجبتني • تعليق • إلقاء متابعة المنشور • منذ 1 ديسمبر، 2012، الساعة 09:05 مساءً عبر الهاتف المحمول

شوهده بواسطة 19

nice Tala but write more elaborate **Mariam Ibrahim** sentences

6 ديسمبر، 2012، الساعة 07:29 مساءً • تم تعديل • أعجبتني

For example , She released her first album **Mariam Ibrahim** on 22. 2007

6 ديسمبر، 2012، الساعة 07:39 مساءً • أعجبتني

اكتب تعليقاً...

Mohamed Mousa

My favorite famous person is messi .his birth date is june 24 1987 . he started play football with F.C.Barcelona in 1995. He went to seek treatment in barcelona .and the Trainers saw him. they like how he play football. the club Take care of all expenses

أعجبتني • تعليق • إلقاء متابعة المنشور • 1 ديسمبر، 2012، الساعة 08:00 مساءً

شوهده بواسطة 19 Ayosh Ayya Al-shaer معجبة بهذا.

عرض 27 تعليقات إضافية

use capital letters Messi Barcelona **Mariam Ibrahim**

6 ديسمبر، 2012، الساعة 07:23 مساءً • أعجبتني

He was born in **Mariam Ibrahim**

6 ديسمبر، 2012، الساعة 07:23 مساءً • أعجبتني

اكتب تعليقاً...

Mohamad Aysar

my favorite famous person is Dwayne Johnson(The Rock) , he born on 2 May 1972,is an American actor and professional wrestler who works for WWE, like his movies so much.

Dwayne Johnson was born to Ata Johnson (née Maivia) and professional wrestler Rocky Johnson in Hayward, California. His maternal grandfather, "High Chief" Peter Maivia, was also a wrestler.

His maternal grandmother, Lia Maivia, was one of wrestling's few female professional promoters, taking over Polynesian Pacific Pro Wrestling after her husband's death in 1982, until 1988. His father is of Black Nova Scotian origin, and his mother has Samoan

٢٠١٢/٣/٢٧

(22) The ninth group for learning english

pirate, a chocolate factory owner, a scissor handed man and lots more, which he nailed.

Johnny had a very troubled childhood, which made him a complicated person from a very young age, and the main reason of that is that his p...

مشاهدة المزيد

إلغاء إعجابي · تعليق · إلغاء متابعة المنشور · 6 ديسمبر، 2012، الساعة 08:56 مساءً
يعجبك هذا.

شاهد بواسطة 19

Nice Lana put make sure you use **Mariam Ibrahim** punctuation correctly
7 ديسمبر، 2012، الساعة 09:30 صباحاً · أعجبتني

اكتب تعليقاً...

Ayosh Ayya Al-shaer

My favorite famous

My favorite famous is Ricardo Izecson dos Santos Leite (born 22 April 1982), commonly known as Kaká . He is a Brazilian football midfielder ; who currently plays for Spanish Giants and La Liga club Real Madrid and the Brazilian national team. Kaká started his footballing career at the age of eight, when he began playing for a local club and then signed for Sao Paulo .

In 2003 he joined Milan for a fee of €8.5 million. At Milan , kaká won the Ballon d'Or and FIFA World Player of the Year awards in 2007. He joined Real Madrid for a world record fee of £56 million, smashing the previous record of Zidane, £49 million. Kaká is known for his humanitarian work. In 2004, by the time of his appointment, he became the youngest ambassador of the UN' World Food Programme.

...

مشاهدة المزيد

أعجبتني · تعليق · إلغاء متابعة المنشور · 6 ديسمبر، 2012، الساعة 07:43 مساءً
شاهد بواسطة 19

you are excellent but pay more attention **Mariam Ibrahim** to the punctuation marks in the first paragraph
7 ديسمبر، 2012، الساعة 09:29 صباحاً · تم تعديل · أعجبتني

اكتب تعليقاً...

Mariam Ibrahim

hello everyone thanks for all who are interested . I need the students who haven't attached anything yet to do their homework as soon as possible.

أعجبتني · تعليق · إلغاء متابعة المنشور · 6 ديسمبر، 2012، الساعة 07:16 مساءً
بالقرب من Gaza, Palestine

شاهد بواسطة 19

Ayosh Ayya Al-shaer معجبة بهذا.

عرض 4 تعليقات إضافية

thx **Ayosh Ayya Al-shaer**

6 ديسمبر، 2012، الساعة 07:37 مساءً · أعجبتني

Mohamed Mousa enshah mis bdy afoot anam

6 ديسمبر، 2012، الساعة 07:56 مساءً · أعجبتني

اكتب تعليقاً...

Nadeen Mahmod Munsour

Friendship

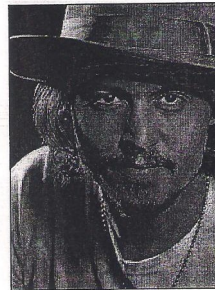
Many people wonder about the friendship and importance, some They say that true friendship in the process of disappearing in the era of

Lana Awad

My favorite famous person

On June 9th 1963, was the birth of my favorite actor, Johnny Depp. Johnny Depp is an American actor and director, he has participated in several movie making and acting, in addition to that he has won numerous awards for his hard work and creativity such as the golden globe.

More over the fruit of his work was becoming a world wild known actor and millionaire, the reason of my passion about him is that I think he is an exquisite actor, he is so talented and can master any role he gets, despite the difference of them; for example he played a pirate, a chocolate factory owner, a scissor handed man and lots more, which he nailed.



إلغاء إعجابي • تعليق • إلغاء متابعة المنشور • 1 ديسمبر، الساعة 07:20 مساءً

أنت و Nada Irshaid معجبات بهذا. شوهده بواسطة 19

عرض 7 تعليقات إضافية

write .In additonto that , Mariam Ibrahim
1 ديسمبر، الساعة 07:25 مساءً • أعجبتني

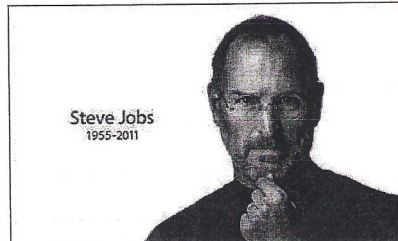
Mohamed Mousa
1 ديسمبر، الساعة 07:25 مساءً • أعجبتني

اكتب تعليقاً...

Ahmad I. A. Abughali

Steve Jobs

My favorite person is Steve Jobs. He was an inventor in the world of electronics. He was born in 24.02.1955 and died on 05.10.2011. Steve was the general Director of the famous American Company of electronics(Apple) and the main brain of its programs. I Like to become like mr. Steve Jobs because he had introduced very important since to humanity. His since has made the world of electronics more progisv .



٢٠١٣/٢٧

(22) The ninth group for learning english

heritage. Johnson briefly lived in Auckland, New Zealand, with his mother's family. While there, his mother ensured he was exposed to one of the urban Polynesian cultural strongholds ...

مشاهدة المزيد

أعجبتني · تعليق · إلغاء متابعة المنشور · 2 ديسمبر، 2012، الساعة 07:26 صباحاً

شوهده بواسطة 19 Jeries Khallab معجب بهذا.

Nice write .He was born..... Mariam Ibrahim

6 ديسمبر، 2012، الساعة 07:06 مساءً · أعجبتني

what do you understand from these Mariam Ibrahim

words urban wrestler

6 ديسمبر، 2012، الساعة 07:07 مساءً · أعجبتني

اكتب تعليقاً...

Ayosh Ayya Al-shaer

7:53 -

أعجبتني · تعليق · متابعة المنشور · 6 ديسمبر، 2012، الساعة 06:52 مساءً

شوهده بواسطة 19

اكتب تعليقاً...

Ahmad Jammal

انا بحب الشمس سمو انولد قبل الهجره سنة 2033

أعجبتني · تعليق · متابعة المنشور · 1 ديسمبر، 2012، الساعة 08:29 مساءً

شوهده بواسطة 20

عرض تعليق واحد

اكتب تعليقاً...

Ayosh Ayya Al-shaer

My favorite famous

My favorite famous is Ricardo Izecson dos Santos Leite (born 22 April 1982), commonly known as Kaká, is a Brazilian football midfielder who currently plays for Spanish Giants & La Liga club Real Madrid and the Brazilian national team. Kaká started his footballing career at the age of eight, when he began playing for a local club and then signed for Sao Paulo .

إلغاء إعجابي · تعليق · إلغاء متابعة المنشور · 1 ديسمبر، 2012، الساعة 07:01 مساءً

يعجبك هذا.

عرض 12 تعليقات إضافية

Gracios Madrid !! Ayosh Ayya Al-shaer

1 ديسمبر، 2012، الساعة 08:30 مساءً بواسطة الهاتف المحمول · تم

تعديل · أعجبتني · 1

اكتب تعليقاً...

Jerjes Khallab

My favorate famous person is lmessi he is soccer player his birth date is june 24 1987 he started the game at age 8 in barcelona club I love him because he have a lot of skills in his work.

إلغاء إعجابي · تعليق · إلغاء متابعة المنشور · 1 ديسمبر، 2012، الساعة 06:52 مساءً

يعجبك هذا.

عرض 4 تعليقات إضافية

jerjes make your paragraph many Mariam Ibrahim

sentences

1 ديسمبر، 2012، الساعة 07:00 مساءً · أعجبتني

not only one use fullstops Mariam Ibrahim

1 ديسمبر، 2012، الساعة 07:00 مساءً · أعجبتني

اكتب تعليقاً...

٢٠١٣/٢/٢٧

(22) The ninth group for learning english

أعجبتني * تعليق * متابعة المنشور * 1 ديسمبر، الساعة 07:49 مساءً
شوهده بواسطة 20

اكتب تعليقاً...

Luna Arda

My favorite famous person is a singer. Who has established himself as one of the most successful singers in the history of the Arab World .He has sold thousands of albums since he started singing .He is a romantic person come from Paghdad .Um i interested in him firstly , because he is from a peace country .And secondly ,because he is full of emotions,so i like everything in him .

After all that you should know who is! he is kazem el saher . :)

أعجبتني * تعليق * إلغاء متابعة المنشور * 1 ديسمبر، الساعة 07:27 مساءً
Ayosh Ayya Al- و Abdallah Daoud , Saba Jamal
شوهده بواسطة 20
shaer معجبون بهذا

عرض تعليق واحد إضافي

excellent Mariam Ibrahim

1 ديسمبر، الساعة 07:36 مساءً * أعجبتني

do not use (um) it is used in spoken english not written

1 ديسمبر، الساعة 07:37 مساءً * أعجبتني * 1

اكتب تعليقاً...

Mariam Ibrahim

I AM LEAVING NOW BUT I WILL CHECK IT LATER . YOU CAN ADD YOUR PARAGRAPH AND COMMENT ON THE OTHERS THANKS FOR ALL WHO SHARED OR TRIED

أعجبتني * تعليق * إلغاء متابعة المنشور * 1 ديسمبر، الساعة 07:33 مساءً
Luna Arda معجبة بهذا.
شوهده بواسطة 19

اكتب تعليقاً...

Nada Irshaid

My favorite singer is Nassif Zayton .He is a syrian singer.I Love his song's.

He shared in the program star Academy.His first song was to his council syria it was perfect.

إلغاء إعجابي * تعليق * إلغاء متابعة المنشور * منذ 1 ديسمبر، الساعة 07:28 مساءً عبر الهاتف المحمول

أنت و Abdallah Daoud معجبان بهذا.
شوهده بواسطة 20

nadosh write Syria Syrian Star Mariam Ibrahim

1 ديسمبر، الساعة 07:30 مساءً * أعجبتني * 1

He is syrian star* hek y3nee!! Nada Irshaid
1 ديسمبر، الساعة 07:31 مساءً بواسطة الهاتف المحمول * أعجبتني * 1

اكتب تعليقاً...

Nadeen Mahmod Munsour

My favorite famous is yasser arafat ,born in August 24, 1929 – dead November 11, 2004

i love him because he spent much of his life leading the secular Fatah political party, which he founded between 1958–1960. Originally it's opposed to Israel's

The majority of the Palestinian people — regardless of political ideology or faction — viewed him as a freedom fighter and martyr who symbolized their national aspirations, while many Israelis have described him as a terrorist for the many attacks his faction led against civilians put

٢٠١٢/٧/٢٧

(22) The ninth group for learning english

But I look at him, look hereo ♥♥

أعجبتني · تعليق · متابعة المنشور · 1 ديسمبر، الساعة 07:28 مساءً

شاهد بواسطة 19

اكتب تعليقاً...

Nada Irshaid

My favorite singer is Nassif Zayton he is a syrian singer.I Love his song's.
He was in star Academy in 2009.His first song was to his council syria it was perfect.

♥ مع تحيات ندى

إلغاء إعجابي · تعليق · إلغاء متابعة المنشور · منذ 1 ديسمبر، الساعة 07:15 مساءً · غير الهاتف المحمول

أنت و Mohamed Mousa معجبان بهذا. شاهد بواسطة 19

عرض 5 تعليقات إضافية

Syria Mariam Ibrahim

1 ديسمبر، الساعة 07:19 مساءً · أعجبتني · 1

write it again and send it Mariam Ibrahim

1 ديسمبر، الساعة 07:20 مساءً · أعجبتني · 1

اكتب تعليقاً...

Saba Jamal

Liam James Payne

He is a singer from one direction band and he is my favorite famous person...I love his voice a lot and he has amazing Personality.

In 2010, Liam returned and auditioned with "Cry Me a River" in a music program called (x factor) and then they put him with a group,,, then one direction became famous.

أعجبتني · تعليق · إلغاء متابعة المنشور · 1 ديسمبر، الساعة 07:03 مساءً

Luna Arda معجبة بهذا. شاهد بواسطة 19

عرض 2 تعليقات إضافية

.He has an amazing personality. Mariam Ibrahim

1 ديسمبر، الساعة 07:06 مساءً · أعجبتني

tell more about his amazing personality Mariam Ibrahim

1 ديسمبر، الساعة 07:06 مساءً · أعجبتني

اكتب تعليقاً...

Mohamed Mousa

My favorite famous person is Messi he is the best player in the world for 3 years he started play with F.C.Barcelona mis 5las heek bkfy

إلغاء إعجابي · تعليق · إلغاء متابعة المنشور · 1 ديسمبر، الساعة 06:56 مساءً

يعجبك هذا. شاهد بواسطة 19

عرض 4 تعليقات إضافية

enshalah Mohamed Mousa

1 ديسمبر، الساعة 06:58 مساءً · أعجبتني

now add some Mariam Ibrahim

1 ديسمبر، الساعة 06:59 مساءً · أعجبتني

اكتب تعليقاً...

Mariam Ibrahim

good evening everybody

you have time from 7 :00 p.m till 9:00 p.m to write a paragraph

٢٠١٢/٣/٢٧

(22) The ninth group for learning english

Mariam Ibrahim

hi everybody
you will read a text from yours i need you to read it and find out :

- 1-main sentences.
- 2- supporting sentences
- 3-linking words.

...

مشاهدة المزيد

أعجبتني · تعليق · إلغاء متابعة المنشور · 27 نوفمبر، 2012، الساعة 06:30 مساءً
شاهد بواسطة 19

عرض 18 تعليقات إضافية

like "but" on the other hand etc. **Mariam Ibrahim**
27 نوفمبر، 2012، الساعة 07:10 مساءً · أعجبتني

okay you are free to see the file later and **Mariam Ibrahim**
comment on it
27 نوفمبر، 2012، الساعة 07:11 مساءً · أعجبتني

اكتب تعليقاً...

حملت **Mariam Ibrahim** ملفاً.**Tourism2.docx**

معاينة · تنزيل · تحميل النتائج

أعجبتني · تعليق · إلغاء متابعة المنشور · 27 نوفمبر، 2012، الساعة 06:53 مساءً
شاهد بواسطة 19

Ayosh Ayya Al-shaer و George Abo Jawwad

معجبان بهذا.

عرض تعليق واحد إضافي

On the other side **Ayosh Ayya Al-shaer**
27 نوفمبر، 2012، الساعة 06:59 مساءً · أعجبتني

Mariam Ibrahim there's some !! **Ayosh Ayya Al-shaer**
27 نوفمبر، 2012، الساعة 06:59 مساءً · أعجبتني

اكتب تعليقاً...

Ayosh Ayya Al-shaer

its 7:30

أعجبتني · تعليق · إلغاء متابعة المنشور · منذ 26 نوفمبر، 2012، الساعة 06:30 مساءً
عبر الهاتف المحمول.

George Abo Jawwad معجب بهذا.

شاهد بواسطة 19

اكتب تعليقاً...

Mariam Ibrahim

Dear students:

This is a piece of your writing that contains lots of mistakes due to
grammar, sentence formation , punctuation, coherence and layout.
suggest corrections.

أعجبتني · تعليق · إلغاء متابعة المنشور · 24 نوفمبر، 2012، الساعة 04:19 مساءً
شاهد بواسطة 20

George Abo Jawwad و 3 آخرون معجبون بهذا

عرض 37 تعليقات إضافية

okay that 's enough for today tanks and **Mariam Ibrahim**
good night
24 نوفمبر، 2012، الساعة 08:38 مساءً · أعجبتني 1

nighty **Luna Arda**
24 نوفمبر، 2012، الساعة 08:38 مساءً · أعجبتني

اكتب تعليقاً...

٢٠١٣/٣/٢٧

(22) The ninth group for learning english

حملت Mariam Ibrahim ملأ.

group.docx 9

معاينة · تنزيل · تحميل التنقيح

أعجبتني · تعليق · إلغاء متابعة المنشور · 24 نوفمبر، 2012، الساعة 04:27 مساءً
شوفهد بواسطة 20

عرض 33 تعليقات إضافية

benifet>>benefit Nadeen Mahmood Munsour

24 نوفمبر، 2012، الساعة 07:35 مساءً · أعجبتني

to prise tickets>> to buy ticktes Ahmad Jammal

24 نوفمبر، 2012، الساعة 07:38 مساءً · أعجبتني

اكتب تعليقاً...

حملت Mariam Ibrahim ملأ.

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معاينة · تنزيل · تحميل التنقيح

أعجبتني · تعليق · إلغاء متابعة المنشور · 24 نوفمبر، 2012، الساعة 04:10 مساءً
Ahmad Jammal و Nadeen Mahmood Munsour
معجبان بهذا.

عرض تعليق واحد إضافي

pot money >> put money Ahmad Jammal

24 نوفمبر، 2012، الساعة 07:19 مساءً · أعجبتني

locals ,.locals,,mabey..maybe.. Saba Jamal

24 نوفمبر، 2012، الساعة 07:26 مساءً · أعجبتني

اكتب تعليقاً...

حملت Mariam Ibrahim ملأ.

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معاينة · تنزيل · تحميل التنقيح

أعجبتني · تعليق · إلغاء متابعة المنشور · 24 نوفمبر، 2012، الساعة 04:26 مساءً
Fadi Khalab معجب بهذا.

I AM WAITING FOR CORRECTIONS Mariam Ibrahim

24 نوفمبر، 2012، الساعة 07:13 مساءً · أعجبتني

اكتب تعليقاً...

Ayosh Ayya Al-shaer

Who said >.<

Who Said That
English is Easy.
Fill This Blank With
"yes" or "no".

1. I _____ don't have
a brain.

2. I _____ don't have
sense.

3. I _____ am stupid.

أعجبتني · تعليق · متابعة المنشور · 24 نوفمبر، 2012، الساعة 05:02 مساءً
Luna Arda معجبة بهذا.

اكتب تعليقاً...

Mariam Ibrahim

we will manage everything in class on mond

أعجبتني · تعليق · إلغاء متابعة المنشور · 22 نوفمبر، 2012، الساعة 08:02 مساءً
بالقرب من Gaza, Palestine

George و Saba Jamal , Ayosh Ayya Al-shaer

شوفهد بواسطة 20

٢٠١٢/٢/٢٧

(22) The ninth group for learning english

about someone famous . Write just the first paragrah .(introduction and why are you interested in this person.).

أعجبتني · تعليق · إلغاء متابعة المنشور · 1 ديسمبر، 2012، الساعة 06:49 مساءً
شاهد بواسطة 19
Ayosh Ayya Al-shaer معجبة بهذا.

اكتب تعليقاً...

Mohamed Mousa

On 31 August 1997, Diana, Princess of Wales died as a result of injuries sustained in a car accident in the Pont de l'Alma road tunnel in Paris, France. Her companion, Dodi Fayed, and the driver of the Mercedes-Benz W140, Henri Paul, were also pronounced dead at the scene of the accident. The bodyguard of Diana and Dodi, Trevor Rees-Jones, was the only survivor. Although the media pinned the blame on the paparazzi, the crash was ultimately found to be caused by the reckless actions of the chauffeur, who was the head of security at the Ritz and had earlier goaded the paparazzi waiting outside the hotel.[1] An 18-month French judicial investigation concluded in 1999 that the crash was caused by Paul, who lost control of the car at high speed while drunk. His inebriation may have been made wo...

مشاهدة المزيد

إلغاء إعجابي · تعليق · متابعة المنشور · 28 نوفمبر، 2012، الساعة 06:30 مساءً
يعجبك هذا.
شاهد بواسطة 19

اكتب تعليقاً...

Nada Irshaid

On 31 August 1997, Diana, Princess of Wales died as a result of injuries sustained in a car accident in the Pont de l'Alma road tunnel in Paris, France. Her companion, Dodi Fayed, and the driver of the Mercedes-Benz W140, Henri Paul, were also pronounced dead at the scene of the accident. The bodyguard of Diana and Dodi, Trevor Rees-Jones, was the only survivor. Although the media pinned the blame on the paparazzi, the crash was ultimately found to be caused by the reckless actions of the chauffeur, who was the head of security at the Ritz and had earlier goaded the paparazzi waiting outside the hotel.[1] An 18-month French judicial investigation concluded in 1999 that the crash was caused by Paul, who lost control of the car at high speed while drunk. His inebriation may have been made wo...

مشاهدة المزيد

إلغاء إعجابي · تعليق · متابعة المنشور · منذ 28 نوفمبر، 2012، الساعة 06:28 مساءً
مساءً عبر الهاتف المحمول
يعجبك هذا.

شاهد بواسطة 19

اكتب تعليقاً...

حملت Mariam Ibrahim ملأ.

Tourism2.docx

معالجة · تنزيل · تحميل التنقيح

أعجبتني · تعليق · إلغاء متابعة المنشور · 27 نوفمبر، 2012، الساعة 06:21 مساءً
شاهد بواسطة 19

عرض 32 تعليقات إضافية

Ayosh Ayya Al-shaer

27 نوفمبر، 2012، الساعة 07:07 مساءً · أعجبتني

students you can see the file later on and Mariam Ibrahim find out main and supporting sentences and of course linking words

27 نوفمبر، 2012، الساعة 07:13 مساءً · أعجبتني · 1

اكتب تعليقاً...

**The IQ test results for both the control group and the
experimental group**



Grades for the IQ test

The experimental Group:

Females

Name	Grade
١-Lana	٤٢/٦٠
٢-Christina	٤٢
٣-Asala	٣٨
٤-Lana Aziz	٤٤
٥-Ayya	٤٤
٦-Luna	٣٥
٧-Nada	٤٠

٨-Nadeen	٤٦
٩-Marina	٣٦
١٠-Danya	٣٥

Males

١١-Rashed	٤٢
١٢-Nabeel	٣٩
١٣-Jacoub	٣٩
١٤-George	٤٢
١٥-Omar	٢٨

١٦-Mohammad Aysar	٣٧
١٧-Mohammad Bilal	٣٨
١٨-Natheer	٤٥

١٩-Jeries	٣٥
٢٠-Fadi	٣٨

The control Group:

Females

Name	Grade
١-Rozeen	٤٤
٢-Marina	٤٤
٣-Mariam	٤٤
٤-Jinan	٣٩
٥-Dina	٤٣
٦-Ethar	٣٢
٧-Taqwa	٣٥

٨-Ola	٣٢
٩-Eve	٣٢

Male

١٠-Basil	٥٢
١١-Mohammad	٤٧
١٢-Sameeh	٤٠
١٣-Loai	٣٩
١٤-Qais	٤٦

١٥-Radi	٤٧
١٦-Samer	٣٢
١٧-Bilal	٣٢

The IQ test answer key

أخبار الذكاء للصق
العداد
الدكتور محمد رزق صافي

مبيان الجواب

العلم الزمني

العلم الزمني	١٧	١٦	١٥	١٤	١٣	١٢	١١	١٠	٩	٨
١٢٠										
١٣٠	٠٢	٠٤	٠٨	١١	١٥	٢٠	٢٦	٣٠	٣٦	٤١
١٣٥	٠٣	٠٦	١٢	١٦	٢١	٢٦	٣١	٣٦	٤١	٤٦
١٤٠	٠٤	٠٩	١٨	٢٤	٣١	٣٦	٤١	٤٦	٥١	٥٦
١٤٥	٠٥	١٠	٢٠	٢٦	٣١	٣٦	٤١	٤٦	٥١	٥٦
١٥٠	٠٦	١٢	٢٤	٣١	٣٦	٤١	٤٦	٥١	٥٦	٦١
١٥٥	٠٧	١٤	٢٨	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٦٠	٠٨	١٦	٣٢	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٦٥	٠٩	١٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٧٠	١٠	٢٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٧٥	١١	٢٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٨٠	١٢	٢٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٨٥	١٣	٢٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٩٠	١٤	٢٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
١٩٥	١٥	٣٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٠٠	١٦	٣٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٠٥	١٧	٣٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢١٠	١٨	٣٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢١٥	١٩	٣٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٢٠	٢٠	٤٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٢٥	٢١	٤٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٣٠	٢٢	٤٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٣٥	٢٣	٤٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٤٠	٢٤	٤٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٤٥	٢٥	٥٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٥٠	٢٦	٥٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٥٥	٢٧	٥٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٦٠	٢٨	٥٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٦٥	٢٩	٥٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٧٠	٣٠	٦٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٧٥	٣١	٦٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٨٠	٣٢	٦٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٨٥	٣٣	٦٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٩٠	٣٤	٦٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٢٩٥	٣٥	٧٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٠٠	٣٦	٧٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٠٥	٣٧	٧٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣١٠	٣٨	٧٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣١٥	٣٩	٧٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٢٠	٤٠	٨٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٢٥	٤١	٨٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٣٠	٤٢	٨٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٣٥	٤٣	٨٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٤٠	٤٤	٨٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٤٥	٤٥	٩٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٥٠	٤٦	٩٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٥٥	٤٧	٩٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٦٠	٤٨	٩٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٦٥	٤٩	٩٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٧٠	٥٠	١٠٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٧٥	٥١	١٠٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٨٠	٥٢	١٠٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٨٥	٥٣	١٠٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٩٠	٥٤	١٠٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٣٩٥	٥٥	١١٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٠٠	٥٦	١١٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٠٥	٥٧	١١٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤١٠	٥٨	١١٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤١٥	٥٩	١١٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٢٠	٦٠	١٢٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٢٥	٦١	١٢٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٣٠	٦٢	١٢٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٣٥	٦٣	١٢٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٤٠	٦٤	١٢٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٤٥	٦٥	١٣٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٥٠	٦٦	١٣٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٥٥	٦٧	١٣٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٦٠	٦٨	١٣٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٦٥	٦٩	١٣٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٧٠	٧٠	١٤٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٧٥	٧١	١٤٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٨٠	٧٢	١٤٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٨٥	٧٣	١٤٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٩٠	٧٤	١٤٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٤٩٥	٧٥	١٥٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٠٠	٧٦	١٥٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٠٥	٧٧	١٥٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥١٠	٧٨	١٥٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥١٥	٧٩	١٥٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٢٠	٨٠	١٦٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٢٥	٨١	١٦٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٣٠	٨٢	١٦٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٣٥	٨٣	١٦٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٤٠	٨٤	١٦٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٤٥	٨٥	١٧٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٥٠	٨٦	١٧٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٥٥	٨٧	١٧٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٦٠	٨٨	١٧٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٦٥	٨٩	١٧٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٧٠	٩٠	١٨٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٧٥	٩١	١٨٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٨٠	٩٢	١٨٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٨٥	٩٣	١٨٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٩٠	٩٤	١٨٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٥٩٥	٩٥	١٩٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٠٠	٩٦	١٩٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٠٥	٩٧	١٩٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦١٠	٩٨	١٩٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦١٥	٩٩	١٩٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٢٠	١٠٠	٢٠٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٢٥	١٠١	٢٠٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٣٠	١٠٢	٢٠٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٣٥	١٠٣	٢٠٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٤٠	١٠٤	٢٠٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٤٥	١٠٥	٢١٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٥٠	١٠٦	٢١٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٥٥	١٠٧	٢١٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٦٠	١٠٨	٢١٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٦٥	١٠٩	٢١٨	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٧٠	١١٠	٢٢٠	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٧٥	١١١	٢٢٢	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٨٠	١١٢	٢٢٤	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٨٥	١١٣	٢٢٦	٣٦	٣٦	٤١	٤٦	٥١	٥٦	٦١	٦٦
٦٩٠										

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر استخدام الـ (Facebook) في تطوير الأداء الكتابي في اللغة الإنجليزية لدى طلبة الصف التاسع

إعداد

مريم غالب يوسف إبراهيم

إشراف

د. أحمد عوض

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

2013

ب

أثر استخدام الـ (Facebook) في تطوير الأداء الكتابي في اللغة الإنجليزية لدى طلبة الصف

التاسع

إعداد

مريم غالب يوسف إبراهيم

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى معرفة اثر استخدام الفيس بوك في تطوير مهارات الطلاب في المدارس الخاصة في كتابة اللغة الانجليزية.

و لتحقيق هذا الهدف قامت الباحثة بتقصي ومعرفة أثر استخدام الفيس بوك في تطوير الاداء الكتابي في اللغة الانجليزية لدى طلبة الصف التاسع من المدارس الخاصة في مدرسة البطريكية اللاتينية وهي مدرسة خاصة في بلدة الزبادة في مديرية قباطية.

و تحقيقا لإجراءات الدراسة قامت الباحثة باستخدام مجموعتين تجريبية و ضابطة لمعرفة اثر استخدام الفيس بوك في تعلم اللغة الانجليزية.حيث تم تعليم المجموعة التجريبية من خلال الوسائل التعليمية التكنولوجية أي الفيس بوك عن طريق عرض موضوعات من إنشائهم على صفحة الفيس بوك الخاصة بمجموعتهم و تصحيح اخطاء بعضهم البعض بمساعدة معلمتهم . أما بالنسبة للمجموعة الضابطة تم تدريسها بطريقة تقليدية عادية .

قامت الباحثة بإشغال طلبة المجموعة التجريبية بموضوعات اثرائية ذات صلة بمهارة الكتابة تم الاتفاق عليها من قبل الطلبة و معلمتهم مسبقا.

استخدمت الباحثة امتحانا قبليا لتحديد مستوى الطلبة وامتحانا بعديا بعد تطبيق اداة الدراسة لمعرفة اثر الفيس بوك في تطوير مهارات الطلاب الكتابية.

ت

وبعد الانتهاء من إجراءات هذه الدراسة حصلت الباحثة على إجابات مقنعة للأسئلة المطروحة
وخرجت بنتائج ايجابية تسلط الضوء على أهمية الفيس بوك في العملية التعليمية التعليمية حيث
أوصت بأهمية استخدام الفيس بوك لما له من اثر في تطوير مهارات الطلاب في الكتابة.

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