

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

**The Impact of using WhatsApp®
Groups on the Palestinian University
Students' Productive Skills Improvement**

**By
Malaak Nazem Abdul Muttaleb Omar**

**Supervisor
Dr. Suzzane Arafat**

**Co-Supervisor
Dr. Ayman Nazzal**

**This Thesis is Submitted in Partial Fulfilment of the
Requirements for the Degree of Master in Methods of Teaching
English Language, Faculty of Graduate Studies, at An-Najah
National University, Nablus, Palestine.**

2021

The Impact of using WhatsApp® Groups on the Palestinian University Students' Productive Skills Improvement

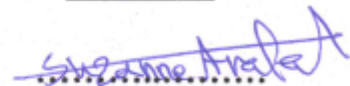
**By
Malaak Nazem Abdul Muttaleb Omar**

This thesis was defended successfully on 30/05/2021 and approved by:

Defense Committee Members

Signature


1- Dr. Suzzane Arafat / Supervisor



2- Dr. Ayman Nazzal / Co-Supervisor



3- Dr. Mosaddaq Barahmeh / External Examiner



4- Dr. Fawaz Aqel / Internal Examiner



Dedication

First, I would like to thank Allah Almighty for giving me health and wellness for doing this thesis, second, this thesis is dedicated to many people dear to my heart.

To my father who brought me up, educated me and gave me a lot of his wisdom and knowledge and to my mom who supported me a lot in every step with her love and sympathy.

To my dear husband who gave me the confidence and encouraged me to keep going.

To my sister and my brothers, to my little son and to all my friends.

Acknowledgement

This thesis would not run well without the help of many people who participated in the success of this work.

First, I would like to express my gratitude and appreciation to my supervisors Dr. Suzzane Arafat and Dr. Ayman Nazzal who participated in the accomplishment of this thesis. Also, I would like to thank the committee members, the internal examiner Dr. Fawaz aqel and the external examiner Dr. Mosaddaq Barahmeh for their efforts.

Second, I would like to thank Dr. Soheil Salha the chairman of the collage of education department for his efforts, I would also to thank Mr. Munther Saeedi, Mr. Naser Abu Saa' and Mr. Firas Daraghmeh for helping me in conducting my study on 101 students.

Third, I would like to thank all my teachers at An-Najah National University especially, Dr. Mohammad Dabbos, Dr. Mohammad Hamdan and other teachers outside the university Dr. Khaled Dwaikat, Dr. Mohammad Horani, Dr. Hani Abumathkour.

الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

أثر استخدام مجموعات الواتس اب على تطور
المهارات الإنتاجية لدى طلبة الجامعات الفلسطينية

**The Impact of using WhatsApp®
Groups on the Palestinian University
Students' Productive Skills Improvement**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وان 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 undersigned hereby certifies that the work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: **Malaak Nazem A. Omar** اسم الطالب:

Signature: Malaak Omar التوقيع:

Date: **30/05/2021** التاريخ

Table of Contents

No.	Subject	Page
	Dedication	iii
	Acknowledgement	iv
	Declaration	v
	Table of contents	vi
	List of Tables	ix
	List of Appendices	xi
	Abstract	xii
Chapter One: Introduction and Background		1
1.1	Introduction	2
1.2	What is WhatsApp?	4
1.3	What is writing?	5
1.3.1	What is the importance of writing?	7
1.4	What is Speaking?	8
1.4.1	What is the importance of speaking?	9
1.5	Importance of using WhatsApp in improving students' performance in Writing and in speaking	9
1.5.1	WhatsApp and Writing	9
1.5.2	WhatsApp and speaking	10
1.6	Creating an appropriate atmosphere in learning through WhatsApp due to social constructivism.	11
1.7	Statement of problem	12
1.8	Objectives of the study	12
1.9	Questions of the study	13
1.10	Hypotheses of the Study	13
1.11	Significance of the study	14
1.12	Definition of Terms	15
1.13	Limitations	17
1.14	Summary	18
Chapter Two: Literature Review		19
2.1	Introduction:	20
2.2	Mobile learning in enhancing teaching and learning	21
2.3	Students Attitudes Toward Mobile learning during COVID-19	22
2.4	The use of MALL (Mobile Assisted Language Learning) in teaching and learning the English language.	23
2.5	The use of smart phone technology in teaching and learning the English language.	24

No.	Subject	Page
2.6	The effect of using WhatsApp study groups in teaching and learning.	26
2.7	Learning theories and WhatsApp in the field of teaching and learning.	28
2.7.1	Social constructivism and WhatsApp	28
2.7.2	Behaviourism and WhatsApp	29
2.7.3	Active learning theory and WhatsApp	30
2.7.4	Collaborative learning theory and WhatsApp	31
2.8	The impact of WhatsApp on learner's achievements	33
2.9	The role of WhatsApp in improving writing skills	34
2.10	The role of WhatsApp in improving speaking skills	36
2.11	The effect of using WhatsApp messenger in learning English among university students	38
2.12	Comments on literature review	40
Chapter Three: Methodology and Procedures		41
3.1	Introduction	42
3.2	Methodology	42
3.3	Study population and Sample	43
3.4	Research Instrument	44
3.5	Reliability of the Instrument	44
3.6	Validity of the Instrument	44
3.7	Procedures of the study	45
3.8	Design of the study	48
3.9	Study variables	48
3.10	Summary	49
Chapter Four: Study Results		50
4.1	Introduction	51
4.2	Results related to questions of the study	51
4.2.1	Results related to first question	51
4.2.2	Results related to second question	52
4.2.3	Results related to the first hypothesis	53
4.2.4	Results related to second hypothesis	56
4.2.5	Results related to the third hypothesis	58
4.2.6	Results related to the four hypothesis	61
4.3	Comments on results	63
Chapter Five: Discussion, Conclusion & Recommendations		64
5.1	Introduction	65
5.2	Discussion	65
5.3	Conclusion	71
5.4	Recommendations	72

No.	Subject	Page
5.4.1	Recommendations for Teachers	72
5.4.2	Recommendations for Learners	73
5.4.3	Recommendations for Decision makers	74
5.4.4	Recommendations for parents	74
5.4.5	Recommendations for Further research	74
	References	76
	Appendix	87
	المخلص	ب

List of Tables

No	Title	Page
Table (1)	Shows the sample distribution according to gender	43
Table (2)	Shows the sample distribution according to group	43
Table (3)	Shows the correlation coefficients distributed by the three dimensions before and the total of the test after applying the tool	45
Table (4)	The total average of the pre- test and the post- test grades in speaking skill distributed by the experimental group and the control group	52
Table (5)	The total average of the pre- test and the post- test grades in writing skill distributed by the experimental group and the control group	53
Table (6)	Means and standard deviations of the An-Najah students' scores in the speaking test according to the study group (control, experimental)	54
Table (7)	Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on speaking skills of An-Najah National University students in the control and experimental groups	55
Table (8)	The adjusted means and standard deviations of the estimated means in the speaking skill test for the experimental and control groups	56
Table (9)	Means and standard deviations of the An-Najah students' scores in the speaking skill test according to the study group (control,	57
Table (10)	Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on speaking skills of An-Najah National University students in males and females in experimental groups	58
Table (11)	means and standard deviations of the An-Najah students' scores in the writing test according to the study group (control, experimental)	59

No	Title	Page
Table (12)	Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on writing skills of An-Najah National University students in the control and experimental groups	60
Table (13)	The adjusted arithmetic means and standard deviations of the estimated arithmetic mean in the writing test for the experimental and control groups	61
Table (14)	Means and standard deviations of the An-Najah students' scores in the writing sentences test according to the study group (control, experimental) among female and male students.	62
Table (15)	Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on writing skills of An-Najah National University students in males and females in experimental groups	63

List of Appendices

No.	Appendices	Page
Appendix (1)	The pre- test	88
Appendix (2)	The post- test	89
Appendix (3)	Sample of the group work on WhatsApp	90
Appendix (4)	The name of juries who were verified the research instrument	98

**The Impact of using WhatsApp® Groups on the Palestinian
University Students' Productive Skills Improvement**

By

Malaak Nazem Abdul Muttaleb Omar

Supervisor

Dr. Suzzane Arafat

Co- Supervisor

Dr. Ayman Nazzal

Abstract

This study aims to explore the extent of using WhatsApp and its impact on writing and speaking skills of the university students who are studying English (101) as a compulsory course at An-Najah National University during the academic year 2020/2021. The sample consists of (60) students who study English (101) as a compulsory requirement during the first semester of the academic year 2020/2021. Students were divided into two groups: the control group contains 30 students who were taught in the traditional way, while the experimental group contains 30 students who were taught in a blend mode of teaching that combines both using WhatsApp method and the conventional way of teaching.

Results indicated that WhatsApp groups have improved students' speaking skill by 31.5%. Furthermore, the experimental group results show a difference in the mean score of writing skill test between pre-tests and post-tests; the results indicate that there is an apparent difference in favour of the post-test results for the experimental group. The results indicate the WhatsApp groups have improved students writing skill by 43.2%.

Based on the results of the study, the researcher recommends the following:

- 1- Students should work seriously on getting benefits from the application that they spend most of their time on, so they have initiate groups or to join different learning groups on WhatsApp, Facebook or Instagram with their friends and using it for developing their English language.
- 2- Teachers should use WhatsApp groups for improving students' four skills not just their productive skills, by training their students on how to use WhatsApp for educational purposes not just as a social media.

Chapter One

Introduction and Background

Chapter One

Introduction and background

1.1 Introduction

This chapter introduces the use of technology in education. Then, the insertion of mobile technologies and the storm that it makes in the learning process by using mobile applications in teaching and learning and their importance for both learners and teachers. In addition, it tackles the definition of WhatsApp as one of the mobile applications. This chapter attempts to focus on the importance of both writing and speaking and it sheds light on some of the effects of WhatsApp groups in teaching, especially teaching the productive skills (writing and speaking). In addition, it introduces the statement of the problem, research question, hypothesis, purposes of the study, significance of the study, limitations, definitions and theoretical background.

Nowadays, students grow up with the modern technology and they use it on daily basis in all aspects of their lives. Moreover, technology is considered presently, as an indispensable part of human life. Thus, the educational sector endeavours to benefit from all new technologies such as computers, video games, mobile phones and the like, and employ them in teaching and learning (Prensky, 2001).

The most significant thing that teachers have done in the last few years was the use of ICT (Information and Conveying Ideas Technology) in

mobile learning since technology has become more affordable as well as more sophisticated in terms of achievements, yet the smallest when it comes to the size (Sulisworo, 2012).

Mobile technologies have become a vital part of society conveying ideas and context awareness. Besides, they have a great impact on learning. It affords learners the opportunity to move from the classroom environment into their own environment (Naismith, Lonsdale, Vavoula & Sharples, 2004).

Moreover, the use of mobile learning facilitates the students' ability to learn ubiquitously and at students' convenience (Crescente & Lee, 2011). In their study, Lam and Lawrence (2002) addressed the changes in the roles of both teachers and students. This change is due to the use of technology in teaching which has reduced the role of the teacher and has given the students the chance to control their learning process.

The process of teaching has passed through different stages over the years starting from the traditional way of teaching, which depends on face-to-face teaching, and then teachers have started to mix between technology and traditional learning by using the computer and its programs such as the PowerPoint, Microsoft word ...etc. The modern orientation has altered toward using mobile assisted language learning (MALL) which can be easier for students to use. In addition, this technique is capable of making them more interested and involved in learning because most of them have mobile phones or as Prensky (2001) portrayed this generation of learners as

"digital natives" whereas most teachers are "digital emigrants". There are many applications in the mobile phone that can be very interesting in learning such as Facebook, Twitter, Tango, Skype, WhatsApp and more.

1.2 What is WhatsApp?

Although there are various applications used in iPhones, android phones, Blackberries, and Nokia phones, which come under the umbrella of social networking sites where people interact, share knowledge and ideas, and become acquainted with different cultures, "WhatsApp Messenger" is considered as the most popular one.

According to Tankovska (2021), an expert covering social media and internet communication, WhatsApp is considered the most popular mobile messaging app and the last statistics has showed that there are around two billion users of WhatsApp messaging recently. Therefore, it is the app that will concern the author in this research. Brian Acton and Jan Koum developed WhatsApp in 2009. It allows users to send and receive text messages, video messages, voice messages, and video calls, share images, create chat groups, and send documents.

WhatsApp has proved its effectiveness and reasonability, especially in the 2020 after the COVID-19 pandemic when people were unable to communicate and contact face to face. Thus, WhatsApp has had a major role in facilitating this conveying ideas process. In addition, WhatsApp groups are the most popular feature in WhatsApp where people add each

other using phone numbers and start chatting about any topic they want. They can also have fun by chatting and sending videos, text and voice messages until they become bored and get the group notification muted (The News minute, 2018).

Bere (2012) mentions different features in WhatsApp, which distinguishes it from other Apps. First, it enables users to exchange unlimited videos, voice and written private or group messages. Second, there is no need to remember the username and the password to access into this application since there is no password or username at all since it works via phone number. Third, written messages, videos messages or video calls, voice messages or voice calls, and photos are saved automatically in the device. Moreover, WhatsApp has an essential role in initiating and improving relations between people, especially university students who use it widely to exchange information and websites related to their subjects at the university. Moreover, one specific feature in WhatsApp one cannot find in any other application is that there are no advertisements that might bother people every time they use the application.

1.3 What is writing?

According to Cheung (2016), there are several things should be taken into consideration in writing. First, Teachers have to tell their students that no one can write as good as the native speaker of a language, as Leki (1992) said that” No one is a ‘native speaker’ of writing”. Second, teachers should have enough amount of knowledge of the different methods and

approaches in teaching writing; in order to enhance students' writing competence such as socio- cognitive approach, which will help learners to connect what they learn with their social life and with their culture that will make it easier for them to learn well. Third, it is not just students' responsibility, but professionals also should revise what they write more than 10 times before transmitting the final product in order to have a good piece of writing.

Nunan (1991) defines writing as a complex cognitive activity, which needs more training on the strategies and stages of writing until the learner reaches to the final product. As a result, writing skills focus on writing as a process and writing as a product.

According to Ghufon (2016), the process approach is more effective than the product one. In the process approach, teachers have to teach students the stages of writing and how to follow these stages starting from finding the purpose of writing and connecting it with the social context, then making a draft and revise it more than one time, after that, editing the draft to get feedback, finally prepare the final product based on the feedback which helps in improving and developing the piece of writing. In other words, teachers should not give students a model in writing and ask them to follow it because it is essential for students to learn how to determine the purpose of writing, how to organize their thoughts and how to work together to give an acceptable final product.

1.3.1 What is the importance of writing?

Klimova (2013) indicates that students prefer writing in a foreign language more than other skills because writing gives students enough time for thinking. That gives them a chance for brainstorming and organizing their ideas. In addition, writing makes them less nervous since they can come back to anything they write and correct or manage it anytime especially at written tests they found it easy to come back to difficult questions later. Moreover, in writing students will have no problem in pronunciation that make them feel more comfortable.

Rao (2019) stresses the importance of teaching writing individually or in groups, since it has several advantages for learners. According to him, writing helps students to organize their own ideas, select appropriate vocabulary and grammatical structures, and connect what they write with their real life. In addition, they learn how to express themselves formally or informally and many very important advantages for learners. In addition, writing is one of the good research skills that learners, especially university students, have to master since it helps them to show their own understanding, write their own ideas and develop their creativity and imagination which can also help them in writing assignments and research papers. Writing also helps learner to know how to write their own CV's that help them get a job in the future.

1.4 What is Speaking?

Speaking is a major skill that learners have to practice in learning a foreign language. Students need to learn how to pronounce in a very early stage then they have to learn how to use vocabulary and phrases correctly.

Anuradha, Raman, & Hemamalini (2014) set several principles for teaching speaking skills. First, teachers should be well- prepared (i.e. they should be trained to speak a foreign language, to teach speaking, to prepare a lesson plan, to know activities and tasks that they have to prepare). Second, teachers have to use different types of tasks for improving students' speaking skills such as role playing, drills, dialogues etc. That can encourage students to speak language as early as possible. Third, teachers should not pay much attention to students' accuracy (i.e. students' ability to speak without making errors) since correcting students every time they say something wrong will discourage them.

According to Hussain (2017), it is the responsibility of teachers to enhance speaking skills by focusing on pronunciation and students' fluency in speaking a foreign language by exposing students to some situations and let them solve problems in groups or pairs or ask them to express their ideas and opinions in such situations or make an interview with them and ...etc.

1.4.1 What is the importance of speaking?

Due to the importance of conveying ideas, people need an international language to communicate with each other all around the world. According to the importance of English language, it is considered as an international language; therefore, learners have to excel in the speaking of English language since it develops learners' critical thinking. Therefore, they will be good at problem solving and they will have self-confidence. In addition, they will improve their personality as a result they may get better employment opportunities and they will be introduced to different cultures all over the globe (Rao, 2019).

Zulfugarova (2018) stresses that in spite of the importance of speaking skills; unfortunately, the real focus in the lessons is on writing and reading skills. There are several reasons that may force people to speak in their daily life, to be sociable since we need to interact with each other to exchange information, to give opinions, to express feelings ...etc. Therefore, teachers can make students practice speaking in lessons to motivate them by exposing them to different activities.

1.5 Importance of using WhatsApp in improving students' performance in Writing and in speaking

1.5.1 WhatsApp and Writing

Students have already used mobile phone for entertaining. Consequently, it is very important to make them get benefits of their

mobile phones application like using WhatsApp in learning writing skills. Fattah (2015) highlights the importance of using WhatsApp in teaching writing skills since it makes students feel free to write and edit their writing before sending whenever and wherever they like to. They can also share their writing with their classmates, so they can help each other and imitate a correct model of writing until they will write by their own. Moreover, that will develop a strong personal and friendly relationship between student to student and students with their teacher who will work as a facilitator.

1.5.2 WhatsApp and speaking

Students have difficulties when they practice speaking skills inside or outside the classroom. That is why they have problem in speaking. In the last few years, teachers started to integrate the traditional education with the use of Smartphone applications such as WhatsApp, which is distinguished from other smartphone apps in its simplicity, accessibility and natural language (Gon and Rawekar, 2017).

Moreover, they stressed that present studies have approved that WhatsApp is an appropriate platform where students can express themselves without fear or anxiety anywhere and anytime and teachers can give immediate feedbacks for students that will totally enhance students' performance in speaking.

Very few people realize the importance of WhatsApp in improving students' different skills, especially speaking skills since students will feel

free in recording their voices and sending it to their classmates' groups on WhatsApp. In addition, learners will have their time to prepare what they want to say which as a result can increase their confidence and they make them feel less anxious. Moreover, each learner has the right to participate, to answer and to take a feedback from the teacher, which is also easier for teachers to give feedbacks on WhatsApp (Amelia, 2020).

1.6 Creating an appropriate atmosphere in learning through WhatsApp due to social constructivism

There are different theories that positively affect the learning process. One of those theories, which is social constructivism, is considered as a major theory in teaching and learning.

According to Mattar (2018), social constructivism and the theories that are derived from it such as (cognitive constructivism, radical constructivism, situated constructivism and co-constructivism) have an important role in teaching and learning. All the theories mentioned before have principles in common, learners considered as an important member in learning process next to language which learners use to analyse, define, criticise, evaluate. In addition, teachers have to focus on the process of learning rather than the content; such as using tasks, activities, work products ... etc.

Mattar (2018) also stresses the strong connection between social constructivism and technology learning (i.e. distance education). Learners

were self-directed and self-motivated, so that ensure the role of mobile applications which is considered as one of the technologies that learners use in learning. Such as WhatsApp where learners found it as a good tool for learning, so they can interact, negotiate and discuss different issues with each other. That also afford students with the suitable learning atmosphere full of interaction and group working that increase students' engagement in improving their productive

1.7 Statement of problem

After reviewing different studies and researches it is found that there is a low achievement of our students in writing and speaking skills because of the monotonous learning environment, which depends heavily on traditional methods inside the classroom, the limited time for the classes that teachers are obliged to commit in, and the large numbers of students inside each class, do not allow teachers to interact with all students and assess their performance inside the classroom (Hussain, 2017). Therefore, the researcher examined the impact of using WhatsApp groups on the university students' productive skills improvement.

1.8 Objectives of the study

1. To examine the impact of using WhatsApp study groups on developing the English writing skill for An- Najah's National university students.
2. To explore the impact of using WhatsApp study groups on developing the English speaking skill for An- Najah's National university students.

3. To find out the role of gender on the impact of using WhatsApp study groups on developing the English writing and speaking skill for An-Najah's National university students.

1.9 Questions of the study

The present study addresses following research questions:

1. What is the impact of using WhatsApp groups on developing the English writing skill for An- Najah's National university students?
2. What is the impact of using WhatsApp groups on developing the English speaking skill for An- Najah's National university students?

1.10 Hypotheses of the Study

In this research endeavor, the researcher will try to test the following hypotheses:

1. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the speaking skills test due to the teaching method (WhatsApp groups, the traditional method).
2. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental

group students in the post application of the speaking skills due to gender (female and male students).

3. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the writing skills test due to the teaching method (WhatsApp groups, the traditional method).
4. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students in the post application of the writing skills due to gender (female and male students).

1.11 Significance of the study

In this study, the researcher will attempt to examine the impact of using WhatsApp messenger application in Teaching and Learning the productive skills among An- Najah National University students who take English 101 as a compulsory subject. The results of the study can provide the educators, curriculum designers and pedagogies with a framework to implement this novel application in the English language teaching and learning.

Furthermore, this study can constitute a theoretical framework for researchers to study other applications that are found on the gadgets. In

addition, it can stimulate other researchers to investigate other different aspects of language teaching and learning.

1.12 Definition of Terms

Productive skills: These skills are also called” active skills”. That means, the process of producing language in written and spoken forms. Productive skills come in the second place when learning a foreign language after the receptive skills (reading& listening) which come first, but both are very important while learning a foreign language. (Golkova & Hubackova, 2014)

Writing skill: In this study, the researcher focused on 6 writing’s rubrics where chosen according to the students’ educational level. First, Spelling and punctuation. At the end of the course students will be able to spell words correctly. Also, they will be able to use the punctuation marks correctly. Second, layout. At the end of the course students will be able to arrange their paragraph by writing a topic sentence then a body, and after that an ending in a connected way. Third, unity. At the end of the course students will be able to write arranged sentences, connected to each other that makes the reader feel that there is a harmony in the written paragraph. Fourth, Sentence structure. At the end of the course, students will be able to correctly write clauses, simple and compound, but not complex sentences at this stage. Fifth, Cohesion. At the end of the course students will be able to write connected clauses and sentences by joining them with connectors such as because, as a result, however, for example, ...etc. to achieve unity.

Sixth, Coherence. At the end of the course students will be able to write a connected and meaningful thoughts taking into consideration sentence structure, layout, unity, vocabulary choice.

Speaking skill: In this study, the researcher focused on 5 speaking rubrics which were chosen according to the students' educational level. First, vocabulary. At the end of the course the students will be able to use ordinary vocabulary as well as specific vocabulary in the appropriate context. Second, grammar. there wasn't a high focus on students' grammatical errors in speaking, but it was important for them to know how to use a correct word forms, how to use tenses to some extent, and how to write a correct sentence. Third, fluency. At the end of this course students will be more skilful in writing and speaking, they will be able to connect ideas and to understand what words they have to choose in specific situations and contexts. Fourth, pronunciation. At the end of the course, students will be able to pronounce the vocabulary they use correctly when they speak. Fifth, conveying ideas. At the end of the course, students will be able to arrange their thoughts in a meaningful way that allows the listener to understand what they are saying.

WhatsApp: This is an application which allows all Smartphone users to exchange free messages, video calls, voice messages and also create group chats and use a location sharing option. In this study, "WhatsApp" was used as a covering term for the use of WhatsApp groups as a supplementary medium of instruction in addition to the distance learning

platform. The researcher was the Administrator of the group and was able to easily control the experimental group by adding anyone she wants and dropping anyone she does not.

Traditional education in this study: Usually, education takes place on campus i.e. post-secondary education takes place at An-Najah University. Nevertheless, due to the current situation of COVID- 19 pandemic there are no face-to-face courses at University. Consequently, the two groups in this study were taught English through distance learning platforms such as Zoom and Module, as for the experimental group WhatsApp group will be used as supplementary tool in their learning. This does not apply to the control group, as their teacher will use only the distance-learning platform as the core medium of instruction.

1.13 Limitations

1. The study is limited to An-Najah National University students who learn English in a compulsory course 101 in the academic year 2020/2021.
2. The study will limit itself to productive skills i.e. speaking and writing.
3. Study will be applied on students who are attending their classes online as far as they cannot attend their classroom physically due to the pandemic.

1.14 Summary

This chapter started by pointing out the use of technology in teaching and learning, then it discussed mobile applications that are used in teaching and learning such as WhatsApp and it tackled the importance of this use in both writing and speaking. After that, the chapter reviewed the importance of using WhatsApp groups in teaching writing and speaking and it is found that using WhatsApp groups as a teaching medium has great effect on students' productive skills. It also included statement of the problem, research question, hypothesis, purposes of the study, significance of the study, limitations. Finally, the chapter ended with definitions and theoretical background. The following chapter will introduce some theoretical concepts and the most related studies to the present study.

Chapter Two

Literature Review

Chapter Two

Literature review

2.1 Introduction

The researcher arranged the literature review topically and theoretically. Topically, the researcher discusses the most related studies to the present study such as: the importance of mobile learning in enhancing teaching and learning especially during COVID-19. The researcher also tackles the use of MALL in teaching and learning English and the use of mobile phone technology, especially the use of the WhatsApp platform and its impact on learners' achievements and on the university students teaching and learning. The researcher also discusses the role of WhatsApp in improving both writing and speaking skills.

Theoretically, the researcher explores some theoretical concepts related to the field of teaching and learning such as: the relationships between social constructivism, behaviourism, collaboration and active learning theory, and the use of WhatsApp in the area of teaching and learning. What distinguishes the present study from other studies is that it pinpoints a key feature in "WhatsApp", namely, WhatsApp groups. The study will shed light on employing WhatsApp groups to improve students' productive skills.

2.2 Mobile learning in enhancing teaching and learning

According to Molenet (2007), mobile learning is the use of portable technologies such as mobile phones, smartphones, iPod, handle gaming devices, ultra-mobile pcs, mini notebooks and any device that works with wireless or with mobile phone networks or in both. In addition, mobile learning devices have the ability to download and upload online documents whenever and wherever you go to enhance teaching and learning. Hashemi, Azizinezhad, Najafi & Nesari (2011) conducted a study to investigate the capabilities and the limitations of mobile learning. They found that mobile learning devices have some advantages as well as disadvantages. Mobile learning devices were very effective in attracting students' attention and in motivating them to learn. Learners loved the way that they interacted with each other and shared knowledge with their classmates and with their instructor. Moreover, mobile learning devices distinguished themselves from other traditional devices; they are lighter than heavy books students usually carry on their backs. In contrast, mobile learning devices have some drawbacks. Some of them have small screens which leads to side effects on users' eyes. They have limited storage and lack of hardware platform (Alkhezzi & Al-Dousari, 2016).

There is no one specific definition for mobile learning, so researchers tackled different definitions from their points of view. According to Mehta (2016), mobile learning provides the ability to any learner to obtain different educational contents on their wireless digital devices. In her study,

she provided an overview of the use of mobile devices and discussed the benefits and the challenges of mobile learning. Mehta (ibid) asserted that education has become an essential requirement in human's life. Therefore, people around the world try to benefit from the advantages that mobile learning offers for their educational life. After using their mobile learning devices, learners were able to attend online classes and download and upload any educational content every time and everywhere. Moreover, mobile learning gave women who were not allowed to access schools or universities the chance to access education. In contrast, the researcher also talked about some disadvantages that learners may face while using mobile learning. Some mobile learning devices, especially smart phones have small screens, so learners may find them difficult to use. Also, some devices may have limited storage, short battery life and ...etc. In spite of the previous disadvantages, the researcher recommends supporting the use of mobile learning inside the classrooms and everywhere to keep in touch with the latest inventions and developments.

2.3 Students Attitudes Toward Mobile learning during COVID-19

Different studies were conducted to examine students' attitude about using mobile learning during COVID- 19. Biswas, Roy & Roy (2020) conducted a study to investigate students' attitude toward mobile learning during COVID- 19 in Bangladesh. Results revealed that students showed their Positive response to the use of mobile learning; especially in 2020 after the appearance of COVID- 19. Moreover, students found it very easy

to share any learning documents on their devices. In addition, 41% of students showed their interest in using WhatsApp as one of the mobile applications on their smartphones. Around 69.2% found that using their phones in learning allowed them to study and to learn anytime and anywhere.

Because of an unexpected situation which occurred in 2020, the COVID- 19 pandemic, many sectors have been affected and the educational sector is one of them. Nahcivan & Çermik (2020) conducted a study to investigate remote learning during COVID- 19 in Hisar school. Findings revealed that 70% of students showed that they always attended classes on time and did their assignments. Nearly all of the students declared that they stayed until the end of the class. Finally, 72% of them said that they highly desired to attend classes. In contrast, 1% said that they had a low desire to attend classes.

2.4 The use of MALL (Mobile Assisted Language Learning) in teaching and learning the English language

In the past decade, mobile assisted language learning (MALL) has been considered as a self-standing field. Therefore, many researchers started to investigate many studies related to (MALL) because of its huge effects in improving English language proficiency. Hashim, Yunus, Embi & Ozir (2017) conducted a study to investigate the significance of mobile assisted language learning (MALL) for ESL learners. In their study, they mentioned multi definitions for (MALL), which is both a formal and an

informal learning option. which is also available anywhere and anytime through using portable devices such as smartphones, iPad, laptops, electronic dictionaries and any wireless device that works with internet or without. (Kukulska- Hulme & Shield, 2008).

Oz (2015) conducted an investigation of pre-service English teachers' perception attitudes toward mobile assisted language learning (MALL). Results revealed that MALL has become an indispensable part of most teachers' and learners' life around the world. They found it very easy to teach and learn anytime and anywhere. This characteristic increased their motivation in teaching and learning. For teachers, it gave them enough time to prepare appropriate contents and tasks, to exchange knowledge and to discuss different topics with their colleagues. For learners, it increased their motivation in teaching and learning, and enabled them to share documents with their classmates and with their teachers.

2.5 The use of smart phone technology in teaching and learning the English language

Kacetl and Klimova (2019) conducted a study to investigate the use of smartphone applications in English language learning. Their study was based on collecting a set of studies related to their study, and reading the literature review of them. They found that most studies agreed that using mobile applications for learning is a good tool for learning a language. Especially, for learning language skills such as writing, speaking, listening, and reading. Other studies agreed that using smart phones in learning is

highly accepted by students since they already use smartphones, and instead of spending time for entertainment, they could benefit from their phones. Some studies emphasized the importance of mobile learning in supporting low achieving students since it increases students' motivation in learning. In addition, it gives them more confidence. It reduces the heavy loads such as books, papers, and worksheets they carry on their back every day. Other studies shed light to the importance of monitoring students while they use WhatsApp since most applications are not designed by language experts for the purpose of learning and a second language.

There is an inevitable increase in the number of mobile learning users. Users from different fields of study tend to use mobile applications in learning, but learners get confused about which kind of applications they should choose for learning different skills. Gangaiamaran and Pasuoathi (2017) conducted a study to investigate the use of mobile apps for language learning. The study was based on selected literature reviews from different dissertations and studies to provide a basis for their study. They classified mobile apps to help learners in choosing appropriate apps for learning different language skills that motivates students for self- access learning.

Mospan (n.d.) conducted a study to examine the importance of mobile devices in teaching and learning English language from university students' perspective. students found using mobile learning a very useful tool especially for learning languages. As a result, 33.3% of them spent more than 15 minutes on learning via their mobile phones. The researcher

also found that 29.4% of students were interested in improving their speaking skills, through learning how to communicate via mobile phones applications. In addition, Persson and Nouri (2018) provided a systematic review of second language learning with mobile technologies. The study concluded that mobile devices have become an integrated part of language learning. Moreover, they boost students' motivation, which encourages students to participate and perform tasks. In addition, using mobile devices improved students' learning of social skills, specifically developing a friendly relationship between learners who shared one device in learning.

2.6 The effect of using WhatsApp study groups in teaching and learning

One of the beneficial characteristics in WhatsApp is that learners can create WhatsApp learning groups. Which allow students to send unlimited messages anywhere and anytime. Moreover, these groups give students extra time to practice using English outside the classroom. They also find the group's atmosphere very safe and friendly platform where they are very pleased to deal with their instructor and to cooperate with their classmates (Bensalem, 2018)

Alghamdy (2019) examined the impact of mobile language learning (WhatsApp) on EFL context. Findings revealed that WhatsApp was a highly accepted pedagogical tool by students since after using WhatsApp they found themselves more motivated for learning and they found their grades became better. They also found that WhatsApp made them more

confident and created a strong relationship between students with each other and students with their instructor. On the other hand, the researcher found that there were some obstacles students may face in using WhatsApp. Some students may have difficulties working with their classmates in WhatsApp because they may not be able to access the internet, while other students may lack the interest to participate. Kartal (2019) added that most studies agreed that WhatsApp is a great supporting tool for education. Moreover, WhatsApp improved learners four skills and foster self- access learning. In addition, the studies showed that WhatsApp had great impact in lowering students' speaking anxiety and in boosting motivation.

Hamad (2017) examined the effectiveness of enhancing students' learning of English language. Results showed that there were positive responses from students toward using WhatsApp as an educational tool, it developed their writing, speaking, reading and listening skills. Moreover, it helped them to think and communicate in English, to get feedback from their classmates and from their instructor, to control and to overcome their fears. Annamalai (2018) added that there were positive and negative characteristics for using WhatsApp as a pedagogical tool. On one hand, lecturers and the pre- service teachers were utilized WhatsApp in teaching and learning reading, writing and language development course and they were very satisfied from doing so. WhatsApp bite size learning that means learners got ideas and knowledge by using short module. In contrast, in the

traditional classes they got ideas and knowledge by using chunk of activities. Moreover, they had the ability to keep learning in different situations and there was flexibility in using WhatsApp anytime and anywhere. On the other hand, there were one disadvantage in using WhatsApp as an educational tool which is technical problems such as limited input capabilities, short battery life and internet speed.

2.7 Learning theories and WhatsApp in the field of teaching and learning

There is a strong relationship between social constructivism, behaviourism, collaboration and activity learning theory and the use of the instant messaging WhatsApp in teaching and learning.

2.7.1 Social constructivism and WhatsApp

Amry (2014) investigated the impact of WhatsApp mobile social learning on the achievement and compared with face to face learning in the classroom. Results showed that the use of WhatsApp platform for teaching and learning had positive impact on the experimental group, it made learning easier than face to face learning, it helped students in solving different learning difficulties. Moreover, utilizing WhatsApp as an educational tool improved students' social interaction since it helped them in constructing, building knowledge, developing understanding of different learning and social concepts and fostering students' cognitive performance.

As a result, students became more engaged, social and interactive in their community.

Constructivism associated of what people learn newly depends on their previous knowledge and experiences; as a result, when people get new experiences they expand and build on their own existing knowledge. Constructivism also considered as a learner centred theory, it depends on learners' active role, on their personal creation of knowledge and on the importance of both social and individual experiences in building knowledge (Duke, Harper & Johnston, 2013). Overtime adults get different knowledge and experiences since they become more interested in learning and more willing to expand these experiences in anyway. Moreover, adults' motivation increased by internal impulses as they want to plan for their own learning (Knowles, 1980).

2.7.2 Behaviourism and WhatsApp

George, Preetha & Pramod (2018) focused on WhatsApp use behaviour in relation to social interaction anxiety and personality among students. The sample comprised 120 college and high school students. Results revealed that there was a significant relationship between WhatsApp use behaviour and social interaction anxiety. In this case-students, who have social interaction anxiety benefit from using WhatsApp more than face to face interactions.

Rahaded, Puspitasari, & Hidayati, (2020) found that using WhatsApp in teaching, and learning became a trend in the last few years. There was a positive significant impact of using WhatsApp on students' behaviours. Students found it a good way in sharing and building knowledge with their classmates. It improved a collaborative and cooperative online learning. Moreover, students were very motivated to prepare before the class to be able to participate, exchange knowledge, share in discussions and ...etc. It was clear that using WhatsApp in teaching and learning sheds students' attention. They gave high concentration for the discussions that occurred in the WhatsApp group to take benefit of every single word, to know what to say, and to keep in touch with what was said in their online group.

2.7.3 Active learning theory and WhatsApp

Barhoumi (2015) examined the effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. Findings revealed that there was a significant difference between learners in the control group who were taught in class, and learners in the experimental group who were taught in class and via WhatsApp, in favour to the experimental group. In addition, students in the experimental group had a positive attitude toward using WhatsApp in learning. They also were very motivated to learn after using WhatsApp since they interacted with each other and brainstormed ideas. Consequently, results showed that using WhatsApp mobile learning

activities was a very effective pedagogical tool than the traditional one. It facilitated learning and helped students to exchange knowledge and to lead discussions. Moreover, the use of activity theory helped the researcher to find factors that influence students' participation in online discussions. The researcher concluded that there were three levels of factors, technological level, individual level and social level, so the researcher focused on these factors to know how to increase students' motivation in learning via WhatsApp.

Dahdal (2020) added that WhatsApp group discussion was considered as a highly positive tool that boosted active learning. It had great characteristics that motivated students to participate actively especially for students who used WhatsApp in their daily life, that encouraged them to do their tasks and assignments more effectively.

2.7.4 Collaborative learning theory and WhatsApp

Udenze and Oshionebo (2020) conducted a study to examine undergraduates use WhatsApp platform for collaborative learning. The sample of the study was undergraduates' students of the university of Abuja, Nigeria and for data collection the researcher used a quantitative method which was a survey, and a qualitative method which was a focus group discussion. Results revealed that 45% of students agreed that WhatsApp platform was their most favourite application on their phones, 40% highly agreed that WhatsApp group raised collaborative learning, most of them agreed that collaborative learning was un common inside the

classroom. Moreover, around 50% of participants stated that they involved in a collaborative learning via WhatsApp where they could be able to interact with each other and to exchange file and documents to help each other in teaching and learning.

Alghamdi, Rajab, & Rashid (2016) examined students' beliefs as to whether their WhatsApp groups lead to academic dishonesty or cheating. Results revealed that 82.8% of students were members in WhatsApp groups before, most of them were very upset from using the term cheating in the distance learning. Most students were enthusiastic while they were using WhatsApp in teaching and learning. They described using WhatsApp in teaching and learning as an appropriate place for collaboration, discussions and team work. They helped each other in exchanging knowledge and ideas. Therefore, WhatsApp was considered as a positive educational environment that promoted virtual collaboration, open discussion and group work between the students.

Lam (2015) attempted a study to explore students' experiences in collaborative learning through using social media tools in a blended learning course. Results revealed that students were motivated to learn via social media applications such as WhatsApp, Facebook, Twitter. They described these tools as beneficial tools in teaching and learning, since they were able to construct, transfer and share knowledge. Moreover, students got educational experiences in non-prescribed collaborative learning without teachers' interventions and directions. In other words, students

developed their collaborative learning experiences independently by using social media tool, without using any ready designs for initiating these experiences. Sivabalan and Ali (2019) found that WhatsApp considered as the most preferable educational tool between students, and it was one of the mobile instant messaging tools. It was used as a collaborative tool that provided more effective teaching and learning.

2.8 The impact of WhatsApp on learner's achievements

Recent studies show that WhatsApp has a great impact on learners' achievement. Hassan and Ahmad (2018) conducted an empirical study by using tests and a questionnaire to investigate the impact of WhatsApp on learners' achievement: a case study of English language majors at king Khalid university. Results revealed in one hand, students of the experimental group outperformed their classmates in the control group. On the other hand, students in the experimental group got high grades in the course they were tested in with zero failures. Moreover, students felt more confident and they became more social. In addition, Students learnt how to use technology in improving their performance in syntax, and they had the ability to try the same way with other courses.

Alhawiti (2015) and Alshaibani & Qusti (2020) emphasized that WhatsApp was an appropriate way for students to ask and answer questions with each other and with their instructor. Moreover, students were already active on social media especially on WhatsApp, so it was easy for them to follow up the instructions, discussions and everything were occurred on

WhatsApp.in addition, WhatsApp was a great platform with a sense of comfort that allowed shy students to participate without anxiety or fear.

2.9 The role of WhatsApp in improving writing skills

Writing is one of the productive skills that learners have to excel while learning a language, several studies have been conducted to show the importance of mobile applications especially WhatsApp in improving students' writing skills. Fattah (2015) also examined the effectiveness of using WhatsApp messenger as one of mobile learning techniques to develop students' writing skills. He found that students who were in the experimental group got higher results than who were in the control group. Ahmad (2020) also found that Most students agreed that WhatsApp has a great impact on improving their writing skills especially in writing thesis. Because, they communicate easily with their classmates that helped them in exchanging thoughts, in asking and answering questions and in giving feedback to each other after reading a piece of writing for one another. Allagui (2014) added that students had a very positive attitude toward using WhatsApp since it boosted their motivation to write and fostered their learning

Ahmad (2019) conducted a study to investigate the effectiveness of using WhatsApp as a pedagogical tool to enhance EFL learners reading and writing skills. The researcher used pre-tests and post-tests in addition to a questionnaire as tools for the study. He found that students positively responded to the WhatsApp group as a learning tool. Moreover, he

concluded that WhatsApp chat groups motivated students to participate especially low achieving students. They feel that WhatsApp is a comfortable platform where they could be able to ask and answer questions anytime and everywhere. Awada (2016) also added that Students who used WhatsApp in learning writing found that there was a positive improvement in their critique writing proficiency. In addition, WhatsApp was a motivating platform where students got a very pleasant experience in improving themselves in a non- limited atmosphere.

Bataineh, Alhamad & Aljamal (2018) conducted a study to examine the effect of WhatsApp on EFL writing skills improvement with reference to gender. The sample of the study consisted of 98 Jordanian eleventh grade students. Participants were divided into two experimental groups, one for females and another one for males. To collect data and to measure the variables the researchers used pre- tests and post- tests. Results underscored that WhatsApp was a positive platform for learning Writing especially for females who showed an observable improvement in writing proficiency, organizing ideas, and language use more than their counterparts.

Bataineh, Khalaf & Baniabdelrahman (2018) conducted a study to investigate the effect of email and WhatsApp on Jordanian EFL learners' paraphrasing and summarizing skills. they found that using WhatsApp, email and the combination of both had a higher impact on paraphrasing rather than summarizing. The students found it easier to paraphrase a

sentence by replacing a word by its synonym or by changing the form of the verb, the treatment also had a great impact on learner's environment which was a non- threatening environment. Therefore, students encouraged to participate, to collaborate and to give feedback to one another.

2.10 The role of WhatsApp in improving speaking skills

Over years, teachers have tried to find ways to enhance student's performance in speaking; In spite of all the facilities that teachers use FEL learners still have difficulties in speaking.

Minalla (2018) conducted a study to investigate the effect of WhatsApp chat group in enhancing EFL learners' verbal interaction outside classroom context. Results showed that the experimental group who used the voice messages outperformed the control group who used the written messages. That means the property of using voice messages in WhatsApp has a great impact in improving students speaking skills. Andújar-Vaca, and Cruz-Martínez (2017) emphasized that WhatsApp considered as a powerful pedagogical tool for improving oral skills, since it offers a non-threatening atmosphere for learners where they are encouraged to participate in different discussions and negotiations. Moreover, they felt motivated to speak and to correct each other or to give feedback. Also, they encouraged each other to speak and they listened to one another. Therefore, they were able to improve their oral skills.

Several studies carried out to talk about the importance of free mobile applications (WhatsApp) in learning different skills; however, Han and Keskin (2016) explored using a mobile application (WhatsApp) to reduce EFL speaking anxiety. Results showed a statistically significant difference in the level of anxiety in the post-test for both males and females and this difference increased after the treatment. The level of anxiety decreased for both, but it was decreased for females more than for males. All the participants agreed that WhatsApp had a great impact on reducing their anxiety while speaking. Consequently, the experience gave them the chance to speak anytime and anywhere and to listen to voice recording themselves to learn from their mistakes that also helped them to be more creative in building sentences in speaking and in writing.

Teachers always try to find a solution for students' speaking problems. Consequently, they tend to use social media apps to develop these skills. Nurazizah, Friatin, & Sugiarto (2019) emphasised that WhatsApp could be utilized as one of the most important tools to help students in improving their speaking skills. Moreover, most of the students gave positive interactions toward using WhatsApp in learning English. This app gave them a wide opportunity to practice the language by recording voice notes and sending them to the chat groups, that enabled the students to hear themselves and to give feedback to one another.

Another study was conducted by Manan (2017), to investigate the effect of WhatsApp in improving students' conveying ideas learning skills.

Findings revealed that 67% out of the students agreed that WhatsApp had positive impact on learning new vocabularies and sharing them with their classmates. 83% found that WhatsApp gave them the chance to be creative and to understand the topics they talked about and to discuss different issues with their classmates to strength their understanding. Moreover, 80% out of the students agreed that WhatsApp boosted the motivation and gave them confidence to ask and answer questions in English and to share in debates and discussions. Mobile applications have proven their effectiveness in teaching and learning, where students took the chance to learn beyond the classroom. Akkara, Anumula & Mallampalli (2020) conducted a study to investigate the impact of WhatsApp interaction on improving L2 speaking skills. Results revealed statistically significant differences in the participants' abilities to convey their ideas and in their speaking skills where they had chance to participate, to lead debates and discussions and to get feedback from other participants.

2.11 The effect of using WhatsApp messenger in learning English among university students

Many researchers assert the importance of organizing training programs and workshops for students to train them on using WhatsApp in learning different courses. Dweikat (2019) conducted a study to investigate EFL students' perceptions of WhatsApp and its potential benefits in ELT practicum. He found that WhatsApp allowed students to send and to receive messages any time and with no costs. It was also very helpful

which enabled learners to fulfil educational outcomes in different ways. In addition, Ta'amneh (2017) conducted a study to find the effect of using WhatsApp messenger in learning English language among University students. It was concluded that the integration of WhatsApp method in teaching and learning can make a significant difference.

Majority of university students showed a positive respondent in utilizing WhatsApp as a pedagogical tool. it helped them for self- access learning, they knew how to learn alone and how to get benefit from learning via WhatsApp which gave them the opportunity to participate without being restricted by specific time or place. Moreover, this treatment improved teacher's skills in creating and finding out new activities for students to learn different courses easily (Dewi, 2019).

WhatsApp could be considered as one of them most beneficial tools to foster learners' learning autonomy at university level. Alqahtani, Bhaskar, Vadakalur Elumalai & Abumelha (2018) conducted a study to investigate the importance of WhatsApp as an online platform for university level English language education. Results underscored that most learners were enthusiastic for using WhatsApp in teaching and learning. 87% of students said that they were part of a WhatsApp learning group and It gave them the opportunity for practicing a language outside the classroom.

Gasaymeh (2017) found that most of the students use WhatsApp instant massaging in their daily life and they were part of WhatsApp

groups, but few of them used WhatsApp for educational purposes. However, results showed highly positive feelings toward using WhatsApp in teaching and learning since it boosts their motivation, gave them the opportunity to participate in their online WhatsApp classes anywhere and anytime.

2.12 Comments on literature review

This chapter summarized some views of literature in the importance of mobile learning, especial after the unexpected situation COVID-19. It also summarized reviews in the effectiveness of WhatsApp groups in teaching and learning, basically, in teaching and learning writing and speaking skills for university students and its impact on their achievements and the previous studies indicated that WhatsApp was positively perceived by the university students as an educational tool. In addition, it summarized some literature related to the relationship between social constructivism, behaviourism, collaboration and active learning theory and WhatsApp and the previous studies revealed a significant relationship between WhatsApp and the mentioned theories. The following chapter presents the methodology and the procedures of the study.

Chapter Three

Methodology

Chapter Three

Methodology

3.1 Introduction

This chapter reviews the methodology of the study (sample, instrument and procedures used in the analysis) and the design of the study (statistical analysis, reliability, validity and variables of the study).

This study aims to explore the extent of using WhatsApp and its impact on the writing and speaking skills of the University students studying English (101) as a compulsory course at An-Najah National University during the academic year 2020\2021.

3.2 Methodology

It is an experimental study, to answer the research questions a quantitative method is used in order to collect data from participants; a pre-test and a post- test. For this purpose, a WhatsApp group is created and the participants of the experimental group is added to it. This section highlights the main cornerstones of the study: population of the study, variables, research designs, validity and reliability of the tool, procedures , study design and statistical analysis that are used.

3.3 Study population and Sample

The population of the study consisted of all the students who were studying English 101 as a compulsory requirement who were about 10% of the Al-Najah's National university students thus; the researcher used the random sampling method in her study. The sample consisted of (60) students who study English (101) as a compulsory requirement during the first semester of the academic year 2020\2021.

Table (1): Shows the sample distribution according to gender

Gender	Student total	Percentage
Male	23	38.3
Female	37	61.7
Total	60	100.0

The above table shows the sample distribution according to gender, there was 23 males and 37 females.

Table (2): Shows the sample distribution according to group

Group	Student total	Percentage
Experimental	30	50.0
Control	30	50.0
Total	60	100.0

The above table shows the sample distribution according to group. Students were divided into two groups; the control group contains 30 students who were taught in the traditional way, while the experimental group contained of 30 students who were taught in a blend mode of teaching that combines both using WhatsApp method and the traditional way of teaching.

3.4 Research Instrument

To achieve the objectives of the study the researcher developed a reliable test based on the student's required book. That test has two versions: a pre-test and a post-test. The participants are divided into two groups; a control group and an experimental group, in each group, there are 30 participants. All of them will take a pre-test to assess their levels before starting the implementation of the instructional program. after doing the experiment the two groups take a post- test which contains similar questions to ones in the pre- test to determine if the integration of WhatsApp makes difference or not.

3.5 Reliability of the Instrument

The researcher used a pre- and a post- test in order to authenticate the reliability of the tool. The researcher also asked some juries from An-Najah National University to verify that the research instruments and test which are used are valid. Their names are in the appendix.

Khronpach Alpha was used to test the reliability for control and experimental test, it was (0.86) for the two groups, this result is acceptable for the study purposes.

3.6 Validity of the Instrument

The researcher calculated correlation coefficients for each of the three dimensions before and after applying the tool and the total score of

the exam, she found there is a significant correlation between the pre and post-test as shown in table (3) below.

Table (3): Shows the correlation coefficients distributed by the three dimensions before and the total of the test after applying the tool

Description	Correlation
Writing skill test	0.62
Speaking skill test	0.56

The above table shows that there is a high correlation coefficient of the pre- test and the post-test was overall total of the tool with (0.74), the lowest dimension correlation is the usage with (0.56), and on the contrary, the highest dimension correlation coefficient was between the pre- sentence formation and post- sentence formation with (0.69).

3.7 Procedures of the study

The researcher determined the material that the students needed to learn. First, the researcher introduced the importance of using the internet in teaching and learning, especially the integration of social media in classroom context and its effects on students' achievement by giving some examples and talking about some studies related to this trend. Due to the current conditions that the world is going through because of the COVID-19 pandemic the researcher discussed the current online educational option which included distance learning platforms such as Zoom and Moodle, and the more traditional methods that would be used with the control group and the integration between the traditional way and WhatsApp that would be used with the experimental group.

After that, the researcher emphasized the value of this experiment, which is, the integration of WhatsApp in teaching and learning English 101 language as a compulsory course. The researcher contacted instructors who let their students participate. These instructors told their students to contact the researcher on WhatsApp after giving them her phone number. The researcher got 30 students from one class and called them the experimental group and created a WhatsApp group for them. Thirty students from a second class were called the control group. the researcher called them on WhatsApp to conduct a pre and post speaking test with them. The researcher was the Administrator of the group and was able to easily control the experimental group by adding anyone she wants and dropping anyone she does not. That made the atmosphere of the experimental group calm and comfortable. The researcher administered written and spoken pre-tests for the students in the two groups. The written one occurred on Moodle and the spoken one occurred on WhatsApp. The researcher called the students for 2-3 minutes and asked them to talk about a topic related to their required book. Then, the researcher wrote notes about the level of their performance. Next, the instruction commenced for both groups. In the control group, students learned through exchanging information in a traditional way which is using Zoom App by using different drills and activities. In the experimental group, the teaching will be in combination of the traditional way and using WhatsApp groups. In using WhatsApp, the experiment took 6 weeks. Meetings occurred every day at 6 o'clock except Friday and Saturday. The researcher gave tasks and activities to students

then they started participating anytime and anywhere they wanted until the next meeting. The researcher told students what to use WhatsApp for and what to avoid in using WhatsApp. For example, researcher told students to avoid private talks inside the private group, and to avoid sending any private and unrelated video or voice messages or pictures. The researcher told them that the most important thing was to focus on the goal of the experiment and trying to achieve that goal.

The researcher sent some tasks and activities in WhatsApp in the form of videos or voice messages voice or pictures to students and each student responded to the task anytime and anywhere before next meeting. Each task was related to a specific skill that the teacher wants students to improve in, such as speaking. Students were given the freedom to answer in any way they choose. For instance, some of them sent a video message, others sent a voice message and some of them sent a written message.

After students had studied in one or other of these two different modes of learning for six weeks, the researcher administered a post-test to check students' achievement in both groups. Her notes included three types of feedback: student-student interaction, teacher-student interaction, and content-student interaction. What was beneficial about using WhatsApp is that there were different types of interaction between students and their classmates and their teacher that improved their confidence, helped in brainstorming, and provided them with more opportunities for learning as well as a wider space to work.

Finally, the researcher administered written and spoken post-tests for both groups. The written one occurred on module and the spoken one occurred on WhatsApp. The researcher talked to every student for 2-3 minutes and asked them some questions related to a topic from their required book 101.

3.8 Design of the study

The researcher used two groups, an experimental group and a control group, symbols below will 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. X1 represents the treatment using integration of both the conventional method and the use of WhatsApp group. O1 is the pre- test and O2 is the post- test.

3.9 Study variables

The study contains the following variables:

Independent variables: The first variable is the conventional method of teaching with the control group. The second variable is the integration of both the conventional method and the use of WhatsApp group with the experimental group. The third one is the gender variable, male and female.

Dependent variables: The English language writing and speaking proficiency of Palestinian university students.

3.9 Statistical analysis

To answer the research questions, the researcher will use the following statistical analysis:

- 1- Means and standard deviations to check differences on pre and post test.
- 2- Khronpach Alpha formula to ensure the internal reliability of the test.
- 3- Independent samples T- test on the pre- test to check equality between the two experimental groups, whereas the researcher used the same statistical test on the post -test to find the impact of treatments.
- 4- One Way ANCOVA to test the differences between the experimental and the control groups.

3.10 Summary

This chapter describes how the research was conducted. It includes the sample of the study, the instrument, procedures, design of the study, statistical analysis, reliability, validity and variables of the study. The following chapter will include the results of the study.

Chapter Four

Study Results

Chapter Four

Study Results

4.1 Introduction

This study aims to explore the extent of using WhatsApp groups and its impact on developing the writing and speaking skills for An- Najah's students for the first semester 2020-2021.

This section presents the statistical data that was analysed 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 and speaking skills for An- Najah's students. The questions were answered. Each question dealt with the impact of using WhatsApp groups on improving the students' writing and speaking skills.

4.2 Results related to questions and hypotheses of the study

4.2.1 Results related to first question

What is the impact of using WhatsApp groups on developing the English speaking skill for An- Najah's National university students?

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

Table (4): The total average of the pre- test and the post- test grades in speaking skill distributed by the experimental group and the control group

	Control group		Experimental group	
	Pre Test	Post Test	Pre Test	Post Test
Vocabulary	3.1379	3.2069	3.0667	3.3333
Grammar	3.0000	2.7241	2.8000	3.1000
Fluency	2.8966	3.1034	2.7667	3.2000
Pronunciation	2.7931	2.7586	2.8000	3.2333
Conveying Ideas	3.2759	3.3103	3.1333	3.4333
Speaking skill total	14.8966	15.1034	14.5667	16.3000

As the above table showed that the control group achieved an average of (15.1) in the post-test speaking skill which was considered low compared to (16.3) for the post-test for the experiential group. Furthermore, the experimental group results showed a difference in the average of speaking skill test between the pre-test and the post-test, (14.5) and (16.3). The results indicated that there was an apparent difference in favour of the post-test results.

4.2.2. Results related to second question

What is the impact of using WhatsApp groups to develop the English writing skill for An- Najah's National university students?

To answer the fourth question, the researcher used the average of writing skill grades for every student of the pre- test and the post- test as in table (5) below.

Table (5): The total average of the pre- test and the post- test grades in writing skill distributed by the experimental group and the control group

	Control group		Experimental group	
	Pre test	Post test	Pre test	Post test
Spelling and punctuation	5.5714	5.6552	5.5862	5.6552
Layout	2.8571	2.7857	2.8214	2.8214
Grammar and structure	5.7500	5.5862	5.7586	5.7931
Unity	3.0345	2.9655	2.9655	2.9310
Cohesion	2.6207	2.6207	2.6897	2.6552
Coherence	3.0345	2.9655	2.9655	2.8929
total of Writing skill score	26.2593	25.8214	26.0690	27.1724

As the above table showed that the control group achieved an average of (25.8) in the post-test writing skill which was considered low compared to (27.1) for the post-test for the experiential group. Furthermore, the experimental group results showed a difference in the average of writing skill test between pre and post – tests, (26.06) and (27.1). The results indicated that there was an apparent difference in favour of the post-test results for the experimental group.

4.2.3 Results related to the first hypothesis

Is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the speaking skills test due to the teaching method (WhatsApp groups, the traditional method)?

To test the hypothesis of the study, means and standard deviations were extracted for the speaking skill test scores of the control group

(applied according to the usual method), and the experimental group (applied according to the WhatsApp groups), in the pre and post speaking skills test, and the results were as in the table (6):

Table (6): Means and standard deviations of the An-Najah students' scores in the speaking test according to the study group (control, experimental)

Descriptive Statistics						
Group		N	Minimum	Maximum	Mean	Std. Deviation
Control	total of speaking skill in pre- test	29	10.00	20.00	14.8966	2.49778
	total of speaking skill in post test	29	10.00	19.00	15.1034	2.46902
Experimental	total of speaking skill in pre- test	30	10.00	20.00	14.5667	2.71247
	total of speaking skill in post test	30	14.00	24.00	16.3000	2.24607

We notice from the above table an apparent difference between the means of the students' speaking test scores in the post-speaking test in favour of the experimental group.

The means of the experimental group was (16.3000), while the mean of the control group was (15.1034). To demonstrate the significance of the statistical differences between the means, one-way analysis of variance (One Way ANCOVA) was used, and the results were as in Table (7).

Table (7): Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on speaking skills of An-Najah National University students in the control and experimental groups

Tests of Between-Subjects Effects						
Dependent Variable: total of speaking skill in post test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	114.346 ^a	2	57.173	14.309	0.000	0.338
Intercept	124.825	1	124.825	31.240	0.000	0.358
total of speaking skill in pre- test	93.234	1	93.234	23.334	0.000	0.294
Group	27.092	1	27.092	6.780	0.012	0.108
Error	223.756	56	3.996			
Total	14903.000	59				
Corrected Total	338.102	58				
a. R Squared = .338 (Adjusted R Squared = .315)						

The table showed that there was a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean speaking skill score of the experimental group and the control group students in the speaking test due to the teaching method (usual, WhatsApp groups), in favor of the experimental group. Where the value of (F) was 6.780, p value (Sig = 0.012) which was less than 0.05, which indicated rejection of the null hypothesis. The results indicated the WhatsApp groups have improved students speaking skill with 31.5% (Adjusted R Squared = 0.315)

The researcher also, as shown in the following table, calculated the adjusted means and standard deviations of the estimated means of the speaking test for the two experimental and control groups.

Table (8): The adjusted means and standard deviations of the estimated means in the speaking skill test for the experimental and control groups

Estimates				
Dependent Variable: total of speaking skill in post test				
Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	15.021 ^a	0.372	14.277	15.766
Experimental	16.379 ^a	0.365	15.648	17.111
a. Covariates appearing in the model are evaluated at the following values: total of speaking skill in pre- test = 14.7288.				

It was clear from the results of the study that the speaking skill in the experimental group got an average of (16.379) and a standard error of (0.365), and the students of the control group got a means of (15.021a) and a standard error of (0.372). This result indicated that the teaching program Based on WhatsApp groups, contributed in improving the level of speaking skill among students at An-Najah National University in the experimental group in the post-test.

4.2.4 Results related to second hypothesis

Is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students in the post application of the speaking skills due to gender (female and male students)?

To test the hypothesis of the study, means and standard deviations were extracted for the speaking skills test scores of the control group (applied according to the usual method), and the experimental group (applied according to the WhatsApp groups). In the pre and post speaking

skills test, among female and male students and the results were as in the table (9).

Table (9): Means and standard deviations of the An-Najah students' scores in the speaking skill test according to the study group (control, experimental) among female and male students

Descriptive Statistics				
Dependent Variable: total of speaking skill in post test				
Group	Gender	Mean	Std. Deviation	N
Control	Male	15.8182	2.78633	11
	Female	14.6667	2.22288	18
	Total	15.1034	2.46902	29
Experimental	Male	16.4167	2.90637	12
	Female	16.2222	1.76754	18
	Total	16.3000	2.24607	30
Total	Male	16.1304	2.80104	23
	Female	15.4444	2.13065	36
	Total	15.7119	2.41440	59

We noticed from the table an apparent difference between the means of the male and female students speaking skills scores in the post- test in favour of the male students.

The means of the speaking skill score for males in the experimental group was (16.4167), while the means of the females was (15.4444). To demonstrate the significance of the statistical differences between the means, one-way analysis of variance (One Way ANCOVA) was used, and the results were as in Table (10).

Table (10): Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on speaking skills of An-Najah National University students in males and females in experimental groups

Tests of Between-Subjects Effects					
Dependent Variable: total of speaking skill in post test					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	126.506 ^a	4	31.626	8.071	0.000
Intercept	98.108	1	98.108	25.037	0.000
total of speaking skill in pre- test	96.068	1	96.068	24.517	0.000
Group	29.087	1	29.087	7.423	0.009
Gender	9.488	1	9.488	2.421	0.126
group * gender	2.616	1	2.616	.668	0.417
Error	211.596	54	3.918		
Total	14903.000	59			
Corrected Total	338.102	58			
a. R Squared = .374 (Adjusted R Squared = .328)					

The table showed that there was no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the means speaking skill score of the experimental group due to gender. Where the value of (F) was 2.421, p value (Sig = 0.126) which was higher than 0.05, which indicated acceptance of the null hypothesis.

4.2.5 Results related to the third hypothesis

Is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the writing skills test due to the teaching method (WhatsApp groups, the traditional method)?

To test the hypothesis of the study, means and standard deviations were extracted for the writing skill test scores of the control group (applied according to the usual method), and the experimental group (applied according to the WhatsApp groups). In the pre and post writing skills test, and the results were as in the table (11).

Table (11): means and standard deviations of the An-Najah students' scores in the writing test according to the study group (control, experimental)

Descriptive Statistics			
Dependent Variable: total of writing skill in post test			
Group	Mean	Std. Deviation	N
Control group	25.9259	2.43257	27
Experimental group	27.1724	2.96490	29
Total	26.5714	2.76903	56

We noticed from the table an apparent difference between the means of the students' writing test scores in the post-writing test in favour of the experimental group.

The means of the experimental group was (27.1724), while the means of the control group was (25.9259). To demonstrate the significance of the statistical differences between the means, one-way analysis of variance (One Way ANCOVA) was used, and the results were as in Table (12).

Table (12): Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on writing skills of An-Najah National University students in the control and experimental groups

Tests of Between-Subjects Effects						
Dependent Variable: total of writing skill in post test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	190.901 ^a	2	95.450	21.918	0.000	0.453
Intercept	51.486	1	51.486	11.822	0.001	0.182
total of writing skill in pre test	169.176	1	169.176	38.847	0.000	0.423
Group	26.237	1	26.237	6.025	0.017	0.102
Error	230.813	53	4.355			
Total	39960.000	56				
Corrected Total	421.714	55				
a. R Squared = .453 (Adjusted R Squared = .432)						

The table showed that there was a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the means writing skill score of the experimental group and the control group students in the writing test due to the teaching method (usual, WhatsApp groups), in favor of the experimental group. Where the value of (F) was 6.025, p value (Sig = 0.017) which is less than 0.05, which indicated rejection of the null hypothesis. The results indicated the WhatsApp groups have improved students writing skill with 43.2% (Adjusted R Squared = 0.432)

The researcher also, as shown in the following table, calculated the adjusted means and standard deviations of the estimated means of the writing test for the two experimental and control groups.

Table (13): The adjusted arithmetic means and standard deviations of the estimated arithmetic mean in the writing test for the experimental and control groups

Estimates				
Dependent Variable: total of speaking skill in post test				
Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	25.862 ^a	0.402	25.056	26.667
Experimental	27.232 ^a	0.388	26.455	28.010
a. Covariates appearing in the model are evaluated at the following values: total of writing skill in pretest = 26.1607.				

It was clear from the results of the study that the writing skill in the experimental group got an average of (27.232a) and a standard error of (0.388), and the students of the control group got a means of (25.862a) and a standard error of (0.402). This result indicated that the teaching program Based on WhatsApp groups, contributed to improving the level of writing skill among students at An-Najah National University in the experimental group in the post-test.

4.2.6 Results related to the four hypothesis

Is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students in the post application of the writing skills due to gender (female and male students)?

To test the hypothesis of the study, means and standard deviations were extracted for the writing skills test scores of the control group (applied according to the usual method), and the experimental group (applied according to the WhatsApp groups). In the pre and post writing

skills test, among female and male students and the results were as in the table (14).

Table (14): Means and standard deviations of the An-Najah students' scores in the writing sentences test according to the study group (control, experimental) among female and male students.

Descriptive Statistics				
Dependent Variable: total of speaking skill in post test				
Group	Gender	Mean	Std. Deviation	N
Control	Male	25.3333	2.34521	9
	Female	26.2222	2.48657	18
	Total	25.9259	2.43257	27
Experimental	Male	25.5455	2.87623	11
	Female	28.1667	2.61781	18
	Total	27.1724	2.96490	29
Total	Male	25.4500	2.58488	20
	Female	27.1944	2.70259	36
	Total	26.5714	2.76903	56

We noticed from the table an apparent difference between the means of the male and female students writing skills scores in the post-writing test in favour of the female students.

The means of the writing skill score for males in the experimental group was (25.5455), while the means of the females was (28.1667). To demonstrate the significance of the statistical differences between the means, one-way analysis of variance (One Way ANCOVA) was used, and the results were as in Table (15).

Table (15): Analysis of covariance (ANCOVA) (One Way ANCOVA) of the effect of using WhatsApp groups on writing skills of An-Najah National University students in males and females in experimental groups

Tests of Between-Subjects Effects						
Dependent Variable: total of writing skill in post test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	210.010 ^a	4	52.502	12.648	0.000	0.498
Intercept	52.036	1	52.036	12.536	0.001	0.197
total of writing skill in pre test	136.634	1	136.634	32.915	0.000	0.392
Group	26.934	1	26.934	6.488	0.014	0.113
Gender	18.935	1	18.935	4.562	0.038	0.082
group * gender	0.230	1	.230	0.055	0.815	0.001
Error	211.705	51	4.151			
Total	39960.000	56				
Corrected Total	421.714	55				
a. R Squared = .498 (Adjusted R Squared = .459)						
b. Computed using alpha = .05						

The table showed that there was statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the means writing skill score of the experimental group due to gender. Where the value of (F) was 4.562, p value (Sig = 0.038) which was less than 0.05, which indicated rejection of the null hypothesis.

4.3 Comments on results

Chapter four contained the results related to the questions of the study. It also contained some tables to illustrate the results of the seven questions of the study which can be summarized as there was a great obvious effect of using WhatsApp on improving the students' writing and speaking skills especially in the mechanics and the usage skills of writing.

Chapter Five

Discussion, Conclusion & Recommendations

Chapter Five

Discussion, Conclusion & Recommendations

5.1 Introduction

This chapter includes discussions, suggestions and recommendations for teachers, students, parents, decision makers and researchers for further research.

5.2 Discussion

This study discussed and examined the impact of using WhatsApp in a study group to improve an Najah national university students' writing and speaking skill.

The findings of the study shed some lights on issues concerning the use of contemporary social networking applications especially the WhatsApp in the academic field of teaching writing skills.

Question (1): What is the impact of using WhatsApp groups on developing the English speaking skill for An- Najah's National university students?

Research on this question indicated that there was a significant difference of using WhatsApp groups to develop the students' speaking skill. The total average of the pre-test for the experimental group was (14.5) and the total average of the pre-test for the control group was (14.8).

That guaranteed the equivalence in the performance between the two groups before using WhatsApp. On the other hand, the total average of the post-test for the experimental was (16.3) while, the total average of the speaking skill for the control was (15.1). That indicated that the students of the experimental group achieved higher results than the students of the control group. Findings revealed that using WhatsApp groups had a positive effect to develop the students speaking skills more than the traditional method.

Question (2): What is the impact of using WhatsApp groups on developing the English writing skill for An- Najah's National university students?

Research on this question indicated that there was a significant difference of using WhatsApp groups to develop the students' writing skill. The total average of the pre-test for the experimental group was (26.0) and the total average of the pre-test for the control group was (26.2) which guaranteed the equivalence in the performance between the two groups before using WhatsApp. On the other hand, the total average of the post-test for the experimental was (27.1) while, the total average of the writing skill for the control was (25.8) which indicated that the students of the experimental group achieved higher results than the students of the control group. Findings revealed that using WhatsApp groups had a positive effect to develop the students writing skills more than the traditional method.

Hypothesis (1): is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the speaking skills test due to the teaching method (WhatsApp groups, the usual method)?

The study results indicated that the experimental group results, which used WhatsApp groups, showed a difference in the mean score of speaking skill test between pre and post-tests. Results also indicated that the WhatsApp groups have improved students speaking skill by 31.5%. The study results are in agreement with the findings of Rahaded, Puspitasari, & Hidayati (2020), Dahdal (2020), Udenze and Oshionebo (2020), Alghamdi, Rajab, & Rashid (2016), Hassan and Ahmad (2018), and Andújar-Vaca, and Cruz-Martínez (2017). The researcher explained these results in the light that WhatsApp groups in practicing English language skills, especially speaking skill in their daily life that encouraged them to do their tasks and assignments more effectively. Furthermore, in WhatsApp groups, students were able to interact with each other, to exchange files and documents, and to help each other in teaching and learning. Furthermore, results highlighted that WhatsApp is a powerful pedagogical tool for improving oral skills, since it offered a comfortable atmosphere for learners where they felt encouraged to participate in different discussions and negotiations. Moreover, they were motivated to speak and to correct each other.

Hypothesis (2): is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students in the post application of the speaking skills due to gender (female and male students)?

The study results indicated that there is no statistically significant difference between the mean of the male and female students' speaking skills scores in the post-writing sentences test. The researcher explained these results in that, in general, both males and females found it easier to use voice messaging to express their ideas. Because they are the generation of high speed, they preferred to choose the quicker and the easier way of just speaking. In contrast, it took more time to write than to speak, so writing was neglected sometimes. Males preferred not to use writing since they didn't have much patience to do so although written messages had great effects in improving their writing skills .

Hypothesis (3): is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students and the scores of the control group students in the post application of the writing skills test due to the teaching method (WhatsApp groups, the traditional method)?

The experimental group results showed a significant difference in the mean score of writing skill test between pre and post-tests. Results indicated that there is an apparent difference in favour of the post-test results for the experimental group. Results also indicated that the

WhatsApp group has improved students writing skill by 43.2%. In general, findings showed that there are effective obvious effects for using WhatsApp groups on improving the students' speaking and 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. Results of the study are in agreement with the findings of Hassan and Ahmad (2018); Ahmad (2019), Andújar-Vaca, and Cruz-Martínez (2017), Andújar-Vaca, and Cruz-Martínez (2017), and Gasaymeh (2017). The researcher explained these results in that in WhatsApp groups students use WhatsApp instant massaging in their daily life and they were part of WhatsApp groups, but few of them used WhatsApp for educational purposes.

Furthermore, WhatsApp groups motivated students to participate and make them feel WhatsApp as a comfortable platform where they can ask and answer questions anytime and everywhere. In addition, WhatsApp groups can create a positive educational environment that promoted virtual collaboration, open discussion and group work between the students, and gave students the opportunity to participate in their online WhatsApp classes anywhere and anytime.

As a matter of fact, using WhatsApp groups could improve students' attention; they gave high concentration for the discussions that occurred in the WhatsApp group to take benefit of every single word to know what to say and to keep in touch with what was said in their online group.

Hypothesis (4): is there statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students in the post application of the writing skills due to gender (female and male students)?

The study results indicated that there is an significant difference between the mean of the male and female students writing skills score in the experimental group in the post-writing test in favour of the female students, the differences were statistically significant. The researcher explained this results in that WhatsApp is a trendy app that highly used by males and females, but females could be able to use it more than males since they have multifamily and friend's groups on WhatsApp. They use them for chatting with their family and friends and for educational purposes to do some homework's with their friends or for problem-solving. In contrast, most of the males use their phones apps for entertainment or for calling their friends, for gaming, watching videos and for doing random Google searches, so they prefer to speak rather than to write. Furthermore, males spend most of their time outside their home so they do not have enough time to write quickly and to respond on written messages, so in the case of teaching and learning via WhatsApp they have less confidence in participating by writing since they have less speed and less experience in writing via WhatsApp.

5.3 Conclusion

English language Speaking skill was neglected in the conventional classes for many reasons e.g. crowded classes, lack of time, student shyness. In the light of this study, using WhatsApp groups, students tend to use voice messages to participate rather than to use written messages since they find it easier. They also feel free to speak and to edit what they wanted to say before sending it to the group. Moreover, the WhatsApp group environment encouraged students to participate without forcing them to use one kind of communication, so they have chosen voice messaging most of the time. Another reason maybe that some students became shy or felt stress when they asked to speak in front their classmates face to face. As a result, they found that WhatsApp voice messages were a good choice to improve their speaking skills without seeing the other students. That's way you find some students became more active in social media and communicate with their classmates, replied to each other messages, imitate the right way in speaking and giving feedback to each other. Also that helped them to think in English, to overcome fears, felt more confident to lead discussions and to share in dialogues and they had the chance to express themselves in a no limited environment.

Writing in English language gave students much time to think before start writing. As a result, they were more careful in using the writing skills, they have learnt and they have enough time to make brainstorming. Writing help students in problem solving facilitate knowledge sharing among

students, encourage collaborative exchange of ideas. Moreover, WhatsApp environment was a non-threatening learning environment that encouraged students to write anytime and anywhere that also boosted their motivation in writing. Also, students can share their writings and imitate a right model of writing and they can give feedbacks to each other .

5.4 Recommendations

Based on the results of the study discussed in chapter four, the following points are suggested and recommended to teachers, learners, decision makers, parents and future research.

5.4.1 Recommendations for Teachers

- Teachers are advised to create a WhatsApp study group and ask their students to share their writing or their answers, so students can learn also at home.
- Teachers are advised to use WhatsApp groups for improving students' four skills not just their productive skills, by training their students on how to use WhatsApp for educational purposes not just as a social media.
- Teachers are advised to attend different workshops and read different researches and articles related to using social media application in teaching and learning to improve their abilities in using social media apps.

- Teachers are advised always to 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. So, using WhatsApp on teaching can solve this problem.
- Teachers are advised to cooperate with other English teachers in other schools to create groups of more students from different schools, backgrounds and experiences.

5.4.2 Recommendations for Learners

- Students are advised to give the value of the priceless change made by using the modern technological tools as WhatsApp on their improving their writing.
- Students are advised to 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 WhatsApp.
- Students are advised to work seriously on getting benefits from the application that they spend most of their time on, so they have initiate groups or to join different learning groups on WhatsApp, Facebook or Instagram with their friends and using it for developing their English language.

5.4.3 Recommendations for Decision makers

- Decision makers are advised to organize training and workshops for discussing the effects of using WhatsApp on improving the students' writing skills and training teachers how to teach writing perfectly through WhatsApp.

5.4.4 Recommendations for parents

- Parents are advised to consider WhatsApp 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.
- Parents are advised to motivate their children to widen their thoughts and ideas by reading for others through WhatsApp web pages.

5.4.5 Recommendations for Future research

- Providing techniques and various activities for teaching writing through WhatsApp groups.
- Investigating the effect of using WhatsApp on improving the students' reading and listening skills.
- Providing curriculum designers large amounts of information that can build up knowledge to start working on similar ideas like incorporating WhatsApp groups in the curriculum.

- Investigating other ideas such as the impact of WhatsApp groups on improving receptive skills and the impact of other apps such as Instagram on developing vocabulary abilities.
- Conducting cooperative studies between private and public schools, and use different samples in different locations.

References

- Ahmad, S. (2020). The Use of Social Media Whatsapp among English Education Students for Solving Thesis Writing Problems. *Humanities and Social Science Reviews*, 8(3).
- Akkara, S., Anumula, V., & Mallampalli, M. (2020). Impact of WhatsApp Interaction on Improving L2 Speaking Skills. *International Journal of Emerging Technologies in Learning (iJET)*, 15(3), 250-259.
- Alghamdi, E. A., Rajab, H., & Rashid, S. S. (2016). Unmonitored students self-created WhatsApp groups in distance learning environments: A collaborative learning tool or cheating technique. *International Journal of Research Studies in Educational Technology*, 5(2), 71-82.
- Alghamdy, R. Z. (2019). The impact of mobile language learning (WhatsApp) on EFL context: Outcomes and perceptions. *International Journal of English Linguistics*, 9(2), 128-135.
- Alhawiti, M. (2015). The Effect of Mobile Language Learning on ESP Students? Achievement. *Journal of Modern Education Review*, 5(3), 272-282.
- Alkhezzi, F., & Al-Dousari, W. (2016). The Impact of Mobile Learning on ESP Learners' Performance. *Journal of Educators Online*, 13(2), 73-101.

- Allagui, B. (2014). Writing through WhatsApp: an evaluation of students writing performance. *International Journal of Mobile Learning and Organisation*, 8(3-4), 216-231.
- Alqahtani, S. M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M. (2018). WhatsApp: An online platform for university-level English language education. *Arab World English Journal (AWEJ) Volume*, 9.
- Amelia, M. (2020). Whatsapp Goes To Classroom: Using Whatsapp to Foster Students' speaking Skill in Speech. *Proceeding Iain Batusangkar*, 1(3), 153-158.
- Amry, A. B. (2014). The Impact of WhatsApp Mobile Social Learning of The achievement and Attitudes of Females Students and Compared with Face to Face Learning in the classroom. *European Scientific Journal*, 10(22), 116-136.
- Andújar, A., & Cruz, M. (2017). Mobile instant messaging: Whatsapp and its potential to develop oral skills. [Mensaje instantáneo móvil: WhatsApp y su potencial para desarrollar destrezas orales]. *Comunicar*, 50, 43-52.
- Annamalai, N. (2018). How Do We Know What Is Happening in WhatsApp: A Case Study Investigating Pre-Service Teachers' Online Activity. *Malaysian Journal of Learning and Instruction*, 15(2), 207-225.

- Anuradha, R., V., Raman, G., & Hemamalini, H.C. (2014). *Methods of Teaching English*. Hyderabad: Neelkamal Publication.
- Awada, G. (2016). Effect of WhatsApp on critique writing proficiency and perceptions toward learning. *Cogent Education*, 3(1), 1264173.
- Barhoumi, C. (2015). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3), 221-238.
- Bataineh, R. F., Al-Hamad, R. F., & Al-Jamal, D. A. (2018). Gender And Efl Writing: Does Whatsapp Make A Difference?. *Teaching English with Technology*, 18(2), 21-33.
- Bataineh, R., Khalaf, K. B., & Baniabdelrahman, A. (2018). The effect of e-mail and WhatsApp on Jordanian EFL learners' paraphrasing and summarizing skills. *International Journal of Education and Development using ICT*, 14(3).
- Bensalem, E. (2018). The impact of WhatsApp on EFL students' vocabulary learning. *Arab World English Journal (AWEJ) Volume*, 9.
- Biswas, B., Roy, S. K., & Roy, F. (2020). Students perception of mobile learning during COVID- 19 in Bangladesh: University students Perception. *Aquademia Journal*, 4(2), eq 20023.
- Cheung, Y. L. (2016). Teaching writing. In *English language teaching today* (pp. 179-194). Springer, Cham.

- Crescente, M. L., & Lee, D. (2011). Critical issues of m-learning: design models, adoption processes, and future trends. *Journal of the Chinese institute of industrial engineers*, 28(2), 111-123.
- Dahdal, S. (2020). Using the WhatsApp Social Media Application for Active Learning. *Journal of Education Technology*, 49, (2), 239- 249.
- Dewi, S. R. (2019). Utilizing Whatsapp Application for Teaching Integrated English (A Case Study at University Of Technology Yogyakarta). *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 9(2).
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory. *The International HETL Review*, 2013(Special Issue), 4-13.
- Dweikat, K. A. J. (2019). Efl Students' perceptions Of Whatsapp And Its Potential Benefits In Elt Practicum. *Palestinian Journal of Technology and Applied Sciences (PJITAS)*, (2).
- Fattah, S. F. E. S. A. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and practice*, 6(32), 115-127.
- <https://www.thenewsminute.com/article/group-audio-calls-select-all-option-4-new-features-rolled-out-whatsapp-82027> From group audio calls to 'select all' option, 4 new features rolled out by WhatsApp. (2018, May 28). Retrieved February 17, 2021.

- Gangaianmaran, R., & Pasupathi, M. (2017). Review on use of mobile apps for language learning. *International Journal of Applied Engineering Research*, 12(21), 11242-11251.
- Gasaymeh, A. M. (2017). "University Students' Use of WhatsApp and Their Perceptions Regarding Its Possible Integration into Their Education". *Global Journals Inc. (USA)*. 17(1).
- George, A., Preetha, S., & Pramod, S., K. (2018). WhatsApp Use Behaviour in Relation to Social Interaction Anxiety and Personality among Students. *International Journal of Engineering & Technology*, 7(2.33), 1071- 1077.
- Ghufroon, M. A. (2016). Process-genre approach, product approach, and students' self-esteem in teaching writing. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 2(1), 37-54.
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 143, 477-481.
- Gon, S., & Rawekar, A. (2017). Effectivity of e-learning through WhatsApp as a teaching learning tool. *MVP Journal of Medical Science*, 4(1), 19-25.
- Hamad, M. M. (2017). Using WhatsApp to Enhance Students' Learning of English Language" Experience to Share". *Higher Education Studies*, 7(4), 74-87.

- Han, T., & Keskin, F. (2016). Using a mobile application (WhatsApp) to reduce EFL speaking anxiety. *Gist: Education and Learning Research Journal*, (12), 29-50.
- Harmer, J. (2007). The practice of English language teaching. Harlow. *England: Pearson Education*.
- Hashemi, M., Azizinezhad, M., Najafi, V., & Nesari, A. J. (2011). RETRACTED: What is Mobile Learning? Challenges and Capabilities. *Challenges and Capabilities*." (2011): 2477-2481.
- Hashim, H., Yunus, M. M., Embi, M. A., & Ozir, N. A. M. (2017). Mobile-assisted language learning (MALL) for ESL learners: A review of affordances and constraints. *Sains Humanika*, 9(1-5).
- Hassan, A. Q., & Ahmed, S. S. (2018). The impact of WhatsApp on learners' achievement: A case study of English language majors at King Khalid University. *International Journal of English Language Education*, 6(2), 69-81.
- Kacetl, J., & Klímová, B. (2019). Use of smartphone applications in english language learning—A challenge for foreign language education. *Education Sciences*, 9(3), 179.
- Kartal, G. (2019). What's up with WhatsApp? A Critical Analysis of Mobile Instant Messaging Research in Language

Learning. *International Journal of Contemporary Educational Research*, 6(2), 352-365.

- Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (second ed.). New York: Cambridge Books.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.
- Lam, Y., & Lawrence, G. (2002). Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change?. *Computer Assisted Language Learning*, 15(3), 295-315.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Boynton/Cook.
- Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *Revista Iberoamericana de Educación a Distancia*, 21(2), 201-217.
- Manan, N. A. (2017). Whatsapp mobile tool in second language learning. *Indonesian EFL Journal*, 3(1), 87-92.
- Mehta, R. (2016). Mobile learning for education-benefits and challenges. *RJMSH*, 7(1), 75-81.

- Minalla, A. A. (2018). The Effect of WhatsApp Chat Group in Enhancing EFL Learners' Verbal Interaction outside Classroom Contexts. *English Language Teaching*, 11(3), 1-7.
- Molenet (2007). *What is the mobile learning?* Retrieved from October 24, 2009, from: <http://www.molenet.org.uk/>
- Mospan, N. (2018). Mobile Teaching and Learning English—A Multinational Perspective. *Teaching English with Technology*, 18(3), 105-125.
- Nahcivan, L., & Çermik, E. (2020). Remote Learning During COVID-19 in Hisar School. *Open Schools Journal for Open Science*, 3(10).
- Naismith, L., Lonsdale, P., Vavoula, G., & Sharples, M. (2004). Literature Review in Mobile Technologies and Learning, Report 11 for Futurelab. Retrieved October, 15, 2006.
- Nunan, D. (1991). *Language teaching methodology* (Vol. 192). New York: prentice hall.
- Nurazizah, H., Friatin, L. Y., & Sugiarto, B. R. (2019). Whatsapp Voice Note in Speaking Class. *Journal of English Education and Teaching*, 3(3), 343-360.
- Oz, H. (2015). An Investigation of Preservice English Teachers' Perceptions of Mobile Assisted Language Learning. *English Language Teaching*, 8(2), 22-34.

- Persson, V., & Nouri, J. (2018). A systematic review of second language learning with mobile technologies. *International Journal of Emerging Technologies in Learning (iJET)*, 13(02), 188-210.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9(5).
- Rahaded, U., Puspitasari, E., & Hidayati, D. (2020). The Impact of Whatsapp Toward UAD Undergraduate Students' Behavior in Learning Process. *International Journal of Educational Management and Innovation*, 1(1), 55-68.
- Rao, P. S. (2019). Effective teaching of writing skills to the English language learners. *International Journal of English Language, Literature and Translation Studies (IJELR)*, 6(4), 196-205.
- Sivabalan, K., & Ali, Z. (2019). A systematic Review on Mobile Instant Messaging as a Collaborative Tool for Language Learning. *International Journal of Language Education and Applied Linguistic (IJLEAL)*, 9(1), 99-109.
- Sulisworo, D. (2012). *The Social Readiness to Implement Mobile Learning in Indonesia*, Yogyakarta, UAD: International Conference on Culture, Communication and Multimedia Technology.
- Ta'amneh, M. A. A. A. (2017). The effect of using WhatsApp messenger in learning English language among university students. *International Research in Education*, 5(1), 143-151.

- Udenze, S., & Oshionebo, B. (2020). Investigating ‘WhatsApp’ for collaborative learning among undergraduates. *Üsküdar Üniversitesi İletişim Fakültesi Akademik Dergisi Etkileşim*, (5), 24-50.
- Zulfugarova, S. (2018). The Importance of Teaching Listening And Speaking Skills. In *International Scientific and Practical Conference World science* (Vol. 7, No. 6, pp. 52-55). ROST.
- Bere, A. (2012, September). A comparative study of student experiences of ubiquitous learning via mobile devices and learner management systems at a South African university. In *2012 Conference*.
- Klimova, B., F. (2013, January). The Importance of Writing. *Indian Journal of Research*. 2(1), 9-11.
- Lam, J. (2015, July). Collaborative learning using social media tools in a blended learning course. In *International conference on hybrid learning and continuing education* (pp. 187-198). Springer, Cham.
- Hussain, Sh. (2017, June). Teaching Speaking Skills in Communication Classrooms. *International Journal of Media, Journalism and Mass Communication (IJMJMC)*: 3(3), 14-21.
- Rao, P., S. (2019, March). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*. 2(2), 6-18.

- Ahmad, S. T. S. (2019, June). Chat and Learn: Effectiveness of Using WhatsApp as a Pedagogical Tool to Enhance EFL Learners Reading and Writing. *International Journal of English Language and Literature Studies*, 8(2), 61- 68.
- Alshaibani, M., H., & Qusti, E., S. (2020, July). The Role of Smartphone App “WhatsApp” on Achievement Motivation and Social Intelligence among Female Undergraduate Students. *The Perspect Psychiatr Care*, 1-7.
- Tankovska, H. (2021, February 10). Most popular messaging apps. Retrieved February 17, 2021, from <https://fc.lc/W5Rzywf>.

Appendices

Appendix (1): The pre- test

Appendix (2): The post- test

Appendix (3): Samle of the group work on WhatsApp

Appendix (4): The name of juries who were verified the research instrument

Appendix (1)

The pre- test

writing skills

Q1: Put each word in a full sentence.

Competition (n), crowded (adj), subway (n), comfortable (adj), memory(n).

Q2: Write about four to five sentences talking about public transportation in your city. Mention the forms of transportation, tell how much a single ride costs and how kind are drivers. Explain if public transportation in your city goes outside the city or it is just a local transportation.

The pre- test

Speaking skills

Talk about your ideal person, who is that person, why that person is your ideal and what are things that you like and you don't like in him\ her?

Appendix (2)

The post- test

Writing skills

Q1: Put each word in a full sentence.

Confusion(n), crucial(adj), massive(adj), issue(n), distance(n).

Q2: Write about four to five sentences talking about one kind of natural disasters you know. Define the term natural disaster, give some information about the kind you've mentioned, what are causes and effects of it? and how can people save themselves from it?

The post- test

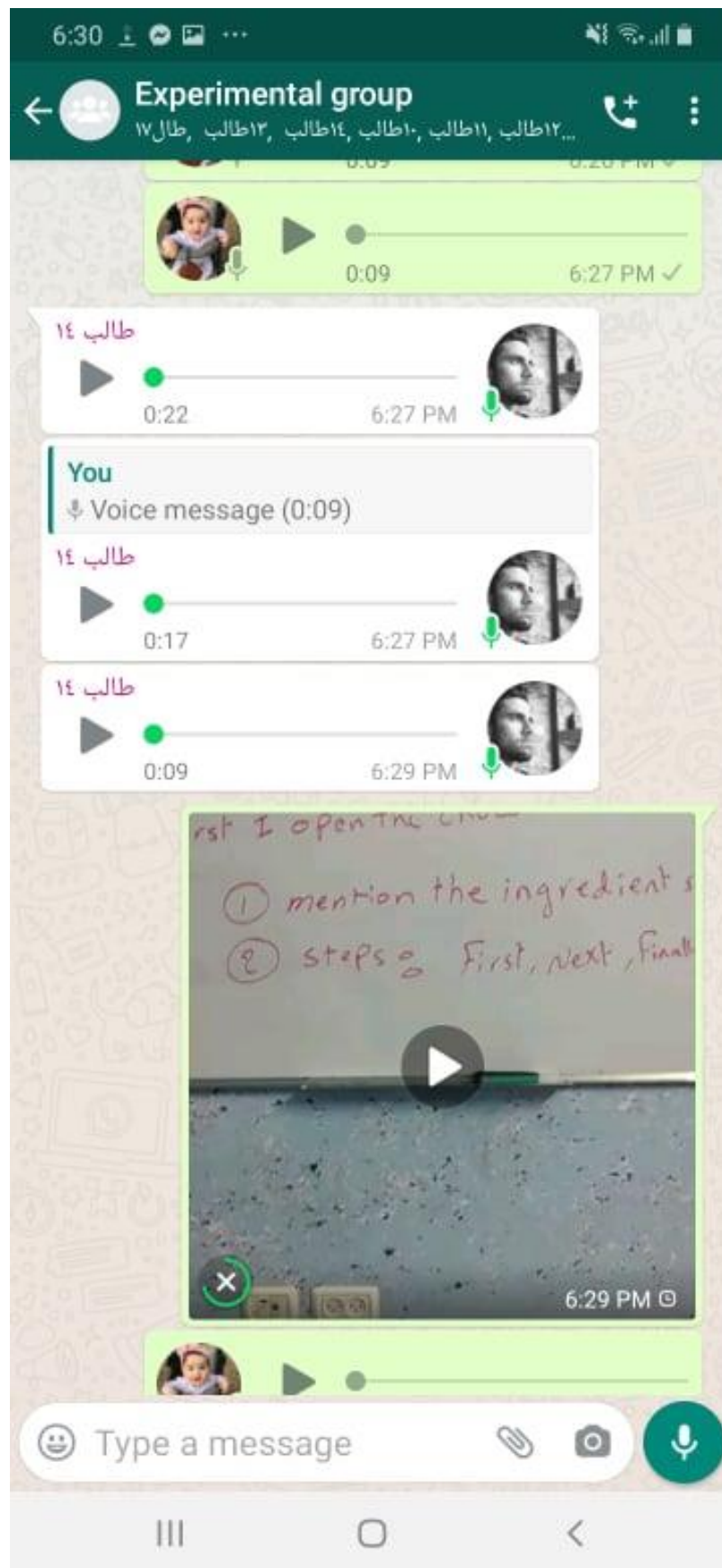
Speaking skills

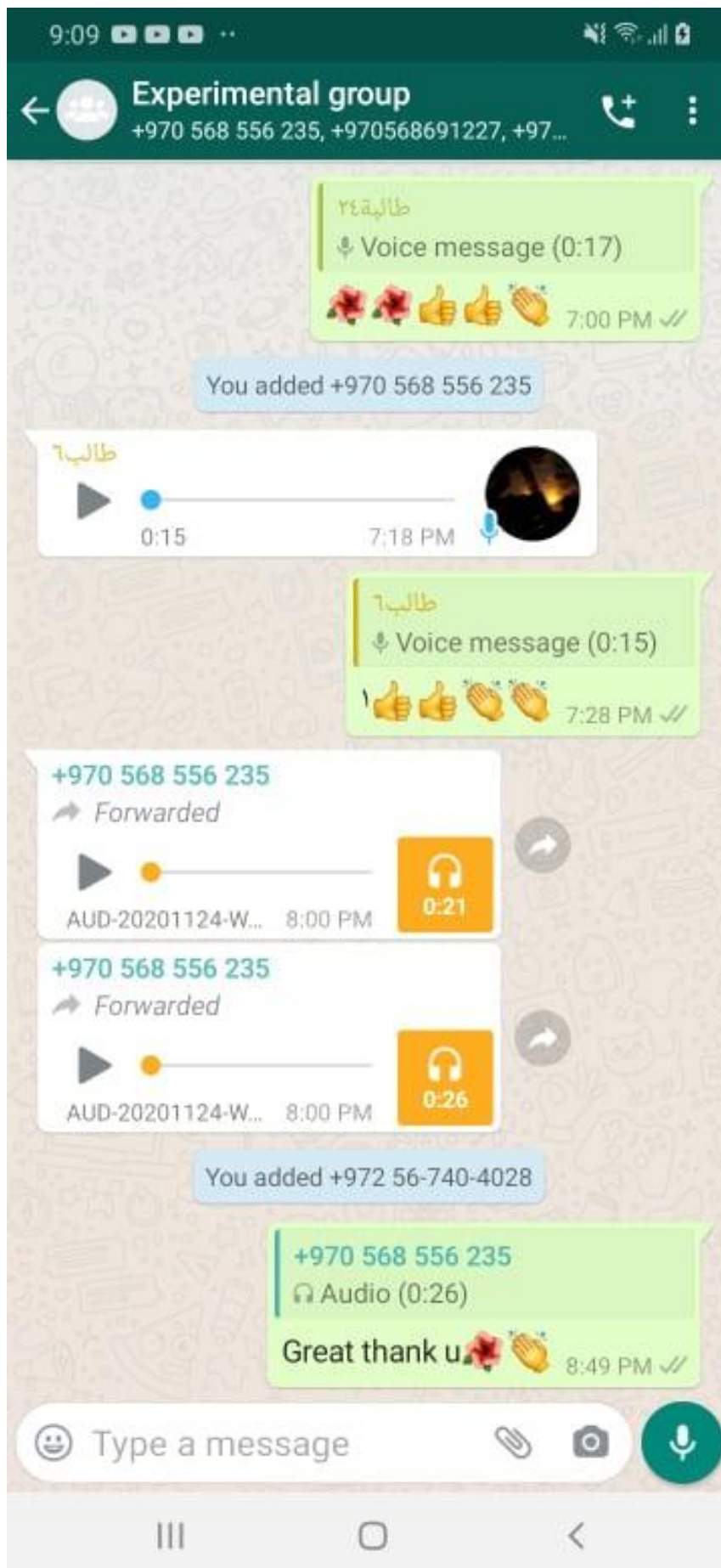
Talk about music. Do you like music? What kind of music do you prefer? When do you usually listen to music and why? Who is your favourite singer? What is your favourite song?

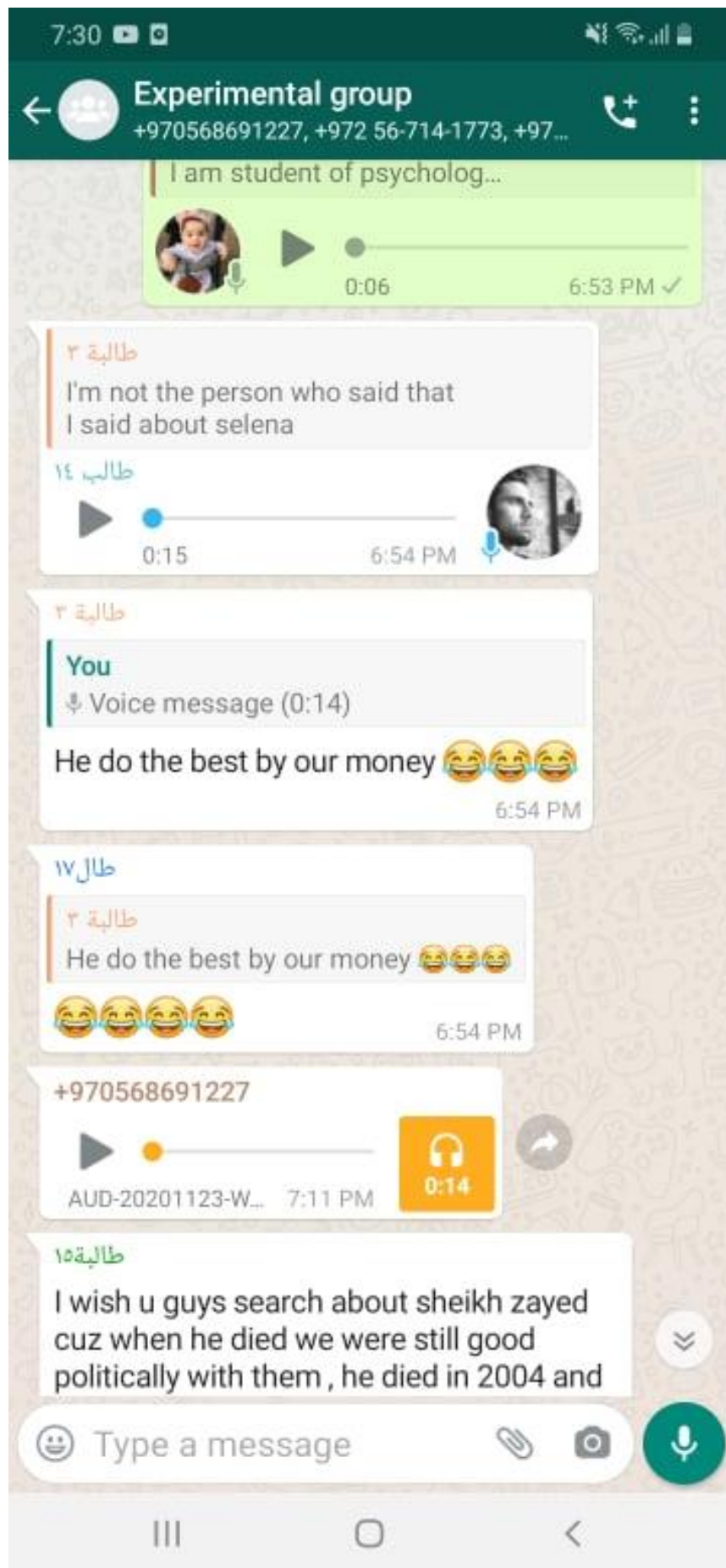
Appendix (3)

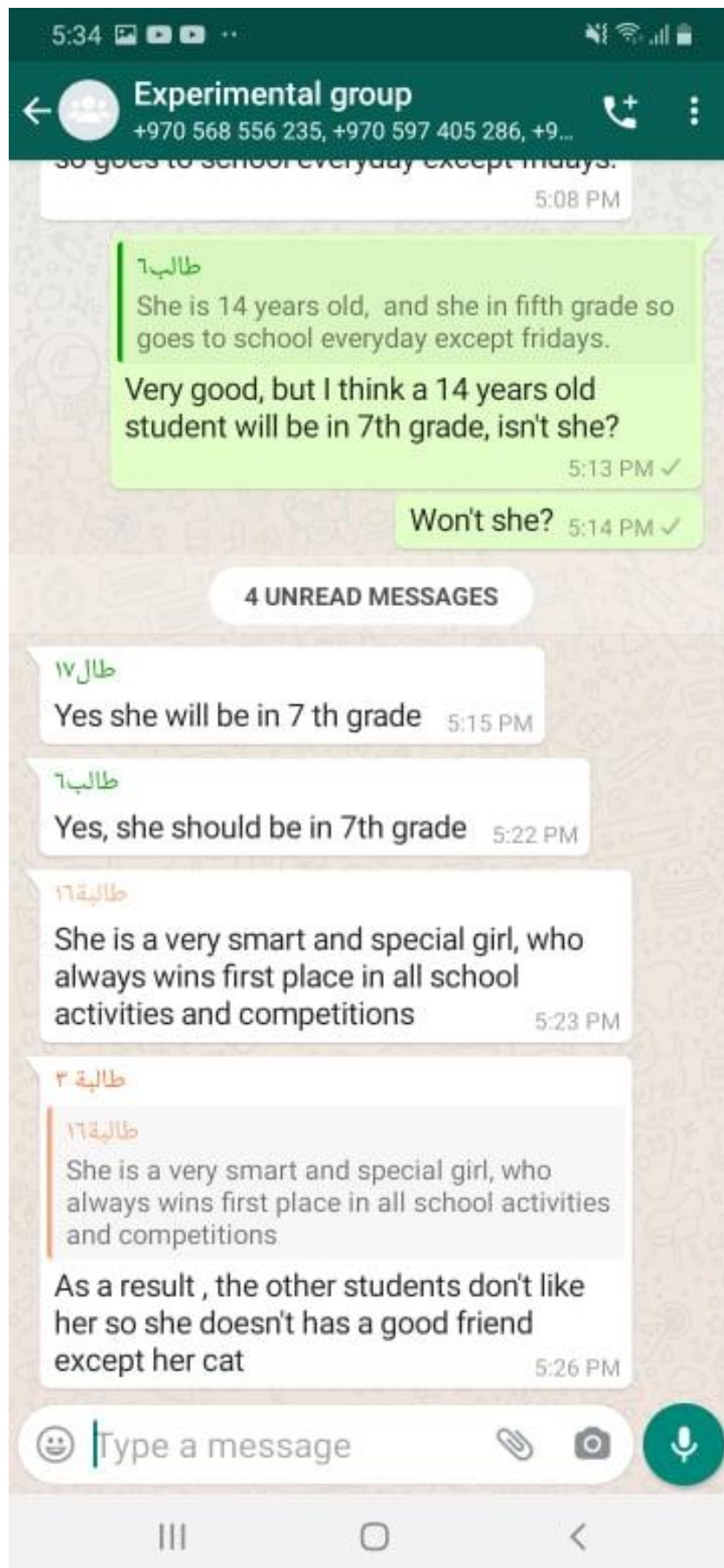
Samle of the group work on WhatsApp

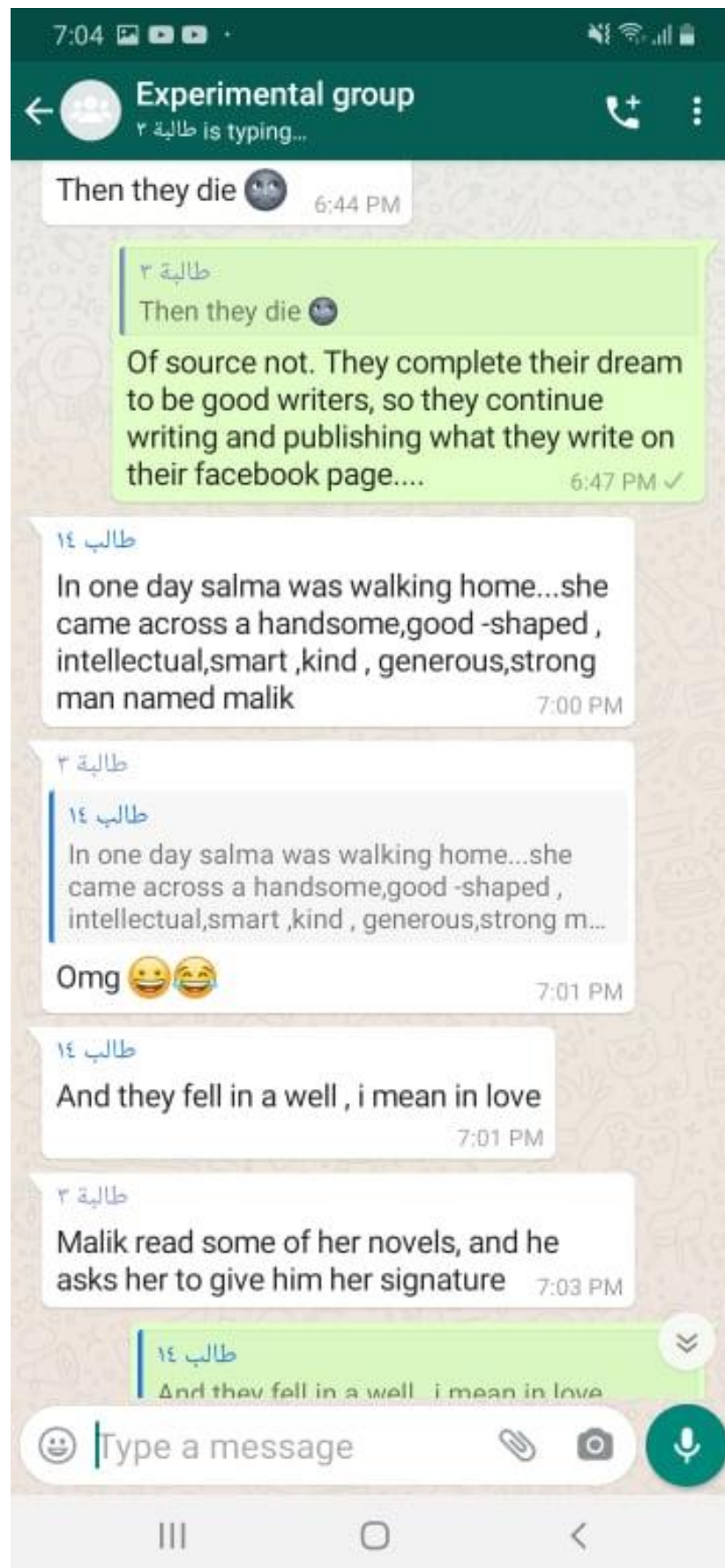




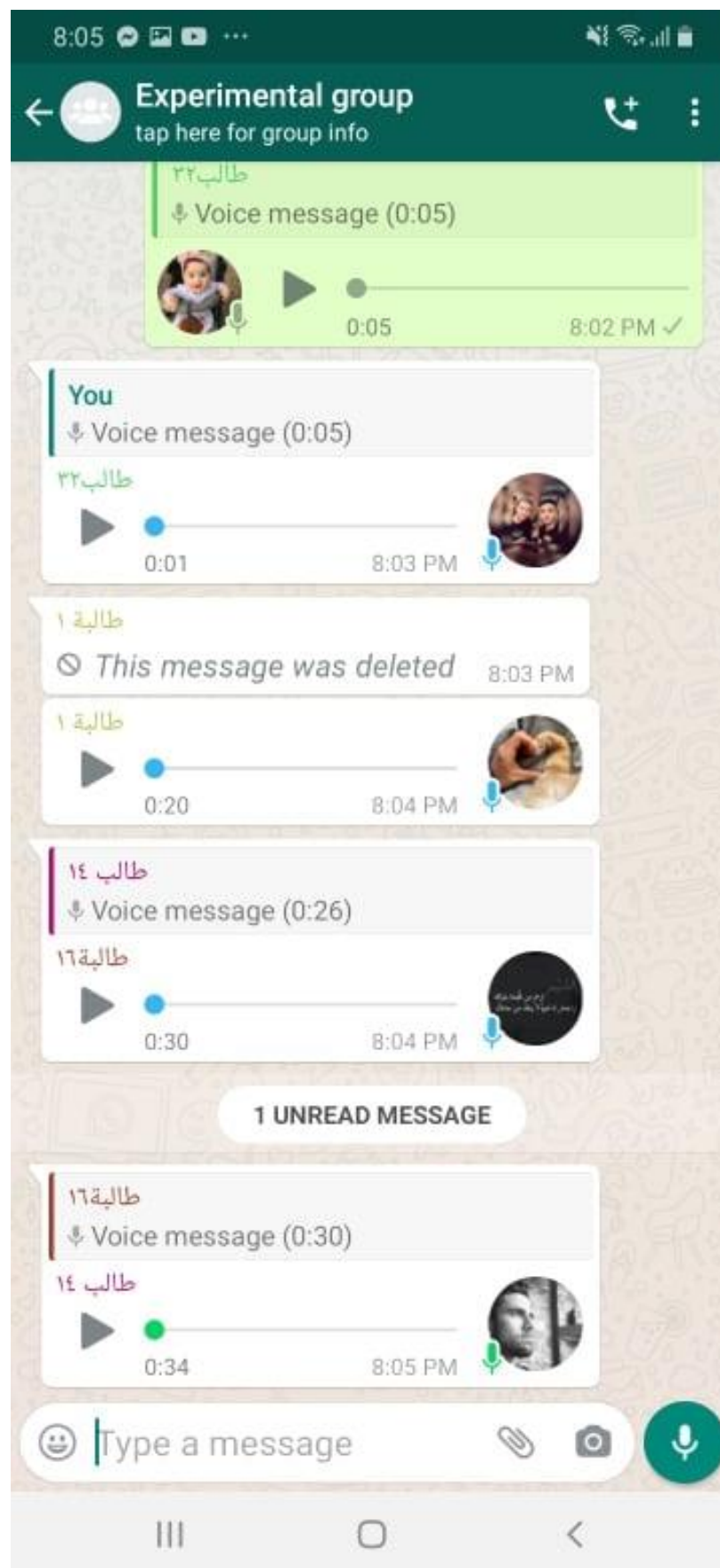












Appendix (4)

The name of juries who were verified the research instrument

- 1- Dr. Fawaz Aqel.**
- 2- Dr. Suzzanne Arafat.**
- 3- Mr. Munther Saeedi.**
- 4- Mr. Firas Daraghme.**
- 5- Mr. Naser Abu Saa'.**

جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استخدام مجموعات الواتس اب على تطور المهارات الإنتاجية لدى طلبة الجامعات الفلسطينية

اعداد

ملاك ناظم عبد المطلب عمر

اشراف

د. سوزان عرفات

د. أيمن نزال

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

2021

ب

أثر استخدام مجموعات الواتس اب على تطور
المهارات الإنتاجية لدى طلبة الجامعات الفلسطينية
اعداد

ملاك ناظم عبد المطلب عمر
اشراف

د. سوزان عرفات

د. أيمن نزال

الملخص

تهدف هذه الدراسة لمعرفة لأي مدى يمكن لتطبيق الواتس اب أن يؤثر على مهارتي الكتابة والمحادثة لدى طلاب الجامعات الذين يدرسون مساق (101) كمساق إجباري في جامعة النجاح الوطنية خلال العام الأكاديمي 2020/2021. تتكون عينة الدراسة من 60 طالب وطالبة يدرسون مساق (101) كمساق إجباري خلال الفصل الدراسي الأول من العام الأكاديمي 2020/2021. تم تقسيم الطلاب إلى مجموعتين: المجموعة الضابطة وتتكون من 30 طالب وطالبة تم تدريسهم بالطريقة التقليدية، بينما المجموعة التجريبية تتكون من 30 طالب وطالبة تم تدريسهم بطريقه مدمجة باستخدام الواتس اب والطريقة التقليدية. تشير النتائج الى أن مجموعة الواتس اب طورت مهارة المحادثة لدى الطلاب بنسبة 31.5%، وبالإضافة إلى ذلك تشير نتائج المجموعة التجريبية إلى أن هناك اختلاف واضح في نتائج الامتحان الكتابي القبلي والبعدي لصالح الامتحان القبلي للمجموعة التجريبية. وتشير النتائج ايضا إلى أن مهارة الكتابة لدى طلاب المجموعة التجريبية تطور بنسبة 43.2%. الى جانب نتائج الدراسة، أوصت الباحثة بما يلي:

1- يجب على الطلاب أن يعملوا بجد من أجل الاستفادة من التطبيقات التي يقضون عليها معظم وقتهم، لذلك عليهم أن يقوموا بإنشاء مجموعات أو أن يقوموا بالانضمام الى مجموعات تعليمية مختلفة على تطبيق الواتس اب، أو الفيس بوك، أو

الانستجرام مع أصدقائهم، وعليهم أن يقوموا باستغلال تلك المجموعات في تطوير لغتهم الانجليزية.

2- يجب على المعلمين أن يستخدموا مجموعات الواتس اب لتطوير مهارات الطلاب الاربعة وليس فقط الانتاجية منها، من خلال تدريبهم على كيفية استخدام الواتس اب للأهداف التعليمية وليس فقط كوسيلة تواصل اجتماعية.