Integrating the Social Network Site Facebook as a Supporting Tool to Improve Students' Academic Writing Achievement:

The case of First and Second Year Students at the Department of English, Faculty of Letters and Foreign languages at Batna-2 University.

Thesis submitted to the Faculty of Letters and Foreign Languages, Department of English language, in candidacy for the Degree of "Doctorat LMD" in TEFL

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Abstract

Globalization initiates various metamorphoses in all life's domains. The field of education is not immune from such changes particularly with the extensive use of educational media in teaching/ learning process. This adoption proves its efficacy and benefits on both the learning process and the learners themselves. The present investigation is builton the hypothesis that the extent to which the use of Facebook (FB) educational groups as a helping tool could improve learners' English academic writing style. To gain empirical data, an experiment is conducted with a randomly selected sample from both first and second year levels at the department of English language, Batna-2 University. Besides, a questionnaire is administered to both experimental groups of each level to unveil their viewpoints, attitudes, and perceptions about using FB's educational group and consolidate our own data gathered through the experimentation. Consequently, this study opted for triangulation to analyse and present the information. The results obtained highly encourage teachers to adopt such helping aid to boost learners' academic writing style especially with first year-level learners, as set in the direction of our hypothesis. However, the suggested treatment failed to reach the predetermined educational goals as second-year learners show resistance to such use. These results lead us to recommend the early adoption of such educational tool at the initial level of the undergraduate phase.

 Key words: Social Network Sites(SNSSs), Facebook, helping tool, English academic writing style.

Dedication

Praise to Allah, who gave me the strength and perseverance I needed during my years of study.

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List of Abbreviation

CALL   Computer Assisted Language learning

EFL   English as a Foreign Language

ESL   English as a Second Language

FB   Facebook

ICT   Information and Communication Technology

IM   Instant Messenger

IRA   International Reading Association

LLSNS   Language Learning through Social Network Sites

NEA   National Education Association

RP   Reading Rockets

SNS   Social Network Site

TESOL   Teaching English to Speakers of Other Languages

CHAPTER 1

Main Introduction

The ancient Greek philosopher Heraclitus claims that everything in this world is changeable and nothing will remain in its initial status. He maintains that "Nothing endures but change". Indeed, teaching is a good example. It is regarded as one of those varying things that it evolves through time. Consequently, English Language Teaching (ELT) has witnessed several modifications and adjustment over the years, particularly, moving from very teacher-centered to learner-centered approach (Richards, 1985).

In today's globalized world, the use of technology and educational media become widespread in all levels of education. Therefore, the growing importance of online technologies imposes the combination of language skills and Electronic skills (E-skills) or new literacies on foreign language learners. This leads to effective foreign language learning (Dooly & O'Dowd, 2012). Hence, the term Digital Generation reflects how much the new young generation of this millennia is affected by the use of new technologies. They spend a considerable amount of their time connecting through the use of computers, personal computers, and cell phones.

It is worthy to mention that the use of Information and Communications Technologies (ICTs) as a medium of teaching becomes gradually and increasingly acknowledgeable as it proves various advantages and flexibility in learning. Nevertheless, this use has created a new language learning environment that can be seen as threatening and confusing or simply as exciting and challenging. Using ICTs as a tool for developing language skills attracted the attention of many researchers (Dudeney, 2000; Chapelle, 2001; Young, 2003; Bruner,1961; Sendova et al. (2007) Melor Md Yunus, 2007).

Since their appearance in 2005, the most significant Web 2.0 technology, or what is also called the Social Networks Sites (SNSs) and Online Social Networks (ONS), introduced and acquainted with the new language learning phase. Contrary to the past era, where internet users were allowed only to find and share repeated information and results. SNSs' era opens new communicating and interacting platforms across all over the world. The most considerable importance of the web 2.0 tools is namely "the writable web"(Karpati, 2009.p, 140). It affords the Internet's users the chance to write, create new content or adjust and modify the already excited one (s).

Researchers in the field prove the efficiency of using SNSs as a medium to enhance language learning in general. However, little been tackled regarding their use in improving learners' academic writing achievement. This research attempts to investigate the extent to which the use of Web 2.0, namely Facebook (FB), could assist the improvement of learners' academic writing style. This investigation took place in Batna-2 University, department of English language with first and second-year levels.

Bearing in account learners' overuse of Facebook, we thought it would be beneficial to redirect their attention toward constructive educational exploitation of this device. In this regard, through this study, the researcher created two different educational Facebook groups for two levels to test their effectiveness in improving learners' academic writing style. The aim behind such a suggestion is keeping learners connected with their studies. Besides, this use supplies them more opportunities to learn through the valuable and critical feedback that are provided by the teacher or other peers. Importantly, the use of a Facebook educational group will create a platform for learners through which they are permitted to practice what they

have been taught, collectively and/or individually. In fact, this sense of collaboration and exchange would help them achieve better learning results. Furthermore, it is expected that the online interaction would help learners to surpass any obstacle that might be emanated from the face to face interaction which could impact their learning negatively. Finally, using Facebook might keep the learners updated to any learning events such as dates of formal and informal tests.

The situation in the Department of English is far from being ideal. Accordingly, the low academic achievement of learners in the writing expression subject and the data obtained from the pilot study denote that learners' academic writing is far from being good. Hence, this asks for an urgent need to treat this situation rapidly, especially viewing the enormous significance of the writing skill in learning the English language.

Back Ground of Study

The extensive use of the web 2.0 tool has changed the nature of information flow as well as learners' perceptions of the world. These changes alert teachers to the urged need for the immediate change in their teaching strategies and used tools. Also, teachers need to recapture the learners' attention, fertilize their imagination and fit their socialization habits (Greenhow et al., 2009; Godwin-Jones, 2008; Winke & Goertler, 2008; Solomon & Schrum, 2007). Therefore, English language teachers should innovate and bring newness to their courses' design.

Moreover, they are required to modify how they present courses' content to achieve their predetermined educational goals and make learning more efficient and enjoyable to all types of learners. Using such tools should be regarded as a prerequisite for improving the learning and teaching process. Researchers like

Blattner and Fiori (2009) and Prensky (2001:2006) maintain that the use of this type of web 2.0 tools in higher education must be highly praised by teachers.

SNSs variously redefine learning as they create more opportunities for the language learners to learn their target language, enhance their language skills, interact with native speakers, build, and acquire intercultural awareness. Moreover, SNSs offer learners more time to practice and revise what they have been taught in formal courses. Additionally, SNSs assist learners to be more autonomous and active due to their flexibility in learning. Consequently, learners can control their learning time, place, content. They engage themselves in finding, recognising, and analysing resources on their own rather than exclusively delivering information from sources like textbooks or handouts.

Likewise, the use of SNSs enables the learners to surpass some obstacles such as fear, anxiety and shyness that hinder their learning process. Henceforth, SNS boost learners' self- confidence, self-esteem, and help them to become more sociable and improve their relations with their teachers. Thus, it is not wrong to note that SNSs can positively impact the learning process..

Statement of the Problem

First and second-year students of the English language department at Batna2 University have low academic achievement in writing. This is partly shown by their scores in formal and informal exams and mainly consolidated by their teachers who confess that they are unable to do better under present circumstances. These facts, combined with our own conviction of the problem led us to conduct a pilot study in the academic year 2015-2016, to stand on the reasons that lead to these results.

The pilot study attempts to stand on the real situation of teaching/learning written expression subject at the department of the English language at Batna-2

University. It consisted of interviewing teachers who taught or are teaching written expression subject in addition to an administered questionnaire to a sample of learners of the whole undergraduate phase's level (Appendices A, B). The main objective of this pilot study was to found solid grounds on which our problematic statement stood. It was conducted to eliminate any personal and therefore a subjective evaluation of the situation. Moreover, to avoid such a biased perception and conception of the issue, we thought it is appropriate to include other teachers' views and opinions. Indeed, the results gained through the pilot study consolidate our assumptions and gave us ultimate conviction about the issue under investigation.

According to the written expression subject teachers' interview (Appendix A), the written expression module has a significant impact on other learning modules as it ensures the use and the practice of all linguistic and non-linguistic patterns. They hold that improving learners' academic writing style is vital as the learners' level is expressed mainly through writing. For instance, learners are assessed in civilization and literature subjects according to their answers which are either essays or paragraph(s). Also, they reported that the learners do not fulfill the intended writing assessment goals in the written expression module by the end of courses. Teachers report that among the causes that lead to such negative results there is the time constraints which prevented them from having sufficient practice. Moreover, teachers demonstrated a remarkable readiness toward the use of new teaching tools in general and encouraged the use of Information Communication Technologies (ICTs).

The results obtained and gathered from the administered questionnaire (Appendix B) to learners of both first and second level unveil that they rank the written expression module as the most important module comparing to the other language skills/modules. Also, learners' answers assume that the main deficiency that

was faced in the written expression subject is the lack of practice under their teacher's supervision. They add that teachers' feedback are necessary to facilitate a good practice of the English academic writing style. Furthermore, the learners report that using the Internet to study is a necessity. At the same time, they affirm that the significant flow of information they find via the Internet often deter them from selecting the appropriate information. Consequently, this costs them much more time to focus, capture, and revise the accurate and reliable information. Fortunately, what was apparent from the learners' responses is their familiarity with the SNS tools. Interestingly, when we ask them about their opinion concerning the use of SNSs as helping tools, learners insist on the fact that the presence of a teacher's elaborative framework for guidance and support would prevent them from deviating and taking maximum benefits from such modern technologies.

Viewing the existed problem, the following research question is raised.

Research question

For the purpose of this study, the following general question is addressed. Though, our investigation is based on many questions which we tried to summirize in one general.

Does and to what extent the adoption of FB educational group as a helping tool could enhance first and second-year learners' academic writing style?

To answer this research question, the following hypotheses are formulated.

Hypotheses

The main hypothesis set for this research is:

- The use of Social Network Sites, more precisely Facebook, as a supporting tool is likely to enable first and second-year students at the department of English at Batna-2 University, to improve their academic writing style.

As we are conducting an experiment, many other variables may appear. Consequently, the following hypothesis is suggested:

- The daily use of Facebook is likely to involve the learners in a daily beneficial and regular revision to enhance their academic writing style

Aims of the Study

The main aim of this study is to investigate the significance of introducing Facebook as a helping tool to improve learners' English academic writing style among first and second-year levels at the department of English language, Batna-2 University which is set as the general perspective of verifying our hypotheses. Consequently, the current research aims at observing and evaluating the impact of using FB on writing skills among learners. Besides, a number of other targeted objectives are summarized in the following:

1. The intent to explore the effectiveness of using FB as a helping tool to improve learners' English academic writing style.

2. Showing learners how to select accurate, correct, reliable, exact and valid information from the variety of the accessible sources through the observation of Facebook`s posts' selection. This selection previously costs them a considerable amount.

3. Enabling learners to exchange information, correct, and provide the necessary feedback to each other through the online interaction and dynamic sharing will.

4. Provoking a certain challenge between learners through online interaction and dynamic sharing to enhance their English academic writing style.

5. Rising learners' critical thinking through SNSs interaction. The use of FB educational groups will generate critical readers who are able to detect errors, and correct them.

6. Using FB educational group will permit and allow the creation of a platform or a virtual environment where learners can practice what they have been taught during classes. This practice is almost rare during formal classes because of the limited allotted time; and

7. Creating and fostering collaborative learning through which learners could achieve better learning outcomes via the use of this web2.0 tool will.

Motivation of the Study

This study can be a result of the following motivation:

- Learners daily overuse of Facebook.

- Learners' each other's observation on Facebook motivates us to conduct this research. As Stutzman & Kramer-Duffield (2010) and Karakayli (2013) note that Facebook users are daily observers of other users' activities. These findings encourage us to adopt a Facebook educational group as a suggested treatment in our experiment. In other words, this research partially depends on the fact that one learner, from the experimental group, can attract and motivate other learners who observe his/her interaction. Consequently, this motivation could result in a positive interaction that leads to better learning's outcomes, namely on their writing skills.

Rationale

Deciding about what, why and how we are going to investigate in this study assist us to correctly handle the research. In fact, this research tries to investigate the use of FB as a helping tool to improve learners' academic writing skills.

The selection of the writing skill or more precisely the written expression subject in this study is based on its paramount importance and impacts on other learning expertise and subjects through which learners' level is assessed. This importance was highly emphasized in teachers' answers in the interviews (Appendix A) as well as the learners' responses in the questionnaire (Appendix B).

Furthermore, one of the main reasons behind this research is learner's remarkable low achievement obtained in written expression's subject. Unfortunately, those obtained results are far from being satisfactory though learners are taught how to write following the academic style's criterion.

Interestingly, learners' responses confirmed their daily use of using Facebook. We thought that such virtual-social platform and interaction could lead, cause and establish a kind of knowledge and learning among learners. This idea typically conforms to principles of social constructivism theory which posits that social interaction positively impacts learning. To this theory, individuals learn through communication and interaction in the social context. This view has been tremendously influenced by Vygotsky's (1978) findings. The same researcher states and pinpoints that better learning could be achieved if the intended knowledge is taken up from the social context in which it is, firstly constructed. Additionally, this theory supports the process of collaborative elaboration in which sharing individuals' viewpoints and experiences could greatly assist them in finding an understanding of a particular phenomenon.

Moreover, we presumed that Facebook could be an appropriate platform for learners, to enhance their English academic writing skills, as it conforms to the main principles of the constructivism theory. Ultimately, learners would learn well

collaboratively through sharing thoughts, experiences through Facebook's educational group.

Significance of the Study

         The findings of this research will be very constructive to the Algerian higher education in general and to the foreign language teaching process in particular as it investigates the introduction and the extent to which the use of a new supporting tool could be beneficial. Also, the importance of this study lies in the fact that it will bring newness in the teaching/learning process in Algerian universities as the use of Facebook for educational purposes is regarded as an original and innovative path. Additionally, it suggests that such use could generate active and autonomous learners due to the flexibility of learning that the use of SNS could offer.

         Moreover, learners will learn more consciously and unconsciously about the English academic writing style through the use of FB educational group. Moreover, learners will gain more knowledge through collaborative learning in FB educational group. Furthermore, this research tends to raise the sense of critical thinking and to read among learners viewing their essential role in improving the learning process. Importantly, findings of this research will pave the way for further studies to be carried out locally as well a globally.

         Like any other research, our research had met some limitations that could affect its procedures and thus its results.

Limitations and Delimitation

Limitations. It should be borne in mind that the study has a number of limitations that hardened our research but did not stop it. We summarized them as it follows:

1. The participants' number is considered to be modest. If similar results were obtained with more learners, conclusions could be stated more confidently**.**

2. The sample of this study should typically consist of only students who have low English academic writing style scores. This selection could be met and made through the collection of a test's results that would be given to the whole population. Those learners would receive the suggested treatment but this was quite impossible to be implicated due to some administrative issues. in other words, the groups were already divided and untact

3. This study focused on the impact of using FB educational group as a helping tool to improve learners' English academic learning style. We should not be content to assume that this research or any other one provides a definitive answer to the implications of such a tool.

4. This research centered on the use of a particular SNS which is Facebook through the variety of Web2.0 tools and their utilization.

5. Internet-related problems that both teacher and learners meet during the experimental phase.

6. Difficulties in finding, selecting and adjusting the different posts that meet all learners' needs and expectations.

7. Learners' lack of motivation.

8. Difficult management of time, multiple roles, and tasks as a teacher, and researcher.

9. Treatment time-consuming: for the teacher when preparing Facebook` s group content and correcting activities during students' rush hours

10. The resistance of some learners who prefer to stick to the traditional methods of learning and revising.

Delimitations. The current research is framed in a way that made its realization accomplished. In this respect, this research is delimited to only the social networks

site Facebook and the English academic writing skills. In fact, we are aware of the existence of other SNSs and other language skills that could be used in this research. Additionally, we opt for the selection of the methodological triangulation to gain a maximum of valuable and correct results. In this respect, an experiment, a questionnaire, and individual portfolios are used to test and measure any qualitative and quantitative improvement in learners' academic writing style.

The body of the thesis is organized and structured respecting the conventions and taking into account its main topic. The subsequent paragraphs describe how the thesis is divided and what are the different treated components.

The Structure of the Thesis

This thesis is arranged and divided into the following five chapters:

Chapter One: The General Introduction. Which is made up of an introduction to the research, states clearly the problem of this study, its research questions, and the suggested hypothesis. Also, this chapter comprises the significance of the study, the rationale behind it, and the targeted objectives. Furthermore, limitations, delimitation, detailed structure of the thesis are mentioned in chapter one.

Chapter Two: Literature Review. This review of the relevant literature was designed to provide a sound and strong foundation for this research. It reflects the opinions of researchers on the same discussed subject. Importantly, this chapter is divided into three main sections entitled respectively: writing skill , teaching and learning writing, educational material and learning, and Social Network Sites.

The first section of this chapter is furtherly subdivided into subsections. This section covers different issues that had relation to writing, its teaching, and learning. Noticeably, the first section includes 11 sub-sections that are entitled Status of writing written expression module in the department of English Batne-2 University, defining

writing, approaches to writing, process of writing according to the process approach, some studies related to the process approach to writing, text structure and English academic writing style. Also, this section encompasses the styles of writing, defining critical thinking, critical thinking and writing and it ends with the feedback in writing title.

The second section of this chapter is entitled educational material and learning in which the following titles are developed. These titles are: teaching\ learning materials and students developing confidence, educational technology, criteria for selecting educational material and learning styles. Also, learning style, cognitive style and learning strategy, learning style models, VARK learning style model are embedded in this section. Moreover, this last subsection notes the different categories of learning preferences that VARK learning style model propose. This section ends with defining collaborative learning and mentioning its importance on academic writing. Furthermore, this second section develops the title of teaching English language and new technologies. It provides a brief historical survey about foreign language teaching and the integrating information and communication technologies(ICTs) in teaching English at the higher education. It adds definitions of ICTs, E-safety and digital literacy that encompasses literacy, digital literacy and stages of digital literacy. This section mentions the websites valuation model and ends with the introduction of the LLSNSs.

The third section entitled SNSs is furtherly subdivided into subsections. It provides definition of the SNSs and a brief overview of their creation. Also, it reports the relation between networks and learners' performance, types of SNSs. This third section provides an overview of Facebook, some pros and cons of using Facebook in higher education. Ultimately, this subsection encompasses some previous studies

about the implementation of FB in the process of higher education and its impact on academic writing.

Chapter three: Methodology Design. This chapter contains all the methodology procedures followed in this research to ensure its reliability and accuracy. Also, it describes the whole population and the adopted techniques used for selecting the sample in addition to the treatment developed during the experiment mainly with the experimental groups. Assuredly, the content of the different used tests before, during and after the suggested treatment as well as the examination of their reliability are provided in this chapter. Eventually, this chapter clarifies and explains how data gathering tools are used to collect the needed data and information.

Chapter four: Analysis of Results. This chapter reports the obtained results from the different tests that were administered during the experimental phase and how these results are coded and treated appropriately. Also, it reports all the data gathered from the administered questionnaire.

Chapter Five: Discussions, Implications, Recommendations for Future Research and Conclusions. It is simply the final chapter that concludes our research and thus thesis. It encompasses the discussion of the obtained results and findings. Also, it restates the hypothesis, research questions and a concise summary of the main findings. Ultimately, this chapter ends up with a set of conclusions, the main conclusion and recommendations for both teachers and future researchers.

Due to their importance, it is mandatory to define the most important terms that appear in the thesis in advance.

Useful definitions

The following terms and expressions have paramount importance in the understanding of the core elements of the thesis.

      Social network sites(SNSs). Boyd and Ellison (2008) state that" Social network site refer to websites that provide their members with services that allow them to create a profile for sharing, controlling a friends' list or the list of those who they make contact with, and viewing and communicating with their friends with whom they are connected "(p.211).

      The Web 2.0 tools. According to Kaplan and Haemlein (2010), web 2.0 tools were used for the first time in 2004 to denote the creative way that software developers use the World Wide Web. Contrary to the Web 1.0 applications, such as Personal web pages, Britannica Encyclopedia, the Web 2.0 tools are platforms where all users have the right to change continuously and collaboratively their content. The same researchers state that web 2.0 necessitates some set basic functionalities to work. Among them Adobe Flash is a popular method for adding animation, interactivity, and audio/video streams to web pages. The social network sites are the fast-growing among the favorite 2.0 tools.

Chapter 2

A Review of Literature

For the sake of simplicity and clarity, the current chapter was organized by including all the elements that relate to the topic of this study. The present chapter tries to synthesis notions mentioned in teaching English as a second language such as writing skill, teaching and learning academic writing, teaching English language and the integration of new technologies and finally the social network sites and their adoption in the educational field. Also, this chapter includes some basic definitions that are prerequisites for the current research's understanding. Additionally, being the variables of our research, English academic writing, and using SNSs in education were highly emphasized. Moreover, the present chapter mentions and discusses some of the relevant works and previous findings of the same research's topic.

The first section in this chapter acquaints for the significance of the writing skill in English language teaching and learning. Logically, the four language's skills are related in complementary ways. Johnson (2001) maintains that those skills are connected by virtue of both the mode of communication to oral or written, and the direction of communication which is either receiving or producing messages.

2.1. Writing Skill

Listening, speaking, writing, and reading are named macro skills. Consequently, this name and classification are resulted and obtained from comparing those skills to the micro ones such as vocabulary, pronunciation, grammar, and spelling. Johnson (2001) goes further and suggests a more precise and organized distinction of these macro skills. The following table (table1) denotes it.

Table 1.

Categorization of the Four Skills

	Spoken	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Note: adapted from (Keith Johnson.2001, p.290)

This illustration demonstrates that listening and speaking are considered as receptive and productive skills, respectively regarding the oral mode of communication. Temple and Gillet (1984) emphasize the firm relation between these two skills, especially in teaching. The same researchers reported the following:

Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. When children develop their communicative powers they also develop their ability to listen appreciately and receptively. (p.70)

Therefore, it is mandatory to accompany teaching listening with speaking to develop learners' abilities to communicate. However, considering the written mode of communication, reading is classified as receptive skill and writing as a productive one. Undoubtedly, each skill impacts the three others. For instance, the gained vocabulary through reading enhances speaking and vice versa. For such reasons, researchers like Carrasquillo (1993), Farris and Kaczmarski (1988) agree on and highly support teaching the four skills simultaneously in meaningful, functional, and cooperative activities.

Undeniably writing skill is a way for learners to gain new information with their own style (Chappell, 2011). Indeed, Cumming (1995) reports that:

> The main importance of writing in that level is that it helps students to learn. Writing new words and structures help students to remember them; and as writing is done more slowly and carefully than speaking, written practice helps to focus students attention on what they are learning. (p.148).

Writing is considered to be more critical in the nowadays era as it demands more written communication than before (Urbanova and Oakland, 2002). In this respect, learners extensively use text messages, social media posts, instant messengers, e-mails, blog entries to connect with others. Obviously, excellent written communication needs total mastery and accommodation with different elements of writing style.

In more academic contexts, a myriad of methods is adopted to teach learners academic writing. Consequently, teaching English writing in Algeria varies from one institution and university to another. Though the differences in the teaching methods, the outcomes are unified and all designed curricula aim at enabling learners in departments of English to write properly using an English academic writing style. The main characteristics of teaching writing in the department of English at Batna-2 University, Algeria are summarized in the following paragraphs.

2.1.1. Status of Written Expression Subject in the Department of English at Batna-2 University. Teaching writing in this department is divided into two main phases in which the first phase lasts for two successive years. During this phase, the first and second-year learners are taught the basic elements of English

academic writing style. Courses are designed according to the program provided by the Algerian ministry of higher education (appendix C) in addition to written expression subject teachers' suggestions and permanent coordination.

In the first year, more specifically the first semester, teachers introduce to learners some fundamental concepts in grammar, syntax, and mechanics (capitalization and punctuation). Learners receive courses such as parts of speech, word function, phrases, clauses, and sentences. Also, misplaced and dangling modifiers, verb-subject agreement, wordiness are treated in this stage. Moreover, courses in the second semester are based on how to write a paragraph respecting the English academic writing style criterion. Furthermore, learners are exposed and then asked to develop different types of paragraphs such as expository, narrative, descriptive, and argumentative.

In the second year of the first phase, a brief review of different academic writing aspects previously seen in first year is organized. This is considered as a vital step that ensures the learners' recall of the most basic and substantial elements of academic writing. This is followed by courses on how to write academic essays respecting all the English academic writing styles conventions. Ultimately, learners are provided with courses of essay's major different types and their distinctive accompanied techniques and patterns used in each specific genre. At the end of this phase, the learners are supposed to interpret, analyze and summarize simple and complex texts.

The second phase encompasses a unique level which is the third year. Learners during a whole academic year deal with more creative types of academic writing such as poems, short stories and plays. They are asked to write such kinds of

writing following the given stylistics patterns that they have been taught during formal sessions named Creative Writing module.

2.1.2. Defining writing. Writing is a visual form of communicating which involves standards that both writers and readers mutually understand. Silva (1993) notes that writing's conventions are changeable especially within different speech communities. The same researcher holds that while in L1 the physical act of writing is seen to be automatic for adult writers, in the L2 writing becomes a conscious process, particularly if the L2 orthography is different from the learners' L1(Silva. 1993). Furthermore, Kellogg (2001) considers writing as a major cognitive challenge since it requires testing memory, thinking ability, and appropriate use of language. Consequently, writing about a specific idea demands an urged need to use cognitive capacities to develop, think, and recall some previous information and conventions (Kellogg. 2001). Also, researchers such as Graham and Harris(2000); Zimmerman and Risemberg(1997) assert that writing skill requires self-regulation of planning, text generation and reviewing using the meta-cognitive control of these processes. They add that mature adult authors develop their writing skills to be a way of thinking as well as a way of gaining new knowledge in long-term memory.

Brown (2007), Hyland (2003), Grabe and Kaplan (1996) fuel and support the view which states that writing is not an innate activity. For this reason, individuals need to develop this skill through intensive and specific training and practice. Consequently, learners will master numerous, accurate and sequential steps and transitions of writing such as planning, generation, and reviewing (Hayes & Flower,1980; Levy & Ransdell, 1995)

Undoubtedly, learners need to adopt and count on a particular writing approach to write, develop, and improve their academic writing style. These writing approaches differ and vary in terms of perceptions of how writing should be, to whom should we write and what are the purposes of written pieces. To enable learners to write appropriately, teachers and instructors need to possess a factual conceptualization of the writing process before teaching EFL classes. To define the writing process, the following passage is set.

2.1.3. Defining the Writing Process. Researchers such as Harmer (1998) acknowledge the paramount importance of the writing process in teaching and learning the English language. Likewise, Laksmi (2006) pinpoints that since the 1970s, the writing process changed radically since the old methods did not fulfill learners' needs. Consequently, the writing process practice that was only a sum of analysis and corrections that learners do, was substituted by learners' involvement as writers. This idea was already supported by Graves (1983) who holds that learners' involvement in the process of writing as writers should be framed by a set of five distinctive stages: prewriting, drafting, revising, editing, and publishing. Also, Tompkins (1994) highly emphasis on that these writing steps should be regarded as recursive and not linear. As a consequent, learners can jump back and forth from one step to another when they write. To gain more insights about the different approaches to writing, the succeeding paragraphs mention the major ones.

2.1.4. Approaches to Writing. Among the myriad of writing approaches, three approaches are considered as the central writing approaches (Raimes, 1991). in this respect, these writing approaches are the genre, process, and product approaches. Each approach has its particular writing purpose that distinguishes it from another one. As a matter of fact, the genre approach focuses on readers, unlike the process

approach that considers writers and the product approach that concentrates on the form of the writing rather than anything else. The three approaches are described and commented in the coming paragraphs. However, a particular emphasis is on two last ones. Though we are aware that all of these approaches are integral in teaching writing, the thesis' subject does not fall within the scope of the genre approach nor with the thesis' main aim which is improving writing as a product.

2.1.4.1. The Genre Approach. Martin (1992) asserts that this approach is a goal-oriented, and staged social process. It relies on teachers' purposeful creation of events in classrooms during formal courses. Swale (1990) holds that these events should be interesting and enjoyable for all learners to gain more interaction. The same researcher quoted: "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). Furthermore, Hyland (2003) maintains that this approach requires that teachers should create these events to offer learners opportunities to get involved in the learning process as well as propel them to interact and communicate in a given situation to reach a précised goal. Teachers after this step invite their learners to write any genre of writing such as a poem, short story, or a joke that covers the same given situation. The same researcher holds that the language in this approach is functional. Consequently, different goals could be attained through matching appropriately the correct language with the depending situation. For instance, a condolence letter or invitation letter serves a different particular purpose and the language used in both letters is far from being the same.

Badger and White (2000) claim that both genre and product approaches are considered as similar writing approaches in English language teaching. For them, these approaches have a similar interest in linguistic knowledge rather than linguistic

skill. The slight difference that could be mentioned is that genre approach focuses more on writing about multiple social contexts.

The same researchers pinpoint that the genre approach encompasses three distinct phases that teachers should consider. In the first phase, teachers introduce some texts and provide their learners with the needed information and input at the start of the class. Then in the second phase, learners are invited to construct a text with their teachers assistance. Ultimately, students are supposed to succeed in the completion of text's final draft. Many teachers tend to use the same technique when they teach new vocabulary or grammar structure. They explain to learners new terms or structures, how do they function and affect other components; then they invite and assist them to build new sentences using the newly introduced item or technique to ensure their understanding. Finally, learners should write correctly about what they have been taught.

Researchers such as Kay and Dudley-Evans (1998) disfavor the use of genre approach arguing that:

the genre-based approach is restrictive, especially in the hands of unimaginative teachers, and this is likely to lead to lack of creativity and de-motivation in the learners and it could become boring and stereotyped if overdone or done incorrectly(p. 311).

This criticism can be acceptable considering few cases in our department where novice teachers lack the prerequisite experience, good and proper management of time, and the required mastery of written expression subject curriculum. To avoid such negative impact on the teaching/ learning process of writing skill, teachers may embrace the product approach.

2.1.4.2. The Product Approach. The product approach highly insists on the importance of written pieces' correctness (Richards.1990). Importantly, written productions are valued according to good use of linguistic knowledge rather than linguistic skill. This is clearly demonstrated in Badger and White's (2000) quote "product-based approaches see writing as mainly concerned with knowledge about the structure of language"(p.154). Also, Young (1978) holds that this approach is a form-based approach that takes into account mainly the appropriate use of the language's conventions. The same researcher reported that "the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); and so on" (cited in Matsuda, 2003, p.70). As a consequent, writers have to take good care of the language appropriateness according to afford the mentioned criterion.

Moreover, many researchers such as Pincas (1982) believe that according to this approach, teaching learners grammatical rules, how to apply them and avoid errors is fundamental. Still, according to the same research, teachers who rely on this approach must work in four successive stages: familiarized writing, controlled writing, guided writing and free writing.

Familiarization is a kind of warm-up activities through which teachers introduce the skill(s) which will be practiced during the course "preparing students for actual writing by demonstrating one or other of the skills that are to be practiced" (Pincas,1982, p.78). Activities such asking learners to listen to a dialogue and write it down or asking them to put in order some confusing information or sentences could serve better in a good familiarization. The phase of familiarization enables learners to

know more about the type of writing that they will be asked to produce in controlled writing.

For Raimes (1984), this second stage is critical as it provides learners with the chance to focus on both content and form. The suitable kind of activities that fit best this stage are the ones that enclose substitution activities and combining exercises. During this stage, learners are asked to make useful changes under the control of their teacher.

During the third stage that is named the guided writing, learners are free to write but this freedom still limited and framed by exercises' instructions (Reid, 1993). Noticeably, thetype of activities in this stage is similar to those in the previous one with more writing compared to phase two's activities' instruction. Pincas (1982) suggested a range of some relevant activities such as: filling in the blanks or matching words with their pictures or any type of completion exercises, taking notes, re-writing and paraphrasing that include the change of the active voice into passive.

To Elbow (1975), the fourth and last stage is named the free writing stage. Learners in this stage are free to produce and write without the assistance of teachers. Reid (1993) denotes that the significance of this stage lies in the fact that learners do not focus on grammaticality of their compositions or any critical comments, but they concentrate on their self-discovery, development of ideas and thoughts.

Researchers' and teachers' reactions towards the adoption of product approach in their teaching of writing skills were controversial. Zamel (1983) acknowledges that the early stages of this approach highly assist learners in building good grammatical bases. Whereas Badger & White (2000) accuse this approach to totally neglecting the planning, outlining and many other significant writing

processes. In fact, learners, in this case, will ameliorate and improve their grammatical knowledge but they will not be able to develop and write correctly coherent passages. For this reason, the process approach can be very efficient to improve learners' writing skills.

2.1.4.3. The Process Approach. The process approach to writing has been introduced in the mid-1960s (Rohman, 1965), but during the 1970s researchers shed more light on this approach. Indeed, Williams (2003) reports that "although Janet Emig (1971) is rightly credited with originating process pedagogy in composition, it is important to recognize that the late 1960s witnessed an intellectual shift in many fields toward process"(p. 100). Moreover, researchers such as Emig (1971), Raimes (1985), Zamel (1983), Hyland (2003) and Rose (1980) note that the process of writing is a non-linear process. On the contrary, the process approach is considered as a recursive process that needs pre-writing, writing and post-writing stages. Tribble (2003) and Hyland (2003) mention that reclusiveness in this situation refers to the ability to move forwards or backwards to any stage whenever learners feel that it is necessary to do so.

Furthermore, the process approach ultimate aim is particularly the process of writing itself rather than written pieces (Kelly & Graham, 1998; Nunan, 1989; Leki, 1991). Badger and White (2000) argue that this approach focuses on writing skills which are planning, revising and drafting rather than linguistic knowledge such as spelling, grammar, vocabulary, and punctuation.

Notably, Rohman (1965) identifies three distinct stages in this approach that are pre-writing, drafting, and re-writing stages. Kroll (2003) argues that the

activities of each stage are extremely vital to write effectively. Moreover, New (1999) indicates that those activities took place in writing in both L1 and L2.

Each stage's activities of the process approach pave the way to the following one in order to systemize and facilitate the process of writing, especially to EFL.

2.1.5. Process of writing according to the process approach. Following the process approach`s norms and conventions, writers have to take into consideration the three main different stages in order to develop a written piece. These stages are identified as the pre-writing, the writing, and the rewriting stages.

2.1.5.1. Pre-writing stage. Williams (2003) suggests that learners should be engaged in activities that help them in brainstorming, collecting and discussing ideas effectively. Also, this first stage consumes most of the writing time. Simultaneously, these activities can be used whenever learners feel the need to re-use them (Tribble, 1996, 2003). One of the significant importance of this stage is allowing writers or learners to explore the topic thoroughly in an informal, relaxed, unstructured way before starting a formal composition (Zamel, 1982). Importantly, this phase's activities assist learners to surpass what is identified as writers' block (Flower, 1981). This stage enables them to find and limit the exact message that will be transmitted to the audience through their different written productions.

One of the strategies used in this stage is brainstorming. Indeed, brainstorming propels the ability to think in order to produce, recall and collect ideas about a précised and preselected topic. Consequently, this process should be carried out in total freedom without any imposed structures or instructions. White & Arndt

(1991) highly accentuate the importance of according the complete liberty, and time to learners to recall the needed information.

Furthermore, planning is another important strategy that should be adopted in the prewriting stage. In fact, Peacock (1986) mentions that learners in this stage should specify their planning. Consequently, this specification helps them greatly in organizing and writing successfully. Also, Flower and Hayes (1981) identify planning as a mental strategy that can be used and referred to it at any stage of writing. For instance, collecting relevant data and taking notes can be regarded as one of the activities of this stage`s strategy.

Moreover, Williams (2003) regards that collecting and then ordering ideas in an outline from what is specific to what is general is an essential step to write easily. Therefore, teachers can provide learners with an outline to fill to assist them when they write. Additionally, learners can start writing about a specific topic by making lists of ideas about that topic, reading and at the same time making notes, asking questions, discussing with other learners in class or small group discussions, and using graphic organizers.

This stage should be immediately followed by the writing phase.

2.1.5.2. Writing (Drafting or composing). This is the second stage that occurs after the completion of the pre-writing activities (Williams, 2003; King & Chapman, 2003; Tribble, 1996, 2003). At this stage, learners are supposed to write and produce their first drafts. Significantly, their major and primary concern is thinking and writing without paying much attention to grammatical and spelling errors.

Learners will have the opportunity to correct all these errors during the following stage.

2.1.5.3. Rewriting (Revising). In this stage, learners revise and edit their final version or final draft. This phase has a tremendous significance and impacts as it is perceived as the core of writing according to the process approach. Indeed, Murray (1978) insisted on the importance of the rewriting phase and he holds clearly that "writing is rewriting" (p.43).

Additionally, Harris (1993) reports that learners tend to correct the linguistic accuracy of their writings through correcting grammar, spelling and punctuation mistakes. Also, learners tend to reorganize sentences, omit or add appropriate sentences, words or/and paragraphs (Williams, 2003; Hedge, 2000). Hewings and Curry (2003) add that the task of checking references should be achieved during this phase whenever it is mandatory. Ultimately, all the aforementioned activities could be completed through several strategies such as pair or group work, computers' software or just using dictionaries (King & Chapman, 2003; Hewings & Curry, 2003). Indeed, the variation and availability of computers' software permit learners to revise their written productions easily.

To stand on the effectiveness of adopting the process approach in teaching writing the following paragraphs were structured.

2.1.6. Studies related to the process approach to writing. Several studies and researches have been conducted to reveal how and the extent to which process approach to writing could impact the teaching and learning writing skill. Originally, Belinda (2006) implemented six writing programs on process writing in six different primary level's classrooms in Hong Kong. Her study's aim was checking the

improvement of students' writing strategies in all stages of the process approach. The results of this study confirm that the process approach to writing proves its effectiveness and its adaptation is considered as a highly helpful strategy. Interestingly, the same researcher holds that the process approach is adequate and convenient for students who are fluent in speaking the English language as it strengthens their writing skills.

Also, Huot, Hamers and Lemonnier (2005) examine the efficacy of using the process approach to writing in the field of technology. Precisely, they explored the effect of process-based writing in the context of ESL language arts courses over four years. At the end of their investigation, participants become able to describe the processes and stages of the writing approach. Additionally, they use certain personalized labels to identify some of these processes.

Adopting at least one of these writing processes highly assist learners to develop limitless written productions. Indeed, these produced texts differ in terms of types, their rhetorical purpose, register, and linguistic accuracy. To gain more insights about the academic writing style, the following paragraphs try to mention different components of academic writing style starting with the texts' structures.

2.1.7. Text Structure. Text structure refers to how the information is organized and arranged in a passage. The importance of the knowledge of a text's structure or rhetorical organization lies in the fact that it facilitates the comprehension and recall of the necessary information and details. Indeed, Thorndyke (1977) acknowledges the importance of structuring any written passage, and he states the following:

Comprehensibility and recall were found to be a function of the amount of inherent plot structure in the story, independent of passage content. Recall probability of individual facts from passages depended on the structural centrality of the facts: Subjects tended to recall facts corresponding to high-level organizational story elements rather than lower-level details. (p. 77)

According to the same researcher, students recall and understand a text relying on its structure rather than the content's variables that constitute it. Yet, he holds that understanding is manageable if a text follows a particular logical order that reveals the content easily rather than just going into the most profound details randomly.

To prove the enormous importance of the text's structure or what is known as the macrostructure, Kintsch, Mandel, and Kozminsky (1977) use in their experiment scrambled schema in which readers were asked to identify the scrambled story through reading uniquely schema. Consequently, the vast proportion of participants succeeded to comprehend the scrambled story only by reading the schema. Ultimately, the findings of this research proved and confirmed that the macrostructure is a substantial and strong element to understand the written pieces.

Other researchers like Meyer and Freedle (1984) investigate the effects of using multiple discourse types on memory. The result obtained in their investigation were significant and proved that the more well-organized types of discourse such as comparison and causation, are used the more learning and memorization are facilitated and enhanced. Additionally, Urquhart (1984) concludes in his study that respecting time and space order when writing generates a well-ordered test that is easy to be read.

All the above mentioned results confirm the pertinent relationship between the text's structure and memorization of its main content. Besides, the test's structure is considered as a core element of writing that largely contributes in a satisfying understanding and appropriate memorization of different types of texts. Moreover, the text structure highly enhances writing skills.

There are levels of text's organization starting from the paragraph level down to relations between individual words, sentences and clauses. A clear structure at all these levels will improve the writing and comprehension of the text. In this respect, the first level deals with words and it is a typical syntax issue while the second level takes into account ideas and how to arrange them to ensure cohesion. Subsequently, the third level treats sentences' organization in a paragraph to guarantee its coherence.

The text structure urges students to be knowledgeable in many elements and criteria such as grammar, mechanism, cohesion and many other stylistic devices. In the English language, these elements in addition to many others are recognized to be the English academic writing style's element.

2.1.8. Elements of English academic writing style. It encompasses many elements that EEL learners should be familiar with (Flower & Hayes, 1981; Tompkins, 2004). For instance, learners should master and know conventions such as the correct and appropriate punctuation and capitalization or what is known as the mechanics. Also, learners have to respect and promote coherence in their paragraphs as well as cohesion in their essays. The same researchers believe that a combination of the right words' choice, relevant and correct vocabulary in association with the needed and proper sentences' structure boost excellent and meaningful written pieces. Still for the

same reseachers, directness and knowing the aim of writing will assisst learners to write useful and valuable productions.

To write and express a particular meaning adequately, learners need to apply and respect the mechanism's conventions that consist of both capitalization and punctuation rules.

*2.1.8.1. Mechanism.*This refers to those conventions made to structure writing. It is composed of capitalization and punctuation.

2.1.8.1.1.Capitalization. Simply, capitalization is writing a word with its first letter in uppercase and the remaining letters in lowercase. Noticeably, experienced writers are stingy with capitals. Indeed, the American Government Printing Office notes that "It is impossible to give rules that will cover every conceivable problem in capitalization" (1984) Many capitalization's rules exist and the most common rules are categories in (Appendix D).

2.1.8.1.2.Punctuation. This refers to series of conventions that assist readers to follow the train of thoughts. Additionally, it is used to create sense, clarity, stress in sentences and paragraphs. Yet, the appropriate use of punctuation produces a good structure and organizes writings.

In the English language, fourteen punctuation marks are distinguished. They are: the full stop(period), comma, the exclamation mark, the interrogation mark, the colon, the semi-colon, the single quotation mark, the double quotation mark, the apostrophe, the hyphen, ellipses, the dash, the parenthesis and slash. Each mark has its specific, distinct and particular use that conveys a distinct and unique meaning.

Ultimately, (Appendix D) summarizes the punctuation marks and some of their appropriate use.

2.1.8.2. cohesion and coherence. Silva (1993) notes that L2 learners use very fewer cohesion devices such as conjunctives and lexical ties though their importance in writing. The same researcher finds that those students use coherence and cohesion as interchangeable terms. Carrell (1982) clearly notes that coherence is not cohesion. He quotes: "cohesion relates only to the interconnectedness of the 'components of the SURFACE TEXT' while coherence relates to 'how the configuration of CONCEPTS and RELATIONS which underlie the surface text, are mutually accessible and relevant' (de Beaugrande and Dressler 1981:3-4) ". Consequently, coherence refers to the correct connection of one idea at the paragraph level whereas; cohesion is the overall consistency of an essay. The following paragraphs tend to elaborate and clarify more about these two notions.

2.1.8.2.1. Cohesion. Halliday and Hasan (1976) pinpoint that cohesion is a necessary element that reflects the consistency of a text. They hold that "Cohesion expresses the continuity that exists between one part of the text and another." (p.299). Still for thesame researchers, cohesion occurs "when the interpretation of some element in the discourse is dependent on that of another "(p.4). Additionally, Hewings and Hewings (2001) maintain that "academic text not only contains propositional content, but also devices having textual and interpersonal functions"(p.199). The connected meaning of the text has paramount importance and it is preserved through cohesion.

Halliday and Hasan (1976) identify five strategies that ensure the text's cohesion:

- substitutions: When the linguistic item is not repeated but is replaced by an element or a substitution term, e.g.: he is studying in that university which is near his house.

- reference: the case where two linguistic elements are related in what they refer to, e.g.: He is studying in *that university*. He goes *there* every morning.

- ellipsis: The case where one of the identical linguistic elements is omitted, e.g.: All the children have an ice-cream today. Amel chose blueberry. John had chocolate and bill too. The word "ice-cream" was omitted.

- conjunction: A semantic relation is explicitly marked, e.g.: Amel had a walk in the night because she wants to relax.

- Lexical Cohesion. Two elements share a lexical field (collocation), e.g. He gave his life` s rose a rose.

Though these strategies can be used by any writer, Binkley (1980) maintains that the most commonly used strategies by far are lexical cohesion and reference.

As cohesion helps in preserving texts' unity, coherence does the same but at the paragraph level. To gain more insights, the following paragraph is arranged.

2.1.8.2.2.Coherence. To Halliday and Hasan (1976), coherence is composed of two elements: cohesion and register. They hold that " A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive." (p. 23). Furthermore, coherence is classified as a text-based when the ordering and interlinking of propositions within a text via the use of the

appropriate information structure are considered. Similarly, coherence is reader-based when the audience and the assignment must be consistently considered.

A paragraph is coherent whenever the sentences, ideas and all the details clearly fit together. The ideas in coherent texts are smoothly tied together to offer the readers the links they need. The following strategies guarantee the text's coherence; they can be used separately or combined. Using the synonyms, pronouns, repetition of keywords, repetition of phrases, transitional words and/or sentence patterns can ensure the production of a coherent text.

- *Synonyms.* Words which have essentially the same meaning.

- *Pronouns.* The use of the pronoun is considered to be very helpful in constructing a coherent text, but it is necessary that such use should not be vague or ambiguous. For instance, this, that, these, those, he, she, it, they, and we are useful pronouns for referring back to something previously mentioned.

- *Repetition of a Key Term or Phrase*. Each written text has its specific keywords which characterize it. To keep the readers on the track, it is very beneficial to repeat those keywords or phrases.

- *Transitional Words.* Transitional words have large effects in making the transitions occurring between paragraphs and ideas. In the English academic writing style, many words that cue readers to relationships between sentences and join sentences together do exist. Using these words firmly maintains written pieces' coherence.

These devices are crucial to write an academic essay which has strong persuasive powers. However, powerfully written compositions do not only rely on

them, but rather have the power to convince people by explanation and the use of clear language. Indeed, clarity has an important role in helping learners to write and understand texts. This notion is clearly explained in the coming paragraph.

2.1.8.3. Clarity. It is an element of paramount importance in the academic writing style. Due to clarity, readers can understand written pieces easily. it assists them to detect the aims and points that writers try to pinpoint through their writings. Clarity in writing is promoted through the use of descriptive and definite language. The APA Publication insist that writers should "make certain that every word means what you intend it to mean" (3.08, p. 68).Consequently, the use of precise accurate and narrow in meaning words guide and help learners in establishing a particular and unique understanding. Furthermore, written texts demonstrate and manifest clarity if writers do not incorporate and avoid the use of vague or unclear words. Also, using a particular pronoun to avoid the repetition of a noun in a paragraph of essays is very common. Pronoun clear reference ensures the text's clarity. When learners tend to write, it is better to consider the right pronouns to be used. Consequently, each pronoun should refer to a precise and specific noun. The following tables (2) and (3) illustrate how the text's clarity could be ensured and established.

Table 2.

Text's clarity

Example	Explanation
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a good **runner.**	Poor word choice**: good**. **Good** is vague. **Good** does not adequately describe an athlete who has won an Olympic medal.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is an exceptional runner.	Better word choice: **exceptional** **Exceptional** is more precise. **Exceptional** tells the reader that Usain Bolt is more than a good runner.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a(an)_____runner.	Other clear and descriptive words to fit this sentence: **outstanding, phenomenal, premier, unique**

Table   adapted   from:
http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw3_unit2.pdf

Table 3

Text's clarity

Example	Explanation
Pronouns take the place of a person, place, or thing; **Monique** ➜ **she** **São Paulo** ➜ **It, its** **Tablet computers** ➜ **they** **Replace nouns with pronouns to avoid repetition of nouns.**	**Monique** worked in the library when **she** was a student. One of the largest cities in the world is **São Paulo**, Brazil. **It** has close to 20 million people in **its** metropolitan area. Many schools are purchasing **tablet computers** because **they** are portable and easy to use.
Remember to make sure that every pronoun reference refers to a specific noun. If a pronoun reference is unclear, use the precise noun.	Unclear pronoun reference: Children should not be allowed to watch horror movies for many reasons. **They** say that these movies can disturb children. With the precise noun: Children should not be allowed to watch horror movies for many reasons. **Most psychologists** say that these movies can disturb children.

Note: Table adapted from: http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw3_unit2.pdf

In addition to clarity, usage is another fundamental aspect that writers need to respect when they write

2.1.2.4.Usage. Refers to the conventions that clearly and accurately communicate meaning to readers through writing. Respecting the tense formation, using modifiers properly, ensuring the specific subject-verb agreement, avoiding split Infinitives and misusing modifiers are examples of how learners could guarantee

proper usage. Researchers like Jennings, E Lauer, and Vondracek (2012) maintain that:

> Usage is the manner in which language is used, in particular, the way in which a word or phrase is normally and correctly used. Scientific writing adheres to standard English usage for the most part but has its own peculiarities and conventions. (p.39).

All the elements of writing styles co-work in a manner that allows and propels the production of different types of texts. Among the different writing style expository, argumentative, narrative and descriptive are the most general types. These kinds are covered in the following paragraphs.

2.1.9. Academic Writing Styles and its Types. Generally, the writer`s style reflects his own voice, mood, perceptions and personality, unlike the style of the written piece which indicates and reveals the purpose for which it has been developed. A writer may have, use and adopt different writing styles, whereas the developed text ought to be categorized under at least one of the four main academic writing types which are namely: expository, persuasive, descriptive, and narrative writing styles.

The first type that is discussed is the expository type of writing.

2.1.9.1. Expository writing. Being the most commonly used type, the expository type is a subject-oriented and fact-based writing style in which the principal aim of writers is to explain a specific topic in logical and sequential progress to readers. The expository type often gives facts or defines conditions without voicing

the personal opinion of the writer (William, 2001). Indeed, the expository paragraphs and essays are considered as objective written pieces.

Williams (2001) holds that expository type is also named informational writing, or informative writing as it provides information to readers. Also, figures and photos are frequently used in this type of writing to provide clear and straightforward explanations. Furthermore, the expository writing is widely employed in textbook writing, how-to articles, recipes, news, stories that do not include opinion or editorial pieces, instructional manuals, city or country guide, language books, Business, technical, and scientific writings. Importantly, the main characteristics of an expository type are the directness, conciseness, clearness as well the good organization of thoughts and ideas. Additionally, the main strategies used in this type are analogies, analyses, classifications, definitions, comparisons, and examples.

However, an expository text could be changed into a persuasive type once it encloses an opinion. The following paragraphs could serve as a good illustration:

The expository style: To prepare a strawberry pie you need to make sure that all the ingredients are available in your kitchen. You will begin by the preparation of the strawberries pastry first as it…then, you prepare the pastry by … and finally, you bake it.

The persuasive style: To prepare delicious strawberry pie you need to make sure that all ingredients are available in your kitchen. In my opinion, you should begin by the preparation of the pastry first as it …, then you prepare the tasty strawberries as they do not need… and finally you bake it.

The second paragraph encompasses words and expressions such as delicious, in my opinion, tasty that denote the writer's personal opinion about the subject of writing. Consequently, the passage changes from informative to persuasive type.

For the sake of transmitting a particular message through a text, learners need to consider appropriately that distinct writing's purpose. Therefore, learners who tend to convince the readers, persuasive type of writing fit best their objectives.

2.1.9.2. Persuasive (argument/ academic) writing. The persuasive writings always embody opinions, viewpoints and biases of authors who always take a stand for or against an issue and try to convince readers to agree with them. As a consequent, readers of this type are often asked to react and do something about a given situation. Factually, this type of writing is well equipped with logical reasons, proves arguments, examples, experts quotations and justifications to convince readers (Laurie 2003). Also, persuasive essays and paragraphs are known as argumentative written productions; tend to be encountered in opinion and editorial newspaper pieces, advertisements, letter of recommendation, letter of complaint, cover letters, and reviews of books, music, movie, or restaurants.

Besides being well informed about the issue or the situation, writers of this kind should choose their positions about this specific problem that they are aiming to write about from the beginning. Additionally, they ought to analyze the audience that they will address and figure out their position and attitudes about the same issue whether they are neutral, agree, or disagree. Importantly, this type of writing is reinforced with solid evidence that appeals to reason.

Sometimes, the writers tend only to describe an event or situation without giving an opinion. This purpose can be attained through the descriptive style of writing.

2.1.9.3. Descriptive writing. As its name suggests this kind of writing focuses on describing a character, an event, or a place, a situation, in great detail (Baker2010). Sometimes this style can be poetic in case authors take the time to be very specific in their descriptions, like in poems. In a descriptive type of writing, writers are free to visualize what they hear, taste, see, smell, and feel as this type usually incorporates sensory details. The following stanzas from Emilie Dickenson`s poem "Summer Shower"(1896) are an example of a descriptive text where the poet describes in a very artistic manner a summer rainstorm so the reader could easily visualize it:

A   drop   fell   on   the   apple   tree,

Another   on   the   roof;

A   half   a   dozen   kissed   the   eaves,

And   made   the   gables   laugh.

A   few   went   out   to   help   the   brook,

That   went   to   help   the   sea.

Myself   conjectured,   Were   they   pearls,

What   necklaces   could   be!

The   dust   replaced   in   hoisted   roads,

The   birds   jocoser   sung;

The   sunshine   threw   his   hat   away,

The orchards spangles hung.

The last type of writing is the narrative type. Particularly, this type is commonly associated with stories.

2.1.9.4. Narrative writing. Narratives are works that provide an account of connected events. To Strong (2001), this style of writing uses the narrative mode which is a set of methods and techniques used to communicate the narration. Additionally, these techniques are divided into literary and style ones. Generally, literary techniques encompass the setting, plot, theme, style or structure, characters, and perspective, the voice of the story. Whereas, style techniques refer to the language used that includes the use of metaphors, similes, personification, imagery, hyperbole, and alliteration.

The common narrations kinds are novels, dramas, fables, folk tales, short stories, news stories, anecdotes, and poetry. Ultimately, key features of the narrative style are the person who tells a story or events, the existence of characters and dialogue, definite and logical beginnings, intervals, endings and the addition of situations like actions, motivational events, disputes or conflicts with their eventual and ultimate solutions.

This section attempts to provide the readers with all critical elements that would boost the understanding of writing and its process. Also, some approaches to writing were discussed generally with a particular emphasis on the process approach, its different stages and some related studies of it. Additionally, this section explains the notion of the text structure and encompasses different elements of academic writing style such as mechanics, cohesion, coherence, clarity and usage. Ultimately, this section points out the four main types of writing.

This section is followed by the second one that tries to consider all the related information about teaching and learning writing.

2.1.10. Teaching and Learning Writing. Writing is a mental process that needs a substantial amount of effort and some cognitive procedures (Byrne, 1991). Moreover, Ferris & Hedgecock (1998) claim that writing in the case of second language learning entails some particular factors. Also, findings of Zamel (1983) prove that second language writers could be divided into two broad categories: poor writers who focus on sentence-level texts and advanced writers who concentrate on re-reading entire paragraphs. This classification is based on their way of revising their written pieces

The relation between words, thoughts and the creation of new ideas is such a complex, delicate and enigmatic process. Simultaneously, learners need to articulate their thoughts through writing well refined written productions. Wright (2002) believes that students who manipulate the writing process, they think in more coherently, precisely and creatively.

2.1.10.1. Defining critical thinking. Critical thinking is one of the most intriguing concepts. Zainuddin and Moore (2003) insist on that critical thinking is a polymorphous concept. Indeed, Lewis and Smith (1993) note critical thinking roots in both philosophy and psychology academic disciplines, while Sternberg (1986) defined critical thinking in a more educational context. Consequently, this variation results in the development of different approaches that define critical thinking.

From a philosophical tradition, McPeck (1981) identifies critical thinking as "the propensity and skill to engage in an activity with reflective skepticism" (p. 8) while Facione (1990) holds that critical thinking is a:

Purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or conceptual considerations upon which that judgment is based (p. 3).

Almost the same definition was provided by the American Philosophical Association:

We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based(1990).

To sum up, in a philosophical approach, defining critical thinking takes into account all the qualities and characteristics that a critical thinker should possess rather than the sum of behaviors or actions that he could perform (Lewis & Smith, 1993; Thayer-Bacon, 2000).

Furthermore, critical thinking has been defined according to the cognitive psychological approach. Contrarily to the philosophical approach, this approach defines critical thinking according to the types of actions or behaviors critical thinkers perform and focus on how individuals are thinking and not how they should think (Willingham 2007). Consequently, the following definitions were provided. For

Willingham (2007) critical thinking is "seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth" (p. 8) . While Halpern (1998) notes that critical thinking is "the use of those cognitive skills or strategies that increase the probability of a desirable outcome" (p.450).   Those definitions were not very satisfactory especially in the educational field. Indeed, Sternberg (1986) estimates that the definition of critical thinking that could be provided from an educational perspective is more effective. The reason behind his conviction was constructed upon years of classroom experience and observations of student learning. Also, critical thinking definition's was depending on Bloom's taxonomy for information processing skills (1956) that is widely used to assess higher-order thinking skills. Consequently, and from the hierarchical classification, its top represents critical thinking. Kennedy et al. (1991) note that analysis; synthesis and evaluation represent critical thinking.

Moreover, critical thinking was considered as the intellectual processes and strategies used to find meaning, solve problems, make decisions, and learn new concepts that can be developed through practice (Daniels et al.1999).

Critical thinking may enhance writing and the quality of written productions. The following passage tries to elaborate more on this positive type of impact.

2.1.10.2. Critical thinking and Writing. Many practitioners believe that critical thinking could impact learning in general. Indeed**,** Wright (2002) asserts that "when I discovered critical thinking, my teaching changed" (p.9).   He maitains that when he was teaching, he substitutes direct and clear questions by questions that need more thinking and analysis.

Additionally, Costa and Marzano (1987) believe that teachers could evoke the creative thinking among their students through numerous activities and techniques. The table below (table 4) mentions some examples that could assist in raising critical thinking among students; they can be used by any teacher during formal classes.

Table 4.

Using Precise Terminology to Encourage Critical Thinking

Instead of Saying	Say
'Let's look at these two pictures.'	'Let's compare the two pictures'
'What do you think will happen when ...'	'What do you predict will happen when ...'
'What do you think of this story?'	'What conclusions can you draw about this story?'

Table (4) demonstrates how sentences and even words' choice could highly motivate students and improve their critical thinking.

Critical thinking motivates writers to accept challenges, different beliefs, behaviors, taking risks and go beyond their worldview. Also, critical writers always have questions and try to determine if a statement or claim is authentic, accurate, and valuable (Capella University). Williams (2005) believes that "critical thinking is important in all academic disciplines within democratic education, but it is indispensable in the field of teacher education" (p.164). He holds that critical thinking stimulates students' writings as it rejects the idea of the immediate satisfaction of the first appeared idea. Also, critical thinking motivates students to

think in different perspectives and it challenges them to become more independent in their thinking and thus their writings.

Additionally, Kabilan (2000) claims that language learners who are critical thinkers tend to possess cognitive abilities to excuse and achieve tasks effectively. Moreover, this type of student knows how to reject or accept and defend a claim with convincing reasons and evidence. Furthermore, they are able to correct themselves and others' methods, and simultaneously can cope with regularities, uniformities, irregular circumstances, special limitations, constraints and over-generalizations. If learners manipulate all these notions, a positive impact on their writings could be mirrored.

Sharma (1995) pinpoints that "the vehicle of all thinking is language, and therefore, so it is of critical thinking" (p. 35). Additionally, she assumes that a link between vocabulary and critical thinking exists. She maintains that critical thinking depends on vocabulary that students possess and this dependence is clearly detected and reflected when they write or have discussions.

Critical thinking affects the quality of the students' writings. Consequently, teachers of English academic writing should not ignore its considerable importance and permanently seek strategies to promote it. Besides that, students always need constant feedbacks to enhance their writing skills and quality.

2.1.11. Feedbacks in Writing. The term feedback is used to describe the information that comes back from readers to the writer or from teacher to students. It is a basic constructive element in the writing process and in effectively learning this skill. Indeed, Gebhardt (1980) pinpoints that 'Feedback, in fact, can almost be considered the base of collaborative writing because it is what allows all the other

principles to work' (p. 67). The importance of feedback and its application in learning writing skills was well defined by Freedman (1987) who states that feedbacks "Includes all reactions to writing, formal or informal, written or oral, from teacher or peer, to a draft or a final version. It can also occur in reaction to talking about intended pieces of writing, the talk being considered a writing act. It can be explicit or less explicit" (p. 5). Consequently, this definition unveils the existence of three distinct types of feedback: peer feedback, teacher feedback and conferencing.

Researchers such as Ferris (2002), Hyland and Hyland (2001) and Ashwell (2000) assume that feedback is not useful only in the early stages of writing. Indeed, giving and receiving feedback is seen to be beneficial even in the cases of advanced writers as it provides them with opportunities to evaluate their pieces of writings, avoid and /or change any probable occurring mistakes.

The subsequent passage tries to define the different feedback's types according to their predetermined objectives.

2.1.11.1. General classification of feedback. Various categorizations of feedback have been proposed. Consequently, the classification that is based on the feedback's features distinguished three types. In fact, Mi (2009) and Littleton (2011) pinpoint the first type which assists learners in knowing if they are performing well or not.

Additionally, Getchell (2011) identified the second type of feedbacks named corrective feedbacks. He claims that some feedbacks are useful for learners who did not perform well. Also, as their name suggests, those feedbacks are correcting their actions as well as their written mistakes in case of writing. (Lyster & Ranta, 1997; Panova & Lyster, 2002; Lochtman, 2002; Ellis et al., 2008; Shaofeng, 2010). Finally,

praise feedbacks are the last kind of feedbacks. Hino (2006) notes that this type is usually provided to encourage students and it serves as a verbal or written reward. Furthermore, praise feedbacks assist teachers in diagnosing and assessing students' problematic areas.

Among the myriad of feedback classifications, students can encounter several feedbacks during the classroom session. Indeed, they can encounter face-to-face conferencing (Hyland, 2000, 2003; Ferris, 2002), written or oral conferencing (Mooko, 1996; Hyland, 2003; Rollinson, 2005), teacher feedback and error feedback. Importantly, error feedback relies on drawing students' attention to the type of mistakes they made. Moreover, direct and indirect teacher's feedbacks are significant feedbacks that differ according to teachers predetermined educational goals (Ferris, 1995, 1998, 2001). Depending on those goals, teachers can use direct feedback to report direct errors. Meanwhile, teachers can use indirect feedback to motivate and offering their students the opportunity to spot, figure out it and correct their mistakes (Ferris, 2002).

Due to their importance in teaching and learning writing skills, the following paragraphs tend to provide more clarification about teachers' written feedback.

2.1.11.2. Teachers' written feedback. Teacher's written feedbacks are the commonly used form of feedback that students receive on their written productions. They are considered as a complex area that has been investigated by several researchers and academics and their results are numeral. Indeed, Altena & Pica (2010) questioned the usefulness of such type of feedback and doubted their effectiveness in improving students' English academic writing. They noted that teachers' feedback has little to no importance in proving learners' written pieces.

In their research, Clement et al (2010) investigate the methods by which teachers provide these feedbacks such as direct correction or the use of codes. Furthermore, Peter (2006) and Blair (2006) probe the most efficient type of feedbacks according to their form and content. They hold that each specific kind of feedback has its distinct benefits on the learning and teaching process in addition to learners themselves. Importantly, teachers' written feedback type is what suits and matters in this current study and its preselected goals. Consequently, the following paragraphs are developed.

Teachers' written feedbacks can be categorized into two main sections named direct written feedbacks and indirect written feedbacks. The first type of these feedbacks provides students with the necessary corrections of their errors and mistakes. Consequently, students become more passive learners as they are left with no much work to do. This claim has been supported by Rymanowski and et. al. (2011) and Ko and Hirvela(2010) who maintain that this kind of feedback is more destructive than constructive. They consider that this type is the least adequate method of providing feedback on student errors and mistakes to improve their writing style. Also, Clements et al. (2010) hold that this kind of feedbacks limits students' thinking and considers only their writings' surface errors.

Researchers such as Hirvela (2010) favor the second type of teachers feedback that is the written indirect feedback. Furthermore, this type is subdivided into two subtypes; coded indirect feedback and uncoded indirect feedback (Hirvela, 2010). Firstly, teachers' written coded indirect feedback encompasses some distinguished techniques. For instance, underlying or circling the errors and writing a specific symbol above those mistakes is considered as coded feedback. Students' are asked to figure out the kind of errors and mistakes and then correcting them using the

symbol as guidance. Furthermore, teachers should elaborate and mention to their students the specifically used symbols and their related meanings.

Unlike teachers' coded feedbacks, Moser and Jasmine's (2010) argue that the uncoded feedbacks embrace strategies that simply tend to circle or underline students' errors or mistakes without providing any written form of correction. Still for the same researcher, teachers should inform their learners that the underlined or circled words or repression should be reconsidered. Particularly, Moser and Jasmine's (2010) highly support and recommend the adoption of teachers' uncoded type of feedbacks. In fact, their findings prove that students who consider their teachers' uncoded feedbacks and revise their essays accordingly, marked a considerable enhancement in their academic writing. This improvement is still better than that of students who were giving their coded feedbacks.

Both types of indirect feedbacks are more constructive in amelioration of students' academic writing as they motivate them to become more active in the process of learning. Additionally, these feedbacks highly assist students to become critical readers of their own writings as well as to others' written productions.

Feedbacks are one of several strategies that teachers of writing can use to promote the process of teaching writing skill. The variety of choices offered to teachers enables them to select what is appropriate and convenient to fulfill their students' educational needs and reach their preselected educational goals. Indeed, teachers need to select educational materials that facilitate the learning/ teaching process. This selection depends on a number of variables that intervene in this process.

Educational material is a term that appears to describe teachers' use of different teaching materials. The following passage is devoted to define and explain the significant role of teaching materials.

2.2.2. Educational materials and learning. From a general didactic aspect, educational materials refer to any didactically adapted materials that teachers could utilize as teaching tools during the teaching process. Furthermore, educational materials are used to describe any materials that learners use to acquire and revise; in this case, these materials are named learning materials or learning sources (Apple & Smith, 1991).

Saglam (2011) strongly maintains and emphasizes on the following:

Teaching materials provide a great deal of convenience in teacher's ability to convey a message to students in an accurate, proper, clear and understandable manner; in making abstract knowledge concrete and in enabling students to comprehend complex ideas through simplification. When properly used, printed materials, audio-visual materials and experience-giving methods help make the learning process easy and enduring. Studies concluded that the number of sensing organs activated by the teaching materials used in learning–teaching process is directly proportional to an easy and enduring learning process. In other words, the higher the number of sensing organs activated by the teaching

materials employed in learning–teaching process, the

better and more enduring the learning process is (p. 36).

Consequently, the preparation and adoption of these materials have to match and accord teachers' expectations especially in assisting them to plan and carry out the teaching process. Additionally, students use teaching material in regard to their immense contribution to gain, revise, reflect on, value and use a limitless amount of their knowledge. One of the benefits of such use is the confidence that it could be established among learners.

2.2.1. Teaching/ Learning material and students developing confidence. Teaching learning materials refer to a spectrum of educational materials that teachers use in their classrooms to achieve their predetermined learning objectives or plans. Frequently, teaching materials include books, dictionaries, photocopied handout, newspaper, slide projector, computers, phones, tablets and many others materials can be used to develop and facilitate learning process (Mintzberg, 1979; Callahan & Clark (1982) ; UNESCO 1996; Kabaana 1999).

Teaching materials in English language teaching and learning has a major role in the insurance of good learning and positive impacts on students' understanding, acquiring and enhancing language's skills. Furthermore, Dulay, Burt and Krashen (1982) believe that students learn faster and even in a short period of time when they feel self-confident and relaxed. Additionally, the same researchers maintain that the choice of inappropriate materials could raise students' level of anxiety and thus deter their acquisition and learning.

To enhance and improve their students' confidence, some teachers attempt to adopt the process of simplification when teaching. Unfortunately, when students

become aware of these simplifications, they will believe that their learning and success are just an illusion and this could lead to the reduction of their confidence(Tomlinson,1998). To avoid such consequences, a better selection of teaching materials that cover problematic, achievable and stimulating activities would serve as the best solution instead of just simplifying. In such cases, students will use their linguistic skills in addition to the extra-linguistic skills like the use of imagination, creativity and analytic spirit (Tomlinson,1998). As an illustration, asking students at the elementary level to write and make up a story is a challenging and creative way to gain new grammatical rules rather than simply drilling them.

Additionally, Tomlinson (1998) insists that teaching material has a significant impact as well as noticeable effects on learners' educational achievement. When selecting the appropriate material to be used during courses, teachers should take into account their learners' learning styles and preferences. Teachers need to consider learners learning styles to attract their attention, capture their interest and raise their curiosity. The same researcher holds that teaching materials assist in achieving greater goals if teachers highly respect certain characteristics such as novelty, variety, attractive presentation and appealing content. Still to the same researcher, the appropriateness of teaching materials varies according to students' level, region, and religions.

Inescapably, advanced technology imposes its impacts in all area including the teaching/learning process. Consequently, teaching todays' digital generation imposes on teachers the integration of modern technologies to keep up with students' demands. In this respect, the following paragraphs tend to shed light on the importance of educational technologies in teaching EFL.

2.2.2. Educational technology. Educational technology determines the use of technology in the process of education. As a component of technology, educational media attracted many researchers in the field. Indeed, Gagne (1970) argues that "the key functions of educational media primarily include presenting the stimulus, directing attention, furnishing external prompts, guiding the direction of thinking, inducing transfer of knowledge and assessing learning attainments"(p. 230). Importantly, educational media provides a clear, rational and efficient organization of instructions. Also, the implementation of educational media generates independent and critical thinker students.

Furthermore, the use of educational technology serves in providing instructions, controlling the pace of courses, evaluating students' academic performances and the overall organization of the teaching/ learning process. Kalin (2004) claims that this use assists in rationalization and effective organization of the teaching process as well as in increasing students' activity.

The selection of the educational material has to incorporate and respect certain criteria. Any inaccurateness in the selection would influence negatively learning /teaching process. Consequently, some of the significant characteristics that should be reflected in the selected teaching materials are specified in the subsequent passage.

2.2.3. Criteria for selecting educational material. Teachers choose education material according to some distinguished principles and considerations. Firstly, teachers should take into account the already existed and background knowledge of learners. Furthermore, teachers should link this prior knowledge with

the new learning using suitable educational material. Indeed, Csomai & Mihalcea (2007) maintain that:

> According to studies in cognitive science, an important aspect of the understanding and learning process is the ability to connect the learning material to the prior knowledge of the learner. /…/ The amount of background knowledge necessary for a satisfactory understanding of an educational material depends on the level of explicitness of the text. However, it is almost impossible to create pedagogical materials that simultaneously serve the needs of both low- and high-knowledge users" (p. 557).

Bridging previous information with new ones is a crucial step that keeps and ensures a certain sequential process of learning which could assist students to reach the intended educational outcomes. This necessary combination could lead to satisfactory educational results in addition to the predetermination of the educational goals.

Secondly, Gagne's (1970) findings of functions of educational media in addition to Briggs' (1970) conclusions assert that educational goals are decisive in the deduction of the suitable educational material that teachers' have to select. Also, Kalin (2004) claims that educational goals and the following features should be addressed as a synchronous whole when choosing appropriate educational materials. For instance, objectives and goals of instruction, characteristics of the educational contents, intended didactic strategies, characteristics of the social environment, characteristics

of students and teachers, and characteristics of the materials themselves are features that teachers should highly consider.

Importantly, selecting and setting objectives and goals of instruction should be highly considered. This selection will specify the framework that assists teachers as well as students to reach the targeted outcomes. Assuredly, the teacher should adapt and set the appropriate teaching method that leads to those specific goals. Indeed, Kalin (2004) insist that educational content shapes the process of choosing the appropriate educational materials. Obviously, teachers use teaching materials as a medium to present and systematically treat educational content.

Thirdly, students' and teachers' characteristics such as students' age, gender, abilities, experience and learning progress significantly interfere in the selection of teaching materials (Kalin, 2004). Moreover, the same researcher believes that the technical and didactic characteristics of media teaching materials are very influential. In this respect, teachers should use materials that include and convey specific information appropriately. Meanwhile, these media teaching materials should ensure the fulfillment of students' educational needs.

Undoubtedly, teachers must consider all what could impact the teaching and learning process. One of the critical issues that should be highly regarded when selecting the appropriate teaching material is students' learning styles or preferences.

2.2.4. Learning Styles. Metamorphosing passive students to active ones is one major aim of teachers. Motivating students can boost this kind of transformation. In this respect, Miller (1991) affirms that this motivation should be accompanied by unique strategies that are pointed to as students' learning styles. Additionally, studies of Bryant (2000); Hein and Budny (2003); Burgess and Hanshaw (2005), prove that

an encouraging increase was achieved after the implementation of lessons based on students' learning styles that teachers identify.

Though the existing differences between learning styles, learning Strategy and cognitive Styles, some individuals consider them as interchangeable terms. However, a better understanding of these distinctive terms can be gained through defining learning strategies, cognitive style and learning styles.

2.2.4.1. Learning style, cognitive style and Learning strategy. Cassidy (2004) reports that researchers in the domain of learning styles are traced back to four decades ago. There is no one ideally accepted model for learning, and one size in learning does not fit all students. Consequently, in the learning process, students develop different kinds of tactics to learn effectively. Due to the diversity of students' learning preferences in one class, teachers should combine several methods to fulfill their students' learning expectations. Importantly, teachers should avoid any influence or impact of their own preferred learning style on the teaching process

Learning style indicates students' style or learning methods used in the process of learning. Jantan and Razali (2002) psychologically define learning style as the way students concentrate, in addition to their distinctive procedures in processing and obtaining information, knowledge, or experience. From the cognitive aspect, Fleming & Baume (2006) hold that a learning style indicates methods used in the perception, creation and information processing to form and mentally construct concepts and principles. Additionally, Mok (2003) pinpoints that a learning style is simply a learning approach that is preferred by students.

Additionally, Lynn (1983) asserts that learning style encompasses all "characteristic cognitive, effective, and psychosocial behaviors that serve as relatively

stable indicators of how learners perceive, interact with, and respond to the learning environment"(cited in the American Journal of Pharmaceutical Education,2009). Consequently, learning style is a mean and strategy that learners adopt to reach specific educational outcomes.

Learning style and cognitive style are two particular distinctive terms (Pask, 1976; Entwistle, 1981). To Allport (1937), cognitive style refers to individuals' mode of solving problems, thinking, and remembering. Therefore, a cognitive style refers to the selected and preferred way that individuals adopt to processes information. Roberts & Newton (2000) argue that cognitive thinking is a static and immutable personality`s characteristic, unlike learning style that is a preferred changeable strategy.

On the other hand, the strategy was identified by Rubin (1975) as "the techniques or devices which a learner may use to acquire knowledge." (p. 43). Additionally, language learning strategies were defined by Oxford (1990) as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." (p. 8). Griffiths (2008;2013) simply defines language learning strategies to be "activities consciously chosen by learners for the purpose of regulating their own language learning" (p. 87; 2013, p. 36). The definitions above try to provide a clear distinction between learning style, cognitive style and Learning strategy.

The following paragraphs attempt to discuss learning styles models and their appropriateness in the teaching/ learning process.

2.2.5. Learning styles models. Psychologists and scientists such as Barbara (1993) and Claxton and Murrell (1987) propose several definitions, theoretical

position, models, categorizations, interpretations and measurements which are used in the classification of learners and their different kinds or models of learning. Indeed, these models help learners to discover their dominant and secondary learning styles. It is evident that learners have no permanent learning style and they can develop different learning styles in different situations and circumstances. Indeed, Yusoff (2007) finds in his research that some students have more than one type of learning style; consequently, they possess more flexible views and acceptance of their learning environment.

Moreover, the categorization of learning styles and preferences attracted many researchers in different fields; in this respect Barbara (1993) mentions the following:

Researchers Claxton and Murrell (1987) have grouped various models of learning styles into four general categories. Personality models: refer to basic personality characteristics (for example, extrovert versus introvert). Information-processing models reflect how people take in and process information (for example, holistic manner —seeking overall understanding — versus serial manner —adopting a step-by-step approach). Social-interaction models focus on how students interact and behave in the classroom (for example, learning oriented versus grade oriented). Instructional preference models focus on the medium in which learning occurs (for example, listening, reading, direct experience). (p 785)

This provided categorization insists on the fact that they exist several views on learning style, concepts and definitions. Each researcher investigates and observes them from various and different aspects. For instance, Dunn and Dunn (1978) investigate them from psychological and environmental prospects unlike McCarthy (1987) and Kolb (1984) who highly consider personality traits in their classifications.

Additionally, Kolb (1984) suggests the Experiential Learning model and Dunn, Dunn, and Price (1975) propose the Learning Style Invitatory. This latter, is viewed as a modality preference that determines learners' learning styles according to their self- report. Moreover, McCarthy (1987) classifies learning preferences in regard to the functioning and the mastery of brain hemispheres.

Undoubtedly, any distinctive learning style proposes a set of principles and recommendations should be used with students when teaching them. To the Malaysian Education Ministry (2008), Dunn & Dunn and VARK models are the most used learning style models. Moreover, Fleming and Mills (1992) maintain that the VARK model of learning preferences is most suitable and convenient model when teachers tend to adopt multimedia courseware. Also, Larry and Marie (2005), find that VARK learning model is the appropriate choice to distinguish and classify learners' preferences when teachers use multimedia elements in their teaching. Moreover, researchers like Murphy et al. (2004) favor teaching and learning methods that are based on the VARK learning style. They substantiate that this model serves as a potent medium for self-knowledge and investigating opportunities during courses.

The following paragraphs discuss the main characteristics of the selected VARK mode.

2.2.6. VARK learning style model. VARK learning style model is a learning style which has been modified from the VARK model to VARK learning

style by Fleming (2006). This model is an instructional preference model that is based on the Adult Learning Theory. Importantly, this model takes into account learners' previous life experiences and their ability to integrate newly acquired information. In this respect, these experiences serve as a driving force that pushes and motivates them to learn.

Additionally, Murphy et al. (2004) believe that the learning which is based on VARK learning style model affords more productive and satisfying learning outcomes for learners. Findings of Piping (2005) prove that VARK learning style could improve students' understanding and boost their motivation. Furthermore, Virleen (2010) pinpoints that VARK learning style model's characteristics assist teachers in selecting appropriate teaching materials, namely the software for the multimedia course, to engage all learners in the learning process.

2.2.6.1. Defining VARK learning style model. The VARK is an acronym that stands for visual, aural, read/write, and kinesthetic preference modalities. It was designed and developed by Neil Fleming (1987) who was an educator for more than 40 years. Ismail (2010) claims that the usefulness of using this model can be observed in learner's performances when courses are designed according to the different VARK learning mode. Originally, Shattuck (2016) mentions that this current model identifies four types of learners: Visual, auditory, reading, and kinesthetic. Learners of each type have their own specific way to learn. However, the learner could have more than one learning type. In such a case, the predominant type is commonly used to classify them.

To distinguish the personal learning style preference(s), the VARK model's creator proposes a questionnaire that can be found on the following web site:

http://www.vark-learn.com. This questionnaire consists of 16 open-ended questions (Appendix E) that enable learners to discover their sensory modality preferences. Sensory modality preferences are part of learning styles or methods used to process information. Students may have a preference for one modality or can be multimodal learners. After submitting the answers, the web site reveals the learning type or preferences immediately.

2.2.6.2. Types of Learners according to VARK model of learning preferences and their Appropriate Learning Strategies.

2.2.6.1. Visual Learners Characteristics and tactics. This type of learner prefers to see and depict information in charts, graphs, circles and pictures. To set meanings, those learners depend on using symbolic tools such as drawing layout, patterns, headings, designs and colors to understand. Consequently, we can deduce that visual learners learn through demonstrations and descriptions. Also, learners of this type are very impatience, and tend to interrupt and speak faster than their peers who belong to the three remaining types of this learning model. Interestingly, Fleming (2012) stresses that visual learners do not prefer to use many movies, videos and animated websites. Drago and Wagner (2004) notice that visual learners could easily be disturbed, annoyed and distracted by actions and movements. Surprisingly, noise does not affect visual learners' learning unlike auditory learners.

2.2.6.2. Auditory Learners Characteristics and tactics. Learners of this type like to hear information rather than to see. Also, they prefer verbal explanations rather than reading them. Moreover, aural learners are more listeners and less talkative learners comparing with the previous type. Additionally, they prefer to think linearly. To ensure their learning, teachers should ask this kind of learners to give them back

information by asking them some topic- related questions. This information has been already taught in formal courses. Importantly, learners predisposing with this style of learning tend to discuss and recite out loud information to understand and perfectly clarify them. Fleming (2012) holds that the " best from discussion, oral feedback, email, phone chat, discussion boards, oral presentations, classes, tutorials, and talking with others.'(p,1). For instance, an organized conversation or listening to recorded courses highly help these learners.

2.2.6.3. Reading/Writing Learners Characteristics and tactics. Learners of this type tend to learn better when reading, writing and interacting with texts. They prefer that information would be given to them as a form of a list of ideas and they use multiple choice exam questions to memories them (Murphy et al. 2004). For instance, all types of text-based input and output are preferred strategies to fulfill this types' educational needs. As a consequent, quizzes could highly assist them because teachers offer the reading learners the chance to write down what they have learned. Drago and Wagner (2004) note that these learners are note-taker and are more likely to use handouts.

2.2.6.4. Kinesthetic Learners Characteristics and tactics. Kinesthetic learners' type refers to "perceptual preference related to the use of experience and practice (simulated or real)" (Fleming & Mills, 1992, pp. 140-141). Consequently, learners who belong to this category learn through solving real-life problems and adopting the trial and error method. The same researchers notice that kinesthetic learners always make a connection to reality "either through concrete personal experiences, examples, practice or simulation", pp. 140-141). Moreover, those learners prefer demonstrations, simulations, case studies, practice and applications. Notably, this type is known to be slowest talkers comparing with previous types of

learners. They are even slow in making decisions, and they engage all their senses to learners. This kind of learners enjoys learning from activities such as role playing as they give them the opportunity to demonstrate and experience certain points and information. Ultimately, Fleming 2012 maintains that:

> this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that the student is connected to reality, "either through experience, example, practice or simulation," It is often referred to as "learning by doing" but that is an oversimplification especially for learning which is often abstract but can still be made accessible for those students with a Kinesthetic preference. This mode uses many senses (sight, touch, taste and smell) to take in the environment to experience and learn new things. Some theorists believe that movement is important for this mode but it is the reality of a situation that appeals most. (p,1)

it is important to mention that Murphy et al. (2004) consider that this type of learning encompasses and combines all the sense functions in addition to the pertinent reference to real life situations.

Identifying learners' learning preferences according to any particular learning preferences' model highly assists teachers to reach the predetermine educational goals and facilitate learners learning process. Additionally, teaching many

learners in some single classrooms evokes thinking about conscious or even unconscious interaction and maybe collaboration between learners. Collaboration form of learning proves its efficacy in learning and the following passage attempt to discuss generally collaborative learning's and particularly its impacts on writing.

2.2.7. Collaborative learning. From theoretical and pedagogical bases and views, any group and pair work in the educational field is named collaborative learning. Indeed, Cohens, (1994) identifies the collaborative learning as the active participation of learners in a small group to learn. Also, Dillenbourg (1999) pinpoints that the collaborative learning is "a situation in which two or more people learn or attempt to learn something together" (p. 1). Furthermore, Schmuck (1985) asserts that collaborative learning assists young learners to learn and develop the requisite competencies to learn successfully with one another individual(s). Moreover, Graham, (2005) defines collaborative learning as "a small group of learners working together as a team to solve problems, complete a task, or accomplish a common goal" (p.11). Additionally, Vygotsky (1978) maintains that learners are social beings, consequently, they need to develop their different skills through social situations. He holds that the adaptation of this type of learning could help them to reach the intended educational goals. Storch (2005) reports that collaborative learning is based on using the communicative approach to L2 instruction which focuses on helping learners to use L2.

Obviously, performances of learners who learn separately do not affect other learners' whether positively or negatively however setting them in direct competition with each other generates a kind of competitive learning that could be tremendously beneficial. Indeed, findings of Gabriele (2007) and Winskel (2008) prove that learners' performances had been improved when they work in groups with strong

partners. Moreover, some skills were acquired and heightened when adopting this kind of learning such as leadership, thinking, building self-esteem, motivating and encouraging low-motivated students (Garibaldi, 1979; Gunderson & D. Johnson, 1980; Hill & Hill, 1990).

2.2.7.1. Collaborative learning and academic writing. Rice and Huguley (1994) maintain that using collaborative learning when teaching foreign learners academic writing, refers to the co-working of two or more learners to produce and complete a text. This process could be done through practicing stages and activities such as collecting, planning and organizing ideas, drafting, revising and editing. Furthermore, Graham (2005) acknowledges the significant practical impact of adopting collaborative learning to teach and learn writing skills. His findings prove that collaborative learning assists students to find new ideas together and expose them to various opinions and discussions. Additionally, he holds that this adaptation encourages them to practice aspects of the process approach to writing such as generating ideas through discussion and debates.

Collaborative learning encompasses basic elements. Indeed, Kagan (1994) mentions four main components of collaborative learning: simultaneous interaction, positive interdependence, individual accountability and equal participation. The following paragraph tries to briefly summarize these components.

2.2.7.2. Collaborative learning components. Kagan (1994) asserts that collaborative learning promotes simultaneous active participation for all learners who are asked to practice through various collaborative learning activities. For instance, they can paraphrase, summarize, clarify and defend a particular viewpoint. It is

worthy to mention that these kinds of activities are found to be very helpful to teach language's different skills including writing.

Also, positive interdependence is a vital element in collaborative learning. In fact, Graham (2005) and Kagan (1994) highly consider it as the core of collaborative learning. Kagan (1994) defines positive interdependence as a group working of many individuals which results in efficient and useful outcomes. Also, positive interdependence promotes mutual benefits between learners and a sense of joint responsibility that makes their social environment more motivated and supportive, boost their confidence and their academic achievement (Nunan, 1992; Kohonen, 1992).

Moreover, Kagan (1994) holds that in this kind of learning both of learner's individual accountability and equal participation are key elements. Learners who are learning through collaborative learning should be sure that they are actively contributing to the group's work achievement and success. They should feel that they are part of the learning process at an individual and group level. The elements of the collaborative learning co-work in a manner that ensures the fulfillment of the predetermined educational goals.

2.2.7.3. Benefits of collaborative learning. Ohta (1995, 2000) founds that collaborative learning assists learners to use language in a more functional manner. Consequently, learners will develop their vocabulary and more importantly they will understand and correct each other written mistakes. DiNitto (2000, p. 182) posits that "a public arena of language is an unsupportive and stressful environment.", in this respect, collaborative learning creates to learners a positive learning climate which is

less public and consists of at least few usual interactors. Effectively, such environment boosts students' understanding and practice of what they are learning.

Moreover, Brown (1994, p. 159) cites that "the best way to learn to interact is through interaction itself.". Subsequently, collaborative learning paves the way to a constructive type of interaction that encourages learners' enhancement of different language's skills such as writing. For instance, interaction enables learners to discuss different types of writing and their major components.

Ultimately, collaborative learning develops critical thinking among learners. Indeed, Gokhale (1995) asserts that the findings of his research prove that collaborative learning raises learners' critical thinking comparing with those who were not taught without it.

2.2.8. Teaching English Language and New Technologies. At all stages of education, giving instructions is not the only and ultimate goal and role of any language (Richard, 2002). Languages are the medium of growth and the perseverance of the intellectual life. Besides communication, it is evident that the language is used outside classrooms to pick up information and gain knowledge. Also, it is used to retain, recall and/or acquire new information during learning. At a higher level, such as university case, language is used as a mean to provide free and fresh thinking and research (Dill and Van Vught, 2010).

The English language gained considerable importance as it is the most used language in the world especially during the globalization era (Sneddon, 2003). Its adoptation continues to grow especially with the extensive use and spread of new technologies (Alfitri, 2012). Due to its importance in this current study, a brief

historical survey is organized. This survey encompasses the emergence, spread of Foreign Language Teaching (FLT) and how the English language became to the fore.

2.2.8.1. Brief Historical Survey about the Foreign Language teaching.
Among the unanswered questions raised by Richard (2002, p. 2), the following two important issues are considered here:

"1. What are the goals of teaching English?

2. What is the best way to teach a language?"

These questions could be answered if we know the basics of foreign language teaching's emergence and spread. Murcia (1991) notes that during the early stages of foreign language teaching in Europe, only two languages were taught as foreign languages. These languages were the classical Greek and later Latin. The same researcher holds that these languages were used as a lingua franca until the seventeenth century in almost all the field: philosophy, religion, politics and business. Still to the same researcher, the emergence of Italian, French and English as foreign languages were one of the significant results of both political changes and reforms in Europe during the sixteenth century.

Ultimately, the growing demand for English in education is caused by several factors. It is the global language of communication in all the fields (Sneddon, 2003). Individuals ' opportunities to work in an international context increases if they possess an excellent mastery of the English language; as most of the International companies are using it in their internal and external communications. Still for the same researcher, the English language is the primary language of all-influential World Wide Web such as the latest applications, programs, freeware, shareware, social

media networks. Even in the Software manuals and hardware installation, the English

language is a preference.in general, the great proportion of internet users use the

English language. Figure (1) serves as a good illustration. All those reasons labored as

an obligation to teach and learn the English language. Importantly, the English

language preserves and maintains our existence at the international level (Crystal,

2003).
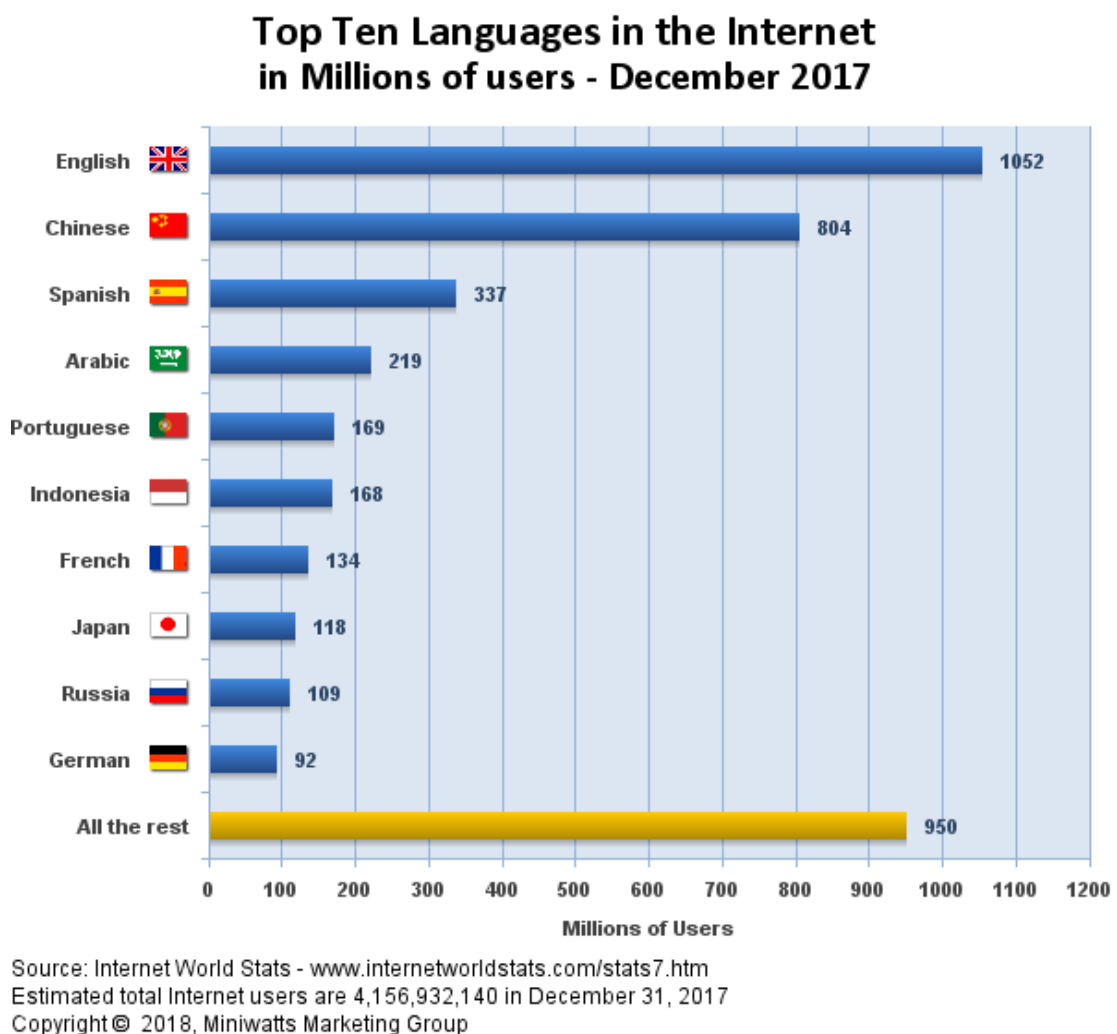
Figure 1. Top Ten Languages Used in Internet Surfing

As this figure (1) denotes, the most used language among worldwide Internet

users is the English language with more than 1052 million users around the globe.

The English language is used in almost all the new Information and communication

technologies (ICT's). In this respect, the implementations of those ICTs could help in changing the way the English language is taught before this innovative era (Dina et al., 2013).

2.2.9. Integrating information and communication technologies (ICTs) in teaching English at the higher education. A new chapter, in the field of education in general and teaching the English language in particular, was introduced by the adoptation of the information and communication technologies. Such use inside and outside the classroom is importantly considered as one of the proper qualifications of a language teacher who is, expectedly, knowledgeable about the right selection and the use of technologies such as computer software, internet resources in order to improve the learning process(TESOL,2010).

Recent societal discourses stress how technology becomes a central part of contemporary life. Many English language teachers all over the world recognize the importance of ICT skills for the language teachers as a consequent they are offering a range of courses about this beneficial use (Hubbard & Levy, 2006). In Korea, Shin (2010) reports that these kinds of courses are destined to teachers of all subjects including the English language teachers. Teachers are offered a range of courses such as computer assisted language learning (CALL) and the specific details of the courses varied according to the subject and learners` needs. The same researcher maintains that teachers tried to address the use of technologies as a theory and take advantage of CALL in teaching/ learning process and how to integrate appropriately technology into language teaching.

The acronym ICT has been defined by many researchers. The challenge of giving a precise definition of ICT becomes apparent when considering that multiple

applications of the ICT's term exist within many contexts and treatments. The continuum of definitions and applications of ICT, that could be probably encountered are furtherly classified according to the span of differences, is represented in kinds rather than merely by degrees. The following paragraphs tend to shed light on the most common definition.

2.2.9.1. Defining ICTs. ICT is an acronym that stands for Information and Communications technology – or Technologies. It is an umbrella term that includes any application, communication device, or infrastructures that could facilitate the transfer of information through digital means, encompassing: radio, television, computer, cellular phones, satellite systems, gaming software, network hardware and software (Gee, 2003). Also, ICT includes the multiple services and applications associated with them, such as videoconferencing, video technologies (O'Brien, 2001), distance learning, e-learning and search engines (Jansen, Spink, & Saracevic, 2000) and even technologies that establish communities on the Internet (Chandler-Olcott & Mahar, 2003).

In a recent report Educational Testing Service (ETS) (2001) suggests that ICTs are "continuum of skills and abilities" (p. 1). In the same report, it is noted that

> ICT is being used increasingly by global industry, international media, and academics to reflect the convergence between computer and communication technologies. Summarily, within the realm of education, ICT can be viewed as a set of activities and

technologies that fall into the union of IT and telecommunications (p. 2).

Some of the education-related studies discuss the implementation and effectiveness of ICTs in the classroom in which ICT or ICTs are used in a broad manner. For them, ICTs could include desktops, personal computers (PCs), laptops, handheld devices and other types of cable-connected equipment or wireless (Statistics Canada, 2008). The same source reports that ICTs encompass several technologies that are aimed at the fulfilment of both information processing and communications functioning.

One of the paramount important elements that teachers should take into account when they integrate ICT in their classrooms is the E-safety(Byron, 2010). The ethical and safe use of ICTs should be highly considered when teachers select the appropriate digital materials' content or design class activities. Byron (2010) holds that

> …simply blocking children and young people's access
> to the internet in schools…meant that they weren't able
> to access a range of sites that were beneficial for
> learning, and that they were less likely to develop the
> understanding of digital safety that they needed to be
> digitally safe outside of school (p.16).

In this regard, teachers need to be alerted to such kind of safety(Byron,2010). Also they need to manage how to ensure it rather than just forbidding the use of ICTs among their learners.

2.2.10. E-safety and digital literacy. Many online materials do not undergo a review process before their release. As a consequent, numerous uncertain outcomes on the learning process may appear when teachers unintentionally present inappropriate, irrelevant or inaccurate content to their learners. Teaching English to Speakers of Other Languages (TESOL) technology Standards points out that the "language teachers use technology in socially and culturally appropriate, legal, and ethical ways" (p. 23).   Also, teachers may face the risk of privacy violation or e-safety (Katz, 2012).   E-safety has been defined by The Office for Standards in Education, Children's Services and Skills (Ofsted) to be "The school's ability to protect and educate pupils and staff in their use of technology and to have the appropriate mechanisms to intervene and support any incident where appropriate." (2013, p. 2). Accordingly, teachers are asked to provide, protect and ensure the authenticity of information that they provide their learners with.   Additionally, teachers must be conscious and aware of the risks that could be presented when they neglect the importance of E-safety. For instance, misusing ICTs or their content could cause many grave, dangerous and critical outcomes mainly falling into the trap of plagiarism (Byron, 2010). To ensure the safe use of ICT`s, teachers must be totally aware of the so called digital literacy (Deci & Ryan ,2000; Woo,2016). In this respect, the following paragraphs try to provide comprehensive definitions of literacy, digital and digital literacy.

2.2.10.1. Literacy. Hannon (2000) maintains that "The concept of 'literacy' is akin to the Wittgenstinian problem surrounding the concept of a 'game': the audience is aware of what the speaker means by the term but pinning it down in a more formal sense is extremely difficult" (p.36). According to the UNICSO "Literacy is a characteristic acquired by individuals in varying degrees from just above none to an

indeterminate upper level. Some individuals are more or less literate than others but it is really not possible to speak of illiterate and literate persons as two distinct categories.' (UNESCO, 1957, cited in Holme, 2004, p.7). Both definitions lead us to conclude that literacy is the sum of knowledge that individuals possess. Additionally, the degree of knowledge varies from one to another. Also, literacy can be improved through various ways such as practicing, more reading and searching.

2.2.10.2. Digital. In its primary sense means anything that has a relation with numbers however, the meaning of digital that serves and fits the current study's need is what the Oxford online dictionary suggests. Digital to the Oxford online dictionary " Involving or relating to the use of computer technology". As a result of combining the definitions of Literacy and digital, we can deduce that digital literacy is the competencies and knowledge about all what is digital or more precisely ICTs. Therefore, digital literacy refers to knowing how, when, where, and why to use appropriately ICTs (Waks, 2006, Dakers, 2006a, Michael, 2006). In this respect Joolingen (2004) quotes:

> ICT literacy is the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.

In fact, digital literacy is not limited to that but it could be extended to be the ability to criticize and create information using ICTs. Indeed, Calvani, Fini and Ranieri (2009) report the following:

[Digital Literacy] is being able to explore and face new
technological situations in a flexible way, to analyze,
select and critically evaluate data and information, to
exploit technological potentials in order to represent
and solve problems and build shared and collaborative
knowledge, while fostering awareness of one's own
personal responsibilities and the respect of reciprocal
rights/obligations (p. 60-61)

Digital literacy is a very crucial element for both teachers and learners in the
teaching/learning process as it highly assists in their protection from the immoral,
commercial, dangerous, irrelevant non-authentic materials.

2.2.10.3. Digital literacy. The origin of digital literacy is traced back to the
1960s when the term visual literacy appeared. Considine (1986) notes that " leading to
those who are 'visually literate' being 'able to produce and interpret visual messages"
(p.38). In 2000, the term visual literacy changed to be technological literacy (or
'technology literacy'). Indeed, Martin(2008) notes that 'technological literacy' is
defined as combining "the ability to use... the key systems of the time,' whilst
'insuring that all technological activities are efficient and appropriate,' and
'synthesiz[ing]... information into new insights" (p.158). Furthermore, the term
changes again to be known as the computer literacy. Buckingham (2008) holds that
"The term 'computer literacy' was an attempt to give a vocational aspect to the use of
computers and to state how useful computers could be in almost every area of
learning" (p.76). This term began to lose its credibility and reliability by the

extensive use of ICT`s. Theorists introduced a new term that would fulfill the new demands of this new era; they suggested ICT literacy or digital literacy.

ETS ICT Literacy Panel reports that "ICT literacy is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society." (2002, p.2). Also, Europe's Information Society Thematic Portal claimed that:

> To participate and take advantage, citizens must be digitally literate - equipped with the skills to benefit from and participate in the Information Society. This includes both the ability to use new ICT tools and the media literacy skills to handle the flood of images, text and audiovisual content that constantly pour across the global networks. (2007).

Digital literacy refers to the craft of using digital media to find and critically evaluate the quality of information that individual needs. Also, it is the capacity to create new information through the use of various digital media (Coiro & Dobler, 2007; Gilster, 1997; Kress, 2003; Lemke, 1998; Leu, Kinzer, Coiro, & Cammack, 2004; Shetzer & Warschauer, 2000). Calvani, Fini and Ranieri (2009) maintain that digital literacy is a result of combining two types of skills that are concrete and unquantifiable skills. The following suggested figure (figure 3) clearly clarifies their idea.
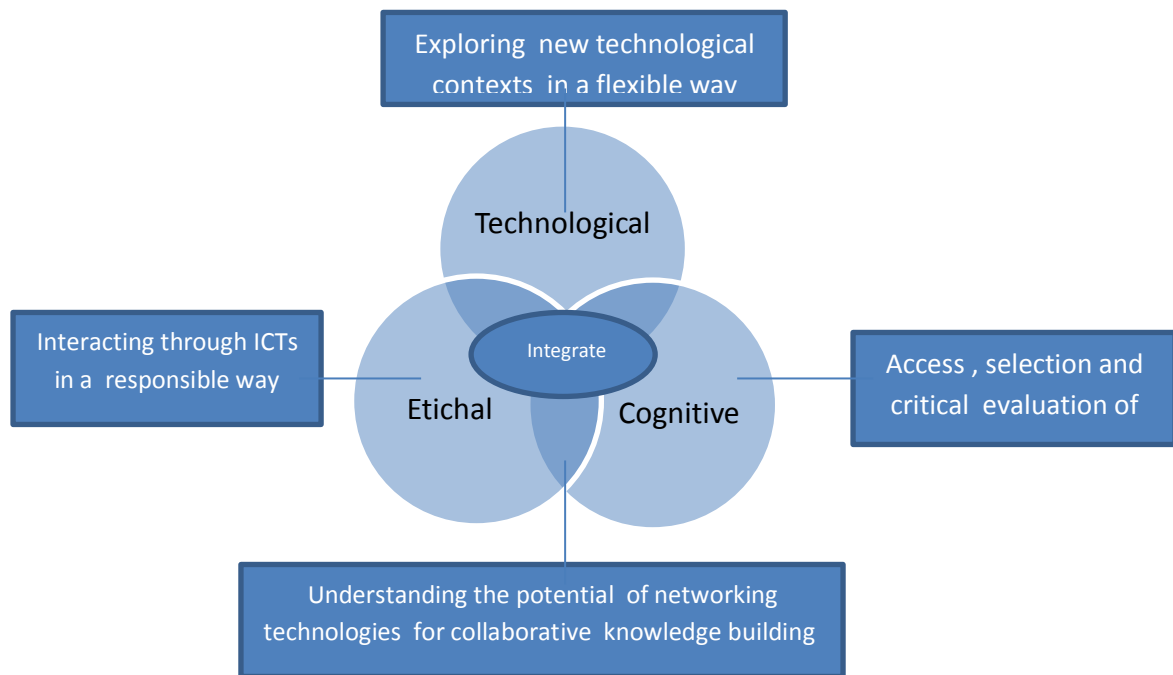
Figure 2. Intersecting Areas of Digital Literacy

Adapted from:
https://www.researchgate.net/profile/Rozalia_Klara_Bako2/post/What_a
re_validated_tools_instruments_to_measure_social_media_literacy_and
_use/attachment/59d6419e79197b807799d90a/AS%3A43566441723494
7%401480881899824/download/digilit-assessment.pdf

This figure (2)

Digital literacy has specific stages to be followed, the upcoming paragraph

is a organized to discuss them.

2.2.10.3. Stages of the digital literacy. Theorists such as Cook and Smith

(2004) suggest that individuals should master three distinctive stages to be ICT or

digitally literate. In the first stage, learners should possess the ability to master the use

of simple tasks. Therefore, individuals who want to become proficient in using ICT

must possess some basics as a consequent they are asked to be familiar with the ICTs

and their different components. Still, for the same researchers, learners   must learn

and develop fundamental tasks such as knowing how to write and use Word processing. Also, they should be knowledgeable about how to create and use charts in Excel, master presentations in powerpoint and desktop publishing software using Publisher (Cook& Smith, 2004).

The next stage is the engagement with online communities, browsing the internet and sending emails. After the accommodation and familiarization with the ICTs, the users are welcomed to expand such use to gain much more benefits (Martin, 2009). The internet is the best mean to do so. Interestingly, users in this stage are more dynamic, they start to be interactive and their e-skills are continuously developing due to the permanent and sometimes the extensive use of ICTs. The users are supposed to use e-mail services, be members of online communities such as Facebook(FB), using the Internet search engine such as Google(Martin, 2009).

The final stage is the ability to engage in e-learning using the different means that could be offered. During this phase, users develop creative and critical thinking, they are more selective, and they show more collaboration in learning(Martin, 2009). Furthermore, they are supposed to have well-developed evaluation skills as well as great motivation. Users in this stage are likely to use blogs, wikis, and web2.0 tools and engage in a virtual learning environment (Martin, 2009). The sum of these stages is summarized in the following figure (2).
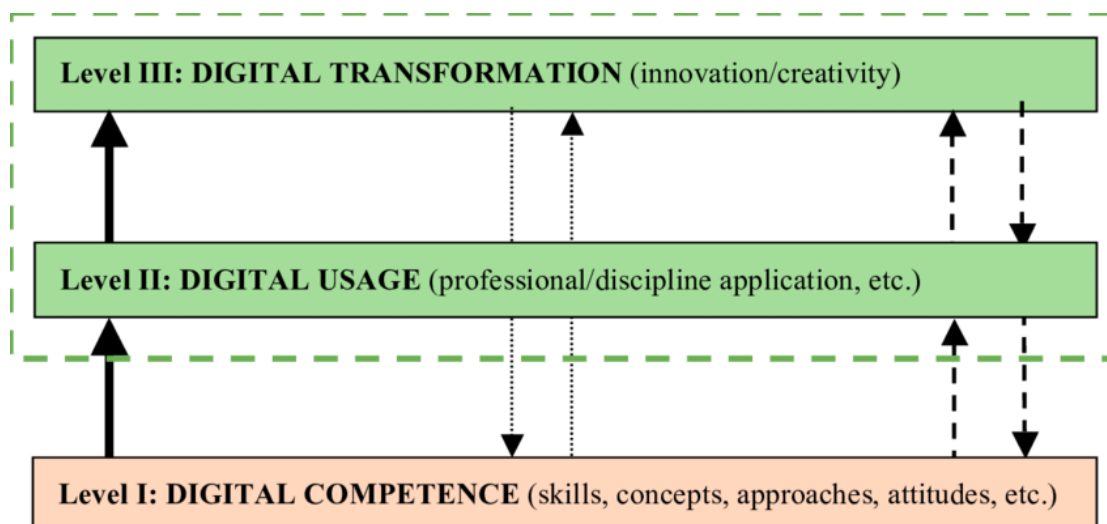
Figure 3. Stages of Digital Literacy

Adapted from: Levels of Digital Literacy. From "Digital literacy for the third age: Sustaining identity in an uncertain world", by A. Martin, 2009, eLearning Papers, 12, p. 8.

As it is illustrated in figure 3, learners as well teachers should be aware and know how to manipulate the different stages of digital literacy to attain more educational benefits.

To gain digital literacy, some important principles and criteria should be considered when using technology in education. Researchers acknowledge the importance of digital literacy in assisting teachers in their evaluation of information that their students already select (Eagleton & Dobler, 2007; Kuiper, Volman, & Terwel, 2005). In this respect, numerous models were proposed to effectively evaluate and detect the credibility of the author of the information, the website and its content.

2.2.10.3.1. The website evaluation common models. A myriad of evaluation models was proposed by several researchers to evaluate the usability of websites and the information they provide. Indeed, Sang –Keun Shin (2015) state that "…the five W's of website evaluation (Who? What? When? Where? Why?), proposed by

Schrock (2013); the RAVEN (Reputation, Ability to see, Vested interest, Expertise, Neutrality) model (Crawford, 2013), which is widely used to build critical literacy skills; and the five criteria of Accuracy, Authority, Currency, Coverage, and Objectivity (Kapoun, 2013)" (p.183). These models differ in their characteristics, measurement and evaluation methods used to classify any website content. It is important that teachers should invite their students to evaluate the online materials by themselves as a way to convince them with the significance of such procedures in learning (Warschauer, Shetzer, & Meloni, 2000).

The 5 W's of website evaluation model created by Schrock (2013) ensures evaluation of the content, usability and accessibility of any website (Petrie and Kheir, 2007). This model takes into account five distinctive questions: who? what? when? where? and why?

The first question Who? to find out the authority that publishes that work, while the What question tends to get more information about the Content itself. The When? Tries to gain more information about the date of appearance or publication and simultaneously it assists in preserving the Copyrights and probable updates. The answers to the Where question provide data about cited sources. Finally, the responses of Why question should afford sufficient data about any technical aspects and purposes (Schrock, 2013).

Petrie and Kheir (2007) support and recommend the adoptation of this model. They note that learners who adopt the 5 W's evaluation model are always satisfied. They hold that the adoptation of this website evaluation model is highly recommended considering its comfortable and uncomplicated use especially at the beginning of the introduction of digital literacy to both teachers and learners.

The extensive use of ICTs in teaching the English language paves the way for the integration of SNS in the leaning process. Interestingly, LLSNSs emerge in the field of education and prove their efficacy in teaching languages.

2.2.10.3.2. Language learning through Social Network sites (LLSNSs). Language Learning Social Networks Sites (LLSNSs) are online communities that aim at encouraging collaboration between language learners (Harrison & Thomas, 2009). They bring opportunities to students to receive structural tutorials and use authentic language with native and non-native speakers of a specific language around the world.

LLSNSs brought together two important features of CALL which are instruction and communication. Lin, Warschauer, and Blake (2014) note that LLSNSs spread due to the institutions' ultimate care "A number of start-ups and academic institutions have launched specialized websites for language learning, including Livemocha1, iTalki,Lang-8, Hello-Hello, Duolingo, and Palabea. Livemocha, for example, provides both language-learning materials and opportunities to practice the user's target language with more than 13 million international users"(, p.124). LLSNSs offer platforms to leaners to learn and practice languages and the results obtained from Livemocha were very encouraging.

LLSNSs are tremendously effective as their approaches align with the community of practice theory (Wenger,1998) which states that learning occurs when a group of learners, who share a common interest, interact regularly. According to the same researcher, there are three essential components of a community of practice: a common shared interest, mutual engagement within this community and shared resources.

The LLSNSs tend to take the potential of the SNSs a step further by providing the users or more precisely learners with more practical and accurate instructional resources. Such sites reached tens of millions of users recently (Lin, Warschauer, & Blake, 2014). They provide tutorial software and opportunities to learn and real interaction with the native speakers of the target language. These LLSNS originate from social network sites which invaded today's daily life. For the sake of clarity, the following section tries to provide a clear conceptualization of SNSs and affords a brief explanation of the SNSs, their existence and development.

2.3. Social Network Sites (SNSs)

Recently, SNSs overspread all over the globe. Their ubiquity becomes apparent even in the field of education as teachers and learners adopt them to mediate and improve the quality of the teaching/learning process. Defining SNS is regarded as one of the challenging tasks as it is often confounding with social networking.

2.3.1. Defining SNSs. Social network sites are web-based services that afford their users a chance to construct a public or semi-public profile within its bounded system. Additionally, they permit them to articulate a list of other users with whom they share a connection, and other lists made by other users within the same system(Boyd & Ellison, 2007).Also, Beer and Burrows (2007) and O'Reilly(2005) argue that social networks sites belong to the Web 2.0 internet-based applications.

The current study uses the term social networks rather than social networking as this last emphasizes more on the relationship initiation mainly between strangers which is not the main objective of these websites and this investigation nor what makes them different from other computer-mediated communication (CMC).

The main aim of the SNS is not only just meeting and making new connections, but it empowers users to articulate and make visible their social networks to other people (Sundén, 2003). In other words, users of SNS are not networking but they are communicating with people who are already a part of their extended social network.

To integrate into those platforms, individuals have to join the SNS using personal Emails and Usernames. Then, they are asked to answer a series of questions that aim at creating the backbone of any SNS which is named a "profile". The profile is generated according to the answers to these descriptive and detailed questions. Basically, those answers reveal the background of the users, their genre, address, phone number, age, schools or universities, work, locations, interests, marital status, academic level career and other information.

The majority of these sites encourage its users to upload a profile photo or even add some applications to enhance their personal profile like on Facebook. These profiles display lists of other users of the same system called "Friends" in the case of Facebook, fans or followers in other SNSs. Interestingly, there are two kinds of friendship in those SNSs. The first kind is that with a bi-directional confirmation, for instance, to be a friend with someone on FB you have to send a friendship Request to that person who can either accept or reject it. The second kind needs only a one-directional confirmation. Consequently, this friendship is labeled as Fans or Followers.

The users always have the right and at any time to hide their entire profiles or just some specific personal information and details. Also, they can leave their profiles visible or public to every user due to some profile's parameters that

ensure the privacy of every single detail used in the profiles. The profiles are necessary not only because they serve as the SNS' s individual identity but also as they are used by the SNS itself to suggest to the users other users who have the same interest or mutual users. Those users are named eventually contacts or Friends on Facebook.

SNSs allow their users to leave messages on their Friends' profiles, comment on each other posts or/and texting privately using instant messenger. Moreover, SNSs' mechanism permits users to make, post and share videos and photos. Recently, FB provides its users with the opportunity of sharing live videos.

The design of SNSs' varies from one to another. On one hand, we have some sites that are designed with particular religious, political, ethnic, sexual orientation, or other identity-driven categories. On the other hand, some are targeting people from specific geographical regions or linguistic groups. To illustrate, Kopytoff (2004) claims that Orkut is an SNS that was launched in the United States with an English-only interface. However, Portuguese-speaking Brazilians quickly became the dominant user in this group.

To understand the elaborated form of the nowadays SNSs, individuals need to go back in time and trace its existence, evolution, and contributions. Eventually, it is beneficial to be aware and consider the early stages of their creation, purposes behind them and their success or failure.

2.3.2. Brief history of SNSs. To Boyd and Ellison (2007), the first established SNS was SixDegrees.com launched in1997. At its beginnings, this SNS permits its users to create a profile and list their friends. Then, in 1998, it allows its

users to surf the Friends lists. It is worthy to mention that before SixDegrees.com, there were many sites that share its main features such as dating, educational and community sites whereas the only difference between them is the possibility of creating a personal profile that only SixDegrees.com offered by that time. The same writers commented that AIM and ICQ buddy had lists supported lists of Friends, but those Friends were not visible to others. They maintain that "Also Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated, but users could not create profiles or list Friends until years later."(p.5). SixDegrees attracted millions of users, but in 2000 the service closed as its users complained about its services. They state that they have not much to do since the "friends" or the other users are not always online, and at the same time people were more introvert; they refused meeting strangers.

AsianAvenue, BlackPlanet, and MiGente are SNS that excited between 1997-2001, their creators supported the combination of profiles and publicly articulated Friends. They offered the opportunity to their users to create various kinds of profiles such as dating, personal and professional ones.

In 1999, LiveJournal was launched which was mainly characterized by listing one-directional connection user pages. Users of this SNS mark people as a friend to follow their journals. In the same year, the Korean site Cyworld was launched and added SNS's features later in 2001. In 2000, LunarStorm was created as an SNS that consist of Friends lists, guest books, and diary pages. 2001 witnessed the introduction of the SNS Ryze.com a business network. Its creator believes that people could support each other without competing (Festa, 2003). The founder of this SNS introduces it to his friend who was a primary member of the San Francisco business

and technology community. Unfortunately, this SNS did not expand as it was expected.

All of Tribe.net, LinkedIn, and Friendster was tightly entwined personally and professionally. Boyd & Ellison(2007) report that "Tribe.net grew to attract a passionate niche user base, LinkedIn became a powerful business service, and Friendster became the most significant, if only as 'one of the biggest disappointments in Internet history' (Chafkin, 2007, p. 1)" (p.5). To Cohen (2003), Friendster released in 2002 to complete the success of Match.com a profitable online dating site. It was designed to help friends and their friends to meet and be romantic partners. Boyd (2004) notes that Friendster users were categorized as it follows: bloggers, attendees of the Burning Man arts festival, and gay men with approximately 300,000 users.

From 2003 onward, many new SNSs were launched, they varied from being profile-centric sites, professional sites such as Visible Path, LinkedIn, and Xing focuses on business people. "Passion-centric" SNSs like Dogster Care2 helps activists to meet, Couchsurfing connects travelers to people with couches, and MyChurch joins Christian churches and their members. The websites focused recently on media sharing including Flickr (photo sharing), Last.FM (music listening habits), and YouTube (video sharing). Few analysts or journalists noticed when MySpace launched in Santa Monica, California, hundreds of miles from Silicon Valley. MySpace also launched in 2003 to compete with sites like Friendster, Xanga, and AsianAvenue. Blogging services with complete SNS features interested many people around the world. American users were blogging using Xanga, LiveJournal, and Vox. In France, users preferred Skyrock. While Windows Live Spaces was popular in many countries such as Mexico, Italy, and Spain(Boyd & Ellison,2007).

The most known and prosperous SNS is Facebook (FB). It was designed to support learners in Harvard College in early 2004 (Cassidy, 2006). At its beginnings and in order to join it, a user had to have a harvard.edu email address. Later, FB develops and opens to public use. The same researcher pinpoints that a new SNS named Twitter was launched in March 2006 by Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass. What characterizes this SNS in its ability to send and read a 140-character's message that is often labeled a Tweet.

With the development of SNSs, millions of users integrate them into their daily lives (EDUCAUSE, 2008). SNS invade the domain of education and become a necessity in today teaching/learning process. Consequently, the significantly growing number of such use compels researchers to study and investigate the impact as well as the implications of the SNSs in teaching and learning processes.

2.3.3. Social Networks and Learners Performances. Many researchers such as Abdulahi, Samadi, and Gharleghi (2014) try to cover the adverse impacts of using SNSs and the damages that they may cause on both learners and the learning process. Moreover, they investigate the consequences of their use on individual performances in all the domains: religion, health, personal relationships. However, many other studies prove that using SNSs can be beneficial to learners in all the domains as well as to whole learning and teaching process (Vie,2007).

On a daily basis, learners use SNSs. This fact influences academic institutions and faculties to increasingly use social networking sites, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content (Paul, Baker, Cochran, 2012). Additionally, results of a recent survey reveal that among 3000 college students from across the United States of

America, 90% of them use Facebook and 37% use Twitter (Dahlstrom, de Boor, Grunwald, & Vockley, 2011).

In her research, Vie (2007) finds that learners express some concerns about using the SNSs. At the same time she concludes that they do not fear to exchange and share various information. In other words, the SNS assists them to be, to some extent, confident. Stevenson and Liu (2010) conclude that a variety of both negative and positive attitudes had been shown by users during their use of one of the LLSNSs named Livemocha. The same researchers remark that learners at the beginning demonstrate great motivation and excitement toward this new adaptation. Moreover, the researchers express some concerns about the way these LLSNSs are used by some learners. They hold that those students use them to establish social relationships rather than learning. Furthermore, the findings proved that some learners refuse to accept and consider feedbacks provided by other users. They consider the feedbacks provided by other peers as very discouraging and even demotivating.

Also, one of the significant positive results of the use of SNSs is learners' socialization. Indeed, Mitchell (2012) argues that learners of the English language should use the web 2.0tools (SNSs) to establish friendships with English native speakers and adapt themselves to college life. Using SNS to learn and interact with other learners of the same university or even class could make the learners more comfortable and used to the university life especially for novice ones. Additionally, Vie (2007) holds that learners should take advantage of the socialization space that these SNSs offers and make sure that they are using target authentic language as a mean to reach the different social purposes.

Moreover, various studies were conducted to measure learners' frequency of using SNSs. Chen (2013), Stevenson and Liu (2010) find that the utilization of SNSs for educational purposes decreases among learners within a period of time. They find that more than (54%) of learners who participate in their experiment used the SNS for less than one month and that only 26% use it for one to three months.

Using SNSs could impact the development of intercultural awareness. Indeed, Mills (2011), Blattner and Fiori (2011), Klimanova and Dembovskaya(2013) conclude that SNSs assist learners to acquire the intercultural awareness. The same results are obtained in Chen's (2013) research in which he states that such use empowers the acquisition of intercultural awareness.

Moreover, the adoptation of SNSs in the teaching/learning process enhances several competences. In fact, Vie (2013) finds that a significant improvement occurs in learners' pragmatic competence when they use them particularly through the social interaction in these SNSs' platforms. Also, she concludes that the use of SNSs, namely Facebook and MySpace develop rhetorical awareness among students. Additionally, Blattner and Fiori (2009,2011) document that the use of Facebook shows a tremendous enhancement in learners' socio-pragmatic competence during the first semester of use. For instance, learners who tend to learn the Spanish language develop their greeting and leave-takings in the Spanish language. Also, Chen`s(2013) research shows that the use of Facebook help learners to acquire a pragmatical use in the English language. The same researcher holds that the daily use of SNS assists in generating and creating, to some extent, a real situation where learners should interact appropriately.

Other conducted research proves the existence of a strong relationship between the use of SNSs and language improvement (Lee,2006). Stevenson and Liu (2010) find that the use of SNS and more specifically Babbel helps students to improve their vocabulary and their use of the target language in total confidence. Mills (2011) finds that the use of Facebook proves its effectiveness in enhancing language learning. Indeed, the effective online interactive communication in FB establishes excellent learners' interaction, discussion and communication.

Enriquez (2010) finds that learners who multi-task between the SNSs and their homework are likely to have 20%lower grades compared to students who do not use the web2.0 tool during their homework. Also, American Educational Research Association's (2009) finds that the more learners use SNSs the fewer grades they will get. Indeed, SNSs' adoptation could not be beneficial, especially in education when learners misuse them.

SNSs are divided into different types. The following paragraphs suggest a clear categorization of them.

2.3.4. Types of SNSs. The SNSs' platforms differ from one another to suit different interests. The following provided classification was based on the services they offer. A standard classification is suggested by Stutzman (2007) who divide SNSs into two broad categories: Profile-based SNSs and Content-based SNSs. Furthermore, the Content-based SNS is subdivided into: white-label, multi-user virtual environments, mobile SNS and micro-blogging/presence updates. It is worthy to mention that an SNS can be categorized under more than one category.

2.3.4.1. Profile-based Social Networking Services. Facebook and MySpace are the best examples of this kind of SNSs. Their center of interest is their users' profiles which contain general information about them, and even personal details and private photos. Also, users of this kind of SNSs can always change the content of their profiles, wall and those of their Friends through commenting, sharing, uploading videos, and photos(Stutzman, 2007).

2.3.4.2. Content-based Social Networking Services. According to this kind of SNSs, the importance of the profile is not limited to posting different content but it has a significant role to filter and organize the connections or contacts. As an illustration, Flickr uses pictures and the groups and comments evolve around those pictures. To get access and see pictures you have to firstly obtain their owner's or more specifically their publisher's approval as they are permission-protected.

As mentioned earlier, content-based SNSs is furtherly sub-divided into:

2.3.4.2.1. White-label social networking services. This type of SNSs is a platform that permits the creation of groups that share a common interest. This principle is used in the so-called PeopleAggregator and Ning. In such cases, the groups are considered as small communities that support the same event, and practice same activity.

2.3.4.2.2. Multi-user virtual environments. This kind of SNSs depends on the online virtual environments where users are represented as Avatars who have functional profiles. The access as well as following an avatar needs the approval of the user and the lists of friends are not public.

2.3.4.2.3. Mobile social networking services. Many SNSs offer mobile's application or simply phone's version that allows their users to connect and interact permanently with their friends (Stutzman, 2007). Web-based SNSs Facebook, Twitter and MySpace are good examples of this type.

2.3.4.2.4. Micro-blogging/presence updates. Twitter is considered as a micro-blogging service that is designed to work on phones as well as on web. Its users can write and publish a short 140 characters message in their profiles to be seen by everyone or could only target a private friend list. The updates' status can be noticed by users either on the web and phone via messages.

Individuals use SNS for countless purposes. Facebook has been widely spread among the digital generation more than any other SNS. The following sub-section provides fundamental information on this SNS.

2.3.5. Brief overview of Facebook. Facebook(FB) is an SNS that was designed first for learners at Harvard University and then opened to the public use to everyone who has at least 13 years old. Phillips (2007) report that in February 2004, Mark Zuckerberg, 23 years old Harvard's student launched " TheFacebook". Within just 24 hours, 1,200 Harvard students sign up and after one month over the half of the undergraduate learners had profiles on "TheFacebook". According to the same writer, the epidemic of "TheFacebook" reaches Boston universities, the Ivy League and eventually all US universities. In 2005, Thefacebook changed to be, just, Facebook. Simultaneously, in September of the same year, this SNS opens its doors to the American high schools, then Facebook phenomenon spread and reach the United Kingdom and all over the world.

Cassidy (2006) reports that over 2,000 United States colleges use FB and it was classified as the seventh most popular site on the World Wide Web with respect to the total page views. He continues that in 2006, the use of Facebook extended to be in the reach of anyone with a totally free registration. Both Google and Yahoo companies express their interest in buying it and offered, in vain, at least $2bn equivalent of £975m.

Needham and Company (2007) assert that in 2007, Facebook had 21million users and recorded, approximately, 1.6 billion-page views each day. Also, the same researchers and Cassidy(2006) find that a FB typical user spends about 20 minutes on it per day and two-thirds of users log in at least once a day. Additionally, Wise et al. (2011), maintains that students spend about one hour per day on FB to establish not only social online interaction but also to study.

To be a FB user, individuals must register using a personal Email, and then they will be asked to respond to series of questions that are used to build their FB personal Profiles. Additionally, they will be invited to upload photos to be used in their profiles. Once those questions are answered automatically individuals will possess FB accounts. Any FB account contains, mostly, a Timeline, Status Updates and friends. The timeline, according to users' privacy preferences, will display their information, activities and memories on FB. The status' Updates are what users share with their FB friends. It can be sharing current activity, mood, and location, posting photos and/or video, mentioning or tagging a friend. FB status updates made by users' friends appear in their news feed.

Friends in FB are not necessarily users' real friends. A FB friendship needs a double- approval confirmation. Being friend with someone of FB will give you the

permission and the right to see, like, share and comment his/her posts and this again depends on the privacy preferences of each individual. FB users can join groups and Like pages depending on their interests. Also, any FB user has the right to create a Page or Group and even promotes it to ensure its spread.

To Like something on FB means pressing a like button that is found in every FB post. The like button has been recently updated, in 2016. The update consists of adding more five new emojis which express: love, laugh, surprise, sadness and anger. To Share a post in FB refer to the process of coping a specific post in your timeline, page's or group's timeline. Also, FB has a mobile application too that allows its users to easily consult their FB accounts whenever, and wherever they are.

Moreover, FB offers its users a private chat feature called instant messenger. Using FB instant messenger (IM) permits the users to chat, voice, or video call privately other users or even use group's features communications. It is worthy to mention that texts used between users in FB instant messenger include some Emojis that express and sometimes replace a whole idea, facial expression or just a word.

Ultimately, Lampe, Ellison and Steinfield (2007) suggest that FB can be classified into four main types or forms: control forms, sharing forms, preference forms, and communication forms. For them, control form encompasses for instance users' ability to adjust their institutional location and choose their sex through. While sharing form refers to the choice of sharing information with other users such as location, educational information and communication. Also, preference forms help users to define personal interests and identifications on profiles. It includes: about me section, interests, favorite movies, TV shows, books, magazines, music, and even

political views. Communication form indicates whether or not FB users can chat or even ask other users friendship.

The following statistics are taken from the official website of Facebook (2016). They assist in demonstrating the gradual and continuous development of this SNS.

- "1 .13 billion daily active users on average for June 2016

- 1.03 billion mobile daily active users on average for June 2011

- 1.71 billion monthly active users as of June 30, 2016

- 1.57 billion mobile monthly active users as of June 30, 2016

- Approximately 84.5% of our daily active users are outside the US and Canada"

Statistics pinpoint that FB is a true worldwide phenomenon that spread quickly. What is noticed is that individuals use FB for different purposes and aims. As a consequent, their behaviors vary and may constantly change. In this respect, the findings of Karakayali and kilic(2010) classify FB's users' behaviors in FB.

2.3.6. Facebook users' main behavior. Users of the social network Facebook encounter many challenges as well as opportunities which they do not probably face in daily life. Users of FB in their virtual environment, as in any other SNS, behave in different ways than in the offline context. Assuredly, those behaviors vary according to users' personalities as well as the target behind them.

Through the adoption of an Analytic Labor, Karakayali and kilic(2010) conclude that three distinctive main types of behaviors are widely common among FB users. Consequently, they pinpoint that the users here tend either to: observe, classify and categorize, and evaluate and interpreter others' profiles and interaction.

Observing other users' activities is the main activity that the majority of users do daily in FB (Stutzman & Kramer-Duffield,2010; Karakayali & kelic 2013). Viewing its paramount importance, this observation was classified by Karakayali (2013) into three sub-kinds: Checking Special Cases, Keep in Touch with the Group and Scrutinizing Significant Others. It is worthy to mention that this classification assists in understanding the purposes and aims of FB's users' interactions.

2.3.6.1. Checking special cases: In this kind of observation, FB's users try to figure out what an old friend, ex-wife and so on are doing by monitoring their daily activities, mood, posts and many other information available in their Timeline. Also, this type of observation is classified as past or future-oriented relations. For instance, Karakayali (2013) quotes the following: " I mean, how many kids does he have for example, or where is he working, ... last time we were together, it was at the technical school. (M, 42, Technician)". He holds that this answer was provided by one of his experiment's subjects where he/she reports directly that his/her intention behind his/her interaction and observation of someone else profile through FB was the desire to know more about persons.

2.3.6.1. Keep in touch with the group. It is the second type of observation where users check a particular group's timeline to stay connected with all what is new in it and with its members. Karakayali(2013) quoted "Frankly, I check it every day. I mean, like, regardless of whether I have work to do or not. Who's done what, where, and so on (laughing). Every evening I look at it this way and then I turn it off and do other stuff. (W, 26, Technical drawer)." He continues that this kind of observation is more likely to be found in family or friend and groups. The same researcher classifies this type of observation as a present-oriented and target groups observation.

2.3.6.1. Scrutinizing significant others. Is the third and the last type of FB users' observation. Krakayali (2003) asserts that this genre is a combination of the two previous types of FB's users' observation. Similar to the first type, this observation targets individuals rather than groups. Moreover, this type of observation is similar to the second type as it is classified as a present-oriented that "exclusively oriented towards strong ties"(Krakayali,2003).

In addition to observation, Buckman (2005) maintains that individuals tend to behave differently in FB to achieve other specific goals. He holds that users use FB to increase their popularity among friends, family and real life. Also, Nardi, Whittaker, and Bradner (2000) find that individuals who use FB try to maintain their relationships via Instant messaging. Additionally, they use instant messaging(IM) to ask about friends and relatives using texts, voice and/or video calls.

Many other FB's users' behaviors do exist but the current thesis' framework requires that restriction of them to just the above-mentioned ones.

FB implementations in classrooms were deeply investigated (Schworm, 2010; Venable, 2009). The results prove that the pros of adapting this tool in education can be numerous and effective in the process of learning. In this respect, teachers should contribute to the enhancement of learning quality through the educational use of this SNS. Upcoming paragraphs tend to elaborate more about its effectiveness in education.

2.3.7. Usefulness of Facebook in classroom. Due to its worldwide spread, the use of Web 2.0 tools and mobile learning in education is very prevalent today. Jones et al. (2010) found that 2.0 Web tools such as SNSs can be used by teachers and

learners to facilitate the learning process. Indeed, Eteokleous et al. (2012) findings prove that using FB in education enhance and promotes the teaching/learning process. Consequently, the teacher cannot escape the dramatical change in education due to the rapid advancement and development of new technologies. Consequently, teachers can utilize and include Facebook in their teaching as it has been proved that it can encourage learners to learn more and enhance their classroom communication (Voley & Lord,2000). Also, the same researchers find that FB can help in engaging learners to learn more than any traditional technique did before.

One of the most significant pros of FB is the flexibility of learning that it offers to students. In fact, learning using FB is not bounded by time nor space constraints. Mazza and Dimitrova (2004) prove that using FB in the teaching/learning process allows teachers to diagnose learning difficulties of their learners, motivate and advise them to monitor their academic progress. A created educational group, for instance in FB can offer learners a reliable source of information and at the same time, this could help them in practicing the foreign language that they are learning. Creating a group for specific educational purposes provides an exchange of information between group's members without a need to be essentially friends. FB offers the opportunity to both teachers and learners to schedule events together such as selecting appropriate dates for formal and informal exams (O'Hanlon, 2007; Venable, 2009). Hartstein (2011) asserts that teachers can use FB or more precisely the FB group and pages as a reminder of important dates such as upcoming tests and any other classrooms' or institutionals' events.

Additionally, the adoption of FB in education can guarantee students the establishment of a more comfortable and direct communication with teachers. This communication could be a bit difficult, rare or even quite impossible during formal classes due to some barriers or psychological factors such as fear and timidity. Unlike in real life's context, teacher-students communication is facilitated through the FB virtual setting (Jones et al, 2010).

Currently, Aydin (2012) states that the great proportion of studies that deal with the adoption and implementations of Fb in education concentrate on universities' classes and setting.

2.3.8. Facebook in the process of higher education and EF learning. Brady, Holcomb and Smith (2010) acknowledge the lack of literature in examining the effects of using SNSs in the higher education settings. Moreover, they hold that less literature which focuses on the use of Fb in the EFL classrooms can be found.

Researchers find that among the various SNSs, FB tends to be the most used SNS in higher education (Arsan, Kutluca, & Ozpinar, 2011; Educause, 2006; Golder, Wilkinson, & Huberman, 2007; Mokobane, 2011; Stutzman, 2006). Additionally, Madge, Meek, Wellens, and Hooley (2009) conclude that learners of the English language prefer to use Facebook for their educational purposes rather than on another SNS. Importantly, they notice that FB is gaining more popularity in higher educational institutions. They add that teachers of the English language note that the use of FB   in higher education promotes their students' learning progress. Umtimetly, Cassidy (2006), Ellison, Steinfield, and Lampe (2007) find that learners use FB and spend about 10 to 30 minutes at least per day to study.

Moreover, Godwin-Jones (2008) asserts that "tools and platforms such as Facebook are useful to improve communication, human interaction, and language learning" (p. 7). Again, this virtual interaction could be used as a practical educational tool to establish an effective educational environment and context.

Bicen and Uzunboylu (2013) quote that "Thanks to their Facebook pages, students who joined virtual learning environment showed improvement in academic performance" (p.663). In their experiment, the researchers prove that the use of educational FB's pages and groups helps a lot of university learners to improve their academic performance and thus their scores. Additionally, they find that all posts such as photos, articles, events, status and videos that have been shared in the educational FB's groups and Pages made the courses more attractive and interesting according to learners' opinions. Also, Activities such as commenting, like and creating photo albums assist learners to achieve the courses' predetermined objectives. As a conclusion of their research, they mention that Facebook has great importance and positive impact on education. Additionally, they hold that FB can be used as an effective supporting tool due to "addable materials"(p.664).

Furthermore, Melor (2012) investigates the impact of using Facebook groups in teaching ESL writing. Findings of this research prove that FB's group discussion helps some of the shy students to communicate without fearing or making mistakes.

Another positive effect of using FB in higher education is its ability to create more autonomous and active learners. Indeed, Zulfiqar's (2013) findings highly validate and support those of Hegelheimer and Fisher's (2006). For them, the adoption of FB generates more independent and autonomous learners. Moreover, Zulfiqar's (2013) asserts that FB makes learning more enjoyable to learners and

assists them to gain useful feedbacks from their teachers and other learners to solve and do their homework, and projects.

Manan, Alias, and Pandian (2012) point out that FB contributes to the development of leaners' English language in English as a Second Language (ESL) classes. They continue that the content of the FB pages and groups was sufficiently appealing and attracts the learners' intentions. Also, they note that learners were continuously posting educational links. Moreover, FB made the learning experience more enjoyable to learners and assisted them to gain useful feedbacks from both their teachers and other learners to solve and do their homework, and projects.

Also, Northcote and Kendle (2001) acknowledge the advantages of using FB in EFL classes and particularly online games. They find that these games motivate learners to use and practice the English language more than they do in regular classes. Moreover, Tan, Ng, and Saw (2010) point that the implementation of FB as an educational tool could cause endless benefits. They conclude that group chats and discussion groups on FB not only assist learners to practice the English language but also, they provide their teachers with numerous benefits especially if a native speaker is involved in this chat.

Substantially, the beneficial effects of using FB on teachers should also be highlighted. Indeed, teamwork between teachers could be improved as well as personal development. For instance, when teachers tend to prepare courses online and particularly on FB, they Tag each other and use the instant messenger. Consequently, this use enables them to exchange various information, provide constructive and valuable feedbacks and learn new techniques (Ta et al, 2010). For these reasons, Kabilan, Ahmad and Abidin (2010) consider FB as one of the highly powerful

professional resources. They hold that many associations that deal with EF education and take care of teachers' professional development create FB pages to spread knowledge and enable teachers from all over the world to have free and permanent access to such associations' news. The International Reading Association (IRA), Reading Rockets (RR), and the National Education Association (NEA) are good illustrations of this type of associations.

Naturally, learners of the English language tend to improve the four skills: listening, speaking, reading and of course writing whether simultaneously or independently. The use of the SNS more precisely FB has been proved to be beneficial in learning English in general and this was clearly discussed in the above paragraph. Being the dependent variable of the current investigation, the following passages investigate the impact of FB on writing skills.

2.3.9.The impact of FB on writing. The use of the SNS FB proved efficacy in improving English learners' writing performances. Indeed, Kamnoetsin (2014) maintains that using FB to teach writing skills to Center Bangkok University learners, Thailand, proved its effectiveness. She finds that FB helped learners to reach their learning predetermined educational goal in writing. She continues that even if learners used both formal and informal writing styles, they could effectively differentiate their appropriate use. She notes that learners were using only the formal writing style during formal and informal exams whereas they used formal and informal style in FB.

Another research conducted by Shih (2011) concludes that students, who were major in English in one of the universities in Taiwan, were active participants in an organized FB English writing class. This educational use of FB provides them with

the opportunity to improve their grammar and vocabulary levels, as well as develop the sentence structure, content and organization of writing. He holds that learners, and through commenting or reading others' comments, develop new sentence's structure and discover new expression. Also, she points out that discussing others' grammatical errors enable learners to acquire the appropriate use of grammar.

Many researchers find that FB improved learners writing and reading skills (Bosch, 2009; Madge et al., 2009; Naidu, 2005; Ophus & Abbitt, 2009). Indeed, learners enhance their English language skills as they are using the English language in a more practical, interactive, and holistic context. Additionally, Yunus et al (2012) prove that FB enhances English writing skills if learners could effectively link the academic writing to the external communication. The same researchers find that using FB to teach the English writing skill serves as a very potent tool to reduce learners spelling mistakes. Also, Hayashi (2011) and Gulek. (2005) acknowledge the importance of using FB to improve English academic writing.

Yen, Hou, and Chang (2012) report that FB affects positively EFL learners' writing. In their experiment, FB was used as a medium to apply the role-playing instructional strategy in teaching English language. Moreover, Yusof, AbManan, and Alias (2012) find that the writing skill was enhanced when they adopt FB application's Note. They rely on the feedback that learners provide. Learners' comments and suggestions were very constructive at all the writing stages these later enhanced the quality of learners' writings productions.

Wichadee (2013) investigates the impact of using both peer feedback and FB to enhance the writing skill. His research's results and finding that was gained after

one semester, show that such combination and integration affects positively the writing skill viewing the significant improvement of learners' writing quality.

The implementations of FB to improve writing are numerous. Indeed, Shukor and Noordin (2014) examine the impact of FB on writing from a different angle. They test the effects of FB collaborative writing groups on ESL undergraduates writing performance. In their study, they adopt the Jacob's et al. (1981) ESL Composition Profile that insists on content, organization, vocabulary, language use, and mechanics. They use this model to compare between the FB and face -to-face collaborative writing groups. The findings denote that the scores of the group who adopt FB collaborative group writing were slightly higher than those who adopt face -to-face collaborative writing groups.

Moreover, Suthiwartnarueput and Wasanasomsithi (2014) take into account particular Facebook-based learning activities that are grammar and writing discussions. The findings of their investigation demonstrate that learners tremendously welcome and accept such integration of FB in their learning. Consequently, their writing has been improved.

As all new kind of technologies, FB has positive as well as negative impacts on acquiring the English language in general and improving writing skills in particular. The next paragraphs tend to cover the major negative impacts that learners should be aware of during such use and adoption in education.

2.3.10. Cons of using Facebook in EFL classrooms and on writing skill.

Many research had been conducted to reveal the cons of using FB in EFL context. Significant results had been found by Wu et al (2011). According to them, learners'

motivation may be decreased when using FB as they may be deterred from commenting and writing in such non- closed environment. Learners, in such situation, could be afraid of being intimidated by other users especially when they are using real names in their FB profiles.

Yunus et al. (2012) mentioned another pitfall of using FB in EFL classroom which is the risk to be distracted from the predetermined objectives. Learners take a long time to check other pages or groups that have no relation to the selected target and this minimizes the allowed time to learn.

Additionally, using FB can impact negatively the development of the English writing skills. Indeed, risks such as the use of informal writing style in formal situations as in exams and the overuse of online correction can reduce the enhancement of the academic writing style.

Shih (2011) finds that learners themselves admit that when they are prevented from using the online correction, they commit considerable spelling mistakes and irrelevant vocabulary. Also, Gonzalez (2003) in her research, proves that the informal online interaction slightly affects the correct sentence structure as learners are accustomed to use short phrases and incomplete sentences to interact. Consequently, learners use them in an irrelevant way in formal contexts.

Ultimately, Selwyn (2009) notes that learners fail to improve their writing as they use informal writing structures rather than formal academic writing styles when using FB. The same researcher points out that learners may use:

- Emoticons or smileys to transmit a meaning or a feeling rather than using sentences: for example (-_-) to express that the person is annoyed and (O_o) to show that the person is surprised.

- Some new conventional abbreviations or acronyms such as: "there4" instead of "therefore", "TTYL" that replaces " Talk to you later".

- Incorrect use of multiple punctuation marks or letters for transmitting a prosodic effect(s): why?????, yyyyyyyyyyyess!, okkkk!

- Incorrect use of capitalization: all capitals for 'shouting' such as "I SAID NO," asterisks for emphasis such as "the *real* answer" (Crystal, 2001, p. 35).

Furthermore, Danet and Herring (2007) find that learners use phonetics spelling to write words. They quote that learners write" nite" for "night", "guyz" for "guys", "luv" for "love", "wanna" for want to'' (p.97). Finally, another informal writing style that learners may adopt is the common shortening such as using the letter U that stands for You, thnx instead of thanks, and gd n8 instead of good night.

Conclusion

Like any literature review, this thesis' review of the relevant literature is necessarily incomplete but we tried our best to be more précised and provide the most significant information that relates to the framework of this study.

This review of literature tries to define writing and mention some approaches to writing particularly the process approach and some of the studies related to this approach. It highlights some important elements of academic writing styles. Also, it mentions the styles of writing that could be met when writing.

Also, it determines critical thinking and its relation to writing. It indicates the different kinds of feedbacks and their importance in the writing process development. This chapter deals with the selection of the appropriate teaching/learning material in the educational context. Also, it provides a definition of learning style, cognitive style and learning strategies. A particular focus was on the VARK learning model and its different strategies as it is used during the experiment. The second section of this chapter defines collaborative learning, its elements, its relation with writing, the integration of new technologies in language teaching/ learning, web's evaluation and learning through LLSNSs.

The third section of this chapter importantly deals with SNSs their definitions, history and types. Ultimately, this section explores FB and its users' main behaviors. Also, it deals with the usefulness of FB in the classroom, the higher education, its impact on writing as well as its pros and cons on writing in the context of EFL.

Chapter Three

Research Methodology

Thyer (1993) believes that the research plan is the blueprint or the detailed plan for the accomplishment of the investigation. The research plan is a procedural plan adopted to test hypotheses, and analyze the results objectively, in a valid, reliable, logical, and accurate manner. Designing a research plan means deciding about the appropriate and adequate tools used to collect the needed information, select respondents/ participants, analyze results and display findings. This study aims at examining the impact of a suggested treatment and highlighting its outcomes on a particular sample. Ultimately, the current study is an experimental study based on the nature of the investigation.

3.1. Choice of the Method

We opted for methodological triangulation. Dezin (1978) notes that the logic of triangulation is based on the premise that "no single method ever adequately solves the problem of rival causal factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed." (p.28). For this reason, both experimental and descriptive analytic methods were used. In this respect, to obtain more reliable results we consolidate the results obtained from the experiment with those information gained from the questionnaire administered to the experimental groups of each level and the individual portfolios.

Taking into account the hypotheses set for this thesis, we found a way to integrate SNS Facebook as a helping tool in the teaching / learning process and

combine it with the currently taught syllabus of the written expression subject at first and second-year level of the undergraduate phase. It worthy to pinpoint again that our hypotheses are respectively:

- The use of SNSs, more precisely Facebook as a supporting tool will enable first and second year students at the department of English at Batna-2 University, to improve their academic writing style.

The other hypothesis is:

- The daily use of Facebook can involve learners in a daily beneficial and regular revision through the use of the created educational group to enhance their academic writing style.

Thus, the need to establish and explore the relationship between the two variables: the academic writing style as the dependent variable, and the use of Facebook educational group as the independent variable, propels us to adopt the experimental as a main research method. This latter would permit us to establish a cause-effect relationship between the aforementioned variables. In other words, the independent variable (Facebook educational group) is manipulated to affect the dependent variable (writing academic style).

Additionally, for the purpose of knowing about learners' attitudes, and opinions about learning, revising the written expression subject's content, and their readiness towards the integration of the FB's educational group in their learning process necessitates the administration of a collective questionnaire. This would certainly require our comments and analysis of the respondents' answers through the use of the descriptive analytic method.

After selecting and setting the appropriate and suitable research methods, we opted to select the needed sample from the whole population. The following part explains thoroughly the procedures used.

3.2. Population and Sample

3.2.1. Population. The population targeted in this study is first and second-year students enrolled in the academic year 2016-2017 at the department of English language at Batna-2 University, Algeria. We chose to implement the experiment particularly with these two levels to test the extent to which the suggested treatment will be effective in learning English academic writing style on different stages of the undergraduate phase.

The population N is estimated to be approximately $N=1864$ enrolled students. We could not get the exact statistics as some of the freshmen do not join their classes and mostly abounded their studies in this department along their first academic year. The population consists of ($n =1398,65\%$) female learners while the male learners represent only ($n=466, 35\%$) of the whole population.

The application of the treatment on the whole population could not be manageable and feasible. In this respect, a representative sample is selected from the whole population. The procedures of the samples' pick out are detailed in the following passage.

3.2.1. Sample. The selection of the sample is a very critical step that affects the results of any research. Indeed, Light, Singer, and Willett (1990) report that "One facet of a measurement pilot must not be compromised: the sample design. Be sure the sample in your pilot fully represents your chosen target

population" (p.215). For this reason, the sample is selected in an unbiased and representative way depending on the simple random sampling technique.

The simple random selection offers all individuals of our population an equal chance to be selected. Indeed, Brown (2001) maintains and asserts that through this sampling technique "each individual in the population must have an equal chance of being selected" (p. 72). The random selection fits best in this research as students characteristics do not affect to a great extent the experiment as it consists of a new treatment to be examined. Consequently, two groups from each level i.e. first and second year are randomly selected. The groups are in total: two experimental, and two control groups and each group consist of 50 students. Ultimately, the exact sample number of the sample in each level is $n = 100$ students and the current experiment's sample is $n=200$ students.

The role of the experimental group is to test the impact of the independent variable (use of FB) on the dependent variable (learners` academic writing style). Whereas, the control group is used to find out and measure any effect of the extraneous variable(s), if any. The following table (5) illustrates the exact number of learners of the two levels.

Table5.
Number of Population and Sample

	The population	The Sample	
	The Total Number of Learners.	The number of the Experimental Group	The number of the First Control Group
First Year	979	50	50
Second Year	885	50	50

Source:Departement of English Language, Batna-2 University, Algeria

The ideal selection of the sample highly assists us to make good inferences about the entire population. Assuredly, as an ethical measure, we informed all learners of the selected sample that they are a part of the study and more particularly an experiment whose results might be beneficial to them and the upcoming learners. Moreover, we informed them that their responses would be of great help for any future changes.

The following measure after the appropriate selection of the sample is the choice of the most effective instruments that could be used in this study. Consequently, to collect the needed data, different tools have been used and administered to the selected sample.

3.3. Instrumentations

This study uses a combination of descriptive and experimental methods. In this respect, several data gathering tools are employed to carry out our investigation. The first data gathering tool adopted is the VARK model learning test.

3.3.1. VARK model learning test. In the higher educational context, positive results are gained when the designed courses' contents are related to students' learning preferences. Indeed, the American Assembly of Collegiate Schools of Business AACSB (1998) notes that teachers and educators should connect their courses' designs and teaching ways according to their learners' learning preferences and needs. For such reasons, the researcher focuses deliberately on learners learning preferences and opts for the use of VARK model. This latter and particularly the results obtained from its online test would certainly assist the researches, who is at the same time the teacher of the written expression

module, to select the appropriate content and type of posts which will be displayed in FB's educational groups. additionally, the results of this test will enable the research to partially select the content used in formal classes. In other words, this test was used to guarantee the fact that the posts selected meet and cover all learners' learning preferences.

The VARK test is an online test that consists of 16 open-ended questions (Appendix E). It enables learners or any users to know and distinguish their sensory modality preferences of learning. Sensory modality preferences are part of learning styles or methods used to process information. At the top of the questionnaire, some important instructions are provided. Test-takers should read them attentively and especially they should not ignore the following statement "You may have more than one answer to any of the questions". The possible variety of answers of a distinct user in the same question is explained by the fact that one individual can possess more than one learning style. Indeed, Yusoff (2007) finds that some individuals have more than one type of learning styles which could be furtherly subdivided into major and secondary learning preferences. Moreover, VARK model test results' usually reveal that some students have either one learning preference, tow learning preferences(Bi-modal), or three learning preferences(Tri-Modal).

In addition to the VARK test, other tests are administered during the experimental phase of this research study namely: the pretest, posttests and posttest for each level.

3.3.1. Pre-test. Before the implementation of the treatment, a pre-test is administered to both levels to stand on learners' initial level and the extent to which they master the academic writing style and its different criteria. Consequently, two

different pretests were assigned to all groups of both levels of our sample. First year level learners were asked to write a paragraph whereas second year learners were required to develop an essay. Learners' written compositions were scored out of 20 through the use of scoring rubric (table 15, 16). Differences of the test's scoring are related to the different targeted syllabus' content of each level. The theme of both tests was purposefully unified to stand on the differences that exist between the two levels if any.

     3.3.3. Progressive test(s). After each period of eight-week, learners of both groups of each level are assigned a test to check their progress in specific criteria of English academic style. Specifically, each level has 4 progressive tests. Again, the criterion of evaluation differs according to the level. Similar to the pre-test, these tests are scored on 20 using the same scoring rubric that corresponds to each level. The content of these tests is represented in appendices (Appendices, G, H, I, J, K, L, M, N, O, and P)

     3.3.4. Post-test. At the end of the experimental phase, all groups of both levels were assigned a final test to check their overall progress. The assessment of these tests was based on the same scoring rubrics used in the previous tests.

     3.3.5. Questionnaire. A questionnaire (Appendix Q) is administered to all participants of each experimental groups of both first and second year levels after the end of the experimental phase. This questionnaire was exclusive to the experimental groups as it importantly deals with their use of FB's educational group. Both questionnaires consist of 13 items designed to collect learners' perceptions, impressions and viewpoints about the effectiveness of using FB's educational group in learning writing. Both questionnaires' content was similar

except a slight difference in questions when referring to the academic writing style criterion. In this respect, clarity was substituted by cohesion in the second year's questionnaire. Also, as a measure to ensure the validity of this questionnaire, the research was present during its administration.

3.3.6. VARK online test. At the end of the experiment and after administering the questionnaire, the two experimental groups' subjects were invited to retake the VARK online test (see appendix F). This step is taken regarding the learners' provided answers in the questionnaire (Appendix P). Also, it was used to check whether or not the suggested treatment modifies learners' initial major and secondary learning preferences.

3.3.7. Individual portfolios: During the experimental phase, individual portfolios were used with only experimental group subjects of both levels. These portfolios were used to check and stand on learners' gradual and continuous progress, if any, in the preselected criteria of English academic writing style.

To guarantee the fact that the aforementioned data gathering tools would yield reliable outcomes, all tools have been piloted before their administration to the targeted participants.

3.4. Piloting the Used Instruments

Pretesting instrumentations are one of the highly recommended methods and procedures used by specialists. Indeed, it permits the researcher to identify the validity of the selected tools and the extent to which they would generate reliable and authentic outcomes. Indeed, Light, Singer, and Willett (1990) report the following "You must evaluate your instruments in a context that makes the results

of the pilot directly generalizable to your ultimate study. Reliability and validity coefficients must be portable between the pilot and future studies."(p.216)

To develop and refine an effective data gathering tool, the researcher pretested all instrumentations used throughout the different phases of the current research. Henceforth, the pre tests, posttests and progressive tests have been piloted accordingly. In other words, the tests above have been pretested before their administration to our research's participants.

Respectively, ten students from each level received our tools. We opt for the number ten, relying on the fact that specialists in the field find it an appropriate number to pilot any instrumentation (Hill.1998). Indeed, Issac and Michael (1995) maintain that "samples with N's between 10 and 30 have many practical advantages" (p. 101). Easiness, simplicity of calculation as well as the encountering of any ambiguities that could be met during the test taking are good illustrations of some of these advantages.

The obtained tests' results are analysed through the use of Cronbach alpha psychometric test. This latter is considered to be one of the largely used tools to measure the internal consistency of any educational test. Accordingly, it determines how could a set of questions generate a reliable outcome that represents one single construct. In the field of education, Cronbach Alpha of any test should range from .7 to 1. The higher Cronbach alpha is, the more reliable is the test.

3.4.1. VARK model learning test's reliability. The reliability of this test has been thoroughly discussed. Fleming (2012) holds that" VARK provides a profile rather than a single score"(p. 43). He adds that scores of the same learners may vary from one year to another as they could change and develop some

particular modalities over others. Furthermore, many factors could contribute in such transformations. The same researcher quotes:

> The questionnaire was not designed to be reliable in terms of consistency of scores over a long period of time. Instead, the questionnaire was designed to provide students with effective learning strategies to use on their learning preference(s). Over the course of a student's career it is likely that some modes will become strengthened, some will dominate and others may be under utilized, therefore it is difficult to say that a student taking this test each year for twelve consecutive years will obtain similar scores each year. On the other hand, if a test-retest occurs within a few weeks it is likely that the scores received will be similar. (p.36)

Fleming (2012) confirms that the reliability of VARK test's results of the same individuals is highly guaranteed and lasts only for a limited period of time measured in just a few weeks. Respectively, it is mandatory to retake the exam if the experiment's period continues and persists for a long time.

Results obtained from the piloting of each test for the levels are tabulated and presented in the following section.

3.4.2. Piloting pretests/ posttests.

Table 6.
Reliability Test of Pretests/ Posttests

Cronbach Alpha	Items
,929	4

This table (6) illustrates that pre and post -tests of first and second consist of 4 items that construct academic writing style's components(α=,93). Consequently, these tests are internally consistent. It is worthy to mention that the post and pretests content is the same for both levels. Slight difference could be found if we consider the form of production (paragraph and essay) as well as the forth tested component (clarity in first year and cohesion in the second year).

3.4.3. Progressive tests of first year.

Table 7.
Reliability of First Progressive Test of First Year

Cronbach Alpha	N of items
,895	4

Table 8.
Reliability Test of Second Progressive Test of First Year

Cronbach's Alpha	N of Items
.857	4

Table 9.
Reliability Test of Third Progressive Test of First Year

Cronbach's Alpha	N of Items
.822	4

Table 10.
Reliability Test of Fourth Progressive Test of First year

Cronbach's Alpha	N of Items
.801	4

First, second, third and fourth progressive tests of first year level are composed of 4 items that are format and mechanism, coherence, usage and clarity. (α=.89, α=.86, α=.82, α=.80) respectively denote that these tests highly correlate.

3.4.4. Progressive tests of second year.

Table 11.

Reliability Test of First Progressive Test of Second year

Cronbach Alpha	N of Items
,897	4

Table 12.

Reliability Test of Second Progressive Test of Second Year

Cronbach Alpha's	N of Items
,721	4

Table13.

Reliability Test of Third Progressive Test of Second Year

Cronbach's Alpha	N of Items
.869	4

Table14.

Reliability Test of Fourth Progressive Test of Second Year

Cronbach's Alpha	N of Items
.763	4

Format and mechanism, usage, coherence and cohesion are the component of the academic writing style that constitutes the progressive tests of the second-year level. With (α<7) (α=.89, α=.72, α=.86, α=.76) the first, second, third, and fourth tests had a high level of internal consistency, knowing that (α=7) is accepted in the field of education.

Since all tests are internally consistent and they proved reliable, the use of these tests would certainly generate reliable results with both levels.

3.4.5. Questionnaire. It is worthy to mention that the administered questionnaires are given to other teachers to provide us with the necessary feedbacks. Additionally, we assigned it to ten students to check the extent of its clarity since they do not entirely consist of Likert scales. Also, the results of the questions that contain Likert scales are analysed through the use of Cronbach alpha psychometric test. These questions represent approximately (54%) of the whole questionnaire.

The recorded Cronbach alpha of questions 3, 4, 5, 6, 7, 11, and 12 were respectively (α=.87, α=.88, α=.79, α=.77, α=81, α=79, α= 88). These results prove the existence of a high level of internal consistency.

Combining teachers' remark and feedback, the ten student's reactions and the results of Cronbach alpha tests, the administered questionnaire is a reliable instrument.

Also, the gained data obtained from the reliable instruments mentioned above have been coded, organised and analyzed appropriately through the use of different descriptive and inferential statistics.

3.5. Data collection.

After the conduction of the pilot study and before the start of the experimental phase of this researcher, experimental groups' participants take the VARK online test to identify their personal, sensory learning preferences.

3.5.1. VARK learning model test. To determine FB's educational group content or posts, it was mandatory to acquaint for experimental groups' learners' sensory learning preference. Learners' VARK online test's results assist us to categorize their major and secondary learning sensory preferences. This categorization is used to arrange and select the variety of FB's educational group content. It is worthy to mention that such variation is allowed and guaranteed in any FB group or page. Ultimately, VARK test's results would greatly help us to reach our predetermined educational goals through respecting learners' preferred learning styles.

Before starting the experiment, we invite learners of both experimental groups of both levels to take the online VARK test, print, and bring the results. The researcher categories and classifies these results.

At the end of the experimental phase, we invited learners of the experimental groups of both levels to retake this test in order to check any changes in their learning preferences. These results are tabulated and displayed in the following chapter.

After the collection of the primary data gained through the pilot study and particularly the VARK's test results, the experimental phase starts.

3.5.2. The experiment. The experiment's main aim is testing the effectiveness of using Facebook's educational group as a helping and supporting

tool to improve learners' academic writing style. The analyses of learners' answers in the pilot study's questionnaire demonstrate that they need an efficient helping tool to use and rely on in their daily revisions. Moreover, learners as well as teachers complain about the insufficiency of the allotted time for practice during formal classes. Furthmore, teachers and students show great readiness and willingness to use and adopt Information Communication Technologies (ICTs) in the learning/teaching process. Relying on these foundations, we conduct the experiment following the next steps:

3.5.2.1. Pretest. During an ordinary session in the academic year 2016-2017, a test was assigned to both control and experimental groups' participants of each level. Accordingly, all first-year learners were asked to develop a paragraph that does not exceed 6 lines. While second year students were invited to write an essay that does not go beyond 20 lines. The theme of the writing subject was unified for both levels and it is about their "description of their experience on their first day at university".

The design of the pretest aims at, and focuses on, examining and checking the initial level of students in writing academic English passages. Additionally, the pretest targets the inspection of learners' accommodation and use of particular components and criterion of English academic style of writing through the detailed assessment of their written productions. Therefore, the evaluation of first year learners' productions focuses on the following academic writing style elements: the format, mechanism, coherence, usage and clarity. Furthermore, second year learners are evaluated and tested on cohesion, format, mechanism, coherence and usage. The difference between the tested components of our dependent variable in this

experiment is caused by the difference of the designed syllabus' content taught in each level.

Thoroughly, first year courses target and concentrate on the paragraph design and structure while the second-year courses focus essentially on the production of essays.

To generate a reliable evaluation of students' pieces of writing, the researcher creates and adopts appropriate scoring rubrics for each level(see table15,16). These rubrics have been used to assess students' responses in the different tests assigned throughout the experimental phase.

3.5.2.2. *Scoring Rubrics.* Students' performances in the pretest, progressive tests and posttest are evaluated and scored through the use of various scoring rubrics applied and designed by the researcher (Perlman, 2003). For each level, a particular scoring rubric is adapted and adjusted to fit the selected components and evaluate them effectively. It is worthy to mention that scoring rubrics are tools used by teachers and instructors to get qualitative results. Consequently, their main purpose is rating and evaluating a complex work authentically (Arter & McTighe, 2001; Busching, 1998; Perlman, 2003). The tables (15, 16) provide and afford the necessary as well as the basic details on the criteria and the rates assigned and attributed to each element.

Particularly, each component of this current study's dependent variable is evaluated separately during the experimental period. For this reason, four progressive tests are administered. Each progressive test is administered to all learners of both levels after two months (8 formal sessions). These tests are used to importantly check and stand on the learners' progress in particular components.

Additionally, individual portfolios are utilized as an effective tool of assessing learners' development toward the learning predetermined objective. Also, they help in the continuous observation of students' performances in writing. Portfolios assist partially in the determination of the extent of the suggested treatment's effectiveness. These portfolios take into account four particular components of the academic style of writing for each level.

In the scoring rubrics, each component is scored independently from 1 to 5 depending on learners' mastery of that element. To get learners' total score, the sub-scores attributed to the different components are summed.

It is worthy to mention that these scoring rubrics were discussed, tested, and occasionally modified by teachers of written expression subject of both levels to ensure their reliability and usability.

Table 15.
Scoring Rubric for First-Year Level

Scoring Component and Elements	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Overall Scoring\20
Format and Mechanism: • **Indentation** • **Punctuation** • **Capitalization spelling**	Serious problem in spelling, punctuation, capitalization or indentation in the text	Considerable problems in spelling, punctuation, capitalization or indentation in the text	Medium Use of correct spelling, punctuation, capitalization or indentation in the text	Few and very seldom spelling, punctuation, capitalization or indentation errors in the text	Virtually no spelling, punctuation, capitalization or indentation errors in the text	
Coherence: • **Repetition of key words** • **Synonymous words** • **Pronouns** • **Transitional words**	The sentences' text do not convey the same meaning. No use of any cohesive devices	Almost rare and sometimes inappropriate use of few strategies that promote cohesion. Luck of systematic and logical order of ideas.	A good arrangement of ideas. Limited use of cohesive devices.	A good and logical progress of ideas.	The text's ideas are systematically arranged. oThe ideas follow a clear logical order.	
Usage: • **Subject-verb agreement** • **Proper use and placement of modifiers** • **Parallelism** • **Word choice (no**	So many errors in grammar and word choice that interfere wrongly with the meaning	Some grammatical errors in addition to a wrong choice of words	Few errors that do not interfere with the meaning. A good selection of proper vocabulary	A good use of the correct and needed vocabulary that confirm with the convenient grammatical rules to correctly deliver the meaning	The excellent choice of words and terms that relates typically to the topic. A superior respect of the needed and appropriate	
Clarity: • **descriptive and clear language(meaning) • Pronoun clear reference**	A total absence of clarity in the text	Many unclear and vague used terms in the text. Pronoun reference is rarely clear or identified	Few misuse of the correct descriptive language. Clear pronoun reference	Good choice and selection of vital, desired clear language. Clarity in pronoun reference use	The text is distinctively clear. It has a precise meaning.	

Table 16.

Scoring Rubric for Second-Year Level

Scoring Component and Elements	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Over all scoring
Format and Mechanism: **I**ndentation Punctuation Capitalization spelling	Serious problem in spelling, punctuation, capitalization or indentation in the text	Considerable problems in spelling, punctuation, capitalization or indentation in the text	Medium Use of correct spelling, punctuation, capitalization or indentation in the text	Few spelling, punctuation, capitalization or indentation errors in the text	Virtually no spelling, punctuation, capitalization or indentation errors in the text	
Coherence: • Repetition of key words • Synonymous words • Pronouns • Transitional words	The sentences' text do not convey the same meaning. No use of any cohesive devices	Almost rare and sometimes inappropriate use of few strategies that promote cohesion. Luck of systematic and logical order of ideas.	A good arrangement of ideas. Limited use of cohesive devices.	A good and logical progress of ideas.	The text's ideas are systematically arranged. The ideas follow a clear logical order.	
Usage: Subject-verb agreement Proper use and placement of modifiers Parallelism Word choice (no wordiness)	So many errors in grammar and word choice that interfere wrongly with the meaning	Some grammatical errors in addition to a wrong choice of words	Few errors that do not interfere with the meaning. A good selection of proper vocabulary	A good use of the correct and needed vocabulary that confirm with the convenient grammatical rules to correctly deliver the meaning.	Excellent choice of words and terms that relates typically to the topic. A superior respect of the needed and appropriate grammatical rules.	
Cohesion: • descriptive and clear language(meaning) • Pronoun clear refe**re**nce	Ideas loosely connected	Absence and incorrect use of words, phrases and clauses that mislead the reader and promote no cohesion	The text demonstrates an acceptable cohesion	Good selection of words, phrases, and clauses that join and connect essential sections of the text	Perfect use of words, phrases, and clauses to link the major sections of the text	

3.5.2.3. *After the pretest.* This phase encompasses all the procedures taken after the pretest. Importantly, it contains the four tutorial sessions, VARK online test, application of the treatment and the use of individual portfolios.

The four tutorial sessions. Before the implementation of the suggested treatment, we asked learners of both experimental groups if they are facing and meeting any difficulties and hindrances when using Facebook. In this respect, we organize four extra tutorial sessions, for each experimental group's members, to ensure experimental group participants' total accommodation with FB. These sessions were organized according to students' availability. This procedure was taken to eliminate any extraneous factor that could negatively interfere, affect and impact the experiment's process.

3.5.2.3.1. The VARK online test. To reach better results, first and second year experimental group' learners were invited to take the VARK online test and print the obtained results. The significance of this procedure is the ability that it offers to know and classify learners according to their learning preferences. Such information highly assists the researcher to select the appropriate material that could generate better learning outcomes especially in the FB educational groups. Simultaneously, learners will gain more if their learning preferences are well covered.

Subsequently, the application of the suggested treatment is permitted after standing on students' initial level in the targeted components of the academic writing style, ensuring their good command of using FB and classifying their major and secondary learning preferences.

Also, it is worthy to mention that both experimental group leaners' were invited to retake the same VARK learning model test and print their results. This measure is taking to check, again, their learning preferences after the end of the experimental phase.

3.5.2.3.3. The application of the treatment. The experiment lasts for one whole academic year (2016-2017). During this year, the experimental and control groups of each level were taught by the researcher herself to avoid any bias that could interfere or affect the results and their reliability if the two groups were taught by different teachers. All subjects of our sample had been taught the written expression module according to a specifically designed program. Courses' content or syllabus is based on and designed to fit the recommendations of the Algerian Ministry of Higher Education (Appendix C) in addition to the constant coordination between teachers of the same subject in the department of English, Batna -2 University. Thus, during the experiment, the researcher taught learners the unified syllabus content which has been agreed on by all teachers of the written expression subject at the department of English. Importantly, the researcher focuses on specific elements and components of the academic writing style.

Moreover, both the first and second year's experimental groups had been kindly invited to use and adopt the suggested treatment which is Facebook's educational Group at the beginning of the academic year.

The researcher and being at the same time the teacher of those groups in the written module creates an educational Facebook group for the first-year experimental group and another one for the second-year experimental group. Those FB educational groups were created to provide the learner with a new helping tool,

as we suggested in our hypothesis, that would cover their revising needs pertaining to that module. The teacher constantly and regularly posts in each educational group different kinds of posts respecting courses' content taught during the formal written expression classes/ sessions. These posts varied between videos, photos, exercises, riddles, short explanations' posts, debate invitations, articles, shared internet links, and even "live" or direct discussions between the teacher and the experimental subjects.

Additionally, each FB educational created group allows its learners to chat and interact in a private group chat. It is worthy to mention that variation in posts in those groups was intended and planned to cover all learners' learning preferences that have been distinguished due to the use of VARK online test. The teacher constantly interacts with the learners through either commenting, "liking " their comments and sometimes through challenging them to do quickly an activity in order to motivate them to participate and interact to reach better learning outcomes.

Also, the teacher offers his learners an opportunity to ask her about anything that could assist in their writing skills' improvement. Furthermore, these FB groups function as a platform wherein the teacher could remind learners about some important rules, tips, or even academic dates such as exams and quizzes.

First and second-year experimental group's learners were constantly reminded to check their FB educational groups' walls to better practice what they have been exposed to in the classroom, ask, answer and have useful feedback, if necessary.

At the end of this experiment and through the daily use and adoption of this helping tool, learners supposed to be able to reach and achieve these listed targets:

- Mastery of the basics of writing skills namely the mechanics, format, Grammar and syntax (importantly, first- year learners);

- Properly and relevantly guaranteeing the establishment of coherence when learners of both levels write;

- Perfectly and appropriately organize written pieces or essays respecting the cohesion's rules (the second-year learners); and

- Elaborating and improving the vocabulary package of learners of both levels.

Furthermore, many other benefits that will be discussed in the following chapters have been successfully achieved. Fundamentally, those advantages could be encapsulated particularly in the improvement of the writing skill and generally in the learning of the English language.

To achieve a better organization of experimental groups' learners' individual progress, the adoption of individual portfolios is mandatory.

3.5.2.3.4. Portfolio. During the experiment, each experimental participant of both levels has a portfolio through which we continually check the participant's evolution and improvement in specific criteria along with the experiment. The targeted components among first-year experimental subjects were format and mechanism, coherence, usage and clarity while the selected elements for second - year students were format and mechanism, coherence and usage.

After eight courses, a regular test is assigned to the sample's members.

3.5.2.3.5. Progress tests. After each two months, students receive a progressive test that aims at standing on and checking learners' mastery of particularly one targeted component of the academic writing style's elements. Also, the purpose of each progressive test was to canvass learners' improvement and gain some preliminary results about the effectiveness of the treatment when comparing the results of the experimental as well as the control group of each level. The content of these progressive tests varies according to the level. For instance, first-year content's covers format and mechanism, coherence, usage and clarity while second-year tests' content deals with format and mechanism, coherence, usage and cohesion.

3.5.2.3.6. *The Posttests.* At the end of the experiment, a posttest is administered to both groups of each level. The first- year participants were asked to write a paragraph whereas the second-year learners were required to write a short essay in no more than 20 lines. Scores, results, and data were tabulated, compared, and appropriately interpreted in the following chapters (Chapter4,5).

The following table (table17) provides a clear and all-inclusive understanding of the main procedures involved in the current investigation.

Table17.

Comparison between the Experimental Groups and Control Groups

Material Used	Experimental Groups	Control Group
VARK Test	✓	
Pretest	✓	✓
Unified Curriculum (in each level)	✓	✓
Same Teacher	✓	✓
Suggested Treatment (FB Educational Group)	✓	
Portfolios	✓	
Progress Tests	✓	✓
Posttest	✓	✓
Questionnaire	✓	

It is worthy to mention that at the start of the experiment, the experimental and control group learners of first and second levels were invited to substitute their real names by a particular number that was given to them by the researcher to avoid any bias results. In this respect, the results of all tests as well as the individual portfolios of experimental information were reported in an anonymous way in which numbers from 1 to 50 represent a particular learner in each group.

3.6. Data Analysis Procedures

The nature of this study requires the use of statistics as a fundamental measurement tool. It is obligatory to determine whether any improvement in

students' academic writing style occurred and to what extent this improvement is apparent through their grades. Results obtained from the pretest, progress and post-tests were used. Respectively, higher scores in the posttest would certainly indicate that the learners' academic achievement had improved to some extent. The data obtained by the tests are analysed using the Statistical Package for the Social Sciences (SPSS) and then commented.

Descriptive statistics such as the means of scores, sums and standards of deviation are exploited. Additionally, inferential statistics like the independent sample T-test is used as a statistical technique of data analysis to compare the means obtained in tests by both experimental and control groups. In this regard, t-test is used to statistically analyze data gathered from experimental designs. It assists in drawing conclusions based on statistical foundations to leave no room for bias.

Summary

This chapter deals with the methodological procedures adhered to during the current investigation. It highlights the main technique used to obtain a representative sample from the whole population. Also, it summarizes the different pre and post phases of the experimental phase as well as the experiment itself. This chapter denotes the various instrumentations used to collect the needed data. Moreover, it highlights the reliability of the adminstred tools to guarantee authentic outcomes and results that could be replicable by further research. Finally, it pinpoints the main statistical tools used to analyse the data gathered to leave no room for bias and misunderstanding.

The collected results and findings of this study are organised and presented in the following chapter.

Chapter Four

Results and Findings

The main aim of this research is discovering whether the use of SNS particularly FB as a helping tool will assist the improvement of learners' academic writing in English or not. For this reason, an experiment had been managed and organized to reveal to what extent this helping tool could affect learners' academic writing skills and thus their achievement. Consequently, the researcher conducts the experiment with two distinctive levels that are first and second year level, to test the effectiveness of the suggested treatment at different levels. Also, the aim of conducting the experiment at different levels is to explore as well as identify differences and similarities that might be culminated from the use of this suggested treatment. The results of the experiment might certainly be considered as validation and confirmation of the set hypothesis which states that the use of such a helping tool could lead to development and amelioration in learners' academic writing style and skills.

This chapter includes the compilation and collection of students' scores. Additionally, it analyses the data gathered from the different instruments used to obtain the needed data. These data serve to pinpoint and reveal the limitation of our research. This chapter reports the findings of this research that would help in generating and drafting some decisive and essential recommendations which could tremendously assist future learners and researchers.

4.1. Results of VARK Online Test

Before conducting the experiment, all experimental groups' participant of both first and second year level take the online VARK test. This step is crucial as it determines the suggested treatment content. VARK test's results are provided in the form of numbers, learning preferences will be classified accordingly. For each student, the two first highly ranked learning preferences from the displayed results were taking into account. The first one is considered to be the major learning preference while the second one is the secondary or minor learning preferences. The results of both groups are denoted in the following tables.

Table 18.

First Year Learners' Major and Secondary Learning Preferences according to VARK Learning Model Test

	Major Learning Preference	Percentage of Major Learning Preference	Secondary Learning Preference	Percentage of Secondary Learning Preference
Visual	20	40%	22	44%
Auditory	18	36%	18	36%
Read/Write	05	10%	06	12%
Kinesthetic	07	14%	04	08 %

The table 18 indicates that the great proportion(76%) of first-year learners tend to learn through visual (40%) and auditory (36%) means as a major learning preference rather than reading\writing mean (05%).While only seven learners(14%) prefer to learn through relating their learning to real-life situations. Also, the results of

this test prove that the dominant learners' secondary learning preferences are visual (44%) and auditory (36%). Additionally, and in the same category, some learners prefer to learn though reading\writing (12%) and the minority tends to be kinesthetic learners (08%).

Table 21.

Second Year Learners' Major and Secondary Learning Preferences according to VARK Learning Model Test

	Major Preference Learning	**Percentage of Major Learning Preference**	**Secondary Learning Preference**	**Percentage of Secondary Learning Preference**
Visual	20	40%	19	38%
Auditory	20	40%	20	40%
Read/Write	08	16%	04	08%
Kinesthetic	07	14%	09	18%

Similar to the first year, second year learners score approximately the same in the four different categories. The dominant learning preferences in the major learning preference category are visual (40%) and auditory (40%). The same is recorded in the second category where the visual (38%) and auditory (40%) preferences are ranked as learners' top choice. Also, in the major learning reference, only eight learners (16%) prefer to learn through reading\writing and seven of them (14%) are kinesthetic learners. Concerning leaners' secondary learning preferences, only four students (08%) prefer reading\writing and nine of them (18%) are kinesthetic learners.

All in all, participants of both groups tend to prefer visual and auditory learning styles in both categories. The results challenge the teacher\researcher especially when the dependent variable is writing. To get desirable results, FB educational posts should focus on these two distinctive styles to involve and attract learners in the learning process.

Subsequently, the students of all groups were assigned a pretest.

4.1. First Year Results of the Pretest

Conducting and administering a pretest is a critical and imperative step that the researcher should highly consider and take it into account. Importantly, the pretest helps the investigator to stand on and evaluate learners' initial level before starting the experimental phase. In this experiment, both experimental and control groups of each level receive the same test. The pretest of each level is designed to reach and formulate a clear and distinct idea about learners' initial level in academic writing style. Additionally, pretests' evaluation and assessment focus on particularly some distinct and distinguished components of the academic writing style. Those elements were explicitly demonstrated in the designed scoring rubrics shown in tables (table15) and in addition to the provided literature review.

On one hand, the targeted elements for the first-year are respectively format and mechanism, coherence, usage and clarity. On the other hand, format and mechanism, coherence, usage and cohesion are the intended and selected components to be tested in second year participants' written productions. The scores of the pretest of each level's groups are represented in the following.

4.1.1. Scores of both groups in the pretest of first year level.

The results obtained in the pretest of both first experimental and control groups are tabulated and commented in the following.

Table20.

First Year Experimental Group's Pretest Scores

N	Pretest Scores	N	Pretest Scores
1	3	26	1
2	3	27	2
3	2	28	4
4	1	29	2
5	4	30	3
6	3	31	2
7	4	32	4
8	1	33	3
9	1	34	4
10	3	35	2
11	1	36	1
12	2	37	3
13	4	38	4
14	3	39	3
15	4	40	2
16	3	41	1
17	2	42	4
18	1	43	1
19	2	44	3
20	3	45	2
21	2	46	1
22	2	47	3
23	1	48	3
24	4	49	2
25	2	50	3

$\sum_E x = $ 124   *Mo=3*

X_E = 2.48

N= number of the subjects *Mo*= mode   X= (mean) the average of scores $\sum$X= the sum of the scores

Table21.

First Year Control Group's Pretest Scores

N	Pretest Scores	N	Pretest Scores
1	3	26	3
2	3	27	2
3	2	28	1
4	1	29	2
5	4	30	2
6	3	31	2
7	2	32	5
8	1	33	2
9	1	34	3
10	1	35	3
11	2	36	2
12	3	37	2
13	4	38	1
14	3	39	4
15	4	40	1
16	3	41	1
17	2	42	3
18	1	43	1
19	3	44	3
20	3	45	1
21	3	46	2
22	2	47	2
23	1	48	1
24	2	49	3
25	3	50	2

$\sum_E x$ = 114   *Mo=2*

X_E = 2.28

Subjects in both experimental and control groups, receive a pre-test to evaluate their level importantly in the aforementioned components of academic writing style. Furthermore, the purpose of the pre-test is to diagnose learners' initial level in academic writing style of both groups.

Table (table22) clearly demonstrates the insignificant difference in means of scores obtained by students in the experimental and control groups.

Table 22

Pretest Means of Both Groups of First Year Level

Groups	N	Mean (x)
Pretest x E	50	2.48
Pretest x C	50	2.28
Difference in means $x1$		0.20

Respectively, table (table20) and (table21) disclose that learners of both groups do lack the needed writing skills that promote academic writing style. Particularly, the detailed assessment of students' responses takes into consideration the four selected components of academic writing style. This assessment reveals and indicates that first-year learners besides the lack of vocabulary that they manifest, they misuse mechanism's and the grammatical rules. Moreover, the coherence is totally absent in their written compositions and they overuse ambiguous terms and expressions.

The results obtained through the use of SSPS show that the pretest the dominant mode among experiment group learners is (*Mo*=3) while it is (*Mo*=2) among their control group peers.

Also, it is noticeable that the results displayed in table (table24) enclose a slight difference in the means of both groups of first year level *(x1 = 0.20)*. Therefore, this insignificant in difference in means lead us to estimate that the initial level of

learners' writing proficiency of both groups is almost the same. Also, the difference between the noted values the median (x =2, x =2,5) are insignificant. Again, this insignificant difference of both mean and median of both groups stress on their equal initial level. This drives us to estimate that if the experiment is well conducted and all the variables are examined, controlled and well manipulated, any further over scoring in the subsequent tests will occur due to the experimental instructions and particularly to the adoption of the new suggested treatment.

4.2. Progress Test Results of both groups of First Year Level. Both groups of first year level's results obtained from the different administered progressive tests are gathered and tabulated in the following.

4.2.1. Progress test N°1. The experimental and the control groups of first year level are taught similarly written expression module which the courses' content is unified. For each experimental phase, a significant focus is put on particular academic writing style's criterion. Two months or namely eight weeks of teaching/learning is the period set to separate between the experiment's different phases and thus administering a progress test after each phase.

As it is formerly mentioned, both groups' participants are taught writing skills in general, but over practice and more concentration is emphasized on one specific component. However, the experimental group subjects are asked to adopt the FB educational group as a helping tool to revise the same courses' content taught in formal classes. After each session, leaners are kindly reminded to use the suggested treatment to do more practice and ask the teacher or other peers any written- related questions that might inhibit their mastery of academic written style.

It is worthy to mention that the content of the first progressive test is adapted from the university of New England publication. For first year learners, the first progress test (Appendix G) targets the format of the paragraph and mechanisms. In this test, they are provided with a non-indented, capitalized and punctuated paragraph and then they are asked to adjust it to conform to the academic writing style's requirements.

Moreover, learners are instructed to develop a descriptive paragraph in which they have to respect norms and rules of how to expand and elaborate this kind of paragraph. The question was:

"*Describe the major characteristics of obsessive compulsive disorder in a paragraph"*.

The Major aim of this progressive test is checking on learners' accommodation with basics of academic writing style namely: punctuation, capitalization and indentation. A suggested answer of this test is represented in (appendix H). The results and scores of the first progress test are represented in the following passage.

4.2.1.1. Results of progress test N°1. The results of this first progressive test are represented in the following.

Table 23.

First Year Experimental Group Scores in Progress Test N° 1

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	5	2	1	1	26	5	1	4	3
2	4	1	1	2	27	5	2	1	2
3	3	1	1	1	28	4	2	3	3
4	5	2	4	2	29	3	1	3	1
5	4	2	2	1	30	5	1	2	2
6	4	1	1	1	31	5	1	3	1
7	3	2	4	1	32	4	1	5	2
8	4	3	5	3	33	4	1	2	3
9	4	2	1	1	34	3	2	1	3
10	4	2	3	2	35	5	1	4	2
11	3	1	2	1	36	4	1	5	2
12	4	1	2	3	37	5	1	4	1
13	5	1	4	3	38	5	1	4	3
14	3	1	2	2	39	4	2	1	2
15	5	3	1	4	40	3	2	1	2
16	3	2	1	2	41	4	3	5	1
17	4	2	4	1	42	3	2	2	2
18	4	1	2	3	43	4	2	5	3
19	4	1	3	2	44	3	2	2	2
20	4	2	3	1	45	5	1	4	2
21	3	1	3	1	46	5	1	2	3
22	4	2	4	2	47	5	1	2	2
23	4	1	4	1	48	4	1	2	2
24	3	2	1	2	49	4	1	2	1
25	4	2	1	3	50	4	2	4	2
Mo	**4**	**1**	**1**	**2**					
$\tilde{x}$	**4**	**1**	**2**	**2**					

Mo= mode

$\tilde{x}$ *=median*

The results reported in table 23 unveil that students accumulate high scores in format and mechanism. This later demonstrates their considerable mastery of this

component. Moreover, the students are well graded in usage as they show a relevant command of different grammatical rules contrary to two last criterion of academic writing: coherence and clarity in which learners obtained very low scores that negatively affect their overall scoring. The recorded medians in all of the four components are ($\tilde{x}$ =4, $\tilde{x}$ =1, $\tilde{x}$ =2, $\tilde{x}$ =2) while the mode in the same components are respectively (*Mo*=4, *Mo*=1, *Mo*=1,*Mo*=2). These statistics reflect that the most enhanced component is format and mechanism ($\tilde{x}$ =4, *Mo*=4).

Table 24

First Year Control Group Scores in Progress Test N° 1

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	4	2	1	1	26	4	1	3	3
2	3	1	3	1	27	3	1	1	2
3	2	2	2	1	28	5	2	2	1
4	3	2	3	2	29	4	1	4	2
5	4	1	2	2	30	3	1	1	2
6	3	1	3	1	31	4	2	2	2
7	2	2	3	1	32	4	1	5	1
8	4	1	3	2	33	3	1	1	1
9	5	2	1	3	34	5	2	1	1
10	4	2	4	1	35	4	1	4	3
11	4	1	2	2	36	4	1	3	2
12	3	1	2	2	37	5	2	2	1
13	5	2	4	1	38	4	1	5	2
14	2	1	1	3	39	4	2	2	2
15	4	2	3	1	40	5	1	3	1
16	4	2	1	2	41	4	1	5	2
17	3	2	4	1	42	4	2	3	2
18	2	2	4	1	43	3	1	4	3
19	3	1	2	1	44	5	1	2	2
20	4	2	4	1	45	3	2	3	1
21	3	1	3	2	46	5	1	3	2
22	3	2	5	2	47	4	1	2	1
23	2	1	3	1	48	4	1	4	2
24	3	2	2	2	49	4	1	4	1
25	5	1	1	1	50	5	1	2	2
Mo	**4**	**1**	**3**	**1**					
$\tilde{x}$	**4**	**1**	**3**	**2**					

Mo= mode

$\tilde{x}$ *=médian*

Table 24 illustrates the scores of the control group's participants in progress test N°1. In addition, figure 4 clearly demonstrates the recorded scores of both

experimental and control group in this test. At first glance, what is noticed is a slight difference between scores of both groups. These results are driven from the assessment of learners' revised and produced paragraphs that permit us to deduce and collect the needed information about learners' mastery of the different academic writing style component that we previously selected. As a reminder, these elements are: format and mechanism, ability to write coherent paragraph, good mastery of word choice that leads to clarity in addition to the effective application of grammatical rules. Moreover, learners' inability to write and produce well organized paragraphs responding to the assigned question that requires the production of a descriptive paragraph is remarkably a significant characteristic of learners' compositions of both groups. All these is mirrored in the scored median ($\tilde{x}$ =4, $\tilde{x}$ =1, $\tilde{x}$ =3, $\tilde{x}$ =1) and mode (*Mo*=4, *M*o=1, *Mo*=3, *Mo*=2) of each component. What can be interesting is the high values of both median and mode noted in format and mechanism ($\tilde{x}$ =4, *Mo*=4) which can be related to the particular focus put on this criteria during the formal courses. Also, what attract our attention are the high values of median, mode and mean recorded in the third element that is usage. This can be related to the impact of formal grammar courses in addition to the classroom instructions and feedback.

Table 25

First Year Total and Average Scores of Experimental and Control Groups in Progress Test N1

	Format & Mechanism	Coherence	Usage	Clarity
Total score of Experimental group	202	77	133	98
Average Score of Experimental group	4,04	1.54	2.66	1.96
Total score of Control group	186	71	137	82
Average Score of Control group	3.72	1.42	2.74	1.64
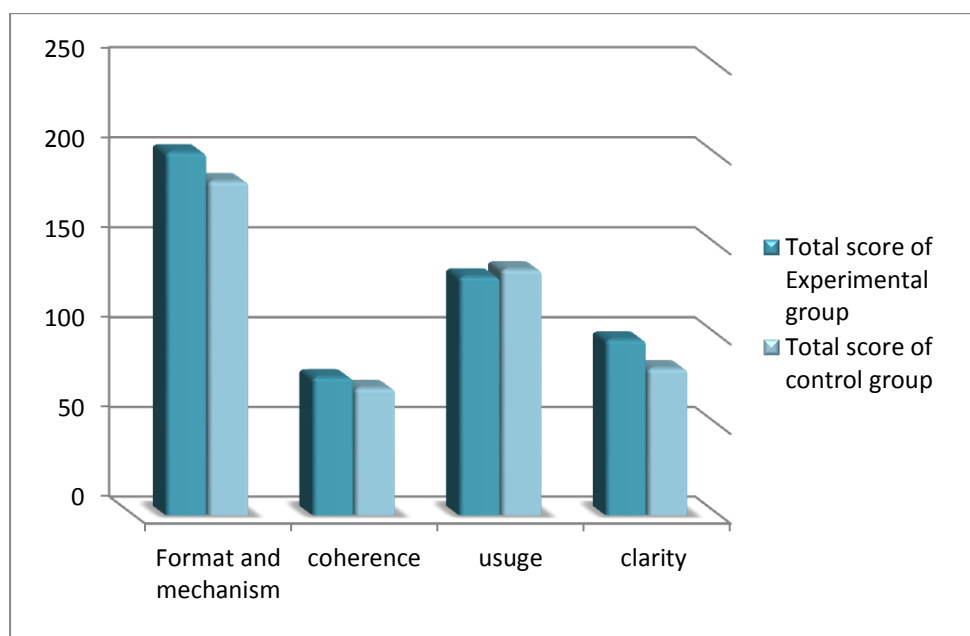
Figure 4. First Year Scores of Experimental and Control Group in Progress Test N°1

The indicates the total and average scores of the experimental and control groups in the first pretest that are presented in table 25 in conjunction with figure 4 that represents a comparison between the results obtained in the same test with both groups about the selected components of academic writing style in this study show a slight difference between the groups' results. Learners' productions, namely the

corrected and written paragraphs are our source of scoring as well as they serve us to have an idea about learners' ability to master and implicate relevantly the rules that correspond to the chosen academic writing style component format and mechanism.

The expected average score for each of the four academic writing style's elements should be 2.5 as the number of the participants is estimated to be 50 and the ideal score is 5 for each element.

Noticeably, the highest average scores are reported in format and mechanism in both groups. Also, a slight difference between those two average scores is marked ($x = 0.32$.) These scores are higher than the expected average score ($x = 2.5$). However, they still very low since this is the basic and simplest criteria of academic writing that had been extensively covered along the whole two first months. The average scoring of the third component, that is usage, accedes lightly ($x = 2.5$) in both groups which indicate an acceptable mastery of this component though they do not receive yet the full formal instructions about this criterion. The average scores of the second and fourth criteria are undoubtedly very low which can be related to learners' ineptitude to write a coherent and clear paragraph.

Importantly, what is remarkable is that experimental group' scores are slightly higher compared to those of the control group in the progress test n°1 namely in Format and mechanism. The scores of this element receive the highest score while both coherence and clarity fail to reach the average score of($x = 2.5$).

4.2.2. Progress test N° 2. This test is carried out after another two months of teaching/learning. The targeted criterion by this test is the assimilation of coherence. The test is composed of two exercises as it is displayed in (appendix I). Students are

asked to revise paragraphs by detecting which cohesive devise is used. Also, they are asked to produce a narrative paragraph that fits the assigned question. It is worthy to mention that during this phase, learners prove a remarkable improvement in the criteria of format and mechanism. Related to their answers to item 4 in the questionnaire (Appendix O), the suggested treatment provided them with additional opportunities to practice and write and then get the necessary feedback from the teacher and other learners. Also, they highly value the role of extra practice especially outside the classroom. Certainly, it is our duty to report that students were motivated to write more and learn better because they reported that fell free and not obliged to choose and select the suitable time to practice. Additionally, their answers to item 5 in the questionnaire (Appendix O) mention that the variation in FB educational group motivates them to interact and thus write to enhance their writing skills and abilities.

      4.2.2.1. Results of progress test N• 2. The results of both experimental and control groups are collected tabulated and displayed in the following tables.

Table 26

First Year Experimental Group Scores in Progress Test N°2

N	Format and Mecphanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	5	3	1	1	26	3	3	4	3
2	4	4	3	2	27	4	3	2	1
3	5	4	2	1	28	4	2	2	3
4	4	3	4	1	29	4	2	4	3
5	4	4	2	1	30	5	3	2	3
6	5	2	3	1	31	5	4	1	2
7	5	3	4	2	32	4	2	2	1
8	3	2	3	1	33	4	4	3	2
9	4	4	2	2	34	5	2	3	3
10	5	3	4	1	35	4	4	2	2
11	3	4	2	1	36	4	4	1	1
12	4	3	2	2	37	5	4	2	2
13	5	2	4	2	38	5	5	3	2
14	4	3	2	2	39	4	3	2	3
15	4	2	3	3	40	5	4	3	3
16	4	3	1	1	41	5	4	4	1
17	3	5	4	1	42	4	4	4	3
18	3	3	4	2	43	4	3	4	2
19	4	4	3	2	44	5	4	2	3
20	4	3	3	1	45	4	2	3	3
21	5	4	4	2	46	4	3	1	2
22	4	2	4	1	47	5	4	2	3
23	3	3	4	3	48	4	5	3	3
24	4	4	5	2	49	4	4	3	3
25	5	3	2	1	50	4	2	3	4
Mo	**4**	**4**	**2**	**1**					
$\tilde{x}$	**4**	**3**	**3**	**2**					

Mo= mode

$\tilde{x}$ *=médian*

Table 26 denotes that the scores of participants in the experimental group are different compared with the previous test. Consequently, the means are a bit higher than the previous ones and approach to the expected average that is estimated to be (x =2.5). Importantly, the average score of coherence is (x =3.28) with a difference of (x =0.78) from the average estimated score but it still low knowing that eight weeks were typically dedicated to improve students' command of cohesive devices. This could be explained by learners' focus on usage of language rather than concentrating on the paragraph's content and linking appropriately the paragraph's sentences. This is quite normal as they are novel learners who try to implicate what they have been taught in other modules especially grammar. Scores attributed to the fourth element, i.e., clarity, are the lowest and this could be clearly seen in their compositions in which they misuse words, and sometimes mix words' meanings. The scores of format and mechanism are continuously rising. This indicates students' familiarization with the practice of those rules. Also, the scored median in this tests are ($\tilde{x}$ =4, $\tilde{x}$ =4, $\tilde{x}$ =2, $\tilde{x}$ =1) and mode (*Mo*=4, *Mo*=4, *Mo*=2, *Mo*=1). These results denote that the most enhanced criteria in this stage are format and mechanism in addition to cohesion. Contrarily, the scores of the control participants in this test are not very encouraging as it is shown in the following table.

Table27

First Year Control Group Scores in Progress Test N°2

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	4	1	1	1	26	5	1	3	2
2	4	1	3	2	27	5	2	2	2
3	3	3	3	1	28	4	2	3	1
4	3	1	4	3	29	3	2	2	3
5	5	2	4	1	30	5	1	1	2
6	4	2	2	1	31	4	3	2	3
7	3	1	2	2	32	4	2	3	2
8	4	1	3	2	33	3	1	3	1
9	3	2	3	2	34	3	4	4	2
10	2	1	4	1	35	4	2	1	2
11	3	1	1	2	36	5	1	1	1
12	4	2	2	2	37	5	1	4	2
13	4	2	3	2	38	4	2	1	2
14	5	2	2	1	39	5	2	4	2
15	4	2	3	2	40	4	2	2	1
16	4	1	2	1	41	3	1	3	1
17	4	2	4	1	42	4	2	2	2
18	2	4	3	2	43	5	1	4	3
19	3	4	2	1	44	2	1	3	1
20	2	1	3	1	45	4	2	2	3
21	3	2	2	2	46	5	3	4	3
22	4	2	3	2	47	3	1	3	2
23	3	1	2	1	48	4	4	4	2
24	4	4	1	2	49	4	2	2	3
25	4	3	2	1	50	5	1	3	2
Mo	**4**	**2**	**3**	**2**					
$\tilde{x}$	**4**	**2**	**3**	**2**					

Mo= mode

$\tilde{x}$ *=médian*

Results reported in this table manifest modest progress mainly in the first and second tested elements. Notably, very low scores have been recorded in both usage

and clarity. Indeed, learners' paragraphs demonstrate great deficiencies in writing clearly and accurately without any grammatical mistakes. The noted median values are ($\tilde{x}$ =4, $\tilde{x}$ =2, $\tilde{x}$ =3, $\tilde{x}$ =2) and mode values are (*Mo*=4, *Mo*=2, *Mo*=3, *Mo*=2). In order to illustrate the differences between the groups' results the following table and figure are used.

Table 28

First Year Total and Average Scores of Experimental and Control Group in Progress Test N2

	Collège	Format & Mechanism	Coherence	Usage	clarity
Total score of Experimental group		211	164	140	100
Average score of Experimental group		4.22	3.28	2.74	1.64
Total score of Control group		188	94	131	89
Average score of Control group		3.76	1.88	2.62	1.87

A quick comparison between the results of both groups determines apparent differences in favor of the experimental group. Both groups mark a high average score in format and mechanism (x=4,22 ; x= 3,76). Scores of usage (*x=140; x=131*) and clarity (x=100; x=89) are nearly the same in both groups with a slight difference in favor to the experimental group too. Also, both groups' average scores in these two criteria were above the estimated average, this denotes that learners start to assimilate these components and consequently their written productions are improved. Figure (5) illustrates both group scores.
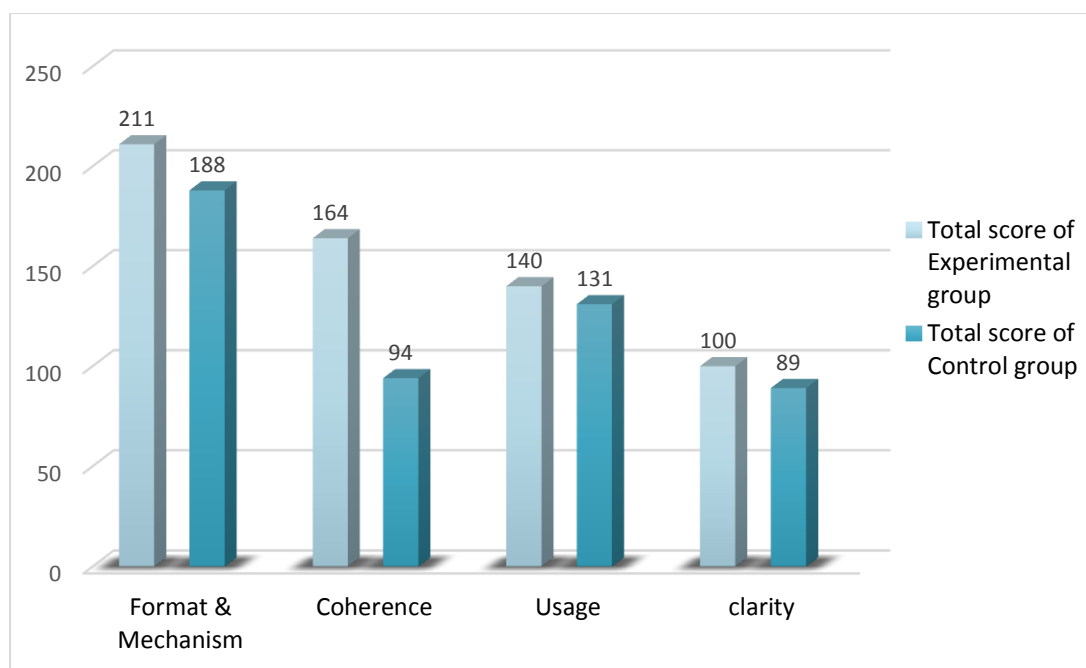
Figure 5.First Year Scores of Experimental and Control Group in Progress Test
N°2

The histogram represented in figure 5 reveals that both groups highly scored
in format and mechanism. This can be related to the practice that is 16 weeks of
learning. Undoubtedly, experimental group participants' scores are higher compared
to those of the control group. Learners' answers to the questionnaire item 6, relate this
improvement to the intensive practice via FB educational group. Moreover, usage
scores are considerably high and at the same time equal in both groups, this can be
explained by the grammar courses taught as well as the published posts of authentic
English for the experimental group's participants. Probably, FB educational group
assists learners to enhance many other academic writing style's elements in both
conscious and unconscious ways.

According to students' answers to item 8 of the questionnaire (Appendix O),
authentic English texts provided in the FB educational group assist them to enhance

the format, mechanism, coherence, deduce the correct grammatical rules, and notice the proper and precise use of words in different contexts.

4.2.3. Progress test N°3. One of this study's interests is the necessity of raising critical thinking in the learning process. Learners need to conceptualize, apply, analyze, synthesize and evaluate actively and skillfully various information. Graining this in our learners' minds might generate autonomous and creative learners. Through practice and appropriate feedback, students would write acceptable to excellent paragraphs in which they should respect the English writing style's norms. Obviously, writing is not just knowing and being aware of writing conventions but it also deciding about how to arrange and deals with information. Also, practice is a core element to handle and enhance writing which is seen as a complex process that necessitates pre and after-writing phases. Meanwhile, learners need to know how to master and move correctly and smoothly from one phase to the other. Consequently, FB educational suggested group might propel learners to respect all these stages in addition to the opportunity of more practicing and revising under the supervision of their teacher of writing. Undoubtedly, Control group's participants lack the satisfactory and sufficient sense of critical thinking, this could have concluded from the assessment of their written production. Hence, control participants demonstrate a great deficiency in analyzing and connecting logically different parts or details about a particular and precise idea. This could also be related to the scarcity and absence of enough practice.

4.2.3.1. Results of progress test N•3. As it is outlined, the third progress test takes place after an additional period of two months of teaching and learning. The

content of this test is represented in appendix J through which we asked learners to write an argumentative paragraph. The scores obtained by experimental participants are collected and displayed in table 29.

Table 29

First Year Experimental Group Scores in Progress Test N°3

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	4	3	3	1	26	5	1	3	1
2	4	4	4	2	27	4	2	4	2
3	5	3	4	3	28	5	4	4	5
4	4	4	3	5	29	4	2	3	2
5	5	3	4	2	30	5	3	2	3
6	4	4	3	3	31	5	4	5	2
7	3	5	2	2	32	4	2	2	3
8	5	5	4	3	33	5	3	5	2
9	4	4	4	1	34	4	4	4	3
10	4	3	5	2	35	4	2	3	1
11	4	5	5	3	36	4	3	3	2
12	4	3	3	4	37	5	2	5	1
13	4	4	4	2	38	4	3	3	5
14	5	3	4	3	39	4	5	4	2
15	4	4	2	5	40	5	3	2	2
16	4	3	1	3	41	4	5	4	1
17	5	5	3	2	42	4	2	2	3
18	4	4	4	3	43	3	4	3	1
19	4	5	5	4	44	4	4	2	2
20	4	3	4	2	45	5	2	1	2
21	5	4	5	3	46	4	5	4	3
22	4	5	3	3	47	5	4	4	2
23	4	4	3	2	48	4	3	4	2
24	5	5	2	2	49	4	5	5	3
25	4	4	3	1	50	4	2	3	1
Mo	**4**	**4**	**4**	**2**					
$\tilde{x}$	**4**	**4**	**3.5**	**2**					

Mo= mode $\tilde{x}$ *=médian*

Practically, the experiment is about to come to its end and students' scores and their written productions meet the expected required level of the academic writing style. Experimental group's scores indicate detectable progress and enhancement in learners' writings. Interestingly, many students are assigned good to excellent grades as they have accumulated 5 marks in many criteria noticeably the format, mechanism, coherence, and usage. This improvement can be attributed to the effectiveness of the suggested treatment as it permits learners to practice more about what they have seen in the classroom. Also, and according to students' answers to item 8 (Appendix O) the daily exposure to authentic English language helps them to acquire new words, expressions and even ideas. The noted median values are ($\tilde{x}$ =4, $\tilde{x}$ =4, $\tilde{x}$ =3.5, $\tilde{x}$ =2). While the mode values are (*Mo*=4, *Mo* =4, *Mo* =4, *Mo* =4). Comparing these scores with the previous ones especially the first progress test, significant progress can be easily noticed. This might confirm, approve, validate and reinforce our assumptions.

Contrarily, the control group's participants manifest tiny differences in scores obtained in the three progressive tests. The progress is considered to be slow and insignificant comparing to the experimental group's progress. Furthermore, little can be said about their scores. The results are represented in table 30.

Table 30.

First Year Control Group Scores in Progress Test $N°3$

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	5	3	3	1	26	5	1	1	1
2	3	3	4	3	27	3	2	4	2
3	4	4	3	3	28	4	3	3	2
4	5	4	2	2	29	4	3	2	1
5	3	2	3	2	30	4	5	4	2
6	3	2	2	2	31	4	4	2	3
7	4	2	1	1	32	5	3	3	2
8	4	1	3	3	33	3	5	4	1
9	5	3	3	1	34	4	5	3	2
10	4	2	3	2	35	3	2	2	1
11	5	2	3	3	36	5	5	2	1
12	5	2	1	3	37	4	2	3	2
13	4	2	4	3	38	5	4	2	1
14	3	2	4	2	39	4	2	2	1
15	3	3	3	1	40	4	3	2	2
16	5	1	3	2	41	3	1	3	1
17	4	2	4	1	42	4	4	4	2
18	5	1	4	2	43	4	2	4	3
19	4	3	3	2	44	3	2	3	1
20	4	1	4	3	45	3	3	2	1
21	4	5	3	2	46	4	2	2	2
22	4	5	2	1	47	4	2	3	1
23	5	3	3	2	48	3	5	2	2
24	3	5	3	3	49	3	1	3	2
25	4	3	4	2	50	4	1	1	2
Mo	**4**	**2**	**3**	**2**					
$\tilde{x}$	**4**	**2.5**	**3**	**2**					

Mo= mode

$\tilde{x}$ *=médian*

The control group's scores obtained in the third progress test are pinpointed in table 30. For a better understanding of this group's progress, a comparison with the experimental one should be figured out. Table 31 represents the average means and figure 6 serves as an illustration to better understand the situation.

Table 31.

First Year Total and Average Scores of the Experimental and Control Group in Progress N°3

	Format and Mechanism	Coherence	Usage	Clarity
Total score of Experimental group	214	178	171	122
Average Score of Experimental group	4.28	3.74	3.42	2.44
Total score of Control group	198	140	141	93
Average Score of Control group	3.96	2.8	2.82	1.86
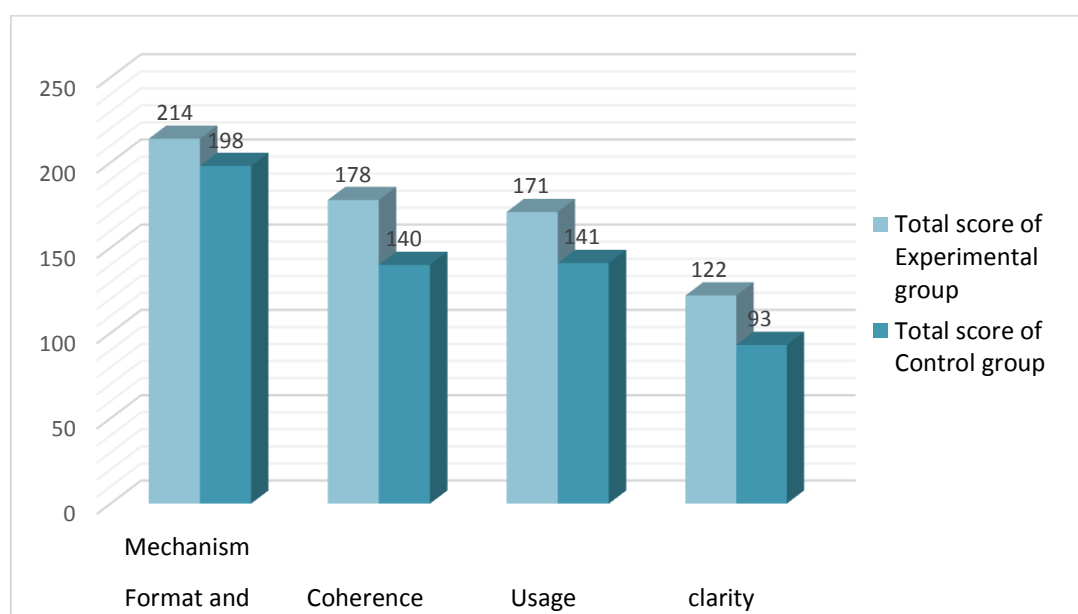
Figure 6. First Year Experimental and Control Group Scores in Progress Test N°3

Performances of experimental group's subjects have been improving increasingly. This can be clearly demonstrated and ratified by their obtained scores. The median values are ($\tilde{x}$ =4, $\tilde{x}$ =2.5, $\tilde{x}$ =3, $\tilde{x}$ =2).While the mode values are (*Mo*=4, *Mo* =2, *Mo* =3, *Mo* =2). The encouraging scores of those participants are revealed and reflected in their written products that indicate better control and mastery of academic writing style's elements. It is worthy to mention that learners receive explicit as well as implicit learning about those selected academic writing criteria in addition to the implemented and arranged training that teacher structured and organized. Moreover, comparing to their first written paragraphs, the occurring amelioration could be attributed to the exploitation and interaction through the suggested treatment without neglecting the role of ordinary and formal learning sessions. Also, the experimental group's learners' average scorings reach a higher level in the third progress test and acceded the estimated scoring. This can be explained and related to their daily and routinely use of the educational FB's group to revise and practice unlike the control's group participants' lack of the sufficient and maybe extra writing, practice or revision especially outside the classroom.

4.2.4.Progress test N°4. The results of the final progress test certainly mirror any improvement and the skillful manipulation of the different criterion of academic writing style importantly format, mechanism, coherence, usage and clarity. Experimental group subjects exhibit an exceptional handling, ability and manipulation of the form as well as the content of an academic paragraph. Contrary to the early stages where the experimental group's learners show a modest interaction in FB educational group, learners at the final experimental stage interact and use FB

educational group permanently and continuously. They also acquire and learn a lot through the FB's groups' different posts, comments and group chatting. Furthermore, the discussions and the feedback of the teacher and even other learners impact positively the learners' writings. Uncommonly, at the early stage of the experiment, learners are used to be remained to use FB's educational group at the end of each session, this has been reversed at the last stages of the experiment where learners ask the teacher to display more about the courses. Also, what is noticed is that learners at this stage become critical readers of their own writings and those of other peers. The online and classroom discussions of different written pieces pinpoint that learners are not only writing and assimilating the different criteria of academic writing style but they are also analyzing, criticizing and using reasoning when writing. It might be arguable that not all the experimental group learners' higher scores attained in this test and represented in table 32, are not solely a result of the impact of the suggested treatment, but comparing those results with the control group's results we can maintain that the treatment in particular and the experiment in general impact positively the learners' writing performance and their knowledge about the English language too. Table 32 represents the obtained scores of the experimental group in this test.

   4.2.4.1. Results of progressive test N•4. The results gathered from both groups in this fourth progressive test are represented in the following tables.

Table32

First Year Experimental Group Scores in Progress Test N°4

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	5	5	5	4	26	5	5	5	4
2	5	4	4	5	27	4	4	4	3
3	4	4	5	2	28	4	5	5	4
4	5	3	4	4	29	3	5	5	3
5	5	4	4	2	30	4	2	4	5
6	5	3	5	5	31	4	5	5	4
7	4	4	4	5	32	5	4	5	2
8	4	5	5	4	33	4	4	5	4
9	5	4	5	3	34	5	5	5	5
10	5	5	4	5	35	4	5	5	5
11	4	4	4	4	36	5	4	4	3
12	4	4	4	5	37	5	3	5	4
13	4	4	5	4	38	3	4	5	5
14	5	5	5	5	39	3	5	4	3
15	4	5	4	4	40	5	3	5	5
16	4	5	3	5	41	4	2	4	4
17	4	5	5	3	42	5	5	5	3
18	4	4	3	5	43	3	5	4	5
19	5	5	5	5	44	5	4	5	4
20	4	4	5	3	45	4	5	3	2
21	5	4	4	5	46	5	5	4	5
22	5	5	5	4	47	3	4	5	5
23	5	5	4	5	48	5	5	5	3
24	4	5	5	5	49	4	5	5	4
25	4	3	4	5	50	5	4	5	5
Mo	**5**	**5**	**5**	**5**					
$\tilde{x}$	**4**	**4**	**5**	**4**					

Mo= mode

$\tilde{x}$ *=médian*

The assessment of learners' written paragraphs is based on the four selected elements of academic writing in parallel to the focus on the idea's development level. Scores of experimental group's participants are significantly and remarkably higher than those of the control group. Evidently, the allotted time to practice the written expression courses in the classroom is insufficient. Acknowledging the importance of practicing theories, FB educational group provides learners with the chance to have more free and additional time to practice and do more writing. It even helps them to be familiar with the authenticity of the English language through, especially, the displayed authentic videos and different posts. The FB's educational group allows learners to practice and use the English language in different situations which enable them to develop not only their linguistic competence but also their communicative competence. This development can be easily deduced from the scores obtained in this test and the quality of their written productions. Moreover, recorded median are ($\tilde{x}$ x=54, $\tilde{x}$ x=4, $\tilde{x}$ x=5, x=4).While the mode values are (*Mo*=5, *Mo* =5, *Mo* =5, *Mo* =5).

Table 33

First Year Control Group Scores in Progress Test No4

N	Format and Mechanism	Coherence	Usage	Clarity	N	Format and Mechanism	Coherence	Usage	Clarity
1	5	4	4	1	26	2	3	3	2
2	4	5	3	2	27	4	4	1	2
3	4	2	3	3	28	5	5	4	3
4	3	4	2	2	29	4	4	3	1
5	4	2	3	2	30	5	3	1	2
6	5	4	3	4	31	4	4	3	1
7	3	5	2	3	32	4	1	3	3
8	4	3	3	3	33	4	3	4	4
9	4	2	3	2	34	4	1	2	2
10	4	4	3	1	35	5	3	3	1
11	3	3	2	1	36	4	2	3	2
12	4	4	3	1	37	4	3	3	1
13	4	2	3	2	38	5	1	2	2
14	3	3	1	2	39	4	4	4	1
15	4	2	2	1	40	3	2	3	1
16	4	4	2	2	41	4	5	4	1
17	3	5	3	3	42	5	3	3	2
18	5	5	3	4	43	4	4	3	1
19	4	4	3	3	44	4	2	2	4
20	4	3	3	1	45	5	4	3	2
21	4	1	3	2	46	5	2	3	3
22	5	4	2	3	47	4	3	3	1
23	4	3	4	2	48	4	4	3	1
24	3	2	3	1	49	3	2	3	2
25	4	4	3	1	50	5	3	4	1
Mo	**4**	**4**	**3**	**1**					
$\tilde{x}$	**4**	**3**	**3**	**2**					

Mo= mode

$\tilde{x}$ *=médian*

Notably, table 33 pinpoints the modest enhancement in learners' written performances. The comparison, in terms of results, between the previous progress test and the last one demonstrates that a very light change can be noticed. However, this change is tremendously insufficient. Though there are few learners who have a good to an excellent overall scoring, result of this group are discouraging to a certain extent. In the researcher's view point, the importance of extra practice, daily revision and the introduction of a new supporting tool are affirmed by the control group's results. Moreover, values of median are (x =4, $\tilde{x}$=3, $\tilde{x}$=3, $\tilde{x}$=2). While the mode values are (*Mo*=4, *Mo* =4, *Mo* =3, *Mo* =1).

Table 34 illustrates the main differences between the experimental and control group's results and the average means.

Table 34

First Year Total and Average Scores of the Experimental and Control Group in

Progress N4

	Format & Mechanism	Coherence	Usage	Clarity
Total score of Experimental group	218	215	225	201
Average Score of Experimental group	4.36	4.3	4.5	4.02
Total score of Control group	202	159	142	99
Average Score of Control group	4.04	3.18	2.84	1.98
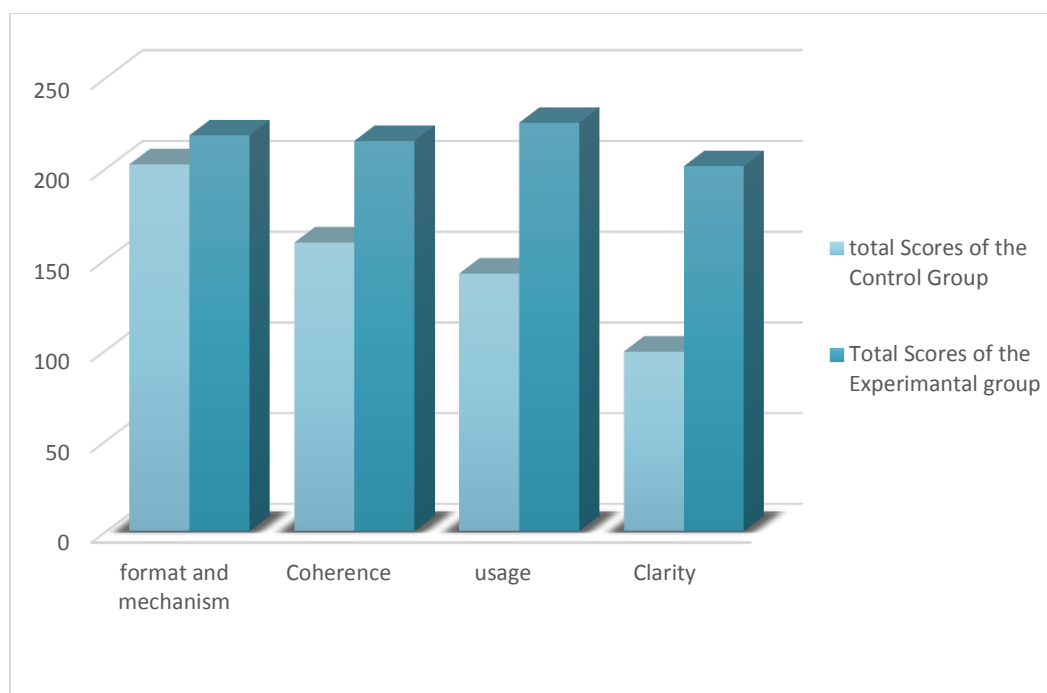
Figure 7. Scores of First Year Experimental and Control Groups in Pretest N4

Table 34 in addition to figure 7 depict and portray the numerical differences between the experimental and control group, in favor to the first one. For ultimate confirmation, we have administered a post- test to both groups of this level.

4.3. Posttest results

After a whole academic year, precisely eight months of teaching and learning, the experiment comes to its end. To detect and depict the load of the achieved progress, we administer a final test to all participants of first level in this research. The content of this test is the following "Describe your experience in the first day at the university in a paragraph». The instructions are the same as in the pretest and this measure is done on purpose to measure the quantitative as well as the qualitative improvement of learners in terms of scores and the correct development of an academic paragraph. The following tables represent the scores obtained by both groups.

Table 35

First Year Experimental Group Learners' Scores in the Posttest

N	Pretest Scores	N	Pretest Scores
1	5	26	5
2	5	27	5
3	4	28	5
4	5	29	5
5	5	30	4
6	5	31	5
7	5	32	4
8	5	33	5
9	5	34	4
10	4	35	5
11	5	36	5
12	5	37	4
13	5	38	5
14	5	39	5
15	5	40	5
16	5	41	5
17	5	42	5
18	5	43	4
19	5	44	5
20	4	45	5
21	5	46	4
22	5	47	5
23	5	48	5
24	5	49	5
25	5	50	4

$\sum_E x$ = **240** *Mo=5*

X_E = **4.79**

N= number of the subjects   *Mo*= mode X= the average of scores $\sum$X= the sum of the scores

Table 36

First Year Control Group Learners' Scores in the Posttest

N	Pretest Scores	N	Pretest Scores
1	2	26	3
2	3	27	4
3	2	28	3
4	3	29	5
5	4	30	3
6	3	31	1
7	2	32	3
8	3	33	2
9	4	34	3
10	3	35	3
11	1	36	1
12	2	37	5
13	3	38	3
14	4	39	5
15	3	40	3
16	2	41	4
17	3	42	3
18	1	43	2
19	3	44	3
20	2	45	4
21	2	46	3
22	3	47	1
23	5	48	3
24	3	49	3
25	2	50	4

$\sum_E x$ = 145   *Mo=3*

X_E = 2.9

Table 37

First Year Total and Average Scores of Experimental and Control Group in Posttest

	Format and Mechanism	Coherence	Usage	Clarity
Total score of Experimental group	226	227	242	241
Average Score of Experimental group	4.52	4.54	4.84	4.82
Total score of Control group	203	181	174	119
Average Score of Control group	4.06	3.62	3.48	2.38
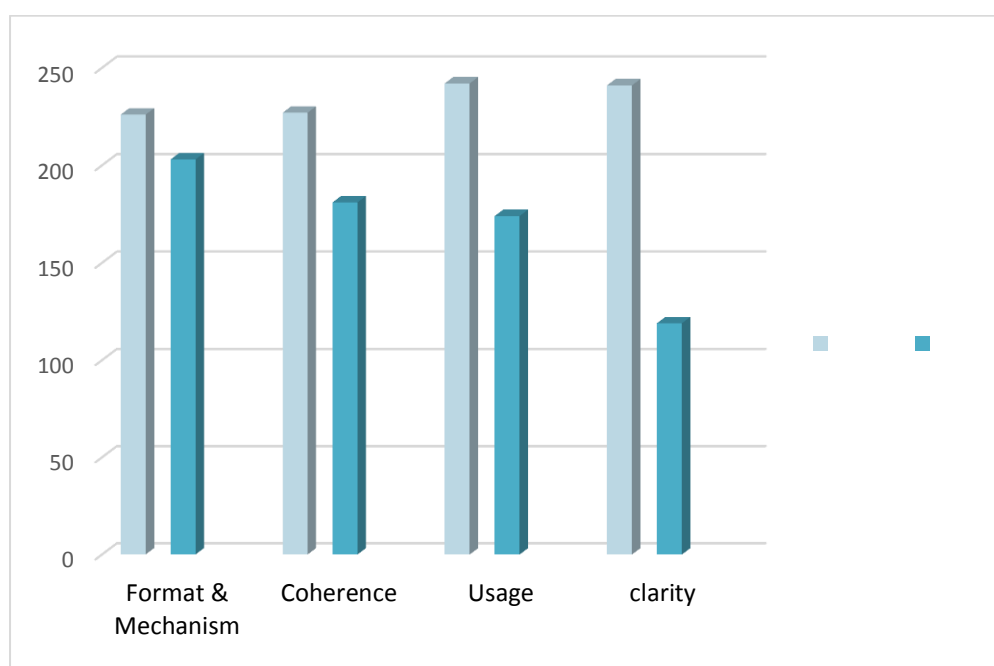
Figure 8. First Year Scores of Experimental and Control Groups in Posttest

The results gathered from the posttest shown in table 39 in addition to figure 8 clearly show significant differences between the two groups in favor to the experimental group. This proves that the conducted experiment and more specifically the suggested treatment manifests and causes a beneficial change in learners' academic written productions and performances. Though this partial success is clearly

displayed and indicated by progress testes and importantly the posttest's scores, still a suitable calculation is required to eliminate any probability of bias.

Furthermore, a quick comparison of scores obtained in pretest and posttest disclose that learners score better in the last test and through their written pieces, learners of the experimental group overcame the hindrances that they used to meet while writing academically. Accordingly, experimental participants manifest a substantial mastery and command of coherence in the posttest contrarily to their written performances in the pretest. Moreover, the experimental learners' proficiency in usage and clarity is significantly ameliorated and enhanced viewing the scores of the pretest.

In addition, the mean scores of each tested component in the experimental group clearly exceed the average score that is estimated to be 2.5 (table 37). Moreover, the impact of any extraneous factors is eliminated viewing the control scores that showed a little and very moderate positive change. To us, this small change could be interpreted and attributed to the regular, formal and classic courses.

4.4. Summary of First Year Level's Tests' Results

Table clarifies the difference in means of the experimental and control groups of firs year level.

Table 38

First Year Posttest Means of both Groups

	N	Means(x)
Experimental group	50	4.79
Control group	50	2.9
Difference in means x 2	**50**	**1.89**

As table 38 reports, the difference in means between the experimental and control group is significant ($x2 = 1.89$). The mean of the experimental group is higher than that of the control group. This difference in means in favor to the experimental could partially denote the success of the experimental and the usefulness of the suggested treatment. Furthermore, the noted mode value (Mo) in the experimental group's results ($Mo= 5$) is much higher than that scored in the control group's results ($Mo=3$).

To be reminded, first year level's several mean scores(x) obtained in this experiment are tabulated in the following.

Table 39

First Year Mean of Scores in the Different tests

	Pretest	Test N°1	Test N°2	Test N°3	Test N°4	posttest
Experimental group	2.48	2.55	2.97	3.47	4.29	4.79
Control group	2.28	2.38	2.53	2.86	3.01	2.9
Difference in means	**0.20**	**0.17**	**0.44**	**0.61**	**1.28**	**1.89**
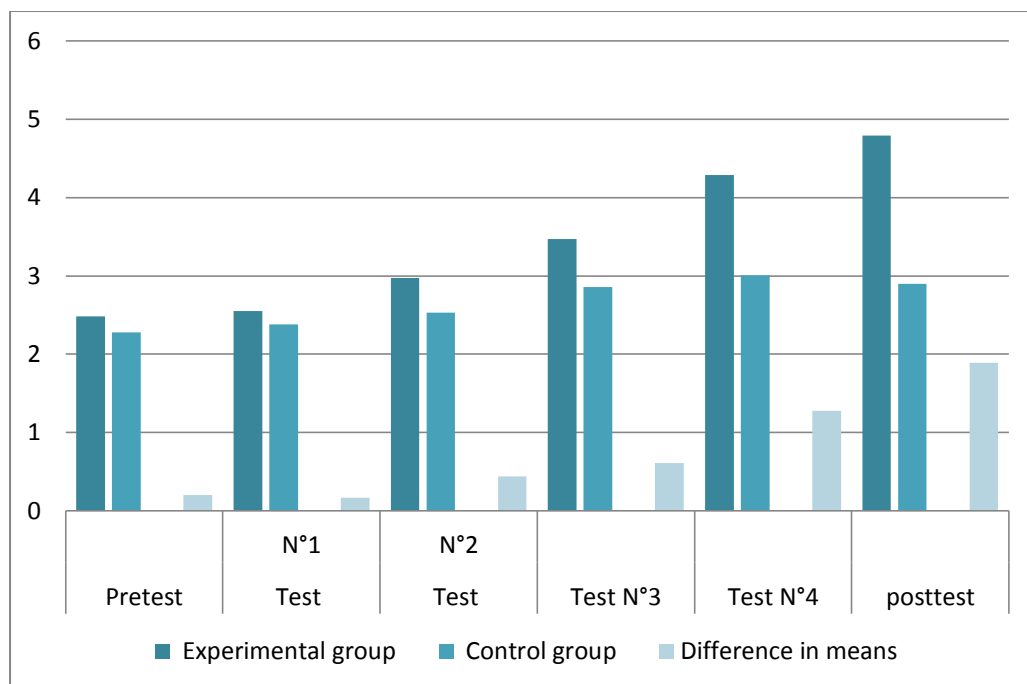
Figure 9. First Year Means of Scores in the Different Tests

As it is represented in table 39, the difference in means between both groups of first year level is gradually and constantly developing throughout the experimental phase. At the beginning of the experiment and in the first progress test, the difference in means between both groups is insignificant with a small favor to the experimental groups (x =0.20, x =0.17). Starting from the second progress test, the difference in means between the groups begins to be highly significance in a favor to the experimental group. During the different phases of the experiment, the first-year experimental group's participants score much higher than the control group's ones. This is noticed through the comparison of the obtained difference in means. This put us in a situation to claim that the FB educational group highly assists first year leaners of the experimental group to improve their academic writing style and their academic achievement.

As a reminder, it was mandatory to collect separately each learner's written productions in individual portfolios to check and follow their progress in each selected criterion of the academic writing style. As it was mentioned in chapter 3, the individuals were given numbers to use along the experimental phase instead of their real names. These portfolios are indispensable as they help us in compiling the necessary information that assist in creating and selecting the appropriate content of FB educational group. Besides, the continuous analysis of those portfolios unveil that some learners found difficulties in improving their academic writing style and get average marks. These few cases do not affect and negatively impact the experiment's overall progress and the study's main purpose. To check the extent to which the research hypothesis is tested and examined further statistic should be done. These statistics would assist us to determine the success of the suggested treatment using more accurate, numerical inferential data. This step will be displayed just after reporting second year level obtained scores and results.

4.5. Results of Pretest of Second Year Level

This section reports the results obtained with second year level.

4.5.1. Scores of both groups in the pretest. One of this experiment's prerequisites is the necessity of conducting it with two levels in order to test, verify and measure the extent to which the suggested treatment could be beneficial with different levels. Taking into account the following criteria of academic writing style: format and mechanism, coherence, usage, and cohesion we scored all second-year level participants' written compositions. The pretest assigned to 2nd year students asks them to write an essay about *"their first day at university"* in no more than 200 words.

It is worthy to mention that the content of the pretest and posttest is unified for the first and second year learners to mark any significant differences.

As a reminder to the readers, the purpose of this test is to stand on the learners' fundamental level before initiating them to the experiment and the academic writing selected criteria.

Also, all tests are scored and assessed according to the rubric score represented in table 16 (see p.129). Additionally, experimental subjects' written productions are collected continuously and classified into individual portfolios to check their gradual progress.

The scores obtained in the pretest are represented in table 40 and table 41.

Table 40

Second Year Experimental Group's Pretest Scores

N	Pretest Scores	N	Pretest Scores
1	3	26	3
2	2	27	3
3	3	28	2
4	4	29	3
5	3	30	3
6	2	31	3
7	4	32	4
8	3	33	3
9	1	34	2
10	4	35	1
11	3	36	3
12	2	37	1
13	1	38	1
14	4	39	2
15	2	40	3
16	3	41	2
17	2	42	3
18	3	43	2
19	4	44	1
20	3	45	3
21	3	46	1
22	4	47	2
23	2	48	1
24	1	49	2
25	3	50	4

$\sum_E x =$ **127** *Mo=3*

$X_{\overline{E}}$ **2.54**

N= number of the subjects   *Mo*= mode   X= the average of scores $\sum$X= the sum of the scores

Table 41

Second Year Control Group's Pretest Scores

N	Pretest Scores	N	Pretest Scores
1	4	26	1
2	3	27	3
3	2	28	4
4	1	29	2
5	2	30	1
6	1	31	3
7	3	32	1
8	4	33	2
9	4	34	2
10	3	35	3
11	2	36	3
12	1	37	4
13	2	38	1
14	1	39	2
15	3	40	1
16	3	41	2
17	1	42	3
18	2	43	2
19	3	44	2
20	2	45	3
21	1	46	1
22	1	47	4
23	3	48	3
24	4	49	2
25	2	50	1

$\sum_E x = $ **115**   *Mo=2*

X_E $=$ **2.3**

N= number of the subjects   *Mo*= mode   X= (Mean)the average of scores

$\sum$X= the sum of the scores

Table 41

Second year Pretest Means of Both Groups

	N	Means(x)
Experimental group	50	2.54
Control group	50	2.3
Difference in means	**50**	**0.24**

As in first year case, the average score of the second year is estimated to be 5 for all the participants that would presuppose an overall score of $\sum XC = 250$ and XC=5 as an average rating. Noticeably, learners of both groups do not score well contrarily to what is expected. The teachers expects that second year learners master and control the basics of academic writing style as they have been taught, previously, at least the first three criteria during their first year. The detailed and itemized assessment of learners' essays discloses that they are unaware of primary rules of format and mechanism and usage. Their written productions mirror a significant lack of coherence as well as cohesion. We could tolerate the inconsistency between the paragraphs of their essays as they have not been taught the academic rules of essay writing, unlike the previous criterion especially at the paragraph level. Their writings do not obey to the stylistic framework planned in this study. This inconvenience could be related to learners' lack of practice as it has been mentioned in their answers to item 3 in the questionnaire (Appendix O). At first glance at both experimental and control groups' scores, we notice the existence of some differences reported from criterion to another in addition to few cases where learners reach average scores. The upcoming figure illustrate better the situation where both groups of this level do not differ much and their scores and average scores are far from being excellent.
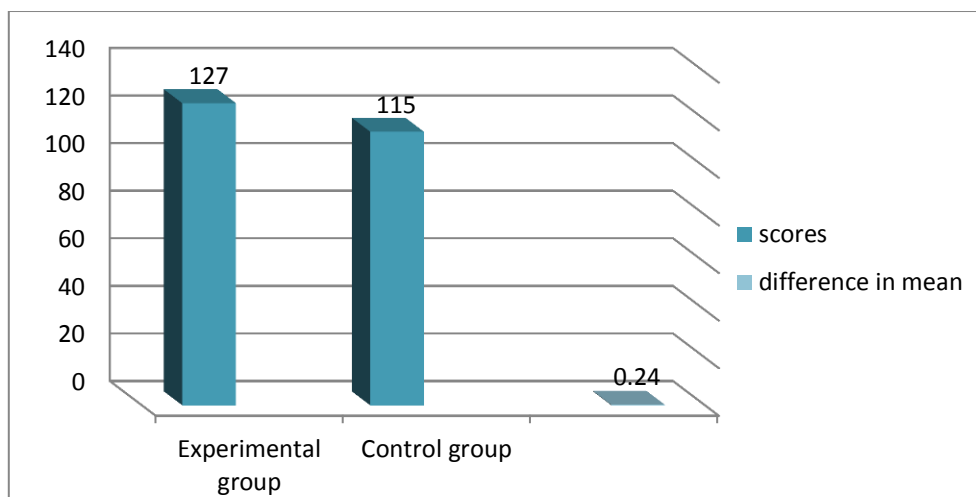
Figure10 . Second Year levels' Pretest Scores of both Groups

Figure 10 demonstrates that the difference between the scores' means of the experimental and control groups of second year learners is insignificant (x =0.24). Though the experimental group scores a bit higher than the control group the insignificance of difference in means, leads us to profess that the initial level of both groups is almost the same. Additionally, comparing both groups' mode's values obtained in this test, we can notice that the results are similar (*Mo*=3, *Mo*=2). Actually, the current situation drives us, again, to presuppose that if the experiment is well conducted and all the variables are perfectly manipulated and controlled, any further over scoring in the progress as well as the post tests will be attributed to the experimental instructions and the effectiveness of FB 's educational group.

4.6. Progress Results of both Groups of Second Year Level. Results of experimental and control groups' learners are represented in this section.

4.6.1.Progress test N°1. Being the teacher of written expression of both groups, we teach the students for eight weeks the same syllabus and then, we assign them to the first progressive test. The only difference between both groups of second

year level is the exclusive introduction and use of FB educational group as a helping tool with the experimental group. At the end of each session, we kindly invite learners of the experimental group to check their FB educational group to practice and ask about any difficulty that could be met in this module.

The courses' content is, as in the first-year case, designed by the teacher to adhere to and respect the program requirements provided by the ministry of higher education as well as the coordination sessions with teachers of the same module at the department of English, Batna2-university. Basically, learners have been taught academic writing style in general with a particular emphasis on the aforementioned criteria which are: format and mechanism, coherence, usage and cohesion. The first criterion is format and mechanism. What makes the difference between the levels in terms of content is that first year level deals only with the paragraph level while the second-year courses' content concentrates on the effective manipulation of different essay's fundamentals and its types.

FB educational group's content or posts respect the classroom content. The posts varied from video, written posts, photos or pictures, attached links from English /American magazines, newspapers and journals, in addition to the group's private chat. Learners were supposed to practice what is seen in classroom through solving exercises such as writing an introduction, body or conclusion, or to interact through writing and many other activities.

As a first progress test, leaners are asked to produce an essay about the following: " *Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your*

answer". The results of the assessment of learners' essays are represented in the following table

     4.6.1. Results of progress test N°. Scores of both groups in the first progress test are presented in the following.

Table 43
Second Year Experimental Group Scores in Progress Test N° 1

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	3	2	4	2	26	3	2	3	2
2	2	3	4	2	27	2	3	4	2
3	4	3	3	2	28	4	4	2	1
4	2	2	4	2	29	2	2	3	1
5	2	2	2	3	30	2	3	2	1
6	2	1	3	2	31	2	2	4	2
7	3	2	3	1	32	3	2	2	2
8	3	3	2	2	33	3	3	4	3
9	3	4	4	3	34	3	2	3	4
10	4	3	2	1	35	4	1	1	2
11	4	2	4	2	36	4	1	2	4
12	3	3	5	1	37	3	2	1	2
13	2	4	3	2	38	2	3	2	3
14	4	3	3	1	39	4	2	3	2
15	1	3	2	2	40	1	2	3	2
16	1	2	1	1	41	1	4	4	1
17	4	1	2	1	42	4	4	3	1
18	3	2	1	2	43	3	2	4	3
19	4	2	2	4	44	4	2	2	2
20	2	1	1	3	45	2	3	4	2
21	3	4	3	1	46	3	1	2	2
22	3	3	2	3	47	3	4	1	3
23	3	4	3	1	48	3	1	1	3
24	4	3	4	1	49	4	2	2	1
25	2	2	4	2	50	2	3	1	3
Mo	3	2	2	2					
$\tilde{x}$	3	2	3	2					

Mo= mode $\tilde{x}$ =median

Table 43 discloses that experimental group's learners mark a little change in their performances particularity in format and mechanism. Though, we do not concentrate on the usage in this experimental phase, learners' scores are a bit high in this criterion. This could be explained by their good mastery of grammar rules that they have been taught in previous year. Particularly, experimental groups' participants' essays demonstrate that they lack consistency in both paragraphs and the whole composition level. In other words, they do not assimilate both coherence and cohesion. Indeed, the mode recorded in these two criteria was two, similarly to the usage. While, the highest mode was noted in the first criterion (*Mo*=3). Additionally, the different recorded median's values are respectively x= 3, x=2, x=3 and x=2. Remarkably, learners of the control group scored the same as the experimental group participants as it is displayed in the table below.

Table 44

Second Year Control Group Scores in Progress Test N° 1

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	3	3	4	2	26	4	2	3	2
2	2	2	3	3	27	3	3	2	3
3	2	1	4	4	28	2	3	1	4
4	3	3	2	3	29	4	4	4	3
5	4	1	1	1	30	4	2	4	1
6	2	2	1	1	31	4	4	2	1
7	4	3	2	1	32	2	2	1	1
8	4	2	4	2	33	3	1	3	2
9	3	4	3	2	34	4	2	2	2
10	3	3	2	2	35	5	1	1	2
11	2	2	4	1	36	2	2	1	1
12	4	1	3	2	37	3	2	2	2
13	3	2	2	2	38	4	2	2	2
14	2	1	2	3	39	1	4	3	3
15	3	4	3	2	40	4	3	2	2
16	4	2	1	2	41	2	2	2	2
17	4	3	1	1	42	3	1	1	1
18	4	2	2	1	43	3	3	3	1
19	3	3	4	1	44	4	2	2	1
20	1	2	3	2	45	3	3	2	2
21	2	1	4	2	46	2	1	3	2
22	3	2	1	1	47	1	2	4	1
23	3	3	3	2	48	1	1	4	2
24	3	4	3	1	49	3	2	2	1
25	3	3	2	3	50	5	4	3	3
Mo	3	2	2	2					
$\tilde{x}$	3	2	2	2					

Mo= mode

$\tilde{x}$ *=médian*

Similar to the experimental group, control group's participants fail in presenting an essay in which the cohesive devises are well respected. Additionally, their essays lack cohesion. Considerably, learners score a bit higher in the first

criterion and in usage. The noted mode values are *Mo=3, Mo=2, Mo=2, Mo=2.* While the median recorded are *x=3, x=2, x=2, x=2* Table 45 illustrates the scores of both groups in addition to the mean recorded in each component in the first progressive test.

Table 45
Second Year Total and Average Scores of Experimental and Control Groups in Progress Test N1

	Format and Mechanism	Coherence	Usage	Cohesion
Total score of Experimental group	155	123	133	100
Average Score of Experimental group	3.1	2.46	2.66	2
Total score of Control group	150	117	123	97
Average Score of Control group	3	2.34	2.46	1.94

Table 45 and figure 10 show the total scores of both groups in the four selected elements of English academic writing style that have been assessed through the produced essays slightly differ. The difference between the results of both groups is insignificance with a slight favor to the experimental group. As a result of having 50 students in each group, in addition to the fact that each component is optimally scored out of 5, the estimated average score is supposed to be 2.5.
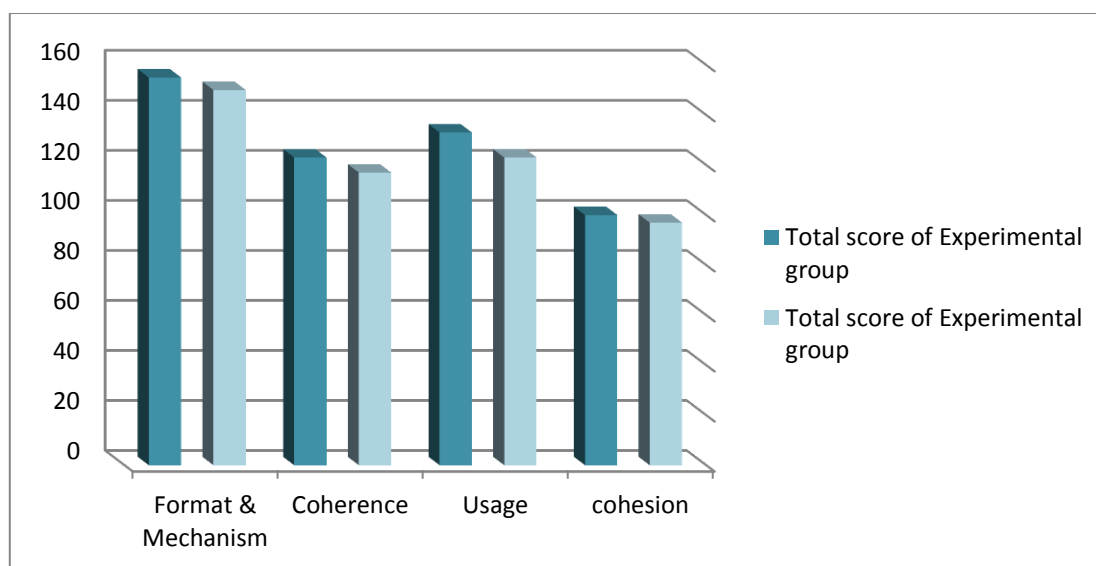
Figure 11. Second Year Scores of Experimental and Control Groups in Progress Test

N°1

The average score in format and mechanism is the highest compared to all other criteria but still not sufficient especially for the experimental group as we already focus on this component during this first phase of the experiment particularly through the use of FB's educational groups content. It is worthy to mention that though we remind the experimental group's learners at the end of each session to use the FB educational group to revise and practice, learners' interaction and collaboration are considered to be very weak and insignificant especially comparing to their number. In fact, very few students use it while the others demonstrate a kind of resistance. Moreover, the average score of the other tested elements is considered to be insufficient as it barely exceeds 2.5. Linguistically, this proves learners' inability to write appropriately respecting the requirements of academic writing style. Indeed, their essays unveil a significant lack of coherence and cohesion. Though the low online interaction in FB's educational group at the beginning of this experiment, we

still believe that even the late interaction could be beneficial and assist leaners of the experimental group to enhance their writing skills.

4.6.2. Progress test N°2. After another eight weeks of teaching/learning, another test is assigned to students of both groups of second year level. The content of this test is mentioned in Appendix N. During this experimental phase, courses are centralized on the second criterion which is coherence. In addition to the regular courses, more emphasis is put on the appropriate use of the various cohesive devices with both groups. It is worthy to mention that we keep reminding the experimental group's participants to use FB educational group to revise and practice. However, we notice that learners find that using FB educational group is useless. This is confirmed by their answers to the questionnaire's item 6 and item 8 (Appendix Q).

4.6.2.1. Results of progress test N•2. After assessing the essays of participants, the results are displayed in the table 46 and table 47. The assessment was based on the four selected criteria of academic writing style.

Table 46

Second Year Experimental Group Scores in Progress Test N° 2

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	2	3	3	1	26	2	1	4	2
2	2	3	2	3	27	4	3	3	1
3	3	2	2	1	28	4	2	3	2
4	4	3	3	2	29	4	1	3	1
5	3	3	3	2	30	5	2	4	3
6	2	4	4	1	31	4	3	3	1
7	2	3	4	1	32	2	1	1	2
8	3	4	3	1	33	3	3	3	4
9	4	5	3	2	34	2	2	1	3
10	3	3	2	2	35	4	2	2	3
11	3	2	2	3	36	3	2	2	2
12	5	3	3	3	37	5	3	1	4
13	2	4	2	1	38	2	1	2	2
14	4	2	4	2	39	4	2	3	3
15	3	4	3	1	40	3	3	3	1
16	3	3	2	2	41	2	3	2	2
17	3	2	1	1	42	5	3	3	2
18	4	1	3	2	43	3	2	3	2
19	2	1	2	3	44	2	3	2	1
20	4	2	3	3	45	3	2	3	2
21	2	2	4	4	46	4	4	2	2
22	5	3	3	3	47	3	2	3	2
23	4	5	2	2	48	3	2	1	2
24	1	4	3	2	49	2	3	2	3
25	3	2	2	1	50	4	2	3	2
Mo	**3**	**2**	**3**	**2**					
$\tilde{x}$	**3**	**3**	**3**	**3**					

Mo= mode

$\tilde{x}$ *=médian*

Results obtained from the progress test N° 2 demonstrate a slight difference in scores compared to those of progress test N°1. Participants' essays show an acceptable improvement in format and mechanism as well as in coherence. Those two

elements are covered by regular classroom courses. Scores of usage still high as in the first test while the cohesion's scores still low. Indeed, *Mo=3, Mo=2, Mo=3, Mo=2* are the recorded mode values of this second progressive test, while the noted median's values are the following *x=3,x=3, x=3, x=2.* The results of the control group do not differ from those of the experimental group. This is what has been pinpointed by the table 47.

Table 47
Second Year Control Group Scores in Progress Test N° 2

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	2	2	3	1	26	4	5	4	1
2	3	2	2	2	27	4	2	3	2
3	2	4	2	2	28	3	3	3	3
4	4	4	3	3	29	3	2	3	2
5	4	3	3	3	30	3	3	4	2
6	3	3	4	1	31	4	1	3	3
7	3	2	4	2	32	4	2	1	2
8	3	5	3	1	33	3	4	3	2
9	4	3	3	2	34	4	3	1	4
10	2	2	2	1	35	3	2	2	4
11	3	1	2	2	36	3	3	2	3
12	4	2	3	1	37	3	1	1	4
13	2	4	2	1	38	4	3	2	2
14	3	3	4	1	39	3	1	3	3
15	4	4	3	2	40	2	2	3	2
16	3	2	2	1	41	3	2	2	2
17	4	3	1	2	42	4	4	3	1
18	3	2	3	2	43	2	2	3	2
19	2	3	2	2	44	3	2	2	1
20	3	1	3	1	45	2	2	3	2
21	3	2	4	2	46	3	3	2	1
22	4	2	3	4	47	4	2	3	2
23	3	4	2	3	48	3	1	1	2
24	2	3	3	2	49	3	2	2	2
25	3	2	2	1	50	5	3	3	2
Mo	3	2	3	2					
$\tilde{x}$	3	2	3	2					

Mo= mode
$\tilde{x}$ *=médian*

Similar to the experimental group's scores, the noticed improvement of the control group scores in coherence and cohesion still insignificant (*Mo*=2). However, the scores obtained in format, mechanism and usage is high (Mo=3). Linguistically, essays of the control group participants' project the deficiencies they have in academic writing, especially in assimilating cohesion. A better illustration of this test's results is represented in table 48 figure 12.

Table 48
Second Year Total and Average Scores of Experimental and Control Group in Progress Test N2

	Format and Mechanism	Coherence	Usage	Cohesion
Total score of Experimental group	159	130	134	100
Average Score of Experimental group	3.18	2.6	2.68	2
Total score of Control group	158	128	130	100
Average Score of Control group	3.16	2.56	2.6	2

Scores indicated in this table permit us to deduce that there is no substantial difference between the scores of both groups, though we notice that there is an improvement in two criteria: format, mechanism and coherence. Meanwhile, scores obtained by both groups in cohesion are similar, but its average rating does not reach even 2.5. The average scores of the three first criteria formally selected acceded the estimated one in both groups. This equivalent enhancement in both groups of second year level can be directly related to classroom's formal courses and instructions since the experimental group's participants refuse to adopt the use of FB educational group except three of them who scored the best scores in the different criteria. These three learners are very active online participants who consult and interact through the suggested treatment of this study. Again, experimental group's learners refuse to use

this helping tool to revise and practice outside classroom. The above-mentioned scores are better clarified in figure 12.
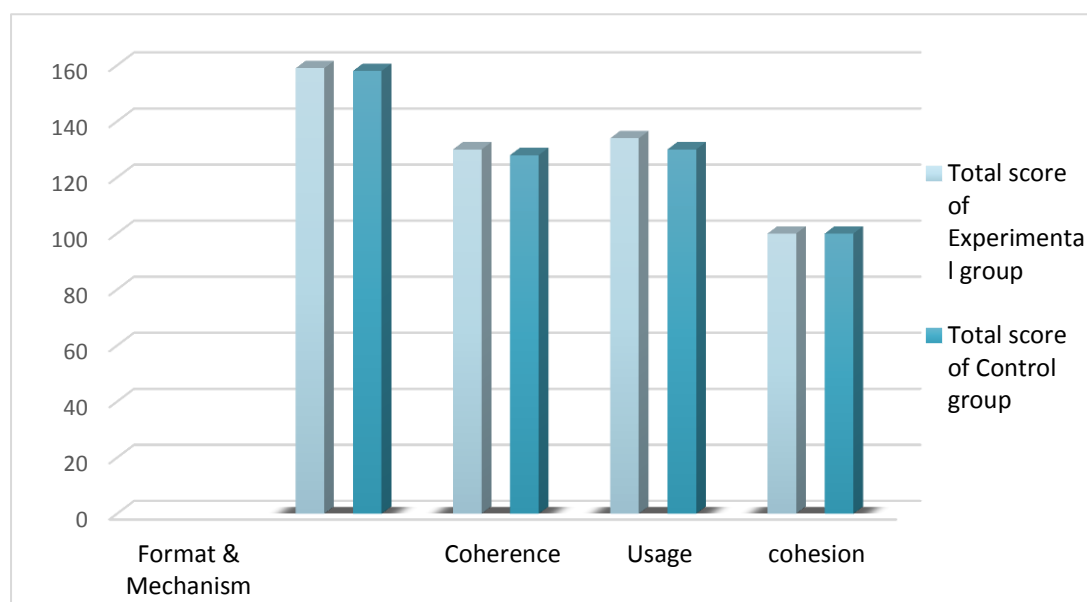
Figure12: Second Year Scores of Experimental and Control Groups in Progress Test

N°2

The histogram elucidates that results are very close. Among the four criteria of academic writing, the two first ones that are covered during the early stages of the experiment are improved, this holds true for both groups. Additionally, scores obtained in usage are high which notes a constant progress in both groups. According to learners' answers to the questionnaire (Appendix Q), learners have previous and prior knowledge about usage especially in grammar courses, to them, they had considerably practiced what they saw in grammar during the first and second years courses in addition to written expression course. Noticeably, learners in both groups scored equal unlike our expectations. Inviting learners to use FB educational group, we anticipate that learners of the experimental group would use this new helping tool

to improve their academic writing. Unfortunately, a great proportion of learners refuses and rebuffs such use. Also, they ascribe this attitude when answering item 4 and item 7 of the questionnaire (Appendix Q) to the lack of motivation to have additional learning and practice besides the classroom practice. In addition, they report that what they see and all the formal instructions in classroom are widely sufficient.

4.6.3. Progress test N°3. During this experiment, we consider and appraise every tiny detail that could help us to deduce the beneficial effects of the new treatment through the assessment of students' written productions and their continuous development through the use of individual portfolios. For this reason, we assign the third test to all participants after another eight weeks of teaching/learning. What is noticed through their written productions is their inability to write and develop different topics appropriately. Their vocabulary is still limited. Also, they are unable to think logically and rationally. We opt to improve and overcome such problems through the extensive practice in FB educational group, the necessary feedback provided from both teacher and other peers in addition to the different authentic posts displayed in this group. Also, learners luck the effective and systematic thinking to write and relate different ideas about a particular essay's topic. Through their classroom's discussions, we can say that learners are enabling to criticize appropriately their own written productions and those of other peers.

The focus at this experimental stage was put on usage. As we mentioned earlier, this component is, to some extent, well manipulated by learners for the reasons cited before. Moreover, students in this phase still face some hindrances

mainly in text's unity. Unfortunately, experimental group's learners do not adopt the suggested treatment as they are required to do. They rely on only formal classroom's courses and avoid using the FB educational group. As a result, scores of both groups are very close, and this is what tables 49 and 50 clearly show.

4.6.3.1. Results of progressive test N° 3. The results of second year both groups are tabulated as it follows.

Table 49

Second Year Experimental Group Scores in Progress Test N° 3

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	5	3	3	2	26	3	3	4	1
2	3	2	2	2	27	2	2	4	1
3	2	3	3	1	28	3	3	3	1
4	3	2	2	3	29	2	3	4	3
5	4	4	3	2	30	4	3	3	2
6	3	2	3	3	31	3	3	4	2
7	4	2	3	2	32	4	2	2	3
8	3	3	2	1	33	3	3	3	3
9	2	4	4	2	34	3	2	2	2
10	3	2	3	1	35	5	3	3	3
11	4	3	2	2	36	4	4	3	3
12	2	2	3	3	37	5	4	2	3
13	3	3	3	2	38	3	2	1	3
14	5	4	3	3	39	3	3	2	2
15	4	3	4	3	40	4	3	4	1
16	2	2	3	1	41	3	2	3	2
17	3	3	2	2	42	4	3	3	1
18	4	2	4	3	43	3	2	3	1
19	3	4	3	2	44	4	3	2	2
20	2	3	2	2	45	4	3	4	1
21	3	2	3	2	46	3	3	3	1
22	2	3	2	3	47	4	2	2	2
23	5	2	3	2	48	3	3	1	1
24	3	5	4	2	49	4	4	2	2
25	5	3	3	2	50	3	3	2	2
Mo	**3**	**3**	**3**	**2**					
$\tilde{x}$	**3**	**3**	**3**	**2**					

As it is disclosed by table 48, experimental learners score a bit higher than they did in the previous progress tests(*Mo*=3, *Mo*=3, *Mo*=3, *Mo*=2). Through their written productions' assessment, some learners succeed in getting the full score in

format and mechanism while, other learners scored 4 in both of coherence and usage. Fortunately, some of those students used to interact in the FB educational group. Taking into account their answers of the questionnaire (Appendix Q), only few learners are aware of the importance of revising and practicing outside the classroom. This type of learners pinpoints the importance of reading and the attempt of writing passages that conform to the authentic material available on and provided by FB group. They affirm that even if they use FB occasionally, this little use is beneficial and the feedback they got are highly constructive.

The situation is not different, nor better for participants in the control group. Their scores are improved but they still far below the expected. What we notice in both groups is their obvious demotivation to learn. Being the teacher of written expression, we can deduce and affirm that the time allotted for practice within the classroom is terribly insufficient. Despite that, and in several occasions, students wrote just to avoid blames if the assigned work is not assessed as a test or exam, and at the same time the majority escaped doing their homework.

Generally speaking, learners of both groups assimilate the selected criterion of the academic writing just from the courses and the limited practice in classroom. Consequently, their scores still below the expected even if a very small gradual improvement could be noticed throughout the tests. The results of the control group in the third progressive test are gathered and displayed in table 49 for a better understanding of the situation.

Table 50

Second Year Control Group Scores in Progress Test N° 3

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	4	2	3	3	26	3	3	5	3
2	5	3	2	3	27	4	3	3	3
3	3	2	4	3	28	3	4	4	1
4	3	1	2	2	29	4	3	3	1
5	5	3	3	1	30	3	4	4	2
6	4	2	3	1	31	2	2	2	1
7	3	4	4	2	32	2	2	3	1
8	2	2	4	2	33	3	4	1	3
9	3	3	1	1	34	4	3	1	3
10	2	4	3	1	35	3	2	1	2
11	3	2	3	3	36	3	1	2	2
12	3	3	2	1	37	4	3	3	2
13	2	2	3	1	38	3	4	4	3
14	3	3	4	3	39	4	3	3	3
15	4	5	3	3	40	3	4	2	1
16	3	3	2	2	41	2	2	3	2
17	4	2	4	1	42	3	3	2	3
18	3	3	3	2	43	4	4	4	2
19	4	2	2	1	44	3	2	3	2
20	3	2	4	2	45	4	3	2	2
21	2	2	3	2	46	5	2	2	2
22	3	2	2	3	47	5	3	2	2
23	4	3	2	3	48	3	2	3	1
24	3	4	4	2	49	4	4	2	3
25	3	4	3	3	50	4	2	3	2
Mo	**3**	**3**	**3**	**2**					
$\tilde{x}$	**3**	**3**	**3**	**2**					

As it can be seen, scores of control group's participants are very close to those of the experimental group. We can notice that both groups scored the same in the different mode and median values. This reveals that both group's participants improvement level is similar. Many participants scored 4 or 5 in the three-covered

criterion: Format and mechanism, coherence and usage. Table 51 unveils the scores

accumulated in each element in both groups.

Table 51

Second Year Total and Average Scores of Experimental and Control Group in Progress Test N°3

	Format and Mechanism	Coherence	Usage	Cohesion
Total score of Experimental group	168	142	141	101
Average Score of Experimental group	3.36	2.84	2.82	2.02
Total score of Control group	166	140	140	103
Average Score of Control group	3.32	2.8	2.8	2.06

The table 51 points a clear convergence in the results of both groups. The

average score barely exceeded 2.5 in the three first criteria while cohesion does not.

To visually illustrate the situation, figure 13 is employed.
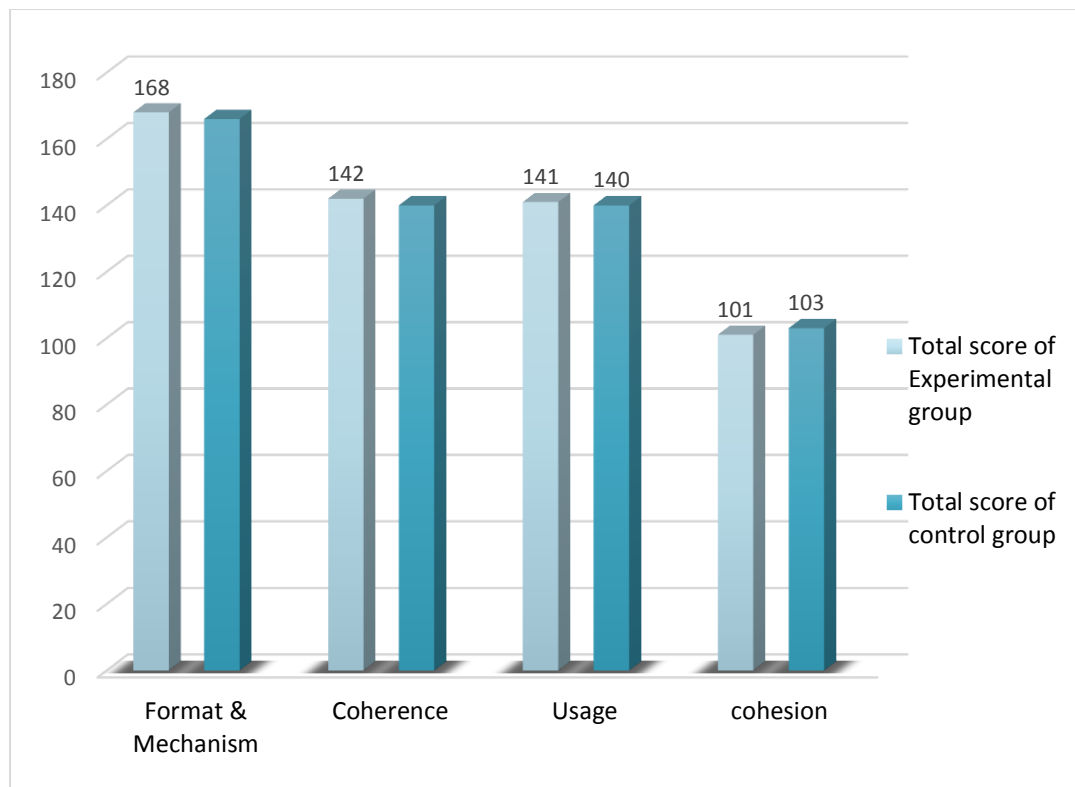
Figure 13. Second Year Scores of Experimental and Control Group in Progress Test N°3

The histogram denotes clearly the equal results get in the same test for both groups. Even if they look acceptable through this diagram, it is worthy to mention that the full score of each component is estimated to reach 250. Till now, the best scoring reached is in the first criterion which is format and mechanism. Astonishingly, the difference between the results obtained in each component is insignificant in slight favor to the experimental groups' subjects.

4.6.4. Progress test N° 4. The end of the experiment is marked by the end of the last eight sessions. The essays produced by experimental group's learners reveal that participants still face hindrances when writing. Unfortunately, they ignore the constant calls made by the researcher to practice and revise using FB educational

group. This might be basically due to their demotivation, lack of interest to learn through practice and do extra revision. Learners of this group are expected to over score their peers in the control group. Nevertheless, results obtained project a lucid convergence.

   4.6.4.1. Results of progress test N°4. Linguistically, at this experimental stage, we anticipate that learners could develop the adequate ability to analyze and synthesize to produce well organized essays in which all the stylistic devices of academic writing are efficiently considered. Numerically, we think that the satisfactory average score of each criterion should highly exceed 2.5 and reach or at least approach the ideal average scoring 5. Unfortunately, statistics indicate that the situation is not as it was supposed to be. Scores of the experimental group are elucidated in table 52.

.

Table 52

Second Year Experimental Group Scores in Progress Test N° 4

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	5	4	3	3	26	4	2	3	2
2	4	3	4	2	27	3	2	4	1
3	3	2	3	1	28	4	4	3	2
4	4	3	4	3	29	3	3	4	4
5	3	4	3	3	30	4	4	3	2
6	4	3	3	1	31	4	3	5	3
7	4	3	3	3	32	4	4	3	1
8	3	4	2	4	33	3	3	4	4
9	3	2	4	3	34	4	2	3	1
10	4	3	3	2	35	5	3	4	3
11	3	3	2	4	36	4	2	4	4
12	4	4	3	3	37	5	5	1	1
13	4	2	4	4	38	4	3	2	3
14	5	2	3	3	39	4	2	1	4
15	3	1	4	4	40	4	4	4	1
16	3	2	4	1	41	4	2	4	2
17	4	4	3	1	42	3	3	4	2
18	4	3	4	4	43	4	2	3	2
19	4	4	4	2	44	4	3	2	1
20	3	4	2	2	45	3	3	3	1
21	4	2	3	2	46	4	2	4	1
22	4	4	4	4	47	4	4	3	2
23	4	3	3	3	48	4	3	2	1
24	3	4	4	2	49	4	4	3	3
25	4	4	3	3	50	4	3	3	2
Mo	**4**	**3**	**3**	**2**					
$\tilde{x}$	**4**	**3**	**3**	**2**					

Undoubtedly, the experimental scores denote a little change compared to the previous test. This enhancement could be widely sufficient if the scores are a bit higher especially comparing to than those of their peers in the control group who were

not introduced to the suggested treatment. If it was the case, the suggested treatment could prove its effectiveness in improving learners' academic writing styles and thus their academic achievement. Unfortunately, the improvement does not reach the extent estimated. Learners demonstrated moderate improvement in selecting and applying the appropriate grammatical rule, holding essays' unities when writing and skillfully maintaining paragraphs' coherence. Hence, their enhancement is still unsatisfactory. The situation is not similar to all participants in both groups where some students succeed to obtain high scores and reach the excellent to good average in writing. The results attained in the control group in this test are presented in table 53.

Table 53

Second Year Control Group Scores in Progress Test N° 4

N	Format and Mechanism	Coherence	Usage	Cohesion	N	Format and Mechanism	Coherence	Usage	Cohesion
1	5	3	4	4	26	3	3	5	4
2	4	3	3	4	27	4	3	4	5
3	3	3	3	2	28	2	4	3	2
4	4	2	4	3	29	4	3	3	3
5	5	4	3	2	30	3	4	4	2
6	4	3	4	1	31	4	2	3	1
7	4	5	3	3	32	3	2	2	2
8	3	3	4	2	33	4	4	3	3
9	3	3	3	2	34	4	3	2	2
10	2	4	4	1	35	4	2	2	2
11	3	3	3	4	36	3	2	4	3
12	3	3	3	2	37	5	2	3	2
13	4	3	4	2	38	3	4	4	1
14	3	3	4	3	39	4	4	4	3
15	4	4	4	4	40	4	4	3	3
16	5	3	1	3	41	3	2	3	2
17	4	2	3	2	42	4	3	2	5
18	3	3	5	1	43	4	3	3	2
19	5	2	2	1	44	3	2	3	2
20	3	2	4	3	45	4	4	1	3
21	4	2	2	2	46	5	1	2	2
22	3	2	2	2	47	5	4	4	3
23	4	3	3	2	48	4	3	3	1
24	3	4	5	4	49	4	3	3	1
25	4	4	4	2	50	4	2	3	2
Mo	**4**	**3**	**3**	**2**					
$\tilde{x}$	**4**	**3**	**3**	**2**					

There is not much to say except that the improvement and scores of the control group and the experimental group are closely the same regarding the denoted mode and median scores. Some participants succeeded in improving their academic writing

appropriately and this could be clearly observed throughout their written essays. In

general, the overall scoring of all participants is considered to be low. To compare the

results of both groups table 54 is set.

Table 54

Second Year Total and Average Scores of Experimental and Control Group in

Progress Test N°4

	Format and Mechanism	Coherence	Usage	Cohesion
Total score of Experimental group	189	152	161	120
Average Score of Experimental group	3.78	3.04	3.22	2.4
Total score of Control group	186	149	160	120
Average Score of Control group	3.72	2.98	3.2	2.44
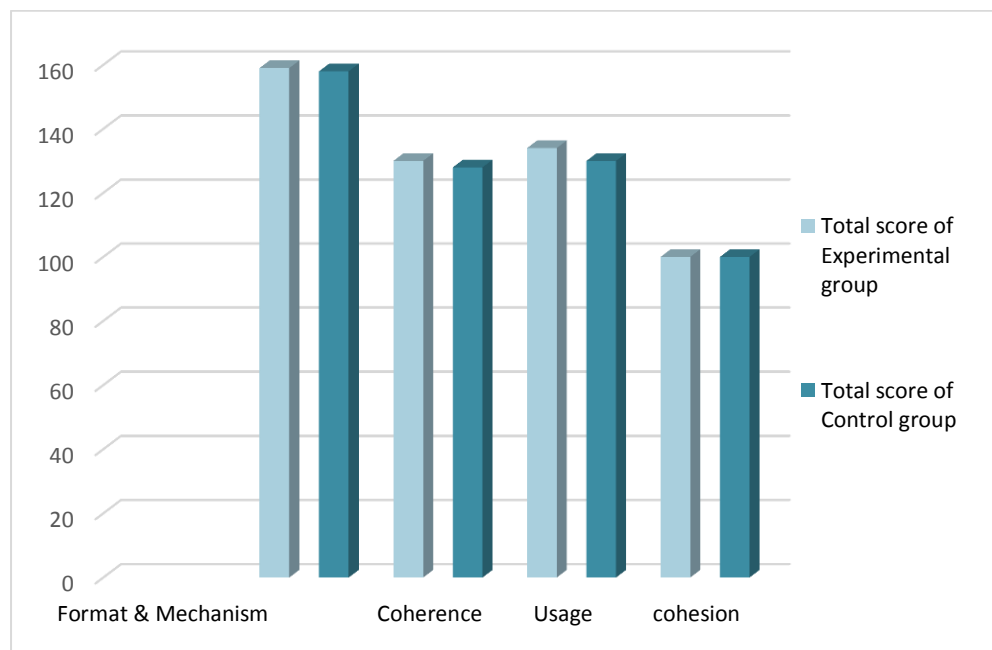
Figure 14. Second Year Scores of Experimental and Control groups in Progress Test

N° 4

Obviously, scores obtained by both groups are almost similar. To some extent they both do manipulate the formerly selected criterion of academic writing style. The extent of their progress is low especially viewing the recorded average scores though they accede the estimated average score.

To stand on students' level in academic writing after the conduction of the experiment during a whole academic year, a post test is administered to all participants of second year level.

4.7. Posttest's Results

At the end of the experiment as well as the formal written expression courses, it was compulsory to determine to what extent the suggested treatment is advantageous with second year level. Participants of both groups are assigned a posttest. As in the pretest, the same instructions are used to unveil any enhancement that might be occurred. In this test, learners should recall and use appropriately the acquired stylistic devices. Participants are asked to develop an essay in which they are required to describe their first day at university. Scores of this test with both groups are collected and illustrated in tables 55 and 56.

Table 55

Second Year Experimental Group scores in the Posttest

N	Pretest Scores	N	Pretest Scores
1	4	26	3
2	3	27	4
3	4	28	2
4	4	29	3
5	3	30	2
6	3	31	3
7	3	32	4
8	4	33	3
9	3	34	3
10	4	35	3
11	5	36	4
12	3	37	1
13	2	38	2
14	4	39	3
15	4	40	3
16	3	41	2
17	2	42	3
18	3	43	3
19	5	44	2
20	4	45	3
21	4	46	2
22	4	47	3
23	3	48	2
24	2	49	2
25	4	50	3

$\sum_E x$ = 155 *Mo=3*

X_E = 3.1

N= number of the subjects   *Mo*= mode   X= (Mean)the average of scores

$\sum$X= the sum of the scores

Table 56

Second Year Control group Scores Posttest

N	Pretest Scores	N	Pretest Scores
1	4	26	2
2	4	27	3
3	4	28	4
4	2	29	2
5	2	30	3
6	1	31	2
7	4	32	3
8	3	33	4
9	5	34	2
10	4	35	3
11	3	36	4
12	2	37	5
13	3	38	2
14	1	39	3
15	4	40	2
16	3	41	3
17	2	42	4
18	2	43	3
19	3	44	2
20	4	45	3
21	2	46	2
22	3	47	1
23	1	48	4
24	4	49	3
25	3	50	1

$\sum_E x$ = 143 *Mo=3*

X_E = 2.86

N= number of the subjects   *Mo*= mode   X= (Mean)the average of scores

$\sum$X= the sum of the scores

Table 57

Second Year Total *and Average Scores of Experimental and Control Group in*

   Posttest

	Format and Mechanism	Coherence	Usage	Cohesion
Total score of Experimental group	192	165	179	137
Average Score of Experimental group	3.84	3.3	3.58	2.74
Total score of Control group	190	162	177	138
Average Score of Control group	3.8	3.24	3.54	2.76
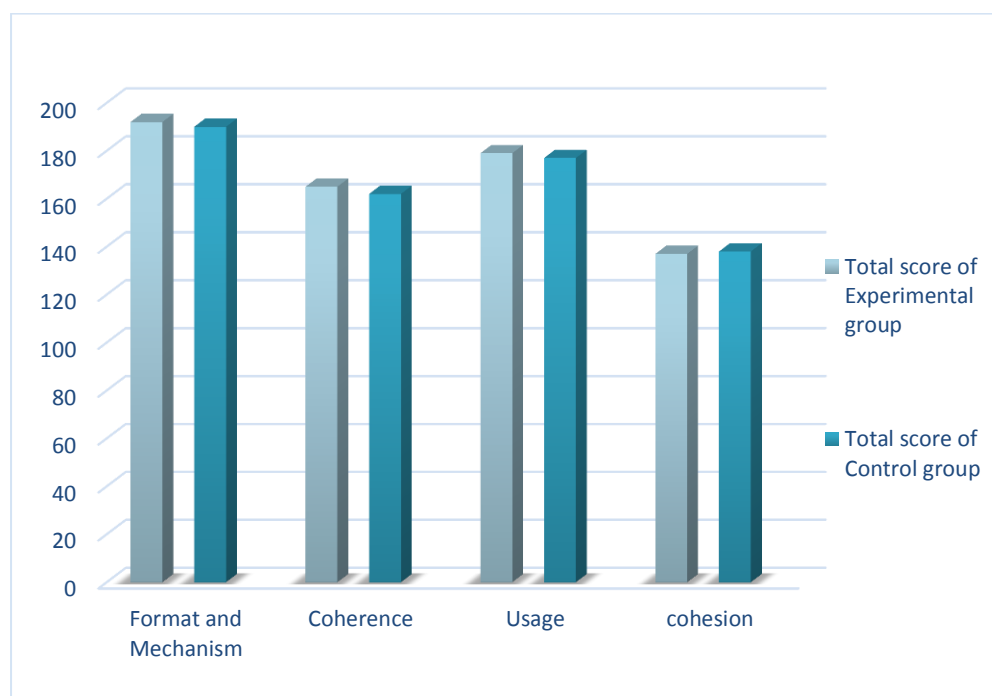
Figure 15. Second Year Scores of Experimental and Control Groups in Posttest

As it is demonstrated in the fourth progress test, learners score the same in both groups. Their academic writing style improved partially due to the regular

courses of written expression. According to the table 56, learners reach the average score of (3) and exceeded the expected average (2.5) in the three first criteria of academic writing that are format and mechanism, coherence, and usage.

Though the noticed improvement, learners in the experimental group fail to achieve the regulated goals. Unfortunately, the results prove that the integrated treatment that is FB educational group do not reach the set expectations. Henceforth, as a measure of precaution and to avoid any misinterpretation or bias that could appear to reach such a conclusion, it is necessary to perform some further calculations.

4.8. Summary of Second Year Level's Tests' Results

As table 58 denotes a clear converge between the scores of both groups of second year level. Additionally, the difference in mean is significance which indicates no difference in both groups' level. The numerical representation of this is represented in table 58.

Table 58

Second Year's Posttest Mean scores of Both Groups

	N	Means
Experimental group	50	3.1
Control group	50	2.86
Difference in means	**50**	**0.15**

As a reminder of the different scores recorded in all tests table (table59) is used as an illustration.

Table 59
Second Year Mean of Scores in the Different tests

	Pretest	Test N°1	Test N°2	Test N°3	Test N°4	Posttest
Experimental group	2.54	2.55	2.61	2.76	3.11	3.1
Control group	2.3	2.43	2.58	2.75	3.09	2.86
Difference in means	**0.24**	**0.12**	**0.03**	**0.01**	**0.02**	**0.15**
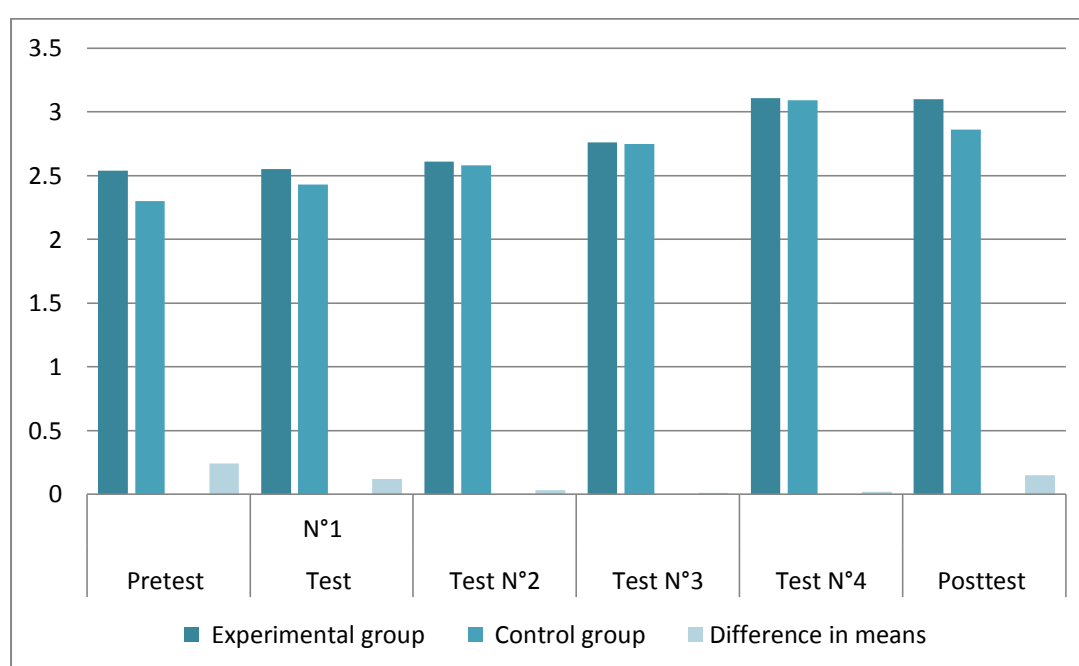
Figure 16. Second Year Mean's of Scores in the Different tests

As table 59 and figure 16 denote the difference in means in the different tests administered to the experimental and control groups of second year level is insignificance. This put us in a situation to admit that the extent of the enhancement of the academic writing style in both group is similar with a very slight difference, no more than ($x=0.01$), in a favor to the experimental group. The scored mode of both groups of this level is identical and equal($Mo=3$) The converge of results is related to the experimental group's members' resistance to use the suggested treatment and thus any occurred improvement is related to classroom's courses, practice and revision.

Also, what is noticed is that the difference in means between the results of both groups in the pretest and posttest indicates that posttest difference in means in lower comparing to that recorded in the pretest. Additionally, the mean of both groups recorded in this test are higher than those in the pretest. Clearly, this mirrors that both group succeed to attain a certain improvement regarding the four formerly selected writing style's criteria which can be attributed and related again to the formal classes' courses.

As we do with their peers in first year levels, and to stand on and compare the continuous progress of learners, we create for each individual a portfolio that contains all their productions during the experimental phase. These portfolios are ultimately important as they reveal and, assist us to gain paramount insights and boost any inferences that we make about learners' improvement concerning academic writing. The convergence in scores in both groups propels us to assume that any remarkable improvement can be attributed to the former courses of written expression module and not to the treatment.

What attract our attention is that some students did not succeed to improve their writing style. They barely scored average in both pretest and posttest. The analysis of the content of their portfolios affirmed that.

4.9. Synthesis of the different tests of both first and second year level

Comparing the results tabulated in tables 39 and 58 we can conclude the following:

- Both groups of both levels have the same initial level in academic writing style since the difference in means of both groups in the pretest is insignificant (first year $x = 0.20$; second year $x = 0.24$).

- The mode recorded in first year during the pretest and then posttest of both experimental and control group are as it follows: first year experimental groups (*Mo* =3, *Mo*=5) and those of first year control group are (Mo=2, Mo=3).

- The mode recorded in second year during the pretest and then posttest of both experimental and control group are as it follows: second year experimental groups (*Mo* =3, *Mo*=3) and those of second year control group are (Mo=2, Mo=3).

- Both groups of both levels witnessed an enhancement in their academic writing but they differ in the extent of this development.

- First year level's differences in means between the experimental and control groups scores of the four assigned progress tests are gradually developing and clearly significant in favor to the experimental group member. This indicates the efficacy of the suggested treatment with this level (*x* N1=0.17; *x* N2=0.44; *x* N3=0.61; *x* N4=1.28; *x* Posttest=1.89).

- Second year level's differences in means between the experimental and control groups scores in the four assigned progress tests are insignificant. This insignificance denotes that the converge of scores between both groups is related to the formal classes of written expression module and not to FB educational group especially viewing the resistance shown from the experimental group's subject towards the use of this treatment (*x* N1=0.12; *x* N2=0.03; *x* N3=001; *x* N4=0.2; *x*Posttest=0.15)

- Comparing the difference in means of second year level's experimental and control groups in all progressive tests, in addition to their means recorded in both pretest and posttest, we can affirm that both groups partially and equally improved their academic writing. This improvement is seeing to be partial comparing to the difference in means of first year level's groups in pretest and posts in addition to the means recorded in those progressive tests that determine the important improvement of first year level's experimental group especially comparing with their peers' scoring in the control group.

Arriving to this stage of the study, it is obligatory to conclude relying on solid statistical analyses. These analyses are vital to unveil the extent to which the hypothesis could be accepted or rejected.

4.10. Statistical Analysis and Interpretation

Nunan (1991) suggests that to determine and unveil the differences between the experimental and control groups in a detailed statistical picture, researchers need to consider certain parameters. These are: the mean, standard deviation, degree of freedom, observed statistics, and critical values. Also APA Publication Manual (2010) note that the null hypothesis testing "… is but a starting point and that additional reporting elements such as effect sizes, confidence intervals, and extensive description are needed to convey the most complete meaning of the results."(p. 34). Accordingly, the following paragraphs are developed.

4.10.1. The T-test and Alpha level. To Brown (1988), the significance level named α level is estimated to be 0.01 up to 0.05. In our, case we decided to set alpha at α =.05 to have more tolerance. Also, this significance level is the number

used in the academic research. This means that only 05% chance of error can be tolerated. Using an alpha level α= .05, an independent-sample t-test is calculated using SPSS to evaluate and assess whether the experimental and control groups differ significantly in posttest's means. Indeed, the T-test is the most suitable statistical tool to compare the means of both groups statistically.

   4.10.1.1. First year level. Firstly, Tables 60 and 61 display the results obtained from the performance of the T-test on 1st year posttest scores.

Table 60

Group Statistics for First Year Level

1st year Posttest Scores	N	Mean	Std. Deviation	Std. Error Mean
Control Group	50	2.90	1.035	.146
Experimental group	50	4.80	.404	.057

   Table 60 provides and indicates a significant difference in means of both groups. To confirm that the suggested treatment impacted learners' performances and thus scores we performed t-test using SPSS. The results of T-test first year are displayed in the following table.

Table 61
Independent Sample T-Test for First Year Level

		Levene's Test for Equality of Variances		T-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest scores first year	Equal variances assumed	15.435	0	-12.091	98	0	-1.9	0.157	-2.212	-1.588
	Equal variances not assumed			-12.091	63.594	0	-1.9	0.157	-2.214	-1.586

As the table 61 denotes clearly, the difference is significant as we have

t (64) = -12.09, probability value $P < 0.01$, $d = 2.42$. Based on Cohen's (1992) guidelines, the estimated d can be classified to have a large effect. The 95% confidence interval of the difference between these means IC= [-2.21 to -1.6]. At the first glance at Table 60 the scores of the experimental group participants (M=4.80, SD= .40) were noticeably higher than those of the control group's participants (M=2.90, SD=1.03). Additionally, the assumption of homogeneity of variance was tested and satisfied via Levene's F Test F (64) =15.43. The results clearly denote that the null hypothesis has been rejected. This means that the alternative hypothesis is accepted. Eventually, the use of FB educational group impacted positively learners'

the academic writing style. Also, using the SPSS, we calculated the frequency of each test of first year level. The results are tabulated and represented in the following.

Table 62 :

First Year Experimental Group Tests' Frequencies

Score	Pretest Frequency	Progress test N1 frequency	Progress test N2 frequency	Progress test N3 frequency	Progress test N4 frequency	Post test Frequency
1	11 \ 22%	0	0	0	0	0
2	14 \ 28%	30\ 60%	9\18%	4\ 8%	0	0
3	15 \ 30%	19\ 38%	34\68%	26\ 52%	2\ 4%	0
4	10 \ 20%	1\ 2%	7\14%	20\ 40%	36\ 72%	10\ 20%
5	0	0	0	0	12\ 24%	40\ 80%
Total	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**

What can be noticed is that the frequency of high grades (4, 5) is constantly increasing among the first year experimental group's members. This confirms their gradual improvement in the academic writing style. Precisely, the frequency of getting 4 and 5 grades is higher in the two last progressive tests in addition to the post tests. Furthermore, the frequency of getting 5 is clearly marked in the fourth and posttest whereas the same frequency is marked as zero in the pretest and the three first progressive tests. Also, starting from the first progressive test, we marked a gradual decrease in low marks frequencies such as 1 and 2 frequencies. Similarly, these low grades frequencies are noted to be zero in some of the four progressive tests and the posttest.

Table 63.

First Year Control Group Tests' Frequencies

Score	Pretest Frequency	Progress test N1 frequency	Progress test N2 frequency	Progress test N3 frequency	Progress test N4 frequency	Post test Frequency
1	13 \ 26%	1\ 2%	0	0	0	5\10%
2	16 \ 32%	34\ 68%	29\58%	14\ 28%	11\ 22%	10\20%
3	16 \ 32%	15\ 30%	20\40%	34\ 68%	35\70%	24\48%
4	4 \ 8%	0	1\2%	2\ 4%	4\ 8%	7\14%
5	1\ 2%	0	0	0	0	4\ 8%
Total	50\ 100%	50\ 100%	50\ 100%	50\ 100%	50\ 100%	50\ 100%

This table (63) demonstrates that first year control group's learners frequency notice a gradual change and development similar to that of the experimental group frequency development. What can be deduced is that the change in the experimental group is much higher than in the control group viewing the frequency of getting high scores. Similar to experimental groups' low frequencies, control group's frequencies decreased as we recorded zero frequency of getting 1 in the three last progressive tests. Also, learners didn't score 5 at all in the four progressive tests.

4.10.1.2. Second year level.

The following results were obtained from the treatment of second year.

Table 64
Group Statistics for Second Year

2nd Post test Scores	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	50	3.1000	.86307	.12206
Control Group	50	2.8600	1.04998	.14849

Noticeably, scores in table 64 demonstrate the difference between the means of the experimental and control scores is insignificant. A t-test was calculated to confirm those results.

Table 65

Independent Sample T-Test for Second Year Level

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower		Upper
Post Test second year	Equal variances assumed	2.937	0.1	1.249	98	0.215	0.24	0.19222	-0.14145		0.62145
	Equal variances not assumed			1.249	94.461	0.215	0.24	0.19222	-0.14162		0.62162

Table 65 clearly discloses that the variability in both posttest is about the same. This is confirmed by figures of 2 tailed Sig. Hence, the difference is insignificant, *t(*98) =1.25, *P* =.215, *d* = .25. The 95% confidence interval for means of both experimental and control group ranged between -.14 to .62. The groups' means indicate that learners in the experimental group (M= 3.10, SD=.86) scores as their peers of the control group (M =2.86, SD=1.05). In this case, the null hypothesis is not

rejected and it is accepted. Consequently, the results indicate that the suggested treatment failed to prove its effectiveness with second year learners.

Also, using the SPSS, we calculated the frequency of each test for both levels. The results are tabulated in the following.

Table 66.

Second Year Experimental Group Tests' Frequencies

Score	Pretest Frequency	Progress test N1 frequency	Progress test N2 frequency	Progress test N3 frequency	Progress test N4 frequency	Post test Frequency
1	9 \ 18%	1\ 2%	1\ 2%	0	0	1\ 2%
2	13 \ 26%	27\ 54%	26\ 52%	22\ 44%	1\ 2%	11\22%
3	20\ 40%	22\ 44%	23\ 46%	27\ 54%	44\ 88%	22\44%
4	8\ 16%	0	0	1\ 2%	5\ 10%	14\28%
5	0	0	0	0	0	2\4%
Total	50\ 100%	50\ 100%	50\ 100%	50\ 100%	50\ 100%	50\ 100%

Table above shows that second year experimental group learners' frequency is seen to be moderate and still low even in the last stages of the experiment. The frequency of getting mark five (5) is noted to be equal to zero in all tests except in the posttest where only two students get this grade(4%). The frequency of getting the grade four (4) is absent in the first and second progressive tests. While the frequency of getting three (3) is the most dominant one. The situation is the same in the control group participants and table 67 illustrates the situation.

Table 67:

Second Year Control Group Tests' Frequencies

Score	Pretest Frequency	Progress test N1 frequency	Progress test N2 frequency	Progress test N3 frequency	Progress test N4 frequency	Post test Frequency
1	14 \ 28%	4\8%	0	0	0	5\10%
2	15 \ 30%	28\56%	25\50%	17\ 34%	9\ 18%	14\28%
3	14\ 28%	16\32%	25\50%	32\ 64%	33\66%	16\32%
4	7\ 14%	2\4%	0	1\ 2%	8\ 16%	13\26%
5	0	0	0	0	0	2\4%
Total	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**	**50\ 100%**

4.11. Significance of these Data

Comparing the level of statistical significance or the so-called *P*-value **(**P< 0.01), in the case of first year, and taking into consideration the prior selected Alpha level(α=.05) we notice that the obtained results is less than the estimated α (p< .05). Thus, the null hypothesis (H_o) is rejected. As a consequent of rejecting the null hypothesis, accepting the alternative hypothesis, and given the degree of freedom tolerated, we are allowed to say and conclude that 95% of probability that the observed difference in the mean that indicates that learners' academic writing improvement occurred due to the use suggested treatment, therefore only 05% of this difference can be related to chance.

The situation is not the same in the case of second year level. Having *P*-value *(P* = .215) greater than alpha level (α=.05) the null hypothesis cannot be rejected. Therefore, the suggested treatment has no effect on 2nd year learners' academic writing style and thus scores. In this respect, any noticed improvement in learners' performances can be relied to the classroom instructions and learning.

After the conduction of the experiment, we administered a questionnaire to experimental groups' participants of both levels. This questionnaire aims at adding more quality to the quantitative data obtained.

4.12. Analysis of Students' Questionnaire

To get more reliability and validity of the obtained results, a collective questionnaire has been administered to experimental participants of both groups. The purpose of using this questionnaire is to examine and canvass participants 'viewpoints, attitude and perceptions.

Before launching the survey questionnaire, it has been verified that survey was going to fulfill the research purpose. In this respect, the questionnaire was designed to comprise open and close-ended questions (Appendix Q). Its 13 items attempt to diagnose students' reactions toward using FB educational group as a helping tool. Additionally, they target the difficulties encountered by the leaners during this use. Furthermore, they try to diagnose the effectiveness of the different FB group's post in academic writing style's improvement as well as the fulfillment of learners' different learning style. Also, it seeks for any beneficial suggestions that learners might provide.

4.12.1. Questionnaire's Items Analysis for First Year Level. The following are reported results obtained from first year learners' answers.

4.10.1.1. *Section one: demographic information.*

4.10.1.1.1.Item one: gender

Table 68

Students' Gender Distribution for First Year Level

	Participants	percentage
Female	34	68%
Male	16	32%
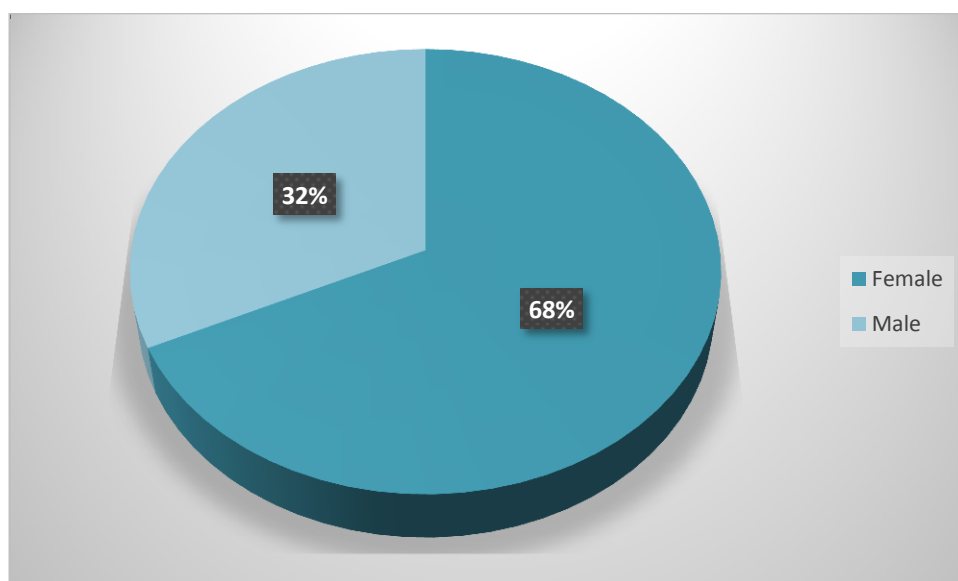
Figure17. Students' Gender Distribution of First Year Level

The results displayed in table 68 and figure 17 reinforce the common spread idea that females(68%) have the tendency to learn languages more than males do(32%). This tendency is based on a background which suggests that female learners are very attentive and care a lot about fashion, songs, life style and celebrities. This gained prior knowledge assisted them to acquire the English language. Consequently, it highly motivates them to pursue learning and studying English language learning in

college. Contrarily, males usually follow mathematical, scientific and technical branches.

> ***Item two: type of high school streaming.***

Table 69.

First Year Students' Type of Baccalaureate

Response	Literary	Scientific	Technical	Others
Participants	39	7	3	1
Percentage	78%	14%	6%	2%
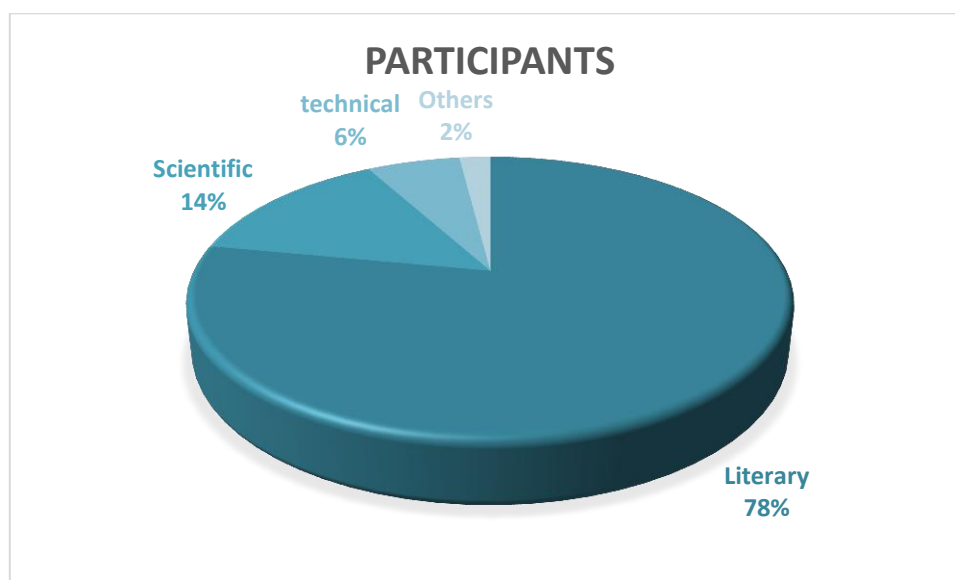
Figure18: *First Year* Students' Type of Baccalaureate

Believing that the educational background and the extent to which learners have been exposed to foreign languages might affect positively learners' performances in a way or another, we include this question. Through it, we are aiming to know more about our learners' type of high school streaming and specifically their baccalaureate. As the results project, the vast proportion of learners holds literary

baccalaureate (78%) and only one learner had literary and a second scientific baccalaureate (2%). Also, the rest of learners came from either scientific (14%) or technical (6%) streams. These results unveiled that first-year class is a class of mixed ability; therefore, the teacher is challenged to take into account and respect all possible learning preference and styles.

Item Three: How often do you practice and revise writing next to your assigned works? Explain.

This question was set to check on learner's frequency to revise and write. This question is included to compare the students answer with those gained in the following question. Table 70 illustrates learners' answers.

Table 70

First Year Students' Frequency of Practicing and Revising through Writing

	Very Frequently	Frequently	Occasionally	Rarely	Never
Participants	33	10	4	3	0
Percentage	66%	20%	8%	6%	0
Mode			1		
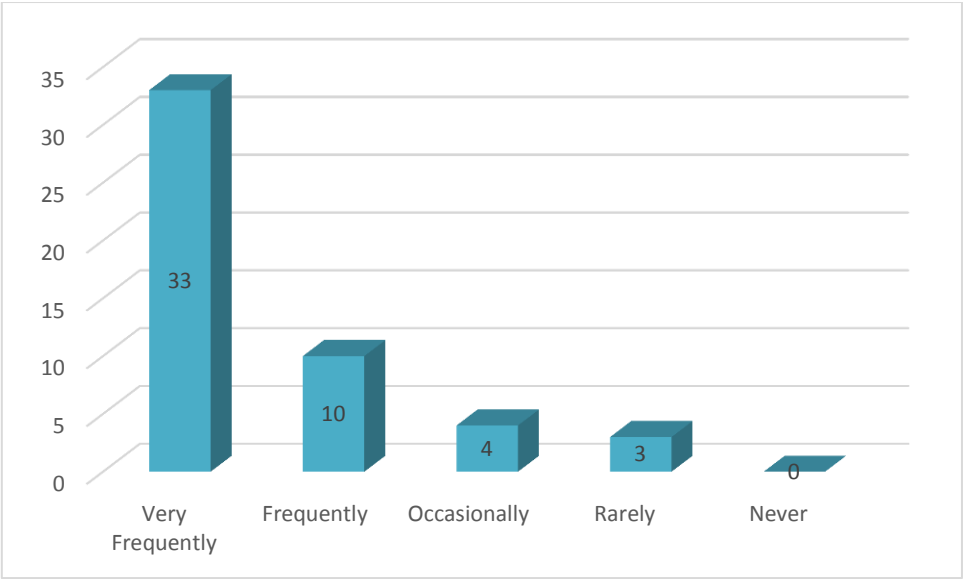
Figure 19: First Year Students' Frequency of Practicing and Revising through

Writing

Item Four: How often do you practice and revise written expression lectures via FB's educational group? Explain.

We include this question to measure the extent to which learners used FB's educational group to revise and practice. The obtained results are represented in table 71.

Table 71.
First Year Students' Frequency of Practicing and Revising Writing using FB educational Group

	Very Frequently	**Frequently**	**Occasionally**	**Rarely**	**Never**
Participants	33	10	4	3	0
Percentage	66%	20%	8%	6%	0
Mode			1		

According to the answers of items three and four, the majority of first year learners (66%) do practice and revise through writing in addition, 33 learners use FB in their revision(6 6%). According to their answers, practicing assists them to learn and retain better the needed rules and even know new information especially when practicing through writing to revise another modules' content. They affirm that writing is an important but difficult skill to acquire. Also, they maintain that through their little experience in learning, writing is crucial to express thoughts, and convey meaning. They argue that practicing and revising through writing highly assist them to know more about the appropriate usage of the academic writing style in particular and the English language in general.

In addition to the assigned work that they were asked to do in different modules, learners admit that they are motivated to do extra writing using the FB educational group. Furthermore, a considerable proportion of them related their daily and weekly practice to some organized educational challenges as they take writing via FB's educational group as a peer challenge. Consequently, this challenge boosts a lot the improvement of their writing style' notably when it is accompanied by teachers' as well as peers' constructive feedback.

Moreover, results indicate that few learners do not practice regularly. Three leaners (6 %) rate their rate of revising through writing as rare. the same results was recorded in the revision using the FB educational group. Learners who admitted that they revise occasionally (8%) and rarely (3%) relate their instability of practice and revision to many reasons such as familial or work obligations. Concerning the instability of practice via FB's educational group, parental refuse to pay internet

subscriptions, and the bad quality of internet services were the main mentioned reasons.

To learners, these reasons negatively affected, deter and prevent them from having a stable frequency of writing and practicing via FB though they admit that they enjoy doing using this tool. Remarkably, four students (8%) pinpoint that they do practice only when they are obliged to do so. Consequently, they confess that they do not write unless they are graded on that. Also, they saw that practicing through writing is a boring task that they can barely support this. Instead, they prefer to revise through just reading, watching videos, or having live discussions through the use of FB educational group. These answers could be explained by the fact that those learners' dominant learning style is visual, audial or kinesthetic and not writing one.

It is worthy to remind the readers that the mode of items three and four's answers is noted to be 1 which means that the major answers fell in the very frequently category.

Item five: to what extent the following academic writing style's criteria are difficult? Why

Table 72

First Year Learners' Classification of Different Academic Writing Style Criteria According to their Difficulty

	Very Difficult		Difficult		Moderately Difficult		Of a Little Difficulty		Not Difficult		Mode
	N	P	N	P	N	P	N	P	N	P	
Format and mechanism	4	8%	5	10%	27	54%	8	16%	6	12%	3
Coherence	28	56%	7	14%	6	12%	5	10%	4	8%	1
Usage	3	6%	4	8%	12	24%	24	48%	7	14%	4
Clarity	8	16%	25	50%	7	14%	6	12%	4	8%	2
Other	0	0	0	0	0	0	0	0	0	0	
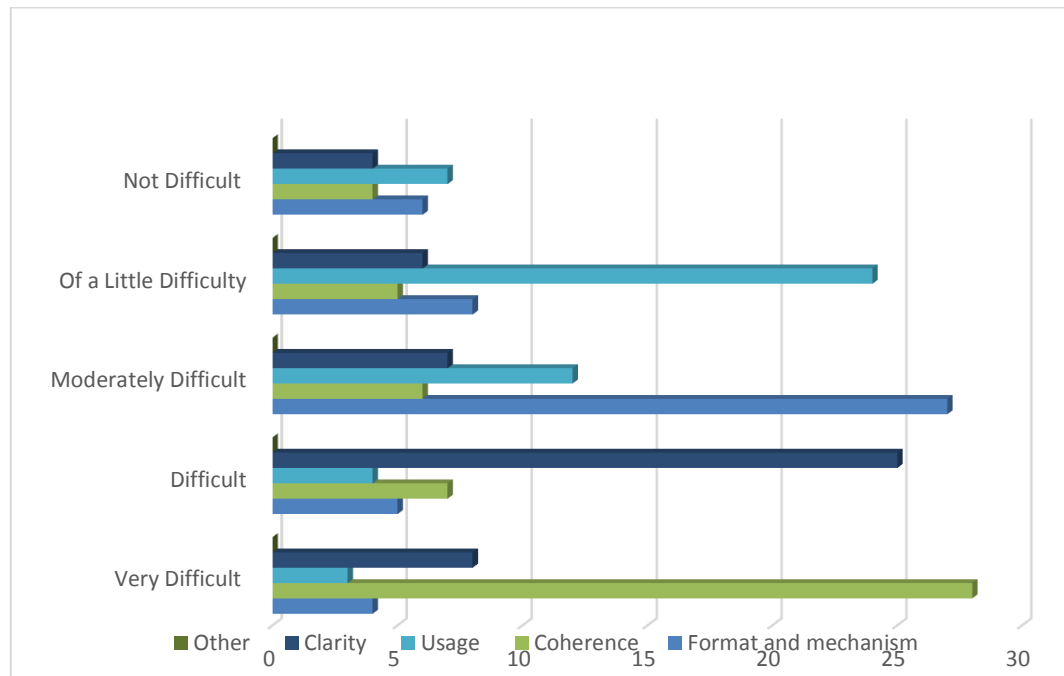
Figure20. First Year Learners' Classification of Different Academic Writing Style

Criteria According their Difficulty

As the table 72 and figure 20 illustrate that the main hindrances of learners in writing are the mastery of cohesive devices as well as clarity. Indeed, their mode reflects that. Coherence's mode was (1) which means very difficult while clarity's mode is (2) which means difficult category. Learners pertain that choosing the exact word that delivers a precise meaning and keeping several elements of one single idea tight together in the paragraph was not that easy task. Even though they know the grammatical rules and have some elaborated lexicon, they find it a bit difficult to arrange logically and respect all the taught rules at once mainly at early stages. Again, learners acknowledge the importance of practicing and revising. They mention how practice is beneficial as it assists them to overcome certain writing obstacles and expand their mastery of academic writing style.

Moreover, fewer difficulties are met with the two other criteria. Indeed, the mode of format and mechanism is (3) and usage is (4). Learners admit that selecting the right placement of an appropriate punctuation is still a debatable issue in some occasions. Only three learners (6%) classified the usage as a very difficult element of academic writing style. They relate it to the fact that a large number of rules should be respected. Still to their explanations, this is a hard activity and task to be accomplished.

Section two: Impact of FB educational group on writing.

Item Six: In your opinion, to what extent could a FB educational group be useful in the revision of written expression subject? Explain.

This item was set to gain some insights about learners' attitudes toward using FB as a helping tool in the subject of written expression. The answers are arranged and represented in table 73 and figure 21.

Table73

The Extent to Which FB Could Be Beneficial in Revising Written Expression Subject

	Very Important	Important	Moderately Important	Slightly Important	Not Important
Participant	23	24	1	2	00
Percentage	46%	48%	2%	4%	0%
Mode			2		
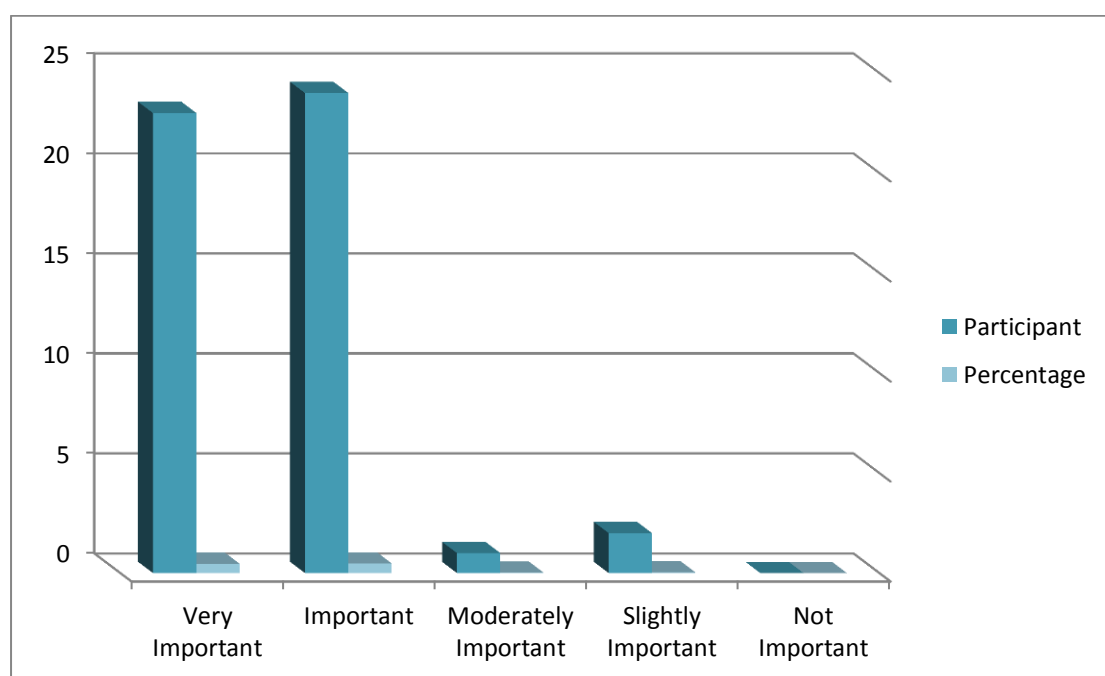
Figure 21. The Extent of Importance of FB's Educational Group in Revising the

Written Expression Subject

The results represented in table 73 and figure 21 disclose that nearly the half of learners (48%) find that the use of the treatment was tremendously beneficial and important in their revision. Indeed, the mode of answers of this item is two (2) which denote that the most selected answer is important. Also, 23 of learners (46%) see that such use of such helping tool is very important in written expression module. Learners justify their rating by the improvement they notice since the early use of the FB's educational group. According to their answers, FB educational group greatly help them to enhance the mechanism and punctuation.

Besides, learners even admit that they use FB's educational group at first as they felt that they were obliged to do so. This attitude changes regarding the perceived massive enhancement in the first criterion of academic writing style that they notice themselves. In this regard, learners decide to keep up using it to gain the maximum of benefits especially because they enjoy its use. Moreover, learners stress the immense importance of the feedback provided in FB's educational group by the teacher as well as other peers. According to their explanations, learners note that the feedback serves as a guidance and assistance to avoid or repeat various mistakes. Additionally, the vast majority of learners who rate the use of FB educational group as very important(23%) or important (48%), acknowledge the significant assistance provided through the use of this tool to master coherence. They maintain that as a result of the extensive use of this helping tool, they succeed to solve and overcome some major issues related to that trigging element. Also, learners pinpoint that the enhancement of their academic writing style is partially related to the continuous exposure to the authentic material.

On the other hand, only one learner rates the use of this helping tool as moderately important (2%) and two of them (4%) see that such use is slightly important. The justification of their ranking is the lack of concentration that they face when using this tool to revise. In other words, they put forward that whenever they log in FB other posts attract their attention. They continue saying that they lose considerable amount of time whenever they decide to use FB educational group to revise. As a consequent, they prefer to stick to the traditional method of revising. They hold that this could not deter them from consulting FB educational group from time to and rarely interact. Fortunately, none of the learners see that the use of the helping tool is not important.

Item Seven: What motivates you more to use FB educational group to revise written expression courses? Why?

Item Eight: In what manner did FB educational group assist you to improve your academic style?

Item seven is intended to disclose if learners' learning preferences are covered through the use of FB educational group while item eight's purpose is diagnosing the extent to which the FB educational group assist learners to enhance their academic learning style and thus their scores. The obtained results are represented in table 74 and Figure 22.

Table 74

First Year Learners' Motivational Components in FB Educational Group

	Very Important		Important		Moderately Important		Of a Little Importance		Not Important		
	N	P	N	P	N	P	N	P	N	P	
Videos	8	16%	31	62%	5	10%	3	6%	2	4%	2
Written Posts	31	62%	12	24%	3	6%	2	4%	1	2%	1
Commenting	33	66%	11	22%	4	8%	1	2%	1	2%	1
Chatting	34	68%	14	28%	1	2%	1	2%	0	0	1
Posted Pictures	9	18%	29	58%	6	12%	2	4%	3	6%	2
Shares Links	7	14%	26	52%	4	8%	6	12%	6	12%	2
Other, specify	0	0	0	0	0	0	0	0	0	0	0
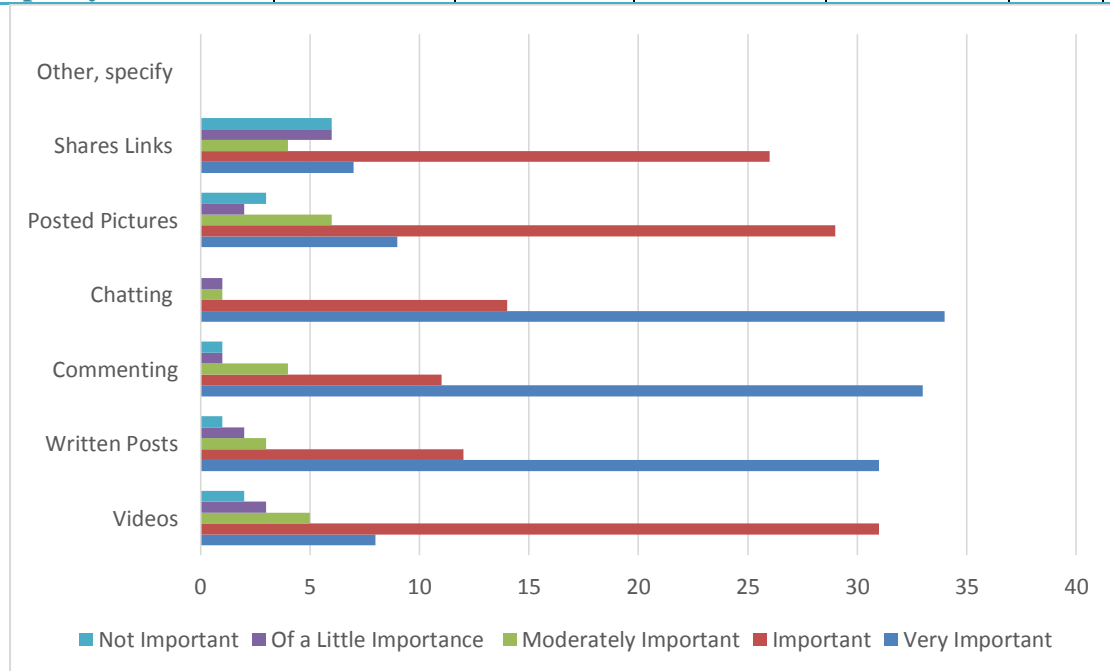
Figure 22. First Year Learners' Motivational Components in FB Educational Group

As it is demonstrated, results are closely similar. The mode of this item answers is either one or two. Consequently, all of Written posts, commenting, chatting

are ranked as very important (mode 1), while videos, posted pictures and shared links are ranked as important elements(mode 2). This indicates that learners approximately give equal importance to the different posts generated on the FB's educational group.. Learners report that every single element assists them to learn differently. Also, they admit that the variety of posts motivate them to learn and interact in various occasions. Furthermore, they mention that sometimes many ambiguous issues concerning stylistics devices are unclear until they watch a video for example. However, learners highly rated and valued chatting and commenting, especially if it is instantly accompanied with the relevant and constructive feedback. Moreover, they noted that through commenting or/and chatting they gradually practice and get used to academic writing style. It is worthy to mention that the difference in rating is related to learners' different learning styles preferences.

What attracted our attention is learners' acknowledgement of the efficacy of using the suggested treatment not only in writing but also in developing other skills such as speaking, reading and listening. Again, the variety of posts assists them to improve the four skills at once with more emphasis on writing especially when the authentic material is displayed to them in that FB educational group. Learners acknowledge that this variety meet and covers their learning preferences' needs and educational expectations. They assume that the shortage of lexicon that they were facing has been greatly overcome and enriched by using the FB educational group. Furthermore, learners assume that the utilization of the suggested treatment assist them to enhance their cultural competence as a result of being exposed to authentic materials that perfectly explain and define the English culture.

Ultimately, learners' answers show that FB educational group is very effective especially because it offers them a unique opportunity to learn, practice and revise whenever and wherever they wanted to. This flexibility of learning and particularly of revision has impacted positively the quality of learning. They report that when the processes of learning and revising become a personal choice rather than an obligation, the outcome would certainly be more fruitful. Additionally, learners admit that the extended classroom's session and sometimes some weather/health conditions deter them from either learning or attending properly; fortunately, such use of this SNS boost them to retrieve at home what was needed. Also, learners reported that the use of FB educational group promote collaborative learning.

Ultimately, learners explain that due to FB educational group they are more able to perfectly decide how, what and which paragraph's type they need to write due to FB's interaction. Consequently, they became capable to defend an idea, describe, narrate, explain, convince others, and/or share a view point.

Item Nine: To evaluate your written productions, what are the criteria that you take into consideration? Justify.

This item is included not only to get an indirect evaluation of the importance of academic writing style components according to learners' viewpoint but also to measure to what extent learners become critical readers of their own writings and those of others.

Table 75

First Year Learners Personal Evaluation of their own Written Productions

	Format and mechanism	coherence	Lexicon	Topic	Other
Participants	19	30	24	36	20
Percentage	39%	60%	48%	72%	40%
Mode	4				
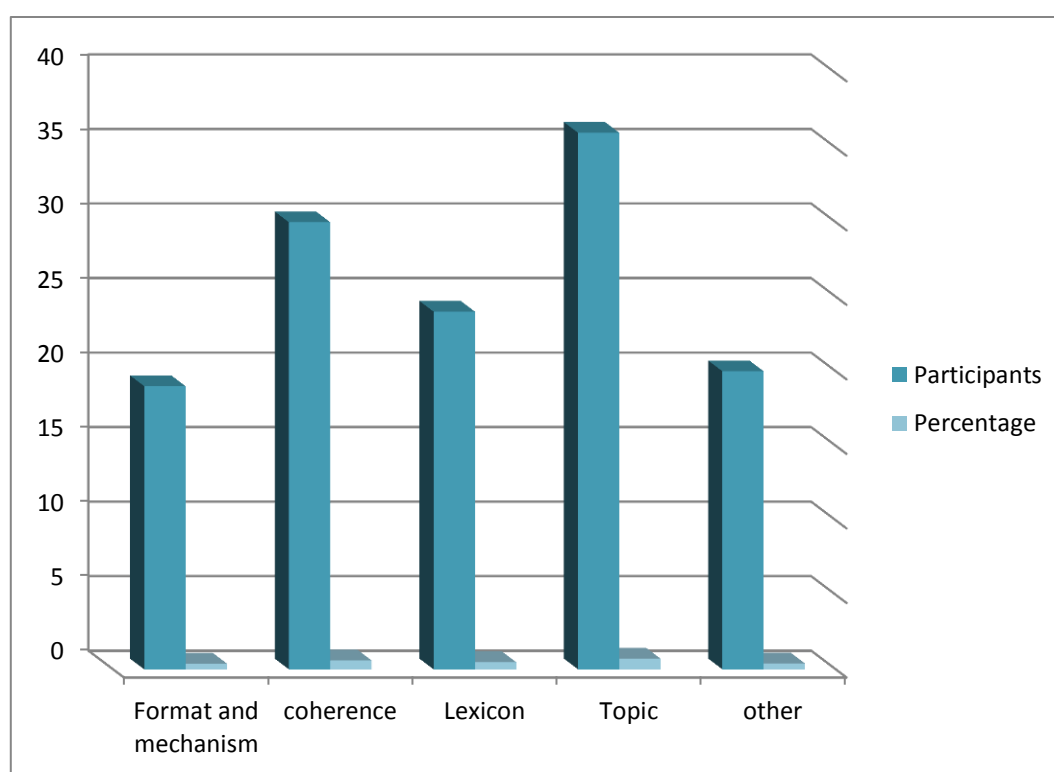
Figure 23: First Year Learners Personal Evaluation of their own Written Productions

As the table 75 denotes, learners consider the topic as the most significant element (72%) to be respected. this is confirmed by the value of the mode of this item's answers that is 4. They pinpoint that if they do not develop a paragraph about

the specific assigned topic, their written productions will not be taken into consideration. According to them, the respect of topic has a paramount importance especially in modules such as literature, culture and linguistics the reason why teachers tolerate other mistakes but they do not tolerate the focus on irrelevant details. For them, delimiting the topic saves time and efforts to write effectively. They note that the major problem that they face at the beginning of their writing through FB's educational group is the misuse of details that stray them from the assigned topic. Fortunately, the interaction in that platform assists them to learn how to reshape those details to avoid such misuses. They continue that the adoption of FB educational group develop their self-correction.

Also, 30 learners (60%) identified coherence as a very critical criterion that should be highly considered. According to their explanations, the cohesive devices permit them to effectively develop an idea. They continue that its importance does not lie in the fact that it preserves paragraph's consistency but also it assists in transmitting the idea's development in a logical way.

The results reveal that lexicon is a significant component in the academic writing (48%) as well as format and mechanisms (39%). They maintain that the right selection of words can prevent the deliverance of wrong meanings. While they see that the correct punctuation results in the correct transmissions of messages and ides. Finally, learners mention other criteria such as style and grammar to be equally important criteria that should be taken into account when evaluating a passage.

Item ten: What are the difficulties, if any, you encountered during the use of FB's educational group?

This question is set to collect and know if any factors might interfere negatively during the use of such helping tool. The results are illustrated in table.

Table 76

First Year Learners' Encountered Difficulties when Using FB Educational Group

	Internet related problems	Lack of concentration	Other
Participants	10	8	00
Percentage	20%	16%	00%
Mode		1	
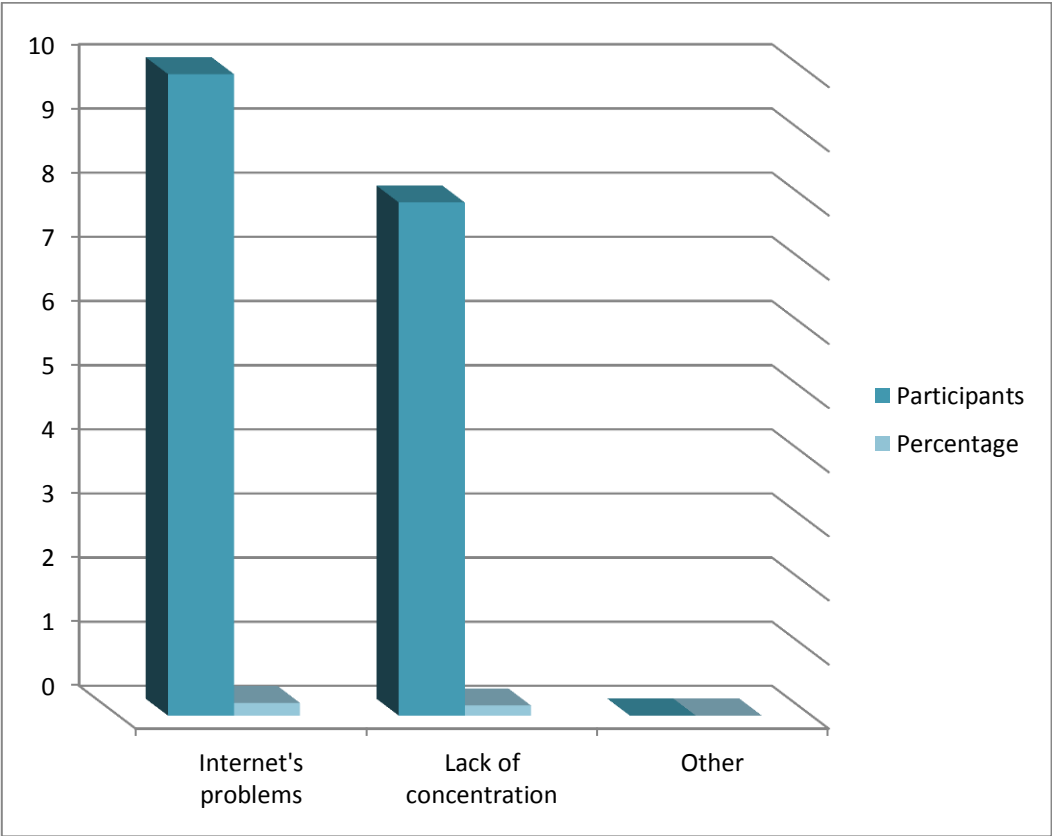
Figure24: First year Learners' Encountered Difficulties when Using FB Educational Group

Only 18 learners (36%) answer this question. Among the faced difficulties, learners report that their major difficulty is the bad quality of Internet connection. Also, they mention that once they log in FB, other pages and posts attract their attention and hence deter them from concentrating on just the educational FB group. Some learners pinpoint that they dislike using FB educational group and log in from the phone application. According to their explanation, using the phone limits their writing and interaction as they get disturbed by the key board.

Item Eleven: to what extent does FB educational group cover and fulfill your learning preference(s)? Specify and explain?

Believing that learners could determine the effectiveness of the suggested treatment, this item is added to check learners' conformability and conviction of using such helping tool. The learners' answers are tabulated in the following.

Table 77

First Year Learners' Perception about Using FB Educational Group and their learning preferences' Fulfillment

	Extremely	Very	Moderately	Slightly	Not at all
Participants	37	3	09	1	0
Percentage	74%	6%	18%	2%	0%
Mode			1		
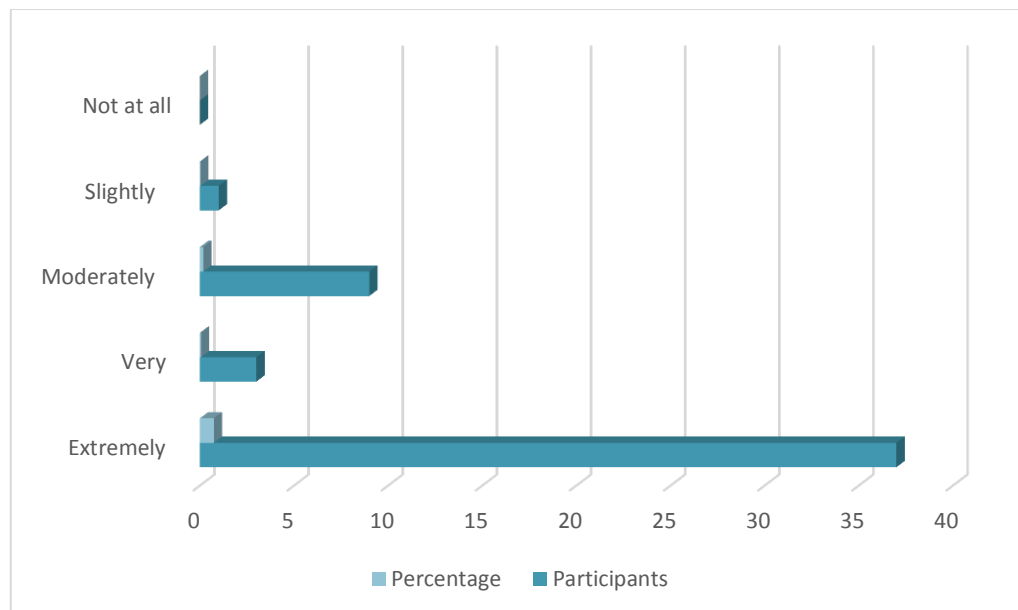
Figure25: First Year Learners' Perception about Using FB Educational Group and their learning preferences fulfillment

Table 82 discloses that the mode of this item's answers is one (1). The great proportion of participants (74%) believes that FB educational group succeeds in providing them with the materiel and the quality of learning they were expecting to receive. The same learners acknowledge that the use of FB educational group extremely fulfills their educational needs. Three of them (6%) note that this helping tool helps them in attaining the needed educational fulfillment as they ranked the (very) category. To nine students (18%) see that FB educational group moderately succeed in the coverage of their learning expectations, needs and preferences. According to students' answers, the variation of posts in that group ensures and guarantees, to some extent, a perfect learning to different learners who belong to the four categories of learning that were mentioned end in the VARK model. Additionally, only one student (2%) reports that the suggested treatment has slightly meet his/her learning's expectations without mentioning further details.

Item Twelve: To what extent do you agree to suggest/ recommend the use of similar FB educational groups to revise for another different subjects' content?

Table 78

First Year Learners' Attitude toward Recommending the Use of FB for revision in other Subjects

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Participants	45	1	0	0	0
Percentage	90%	2%	0%	0%	0%
Mode			1		
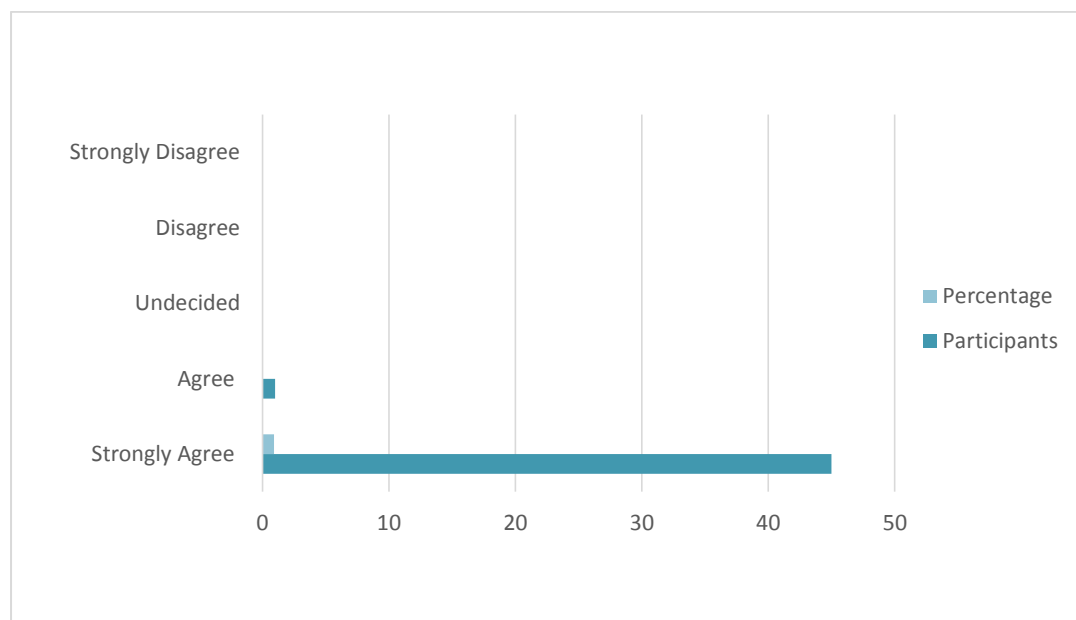
Figure 26. First Year Learners' Attitude toward recommending the Use FB for revision in other Subjects

Only 46 Learners (92%) respond to this question. 45 learners (90%) select strongly agree and only one (2%) selects agrees on the adoption of such helping tool in other modules. Indeed, they posit that FB educational groups might help them in

selecting and limiting the considerable amount of information existing in the net. Also, they report that they feel more comfortable about using and relying on teachers' selections of the posts' content. They add that teachers' selection of FB posts in those groups serve as guidance to them that enable them to furtherly select other posts of same interest and relevancy. As it represented in the table 78, there is no rating for the following categories: undecided, disagree, strongly disagree. Clearly, the mode of this question's answer is 1

Item Thirteen: Any further suggestions about using FB's educational groups?

It would be very beneficial to ask learners about any constructive suggestions that would improve the quality and benefits of using FB educational groups in teaching / learning process. Importantly, learners suggest that the use of such helping tool should be generalized and integrated into the process of learning and not only revising. Also, they suggest the adoption of similar FB groups in all the modules.

4.12.2. Summary of First Year's Questionnaire Findings. The questionnaire's answers reveal that participants of the experimental group form mixed class ability. The majority of them are female learners. Also, students maintain that they revise through writing to gain more knowledge, learn, retain and apply the needed rules. Additionally, they acknowledge the significance of writing in their learning as it assists them in expressing and conveying accurately exact meanings, ideas and thoughts. The analysis of the obtained results of first year questionnaire demonstrates that learners find coherence and clarity as the most difficult criteria of academic writing style. They classify usage as a moderately difficult criterion and

insist on the importance of revising to overcome any hindrances that they may meet when they write.

Learners assert that FB educational group motivates them to do extra practice in the written expression module particularly through writing. They hold that teachers' and other peers' feedback in FB group are very constructive and encouraging. Minority of them (14%) report that they do not use FB educational group due to some family, work obligations and internet-related problems. Interestingly, only four learners note that they revise when they feel obliged to do so. Generally, this obligation can be related to a scored home works, formal and non-formal exams. Due to the use of FB's educational group, the great proportion of participants (94%) assert that revision become a personal favorite choice rather than annoying obligation. Students' relate this change in revision's perception to the flexibility of learning that FB's educational group offer. Moreover, FB educational group is highly valued by first year learners through their answers in different items. According to their answers, FB educational group succeed in the fulfillment of their various learning preferences and educational expectations. Additionally, they hold that posts' variation in the FB's educational group motivate them to revise.

First year participants' answers show that when they write and correct their written productions, they highly consider the topic and the coherence. They add that they take into account the right choice of lexicon and the appropriate application of different rules of grammar. Ultimately, learners pay attention to the format, punctuation and capitalization.

Learners report that the main difficulties that prohibit the use of FB educational groups are the internet related problems and the lack of concentration.

Moreover, the great proportion of first year's participants (92%) recommends using FB as a helping tool for written expression and other subjects. They believe that the predetermined educational goals could be easily and effectively reached if FB is adopted in the learning/ teaching process and in different modules in their department. They maintain that the learning experience will be more enjoyable

Similarly, the same questionnaire has been administered to second year learners to inquire into their perceptions and viewpoints about the use of Facebook to revise written expression lectures.

4.12.3. Questionnaire Items Analysis for Second Year Level. The following data are gained from analysis of the results of second year experimental group.

Section one: demographic data.

Item one: gender

Table 79

Students' Gender Distribution for Second Year Level

	Participants	percentage
Female	32	64%
Male	18	36%
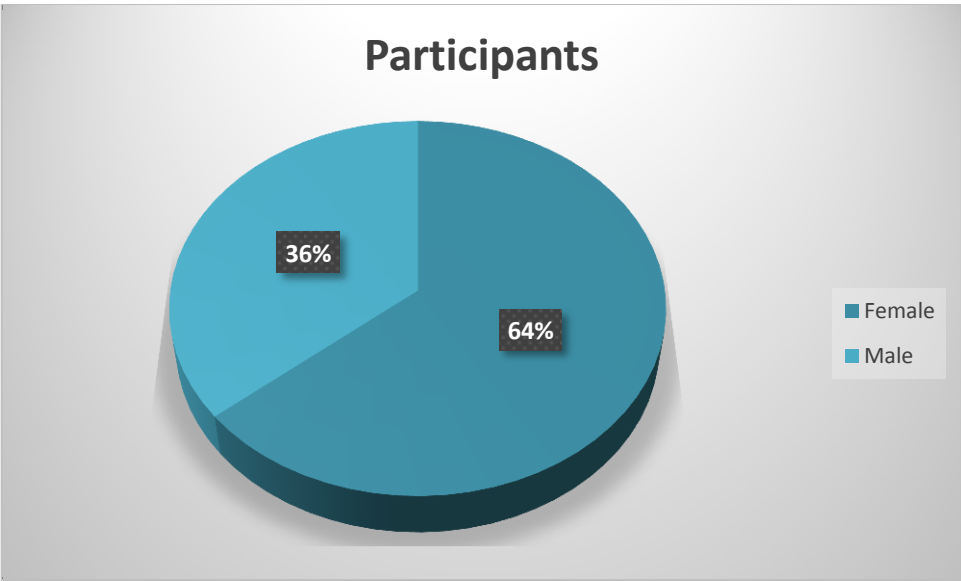
Figure 27. Students' Gender Distribution for Second Year Level

As it is noticed, the significant proportion of learners is female (64%). The reasons behind this have been already tackled in discussion of first year's result of the same question. Respectively, the spread idea of that female's prestigious job is a language teacher in addition to the previously gained knowledge of English through the constant following of celebrities' life style and fashion might be good reasons for this female's outnumbering.

Item Two: Type of high school streaming

Table 80

Second Year Students' Type of Baccalaureate

Response	Literary	Scientific	technical	Others
Participants	35	9	4	1
Percentage	70%	18%	8%	2%
Mode		1		
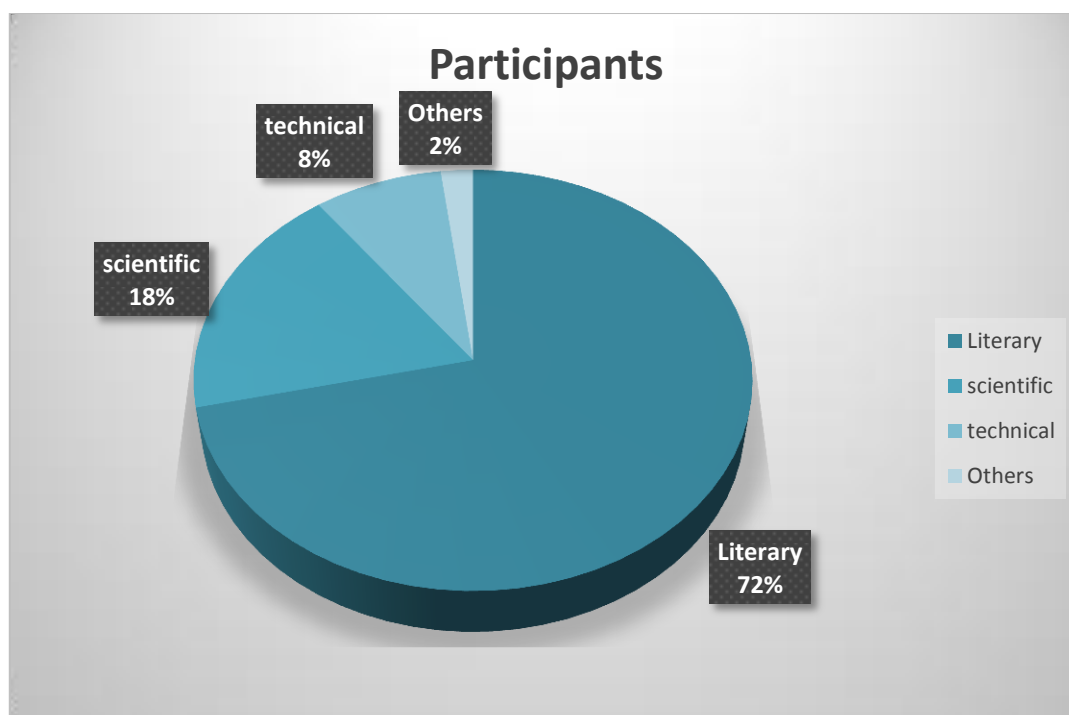
Figure 28. Second Year Students' Type of Baccalaureate

The educational background of learners has a vital importance in their present studies due to the duration and to the extent to which they have been exposed to foreign languages. As the table 80 unveils, the mode is one(1) which reflects that the majority of learners (70%) have a literary baccalaureate while 9 participants(18%) hold scientific one. These results demonstrate that the teacher here is dealing with a class of mixed abilities. Interestingly, only one student holds technical and scientific baccalaureates.

Item Three: How often do you practice and revise writing next to your assigned work? Explain

This item is included to unveil learners' frequency to revise and write. The obtained results are reported in table 81.

Table 81

Second Year Learners Frequency of Practicing and Revising through Writing

	Very Frequently	**Frequently**	**Occasionally**	**Rarely**	**Never**
Participants	3	9	34	3	0
Percentage	6%	18%	68%	6%	0
Mode			3		
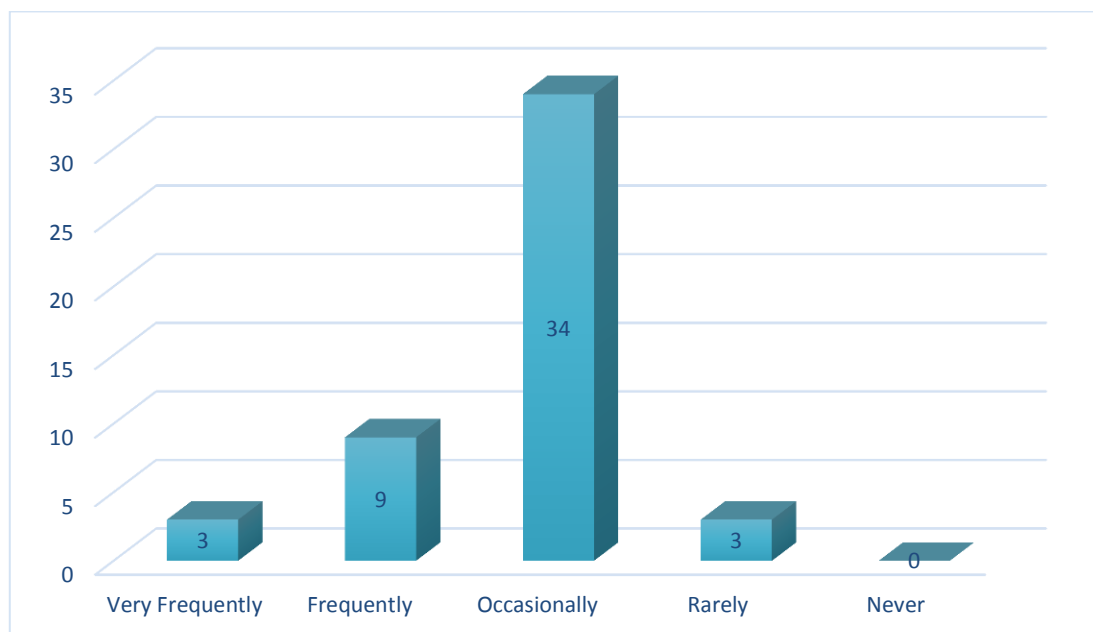
Figure 29: Second Year Learners Frequency of Practicing and Revising through Writing.

Item Four: How often do you practice and revise written expression courses via FB educational group? Explain.

To measure the extent to which learners used FB educational group to revise and practice we included this question. The obtained results are represented in table 82.

Table 82

Second Year Learners' Frequency of Practicing and Revision writing through FB Educational Group

	Frequently (Daily)	Very Frequently (Weekly)	Occasionally (Monthly)	Rarely	Never
Participants	00	00	3	01	00
Percentage	00%	00%	6%	2%	00%
Mode			3		
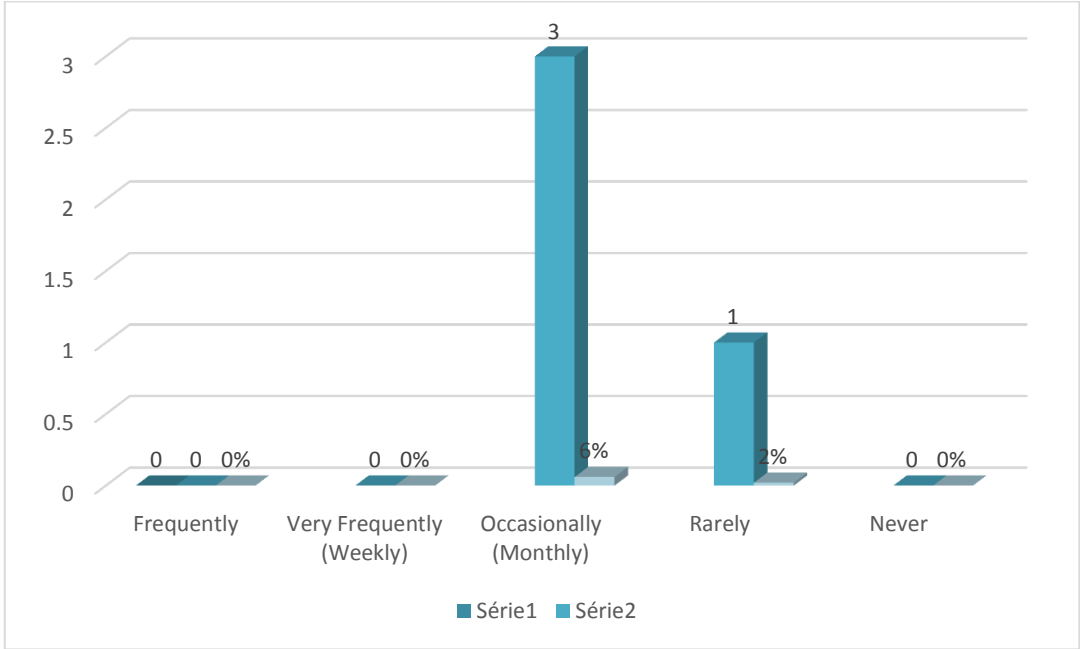
Figure 30. Second Year Learners' Frequency of Practicing and Revision writing through FB Educational Group

As tables 81 and figure 29 show that 49 of learners answer the third item while only three of them responded to the fourth item. Table 81 reports that learners do not revise daily or weekly as we get null rating in these categories. According to their answers, learners have the propensity to adopt the monthly type of revision

through (68%) while three of them adopted the daily revision. Additionally, 9 students revise weekly and three learners have non-precise kind of revision. They explain and relate their answers to the lack of time. Further, they add that what they are doing in classroom is greatly sufficient. it is worthy to mention that the mode of this item is 3 which indicates that student prefer to revise occasionally.

Table 82 denotes that only three learners report that they used FB educational group for revision while some learners who do not rate their frequency of revising through FB educational group. They justify their choice of not rating to the fact that they felt unmotivated to use the social network for education especially if it is supervised by the teacher. Only one participant rate that he used Fb from time to time without mentioning what he exactly does.

Item five: classify the following academic writing style criteria according to their difficulty? Why?

Table 83

Second Year Learners' Classification of Different Academic Writing Style Criteria According their Difficulty

	Very Difficult		Difficult		Moderately Difficult		Of a Little Difficulty		Not Difficult		Mode
	N	P	N	P	N	P	N	P	N	P	
Format and mechanism	1	2%	8	16%	2	4%	3	6%	1	2%	2
Coherence	19	38%	3	6%	2	4%	2	4%	1	2%	1
Usage	2	4%	1	2%	6	12%	1	2%	2	4%	3
Cohesion	11	22%	3	6%	1	2%	1	2%	0	0	1
Other	0	0	0	0	0	0	0	0	0	0	0

Figure 31. Second Year Learners' Classification of Different Academic Writing Style Criteria According to their Difficulty

Second year Learners' produced essays unveil that they face some hindrances in academic writing. Consequently, learners' results obtained in this item confirm that. The mode of this item is one for all of coherence and cohesion, two for format and mechanism and three for usage. Furthermore, learners (22%) pinpoint that they have difficulties in ensuring the essay's consistency that is cohesion. Also, coherence is the second major issue in learners' point of view (19%). Learners classified usage as a moderately difficult component of academic writing (6%). In general, learners admit that usage is not a problem for them when they write as they had already enough practice about the main grammatical rules in the first year in addition to their current year (second year). In addition, the majority of learners (16%) categorize format and mechanism as a difficult element in the academic writing

Section two: Impact of FB educational group on writing.

Item Six: In your opinion, to what extent could FB educational group be useful in the revision of written expression subject? Explain.

This item is set to gain some insights into learners' attitudes toward using FB as a helping tool in the module of written expression. The table 84 illustrates the results of this item.

Table 84

The Extent of FB's Educational Group Importance in Revising Written Expression Subject according to Second Year Learners

	Very Important	Important	Moderately Important	Slightly Important	Not Important
Participant	00	03	10	08	03
Percentage	00%	06%	20%	16%	06%
Mode			3		
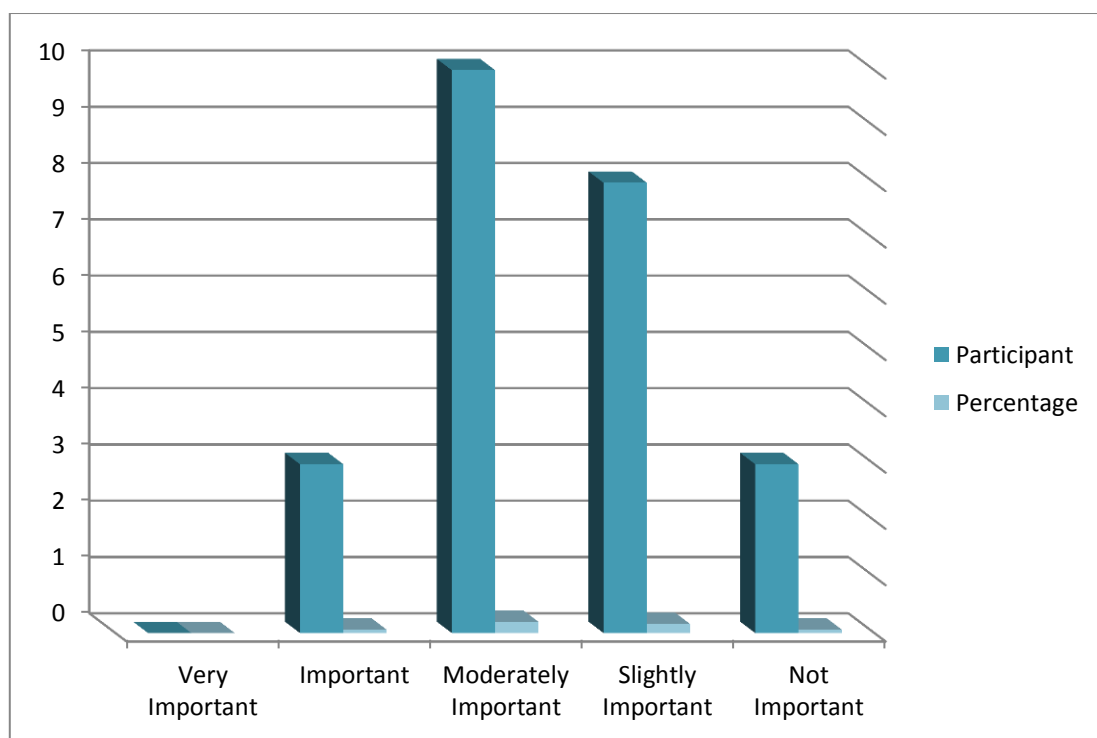
Figure 32. The Extent of FB's Educational Group Importance in Revising Written Expression Subject according to Second Year Learners

As represented in the table 84, only 24 students answer this item. The majority of answers of this item fell in the box of moderately important (20%) which is the mode of this item. Three learners (6%) report that using FB group is not important and eight students(16%) perceive this use to be slightly important. Furthermore, only three learners assert that FB educational group is important.

Learners' major justification of their choices is that they do not feel comfortable when they know that the teacher will supervise and direct that group. Unconsciously, learners relate that to psychological factors such as fear of judgment and shyness. Additionally, participants report that they already know each other a year before. This permits them to create their own group to chat and learn. Moreover, some

learners could not use FB educational group as they were informed that they will not

be allowed to use Arabic words, borrow from other languages, or code switch.

Item Seven: What motivates you more to use FB educational group to

revise written expression courses? Why?

Item Eight: In what manner FB educational group assist you in improving

your academic style?

Item seven is intended to disclose learners' preferences to learn in FB

educational group while item eight's purpose is diagnosing the extent to which FB

educational group assist learners to enhance their academic learning style. The

obtained results are represented in table 85.

Table 85

Second Year Learners' Motivational Components in FB Educational Group

	Very Important		Important		Moderately Important		Of a Little Importance		Not Important		Mode
	N	P	N	P	N	P	N	P	N	P	
Videos	0	0	2	4%	0	0	0	0	0	0	2
Written Posts	0	0	1	2%	0	0	0	0	0	0	2
Commenting	3	6%	0	0	0	0	0	0	0	0	1
Chatting	3	6%	0	0	0	0	0	0	0	0	1
Posted Pictures	0	0	1	2%	0	0	0	0	0	0	2
Shares Links	1	2%	2	4%	0	0	0	0	0	0	2
Other, specify	0	0	0	0	0	0	0	0	0	0	0

Figure 33. Second Year Learners' Motivational Components in FB Educational Group

A very low rating was recorded in this question. The three unique learners, who used FB educational group, agree on the fact that commenting and chatting motivate them a lot to use and interact through this group as their rank them to be very important. Also, one learner believes that shared linked is tremendously motivational and ranks it as a very important element. Moreover, two learners classify both shared links and videos as important motivational post in the FB educational group. For them, these two elements are the most interesting and the easiest manners to revise. In addition, one learner consider that written posts and posted pictures as important elements as he/she founds them very useful and interesting when using the FB educational group. Again, the difference of classifying or rating the different suggested elements in this item is explained and related to learners' differences in learning preferences.

Also, learners' answers denote that learning and revising using FB educational group, which is administered by the teacher of the same module, helps

them to improve their skills in maintaining coherence as well as cohesion. They state that the variety of posts highly assist them to enrich their vocabulary. Furthermore, learners complain about the lack of interaction especially in group chatting. To them, this kind of chatting, especially when is framed by the teacher, would have be very beneficial as it could help them not only in grasping written expression lectures but also to know more about the English culture and language.

Item Nine: to evaluate your written productions, what are the criteria that you take into consideration? Justify.

As mentioned before, this item was included to get indirect evaluation of how learners evaluate their written pieces in addition to measure to what extent they are critical readers of their own and other writings.

Table 86

Second Year Learners' Personal Evaluation of their own Written Productions

	Format and mechanism	Cohesion and coherence	Lexicon	Topic	Other
Participants	17	29	28	30	10
Percentage	34%	58%	56%	60%	20%
Mode		3			
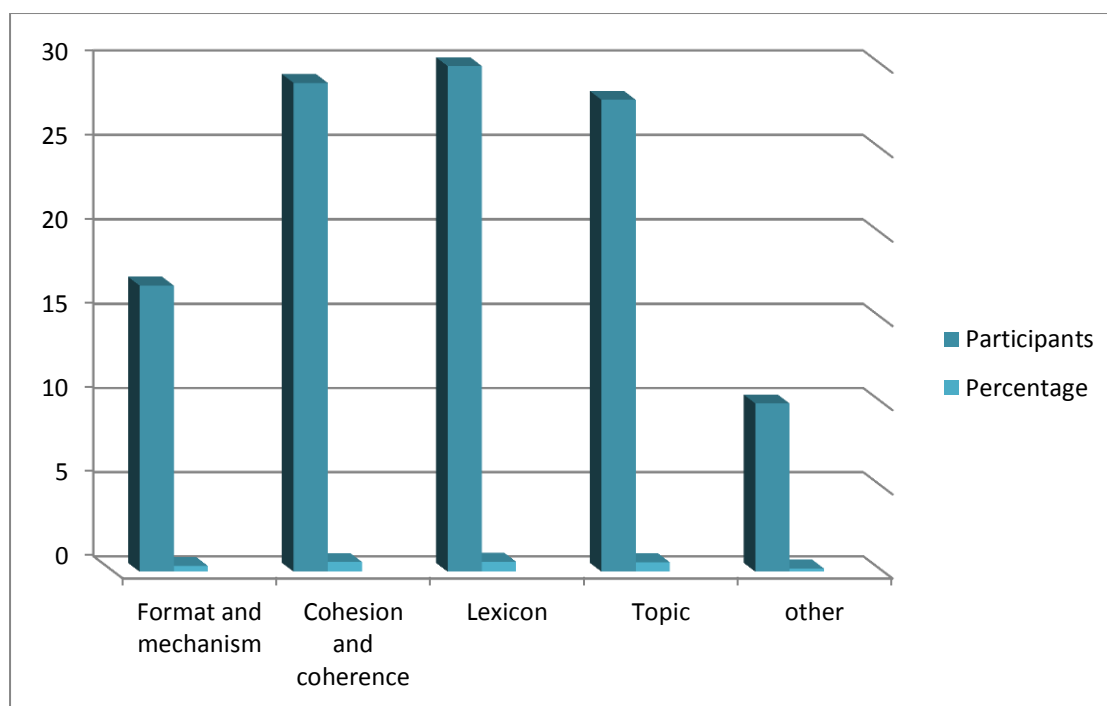
Figure 34. Second Year Learners' Personal Evaluation of their own Written

Productions

As figure 34 and table 86 represent that the mode of this item's answers is three. 30 learners admit that selecting the right and precise words is extremely important when they write and edit their essays. Additionally, they proclaim that they consider using new and expressive expressions or idioms as an effective technique to strengthen and intensify their essays' meaning and sometimes leave good impressions for their teachers. Next to lexicon, results of this question denote that learners pay considerable attention to the topic (56%). According to their explanation, covering a topic appropriately and developing its ideas accordingly is of paramount importance and significance. Deciding whether they need a descriptive, explanatory, narrative or expository essay is sometimes a dilemma.

Moreover, more than the half of the respondents(29%) believe that cohesion as well as coherence are important characteristics that should be respected when writing as they ensure the consistency of the essays and keep readers on the track though they admit that establishing coherence and cohesion is an arduous task. 17 learners rated format and mechanism to be an essential element. They relate that to the facilitation of understanding meanings as well as marking the transition of ideas. They acknowledge the importance of capitalization. They added that their knowledge about the English culture has been widely improved. Importantly, the use of new words such as some ancient stories, myths and famous places like in Buckingham, the Wars of Roses enrich their cultural knowledge. A minority of learners (10%) maintain that grammar is an important criterion that they should care about and respect more.

Item ten: What are the difficulties, if any, you encountered during the use of FB educational group?

To understand and explain the low interaction in FB educational group, this item is included. Respondents' answers are collected and represented in table 87.

Table 87

Second Year Learners' Encountered Difficulties When Using FB Educational Group

	Internet's problems	Lack of concentration	Key board suggestion	Luck of Motivation	Other
Participants	10	8	20	23	00
Percentage	20%	16%	40%	46%	00
Mode			4		
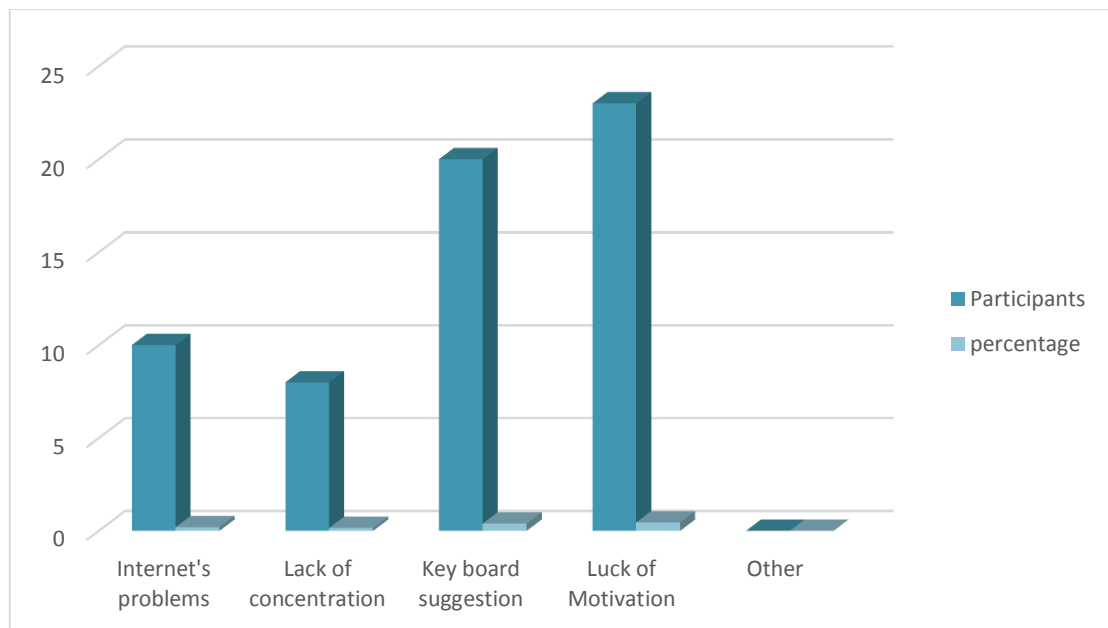
Figure 35. Second Year Learners' Encountered Difficulties when Using FB

Educational Group

Only 23 learners answer this question. The mode of this item is 4. Lack of motivation is learners' major problem when they use or aim to use FB educational group(23%). Besides the lack of motivation, bad quality of Internet connection (20%) is among the major difficulties that students claim to face. Also, respondents mention that once they log in FB, other pages and posts attract their attention and hence this deters them from concentrating just on the educational FB page. Some learners (40%) pinpoint that they prefer to use FB educational group and log in from the phone application. According to their explanation, using the phone limits their writing and interaction as they get disturbed by the key board and as a result, they do not use the FB group. Though we think that the last answer is illogic, we report what we collect as answers for the reliability of our study.

Item Eleven: to what extent does FB educational group cover and fulfill your learning preference(s)? Specify and explain?

Believing that learners could determine the effectiveness of the suggested treatment, this item is added to verify the learners' conformability and conviction of using such helping tool. The learners' answers are reported in table 88 and figure 36.

Table 88

Second Year Learners' Perceptions about the Use FB Educational Group and their learning Preferences' Fulfillment

	Extremely	Very	Moderately	Slightly	Not at all
Participants	3	2	1	1	40
Percentage	6%	4%	2%	2%	80%
Mode			5		
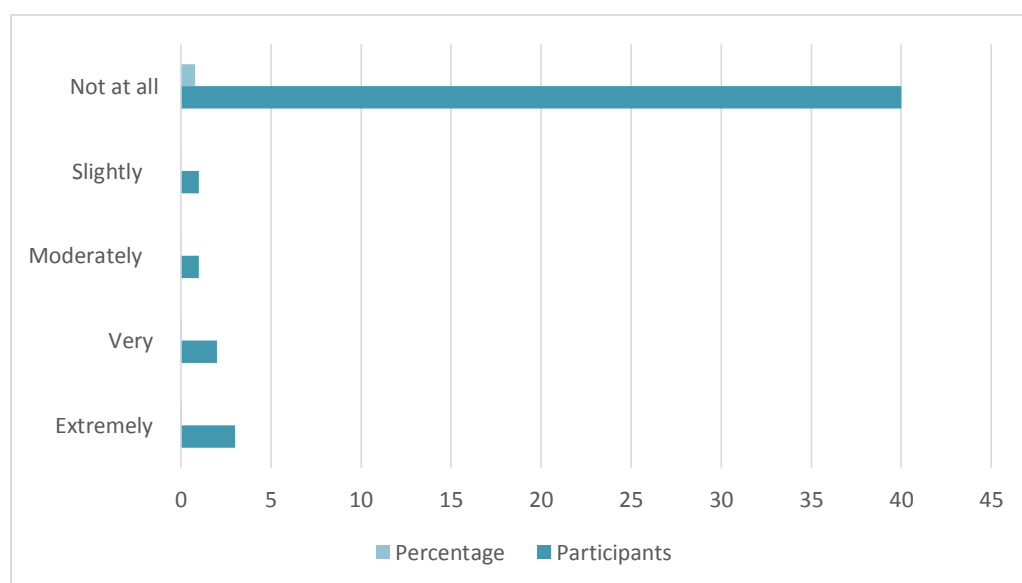
Figure 36. Second Year Learners' Perceptions about the Use of FB Educational Group and their Learning Preferences' Fulfillment

Table 88 and figure 36 disclose that the great proportion of participants (80%) believe that FB educational group did not succeed in improving their academic writing style. Only seven of them consider that the use of FB educational group can be effective in improving their writing skills. Also, it effectively fulfills their learning preferences through the variation of posts. The degree of their satisfaction differs in which three students rank this use as an extremely successful, two consider it as very successful, one believe that it is a moderate success and finally one student believes that the suggested treatment is slightly successful in the fulfillment of their learning preferences. It is worthy to remind the readers that only three learners seriously adopted the use of FB educational group.

Item Twelve: to what extent do you agree to suggest/ recommend the use of similar FB educational groups for other different Subjects to revise?

Table 89

Second Year Learners' Attitude toward Recommending the Use FB for Revision in other Subjects

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Participants	3	2	0	0	0
Percentage	6%	4%	0%	0%	0%
Mode			1		
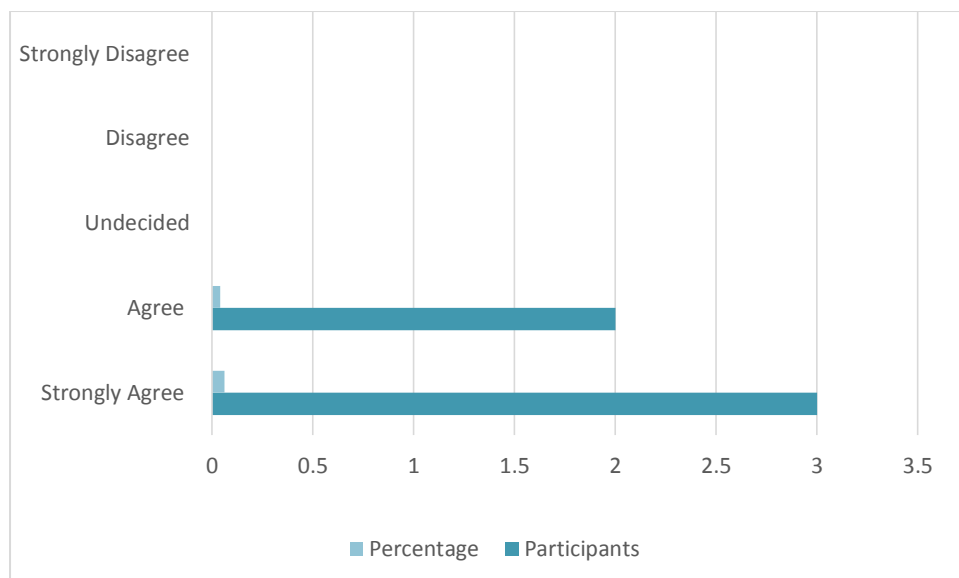
Figure 64 : *Second Year Learners' Attitude toward Recommending the Use FB for revision in other Subjects*

Only three learners answered this question and recommend the use of the FB educational group with other modules for the purpose of practicing more and taking benefits from teachers as well as learners' feedback. None of learners recommend to use FB educational groups with other modules. This can be related to their previous answers where they mention that they do not use it because they dislike the fact that teachers supervise and admin these groups. Also, learners restrain from rating (disagree\ strongly disagree) because they are members of already created groups.

Item Thirteen: any further suggestions about using FB's educational group as a revising tool?

We thought that it would be very beneficial to ask learners about any constructive suggestions that would improve the quality of teaching / learning process of academic writing style.

Consequently, few learners believe that teachers of other modules should adopt such helping tools to facilitate the process of learning. Some of them suggest that teachers should start using such tools at early stages of learning and particularly first year level. The explain such recommend and relate it to the fact that majority of students do not know each other and they are shy or they feel uncomfortable to ask each other for help. They continue that the suggested treatment in this case would certainly help them in their learning as well as it will assist them to build social relationships with other learners.

4.12.4. Summary of second year's questionnaire's findings. Noticeably, learners' rating was very low. Ultimately, second year learners constitute a mixed ability class and the majority of learners are females. Learners' answers reveal that the vast proportion of learner rely on the occasionally revisions, in other words they adopt the monthly revision. Additionally, three of them revise rarely. They relate this kind of revision to time constraints. Additionally, they consider the practice in the classroom to be widely sufficient so they believe that revising outside classroom is of a little importance. Nine of them adopt the frequent revision. Only three learners revise, occasionally, the written expression subjects using FB educational group using FB and one do it rarely. Students' classification of the difficulty of academic writing components results in the following: cohesion, coherence, format and mechanism and usage.

Learners' answers in the questionnaire assert that using FB's educational group is seen to be moderately important and slightly important by 10 and 8 students

respectively. Interestingly, three students rate the importance of the suggested treatment as not important.

Through their answers, second year learners classify FB's group posts according to the degree of motivation that they provoke. Chatting and commenting are the very important posts while videos and shared links received the same number of rating as important posts. Also, both posted pictures and written pots received the same rating's number as important type of posts too. However, students complained about the low peers' interaction in FB educational groups though they think that it would assist them in improving their writing skill. Some of them acknowledge the important role of teacher's feedback in that group. Also, they report that FB's educational group assist them to enrich their vocabulary, and their cultural knowledge especially the English one.

Concerning their own evaluation of their written productions, learners report that they value respectively the following: lexicon, the selected topic, cohesion, coherence, format and other criteria such as grammar. According to students, lack of motivation, lack of concentration during the use of the suggested treatment, key board writing suggestion and some internet related problems are problems that inhibit them from using the suggested treatment.

Astonishingly, when rating FB educational group importance in revision, learners find it to be moderately important (20%), slightly important (16%), important (6%)and not important (6%). According to learners' explanations, they do not use FB educational group as they do not feel comfortable when they know that the teacher is the admin and director of it. Also, they relate this resistance to some psychological

factors such as fear of judgment and shyness. Furthermore, they maintain that they are already members of other educational groups created by other learners. Not allowing them to use other languages, borrowing, or code borrowing decrease their motivation to interact too.

Three learners claim that this suggested treatment effectively assists them in the improvement of their academic writing style as it covers their learning preferences. Additionally, four of them have the same idea but with different levels of agreement (Very =2, moderately = 1 and slightly=1). Whereas, the majority of them admit that it did not.

Interestingly, none of the learners mentions that the use of similar group could not be beneficial. This can be explained by the fact that they do acknowledge the importance of those groups though they refuse to use this group in the current study. Three learners strongly agree and two agree on the use of similar FB's educational groups in other modules.

4.12.5. Synthesis of Both Questionnaires' Results. Comparing the results of the questionnaire we can conclude the following major points:

- Both classes are missed classes abilities where female's number is dominate.

- First and second year students' frequency of revising through writing next to their assigned work is not the same.

- Unlike second year learners' frequency, first year learners' frequency of revising through FB is significantly higher.

- First and second year Learners' classification of the difficulty's level of the suggested criteria of academic English writing style differ though they shared three common criteria.

- Learners' major difficulties faced during the use of FB's educational group were similar in both levels though the resistance showed toward the adoption of the suggested treatment in the second-year level in which they add the lack of motivation.

- The frequency of revision through writing is significantly higher in first year level than in second year.

- First year level learners accept the integration of FB educational group while second year learners refuse it. The academic writing style level is highly enhanced among first year students. Also, their critical reading abilities were enhanced as well their cultural information; contrary to the second-year level whose written production and even their answers in the questionnaire demonstrate great deficiencies when writing academically.

First year learners' answers in addition to the three second year learners who use the FB educational group of item seven in the questionnaire (Appendix Q) attracted our attention. We thought it would be beneficial if we invite the experimental's group learners of both levels to retake the VARK test. The results obtained are displayed in the table 90 and table 91.

Table 90

First Year Learners' Major and Secondary Learning Preferences according to VARK Learning Model Test after the experimental phase

	Major learning Preference	Percentage of Major learning Preference	Secondary Learning Preference	Percentage of Minor learning Preference
Visual	16	**32%**	18	**36%**
Auditory	12	**24%**	14	**28%**
Read/Write	14	**28%**	12	**24%**
kinesthetic	08	**16%**	06	**12%**

Table 96

Second Year Learners' Major and Secondary Learning Preferences according to VARK Learning Model Test after the Experimental Phase

	Major Learning Preference	Percentage of Major learning Preference	Secondary Learning Preference	Percentage of Minor learning Preference
Visual	19	**38%**	19	**38%**
Auditory	19	**38%**	20	**40%**
Read/Write	10	**20%**	04	**08%**
kinesthetic	07	**14%**	09	**18%**

At first glance, we can notice that these results clearly differ from the first ones obtained before the conduction of the experiment in both levels (Table18, 19). Interestingly, Read/Write preference becomes the second major and third secondary preferred learning styles among first year learners. In fact, those learners' results in this read\write category before the experiment was (10%) as a major and (12%) as secondary learning preference. While these results changed respectively to (28%) and(24%)at the end of the experimental phase. This significant change is logic comparing first level learners' answers to item three in the questionnaire that indicate that they prefer to revise through writing. It is worthy to remind the reader that

reading\writing learning preferences was ranked as the last major and the third secondary learning preferences among the four learning preferences in the first year experimental participants' results.. Though the percentage of learners who prefer to learn through visual means lessened a bit, the visual category still the dominant major(before40%,   now36%)   and   secondary   (before44%,   now36%)learning preferences among them. Also, the number of learners who prefer to learn through audial means lessened a bit but it still higher than that of kinesthetic category. Indeed, first year learners' scores prove that auditory learning preference as a major preference to learn changed from (36%) to (24%) and from (36%) to (28%) as a secondary learning preference. Similar to the reading\writing learning preference, kinesthetic leaning preference number increase as a major preference (14%, 16%) and secondary preference (08% to 12%).

While in second year level, the results do not differ much from the first ones obtained before the conduction of the experiment. The only difference that we notice is the convergence of two learners from other major learning preferences to reading/ writing preferences(16% to 20%). When we check, those two learners are the ones who permanently use the FB educational group. Also, we notice that the third learner who accepts the integration and uses FB educational group still have a Reading/ writing major preferences to learn. Indeed, the results obtained before and after the experimental phase is typically the same in the Kinesthetic learning preference as a major   type   (14%),   and   Auditory   (40%),Visual(40%),   Read\Write(38%), Kinesthetic(18%) as secondary learning preferences. Also, what we can notice is the

decrease of learners who prefer to learn through Visual (40% to 38%) and Auditory (40% to 38%) as a major preference.

Conclusion

Relying on the scores obtained in different assigned tests to first and second year learners and the gathered data from the questionnaire administered to experimental groups' participants of both groups, the result of using FB educational group as a helping tool greatly differentiate.

The results of pretests of the first and second year levels denote that each levels' experimental and control groups have the same initial level since the difference in mean is insignificant.

First year learners accept the integration of FB as an educational helping tool in their revision. Consequently, their scores in the different progress tests assigned during the experimental phase denote their remarkable improvement in the academic writing style and thus achievement. The difference in posttest means between the experimental and control groups prove that. Moreover, the results of first year administered T-test assist us to reject the null hypothesis and accept the alternative one. In other words, the use of FB' educational group as a helping tool improves first year learners' academic writing and achievement.

Additionally, first year learners of the experimental group answers in the questionnaire (Appendix Q) acknowledge the importance of teacher's as well as other peer's feedback in the FB educational group. For them, those provided feedback greatly enhance their academic writing style. Furthermore, they denote that their

learning preferences and expectations are successfully fulfilled through the use of different posts in the FB educational group.

Also, their answers denote that FB's educational group allows them to practice the theoretical knowledge gained during the formal classes. For them, this platform assists them to avoid a range of written mistakes and misunderstanding of how to apply writing's rules.

The individual portfolios of first year learners demonstrate the gradual and continuous enhancement of learners' academic writing style particularly with the four aforementioned criteria. As a reminder, these criteria are: format and mechanism, coherence, usage, and clarity

Unlike the first year, second year students do not accept the integration of the FB's educational group except three learners. Also, their scores in the assigned progress tests are below the expected. The moderate improvement of their writing performances is related to the formal courses and the classroom practice. Three leaners who opted for the use of FB educational recorded higher scores compared to those of their peers in the same experimental group.

The difference in means of the posttest submitted to second learners confirm that both experimental and control scores is insignificant. This lead us to assume that the null hypothesis is accepted and the FB educational group did not succeed in the improvement of second year learners' academic writing.

Through their answers of the questionnaire (Appendix Q), second year learners indicate many reasons behind their resistance toward such use. Importantly, teacher's supervision in the group was the main obstacle that deters learners from

using FB educational group, in addition to some denoted psychological factors such fear of judgment, and shyness.

Likewise, the individual portfolios used with the second-year experimental group denote a moderate and slow improvement in their academic writing style.

These findings will be discussed and related to the provided literature review presented in chapter two in the last chapter.

Chapter V

Conclusion, Discussion and Recommendations

5.1. Summary of the Study

This chapter summarizes the study and discusses its findings. Also, it draws conclusions and highlights the main limitations of this investigation. Finally, it suggests some recommendations for both teachers and further researchers.

This study investigates the impact of using Facebook educational group as a helping tool for the improvement of academic writing style among first and second-year students of English. The main aim of the study is testing to what extent the use of FB educational group as a helping tool could impact learners' English academic writing style.

Through methodological triangulation, the qualitative and the quantitative data were collected and analyzed to appropriately test the hypotheses set for this research. The subjects of this study are 200 first and second-year learners from the department of English, Batna-2 University, Algeria. For each level, 100 randomly selected students were divided into two groups: experimental and control that contains fifty students in each.

The participants of both experimental groups undergo an experiment that lasted the whole academic year 2016-2017. The suggested treatment was a created FB educational group for each level. Pretest, progress tests and posttest are administered to both experimental and control subjects to measure the impact of such use.

These tests' assessment is based on the created scoring rubrics(see chapter 3.p, 126-127) that take into consideration specific criteria for each level. For first year learners, the components of academic writing style are: format and mechanism,

coherence, usage and clarity. Whereas in second year level, format and mechanism, coherence, usage and cohesion are the tested components.

Particularly, experimental subjects of both levels are invited to take the VARK online learning model test to identify and classify their major and secondary learning preferences. This categorization tremendously helped the researcher the select the appropriate type and content of FB's posts in a way that fulfills learners' different learning preferences. In other words, all posts selected and posted by the researcher in the FB educational groups are based on the VARK test results of learners' major and secondary learning preferences. Additionally, individual portfolios are used to stand on and scrutinize learners' gradual and continuous progress. Moreover, both levels' experimental group's participants have been required to respond to a questionnaire to add more quality and significance to the quantitative data gained from the experiment.

The data are collected and then analyzed and compared via various descriptive and inferencial statistics using the SPSS. Notably, the independent T-test was used to statistically compare the means of the scores obtained by both control and experimental groups of each level.

5.2. Summary of the Findings

The obtained findings of the current research can be summarized as follows:

5.2.1. VARK learning preferences test. The results of the VARK test that was taken before the experiment prove that first year learners' major learning preferences are Visual (40%) , Auditory(36%), Kinesthetic (14%) and Read\Write(10%) preferences. The same raking is marked in learners' secondary learning preferences with a slight difference in numerical results. in this respect, learners' secondary learning preferences are Visual (44%) , Auditory(36%),

Kinesthetic (12%) and Read\Write(12%) preferences. To remain the readers, this procedure is taken to limit and frame of the FB's groups' content\posts.

Viewing the first-year experimental group's members' interaction in FB group and their answers to item three and seven in the final questionnaire (Appendix Q), we opt to invite them to retake the same VARK test. Interestingly, results of the VARK test after the end of the experiment denote that Read/ Write learning preference is classified in the second position rather than the fourth one as a major learning preference category (from 10% to 28%). Also, the number of learners who prefer to learn through reading/writing as a second learning preference significantly doubled(from12% to 24%). Results show that the Visual learning preference as major(32%) and secondary(36%) learning preferences are the dominant ones though their percentage has lessened a bit than what they were before the start of experimental phase. Results denote that the auditory preference as major (24%) and auditory(28%) as secondary preference are ranked as the third learning preferences. Ultimately, the kinesthetic learning preference is ranked as the last major (16%) and the last secondary (12%) learning preferences though it has a small percentage increase.

Second year learners in the VARK test's results before the experiment demonstrate that learners' major learning preferences are ranked as it follows. Firstly, Visual (40%) and auditory (40%) learning preferences are the most preferred means of learning. Then, the read\write (16%) preference is ranked as the second preference and finally it is followed by the kinesthetic learning preference (14%). Also, results denote that second year learners secondary preferences are as it follows: Auditory (40%), Visual (38%), Kinesthetic (18%) and Read\Write (8%).

The results of this test after the end of the experiment remain the same as they were before the conduction of the experiment. The only difference noticed here is the slight decrease of the percentage recorded in the Visual (from40% to 38%) and Auditory (from40% to 38%) categories. Also, Read\Write learning preference percentage increases (from 16% to 20%).

What can be concluded is that the suggested treatment affected learners' major as well as secondary learning preferences. This is confirmed by VARK tests results of all the first year experimental group's members' results and those of the three second year students who accept the use of the suggested treatment.

5.2.2.First year level. For first year level, the null hypothesis (H_o) was rejected, and the alternative hypothesis was accepted. Giving a degree of freedom tolerated, we concluded that 95% of the probability that the observed difference in the mean that indicates that learners' academic writing improvement occurs due to the use of the suggested treatment. Hence, the manipulation of the independent variable in this research caused changes in the dependent variable (see chapter four, p.214).

These results of the different tests during the experiment prove that the use and adaptation of the social network site Facebook's created educational group positively affect learners' academic writing style. Also, these results unveil a continuous progress in learners' academic writing style(see chapter four).

First year learners' answers to the questionnaire (Appendix Q) indicate that a considerable proportion of learners practice and revise through writing (Chapter four, p.220). Additionally, they mention that FB educational group motivates them to do extra practice and revision (Chapter four, p.236). Learners pinpoint that they are involved in daily revision through solving FB exercises and activities, and they take it

as a challenge. Furthermore, they highly appreciate teachers' and other peers' constructive feedback(Chapter four, p220-223).

Additionally, students' answers disclose that they still have few difficulties and hindrances in writing though the use of FB group. However, they acknowledge the important role of the FB educational group in revising and practicing. This role helps them to improve and enhance their academic writing style's criteria. They report that they notice the positive impact of using such tool to revise since their early use; as a consequence, they decide to keep using it to reach further amelioration. Furthermore, learners' regular use of the suggested treatment assists them to become critical readers of their own writings and those of other students.

Learners' answers to item seven and eight (Appendix Q) unveil that the variety of FB educational group's posts help them to enhance their academic writing style. This variation attracts and motivates them to learn and revise more. Also, learners pinpoint that the flexibility in learning offered by such integration assists them in the improvement of their academic writing style. They add that they revise because they want to revise and not because this task is an obligation. Finally, learners mention some of the factors that partially deter them from using the suggested treatment. These factors are namely some internet related problems and lack of concentration. At the end of the questionnaire, they suggested the use of similar FB educational groups in other subjects to practice and revise under the supervision of teachers of those subjects.

Unfortunately, the situation is not the same at the second-year level. The following results illustrate their case.

2.2.3.Second year level. In second year level, the null hypothesis is not rejected. Therefore, the suggested treatment does not prove enough effectiveness and

efficiency in improving learners' academic writing style. This indicates the failure of the treatment with this level. Consequently, using FB educational group with learners of second year level to improve their academic writing style failed.

The failure here is not related to the suggested treatment itself but to learners themselves. Indeed, second year learners, expect three of them, show a considerable resistance and refusal toward adopting this suggested tool for revision mainly because of teacher's supervision over the created group (see chapter four p, 262).

Regarding the low interaction in the FB educational group that is created for the second-year level, all learners' answers to the questionnaire (Appendix…..) are estimated true and reinforced the failure of the suggested treatment.

Through the questionnaire, second year learners reveal that they adopt the monthly revision as a way to study; they hold that they are forced to adopt such low revision frequency due to time constraints (Chapter four,p.255). Additionally, only three among 50 learners mention that they use FB educational group to revise. Learners who do not use the suggested treatment in this experiment and they ascribe their resistance to many factors such as the lack of motivation to use SNS for educational purposes, as well as some psychological factors such as fear of judgment and shyness. Astonishingly, their answers to item four contradicted those to item six where they report that they are already using some educational groups created by other learners. This contradiction allowed us to deduce that learners might avoid dealing with teachers, they might fear their assessment or they might neglect the importance of their feedback.

Furthermore, learners' answers unveiled that they still facing some hindrances when they write though they consider the time allotted to practice in the classroom to be satisfactory. Additionally, they assume that the use of FB educational

group is seen to be of moderate importance due to some reasons such as teachers' supervision of the group, their inability to freely use their mother tongue, any language that they want, borrowing or code switching.

The only three respondents who answer item seven and eight consider that the variety of posts in that educational group assist them in the enhancement of their academic writing style. Those three second year learners complain about the low interaction especially in chatting and report that FB succeeds to fulfill, partially, their learning's expectation. It is worthy to mention that viewing their individual portfolios, those three learners are hard workers and strongly believe in commitment. Additionally, being their teacher, we notice that those students do not fear other's judgments and highly value peers' and teacher's feedback. In this respect, they are very active, critical readers and autonomous learners who regularly participate during formal sessions, answer and ask different questions. .

5.3. Discussion of Hypothesis

The main hypothesis set for this research is:

The use of SNSs, more precisely Facebook, as a supporting tool will enable first and second year students of English at the department of English at Batna-2 University, to improve their academic writing style.

The results and findings of this study(see chapter four, p.131-133) indicate that the suggested treatment proves its efficiency with first year level as it helps them to improve their academic writing style. However, the same suggested treatment fails to reach the predetermined educational outcome with the second-year level and thus FB educational group does not help second year learners to enhance their academic writing style and achievement(Chapter four, p132-134).

The other hypothesis is:

The daily use of Facebook can involve learners in a daily beneficial and regular revision to enhance their academic writing style.

The findings of this research validate that the extensive practice and revision, especially outside classroom via FB educational group, positively impacts first year learners' academic writing style. Contrarily to the second-year level learners' who rated a low frequency of practice and occasional (monthly) revision, the daily use of the FB educational group motivates first year learners to do extra revisions and practice. Also, we note that the FB educational group failed to engage second year learners in a daily beneficial revision. Consequently, their academic style's level does attain the predictable level though the moderate enhancement that had been remarked due to the instructions and practice during formal courses.

Also, results and finding of this research combined with the first-year students' answers of the questionnaire prove that FB educational group successfully fulfills their learning preferences. This success can be related to the variation of posts in this group. Also, this variation of posts attributes in the change of their learning preferences (see chapter four, p234)

Additionally, the three unique learners from the second-year level maintain that FB educational group meet their different learning preferences' expectation and they related to the same reasons stated by first year learners (see chapter 4, p. 241-242).

The following section pertains to the correlation between the findings and theories mentioned in the literature review.

5.4. Discussion of the Research question

The results of this investigation in combination with the findings drive us to conclude and thus answer the research question raised in this study. the research question is:

To what extent the adoption of FB educational group as a helping tool could enhance first and second year learners' academic writing style?

The adoption of FB as a helping tool highly succeeds in the improvement of first year learners' academic writing style and achievement. The situation is not the same in the case of second year learners where their resistance of using the suggested treatment prohibits their academic writing enhancement to the expected extent. These results obtained from the two levels insist on the importance of the early adoption of FB's as helping tool would generate more beneficial educational outcomes.

The obtained first year level's findings confirm with many researchers findings such as Madge, et all.(2009) and Bicen and Uzunboylu(2013). They argue that the use of FB promotes learners' learning progress (see chapter two, p. 102). On the other hand, the second year findings consolidate Wu et al. (2011) who maintain that learners' motivation to use FB for educational purposes decreases if they feel that they are limited to interact using a formal language. Also, the same researchers note that fear of others' judgment can deter learners from using FB in education especially when they may use their real names.

5.5. Discussion of Findings

This section tends to discuss the current research findings.

5.5.1.VARK learning model test and FB content design. As Ismail (2010) suggests(see chapter 2, p, 36), the VARK model of learning preferences assists the teacher to choose and select the most effective learning materials used in the FB

educational group. Furthermore, the convenient use of FB educational group's posts motivates them to interact, revise and learn. First year learners' answers in addition to the three committed learners from the second-year level to (item 7) of the questionnaire (Appendix P) confirm it. Consequently, these findings stress the importance of using the appropriate learning materials in the learning process to empower the learning/ teaching quality. The choice of the suitable teaching material proves its efficacy in case of first year experimental group and three second year learners who use FB in their learning. The choice of the appropriate material creates a sense of self-confidence and relaxation that leads to better educational results (see chapter two, p. 54).

5.5.2. FB and learning preferences. Interestingly, FB education group proves it efficacy in improving learners' academic writing style especially with first year level. Moreover, results of the VARK learning model test before and after the experiment denote changes in first year experimental group's leaners' learning preferences in addition to those three second year learners who used FB in their learning. This shift in these results is remarkable importantly with Reading/Writing preference. At the end of the experiment, first year experimental group's learners and those three second year learners tend to learn and revise more through writing than before. This is consolidated by their answers in item three and seven in the questionnaire (Appendix Q).

5.5.3. Benefits of teachers and peers' constructive feedbacks and collaborative learning. First year experimental group learners' and the three learners from the second year experimental group's results, which were consolidated later by their answers in the questionnaire, mention that the provided feedbacks given by either the teacher or another peer(s) are extremely constructive in improving their

academic learning style. Consequently, these feedbacks assist learners to avoid or change any probable occurring mistakes. This conclusion supports the findings of Freedman (1987), Ferris (2002), Hyland & Hyland (2001) and Ashwell (2000) which insist on the major role that feedback play in writing and its improvement. Also, those learners consider those feedbacks to be very motivational when the teacher uses them as a reward; this conclusion supports the findings of Reigel (2008) who classifies feedback to several kinds according to their purposes and views. The same researcher maintains that rewarding learners can be done through verbal or written feedbacks. What can be noticed is that leaners take into account the teachers' written feedbacks. This is noticed from the experimental group' individual portfolios of both levels and the assessment of the control groups' written productions of both levels.

Additionally, the first year experimental group learners and the three learners from the second year experimental group acknowledge the importance of feedback provided by the teacher and other learners especially when commenting or in group chatting. First year experimental learners note that the collective interaction provides them with those valuable feedbacks. Also, three learners from the experimental group of the second level who used FB educational group regularly pinpoint that the provided feedback are very efficient and they complain about the low interaction that lessens the opportunity to get more insightful feedbacks. These results confirm findings of Gabriele (2007) and Winskel (2008) in the educational field(see chapter2.p,67). They state that working in groups improves learners' individual's performances. Moreover, those results reinforce Graham's, (2005) definition of collaborative learning and its educational benefits. Also, these findings conform with Garibaldi (1979); Gunderson & D. Johnson (1980); Hill & Hill (1990) finding in which they pinpoint that the collective learning improves certain skills such as

thinking, building self-esteem, motivating and encouraging low-motivated students(see chapter 2. p,67). Consequently, learners of first year level demonstrate high motivation through using FB constantly and they were even asking the teacher to display more activities and posts in the FB educational post. Additionally, first year level students' written composition that had been collected in individual portfolios, demonstrate a gradual evolution and improvement in their academic writing style. Also, the improvement is noticed through and the way learners evaluate, criticize and analyze different issues and topic.

Gebhardt (1980) claims that feedback could be considered as a form of collective learning (see chapter2,p 48). Indeed, collaborative learning enabled learners to gain more learning through group sharing and interaction. In this study, the use of FB educational group served as a platform to establish this kind of collaborative learning. Importantly, first year level's high online interaction allows them to exchange ideas, develop them, and discuss issues and many other activities. Assuredly, this interaction is framed by the use of the academic writing style. These finds support Graham's (2005) results. He holds that the adaptation of collaborative learning to improve writing's skills is very effective as it assists learners to practice aspects of the process approach to writing such as generating ideas through discussion and debates.

5.5.4. Teaching material and their importance in achieving the predetermined educational goals. The use of FB in higher education as a helping tool can be seen as a novelty in the Algerian context generally and foreign language particularly. To Bicen and Uzunboy (2013), this use supposed to attract and motivate learners to improve their academic writing style(see chapter 2, p. 102). The finding of this investigation proved that the use of such SNS impact positively first year level

learners' academic written performances. Those findings confirm Tomlinson's (1998) findings which state that the choice of the appropriate teaching material impacts learners in different ways (see chapter 2, p. 57). Also, he holds that novelty could attract learners' attention and motivate them to learn more which is typically the case of our study with first year learners. Also, the

5.5.5. The use of FB and the improvement of academic writing style.

Findings of this research with the first-year level validate that using FB as a helping tool is very effective as it motivates learners to practice, revise and boost their academic writing style. This conclusion confirms the findings of Voley and Lord (2000) who conclude that using FB in education could engage more learners to learn than using traditional methods may do(see chapter 2.p, 98). Additionally, the group chatting plays an important part in this learners' academic writing improvement, a result that is already affirmed by Mellor's (2012) research' findings (see chapter2, p.101). He states that FB group chatting assist learners to improve their academic writing style as it helps them in surpassing some psychological barriers such as fear and shyness.

Being a teacher, FB educational group facilitates for us the diagnoses of learners' deficiencies and then monitoring learners to overcome those obstacles. This is accomplished with the first-year level rather than the second one who, unfortunately, refuse to use and adopt the treatment.

Learners of both levels, who accept the integration and use the FB educational group to revise, acknowledge the enhancement in their academic writing style's criteria such as format and mechanism, usage of language, coherence, clarity and other elements due to this tool. They agree on the fact that FB educational group makes them aware of their writing deficiencies. They add that this helping tool alerts

them to the need to do more practice and revision to attain the needed enhancement. Those findings supported the study of Shih (2011) who states that learners who were major in English in a university in Taiwan were adopting an organized FB's English writing class (see chapter2, p.103).

Furthermore, first year and the three second year learners' answers to the questionnaire (Appendix Q) mention that the authentic texts supplied in the FB educational group and their interactive communication via FB educational group permit them to know how to apply appropriately the different academic writing style's components and improve their communicative competence. This confirms the findings of Yunus et al. (2012) who hold that FB enhances students' language learning and their academic writing (see chapter2; p.107). Moreover, the improvement of learners' academic writing style denotes their language improvement. This result has been confirmed by Lee (2006), Stevenson and Liu (2010) who stress on the fact that using SNSs enhances learners' language learning (see chapter 2; p 90- 91- 92).

5.5.6. Using FB's educational group and the lack of concentration. Learners of both levels denote in their answers to item 10 of the questionnaire (Appendix Q) that one of the main obstacles that face them when using FB educational group is the lack of concentration. This issue was raised in Enriquez (2010) research in which he states that learners who multi-task between the SNSs and their homework are likely to have 20% lower grades compared to the students who do not use the web2.0 tool during their homework (see chapter 2; p.92). Eventually, some of the second year experimental group learners relate their resistance to the use of FB educational group to the fact that this SNS will certainly deter them from revising and studying as they will lose concentration. This can be accepted to a certain

extent as the involved first year level students, who were truly committed when using this SNS, mention the same obstacle that frequently misleads them to study from time to time.

5.5.7. Learners' resistance toward the use of FB's educational group.

Second year learners who prefer to not use the FB educational group relate this resistance to the uncomfortable and strict use of only the academic writing style. Also, the same learners affirm that they could be distracted and they lack the required concentration when they use FB to revise. Those findings support the study of Wu et al. (2011) and Yunus et al. (2012) and their driven results which denote the failure of using FB to improve learners' writing skills as this SNS distracts their attention (see chapter2; p. 105).

5.5.8. Learners' socialization and the use of FB's education group.

First year learners who welcome the integration of FB's educational group in their learning show remarkable development of socialization. Being novice learners, their interaction was moderate at the early stage of the experiment. With the continuous use of FB group, learners become more familiar with each other and find less difficulty to communicate and interact. This familiarization was, first, set on a virtual context than it moved to the classroom settings. This can be easily noticed when we compare between the control and experimental group participants in the classrooms' interactions. The interaction between control group participants is moderate comparing it with the experimental group peers. The first year control group members still fear each other comments or judgments and take some feedback as personal remarks. All these issues have been overcome with the experimental group members due to the FB socialization. Ultimately, those results have been already mentioned by Vie (2007). She claims that learners should adopt SNSs in their educational lives

because the resulted integration in those SNSs proves its efficacy in the socialization of novice learners especially if this use is accompanied by a target authentic language (see chapter 2; p. 90-91).

5.6. Discussion of the objectives

This research set a number of objectives that the researcher should be attained at the end of it.

The main aim of this study is the intent of exploring the effectiveness of using FB as a helping tool to improve learners' English academic writing style.

As it was intended, this research arrived at exploring the effectiveness of using FB as a helping tool to improve learners' English academic writing style. The obtained results differ at each level. This suggested treatment is effective with first year level yet it did not prove enough efficacies with second year learners. The effectiveness of the treatment with first year level validates more the findings of Suthiwartnarueput and Wasanasomsithi(2014) that prove that the use of Facebook improves learners academic writing(see chapter2, p.107). While the failure of the suggested treatment with the second year level are consolidated by the findings of Wu et all(2011) which note that learners' motivation to use FB is decreased because of the fear of being intimidated(see chapter2, p.107).At the same time, the second year's results of using FB as a supporting tool contradict the finding of Melor (2012) who claims that using FB in teaching ESL writing helps some shy learners to overcome their fears, communicate and enhance their English writing. However, the results of first year level confirm the same research findings.

1. Showing learners how to select an accurate, correct, reliable, exact and valid information from the variety of the accessible sources through the observation of the

Facebook`s posts' selection. This selection previously costs them a considerable amount.

Selecting a right content and in a short period of time was a critical issue among first and second year experimental group learners. According to first year learners' answers of item 13 in the questionnaire (Appendix P), this difficulty is greatly overcome due to the use of the FB's educational group. They maintain that when imitating the way teacher posts the different posts on the group wall, they learn how to be selective in terms of choosing the reliable and accurate sources of information. Being their teacher and the admin of that educational group, we received numerous and constant questions about how to select such information.

As only a few members of second year experimental level contributed in the experiment, the majority of them did not mention such answers when answering the same item of the same questionnaire. The ones who integrated the FB educational group in their learning arrive at the same results as those of first year experimental group learners. They note that FB's educational group assists them in knowing how to select accurate and reliable sources of information in a short time.

2.   The online interaction and dynamic sharing will enable learners to exchange information, correct, provide the necessary feedback to each other.

3.   The online interaction and dynamic sharing will create a certain challenge between them which could help in enhancing their English academic writing style.

4.   The interaction through SNS will propel learner to think in a more critical way rather than just accepting and absorbing facts.

5.   The use of FB educational group will generate critical readers who are able to detect errors and correct them.

All learners from first year experimental group and those who accepted to use FB educational group from second year experimental group acknowledge the efficiency of the feedback received from their peers and the teachers. These feedbacks were constructive and in many occasions lead them to challenge each other to arrive to the correct answers or doing more research. In addition to the feedbacks, the content of FBs educational group assists learners to be more analytic and asking more questions rather than just being satisfied with what they are given in classrooms. These results prove Zulfiquar's (2013) and Hegelheimer and Fisher (2006) findings (see chapter 2,p. 103). Also, Learners were constantly seeking for new information from various sources. What was noticed through the correction of learners each other written productions at the end of the experiment that they arrive to some extent to be critical readers of their own and others writings.

6. Using FB educational group will permit and allow the creation of a platform or a virtual environment where learners can practice what they have been taugh during classes. This practice is almost rare during formal classes because of the limited allotted time; and

First year level experimental level and those learners from second year level from second year learners who use FB assert through their answer in the questionnaire (Appendix Q), particularly item 4 and item 6, that FB s educational group is an appropriate and encouraging platform that permits them to have more revision and practice outside classroom. To them, this revision assists in treating deferent issues related to writing which disappear through the extensive online practice. They add that the daily availability of this helping tool increases their chances to revise and ask any questions at any time.

7. The use of this web2.0 tool will create and foster collaborative learning through which learners could achieve better learning outcomes.

8. The online interaction of learners in the FB educational group enabled learners to learn collaboratively through group's sharing of information, feedback and practice.

This virtual platform was a confortable setting for first year and the three second year experimental learners to learn and help from each other to improve their English academic writing style.

5.7. Conclusions

The current study examines the impact of using FB educational group as a helping tool to improve learners' academic writing style. Unlike the second year experimental group learners, first year experimental group learners accept the integration of this new helping tool for revision. Comparing the first year control and experimental groups' overall results, the suggested FB educational group proves its efficiency and obvious positive effects on improving first year experimental group learners' academic writing style and thus achievement.

Second year experimental group learners' moderate results and enhancement were almost identical to those of the control groups' peers of the same levels. The experimental group's participants refuse to use FB educational group expect three leaners who demonstrate a full commitment in this use. Those three learners' observed improvement was significant comparing them to the rest of same group participants. Also, this improvement was noticed through their writings and the study of their individual portfolios. This made us conclude that the adoption of FB as a helping tool improves learners' academic writing if they seriously use it as their first year experimental peers do.

FB educational group permanently connects students with their peers and the teacher of the concerned module according to an educational frame. Occasionally, this connection served as a reminder of important dates and duties such as quizzes, exams, home works.

First year experimental and control group learners' academic writing style improved due to the formal courses of written expression subject. Moreover, the significant enhancement of first year experimental group is related to the use of FB educational group. results demonstrate that FB serves as a platform where learners take advantages of practicing the theoretical knowledge, receiving regular teachers' and other peers' constructive feedback, and learning in a collaborative context.

FB group interaction improves first year experimental learners' and the three second-year experimental group learners' abilities to revise their own written production and correct them. At the end of treatment, those learners become more critical readers of their own written composition and those of other students.

First year learners' learning preferences obtained through the use of VARK test of learning preferences at the end of the experiment shows that these learners, who adopt the use of FB's educational group from both levels change their major learning preferences. Learning through Reading\ Writing became the second learning preferences. Interestingly, changes in VARK test's results before and after the experiment denote that FB educational group could impact learners learning preferences. The same findings were noticed with the three second year learners who used the FB educational group.

In this study, second year learners, except three of them; refuse to use the suggested treatment. Therefore, their academic writing style's enhancement is far from being excellently improved especially compared to the extent of improvement

marked in the experimental group's members of first year level. Yet, comparing the second year experimental and control groups learners ' results and enhancement in the writing skill , we can notice a moderate to an acceptable improvement which can be related to the formal written expression classes. According to their answers, the second year experimental resistance to use FB educational group was related to their demotivation to use such tool under the supervision of their teacher. Also, they associated their hesitation and refusal of using the FB educational group to some psychological factors such as fear of others' judgment.

All in all, FB educational group assist learners from different learning levels to enhance their English academic writing style if those learners show regularity and commitment when using it. Using FB educational group allow learners to accept and take into the virtual feedback from teachers and learners which enable them to overcome some psychological factors that may deter their improvement such as fear of judgment and shyness in real contexts such as classrooms. Also, FB educational group served as a platform that establishes a collective type of learning that greatly assists learners in their writing's improvement. FB can be a factor that changes learners' learning preferences. Moreover, the use of FB educational group as a helping tool proves its efficacy in alerting the students to the importance of the constant and consistent revision to reach better educational outcomes.

5.8. Recommendations for teachers, instructors and further researchers

In the light of this research's findings and the diversity of research tools encompasses in this research, a set of recommendation is proposed to both teachers and learners to facilitate their adoption of such educational tool.

5.8.1. For teachers. Viewing the critical and beneficial outcomes of using FB as a helping tool, teachers should take into consideration this significant use and integration of social network site Facebook in teaching/ learning process.

Relying on the fact that newness in the teaching and learning process could attract and motivate learners; teachers are required to adopt the use of Facebook to reach the predetermined educational outcomes.

Any other media could be utilizing as an innovative educational tool to capture learners' attention and interest in learning if the teachers are well informed and prepared for such integration.

Teachers should critically manipulate the use of Facebook to monitor learners' activities appropriately.

Using FB educational groups as a helping tool to improve learners' academic writing style should be implemented from the initial rather than second level of the undergraduate phase to overcome any obstacles that may happen due to this delay.

In the same department, teachers of different modules can create a collective FB educational group to be used as a helping tool. This creation will provide learners with more opportunities to learn as they will be exposed and interact with many different learners under the supervision of many teachers.

Teacher feedbacks are highly valued by learners. Feedback could motivate learners if they are employed as rewards or as a punishment. For this reason, teachers should consider the emphasis on giving the necessary and relevant feedback on the FB educational group to highlight, correct and motivate their learners.

Teachers should boost both intrinsic and extrinsic motivation among learners to attain better results. Learners tend to learn the English language because they will feel that they are fulfilling a personal demand or they will receive extraneous rewards

and prizes. In both cases, teachers should make the teaching / learning process more enjoyable to the learners.

Findings of this research emphasis the significant importance and role of learning styles and preferences in an effective learning/ teaching process. The reason why instructors need to highly consider the differences in learning styles when they design courses select, develop media and teaching materials.

To enhance the quality of educations and ensure effective and utmost educational outcomes, teachers' instructional planning should not be clouded by their own learning preferences.

Teachers should keep themselves updated to all kinds of ICTs and especially educational media to ensure the fulfillment of their learners' learning expectations and maybe more. For such reason, teachers should play several roles when teaching; they should be instructors, facilitators, innovators, and creators of appropriate learning atmospheres using such devices.

Teachers should use different educational media to empower their students' critical thinking and auto-critical readings to generate learners who are able to systematically write about and analyze different issues. Raising the learners' critical thinking will change and enhance not only their way of writing but also it will enlarge their perspectives in all domains.

Teachers should promote teaching writing skills through collaborative learning. Though we did not intentionally program to adopt this type of teaching, the existed collaborative learning that was established in the FB educational group draws our attention to a sum of benefits that could be gained such as the rising the intrinsic and extrinsic types of motivation and a sum of intellectual skills.

Teachers should empower the use of educational media as they assist learners to develop certain skills to become more autonomous learners such as adoption promotes self-management of time, self-esteem, self-awareness, self-efficacy, and self-evaluation.

5.8.2. For future researchers. Future researchers should investigate the impact of using other SNS on academic writing style such as Twitter, LinkedIn.

Future researchers could examine different impacts of using FB in addition to other SNS on the different language skill in case of foreign language learning.

Future researchers can investigate the effects of reading on writing enhancement of students by uploading various written texts on Facebook.

This study was conducted only on first and second year level of the undergraduate phase. More results and findings could be unveiled if the experiment extended to all the undergraduate levels and master phase.

Given the changing nature of technology, a series of longitudinal studies, based on other learning model, would serve at a better understanding of the effectiveness of using SNSs in the enhancement of different language's skills.

Regarding the positive impact of SNSs in the improvement of English academic writing style, we thought that it would be beneficial to conduct the same experiment with LLSNSs instead of SNSs, though it would be costly for both teachers and learners.

Future researchers can use the FB's educational group as tool to improve just one specific skill on writing such as the good development of a paragraph's idea.

Conclusion

This study investigates the efficacy of using FB educational as a helping aid to enhance the academic writing style of first and second year learners' in the

undergraduate phase. The main aim of this study was to observe and evaluate the impact of using FB educational group on writing skill among learners.

This investigation tries to provide a clear answer to the aforementioned research question of this study "does and to what extent the use of FB educational groups as a helping tool could improve learners' English academic writing style?" Taking into account this research question, the different experiments' tests scores and learners' viewpoints, attitudes and perceptions gained from the administered questionnaire were collected and interpreted. Depending on triangulation, the collected and analyzed data permit us to check both qualitatively and quantitatively the extent to which our hypotheses previously stated in the general introduction are tested.

The different performances of learners of both levels during the experiment in addition to their questionnaires' responses about integrating FB as a helping tool to improve their academic writing assist us to suggest that, at this stage, a number of points are of value and deserve to be highly reconsidered.

During the different four stages of the experiment, both first and second year learners of the experimental groups received regular courses of written expression module in addition to the use of FB educational group as a helping tool to assist them in the development of their writing skills. This suggested treatment offers the learners an opportunity to deal with liberal learning through which they could select what, when and where to revise their written expression's courses content. Additionally, the variation of the FB educational group's posts covers their different learning preferences.

The results of the tests of first year experimental group demonstrate clear and continuous progress of learners' academic writing style. This progress is directly related to the success and effectiveness of adopting FB educational group.

Contrarily to first year level's experimental group learners, second year learners of the experimental group's scores denote moderate progress during the experimental phase especially when we compare the scores of their peers in the control group. This is related to learners' resistance to use FB educational group. In this case, the moderate improvement is related to the ordinary classes of this module.

The data obtained and collected from all tests are analyzed and interpreted to demonstrate the extent of experimental learners' improvement and development regarding particularly the four selected criteria of academic writing and academic writing in general.

Although few members of the experimental group in first year level did not upgrade their academic writing, we strongly believe that through more practice and revision through FB educational group could assist those learners in overcoming any writing hindrances. What leads us to presume this is learners' answers in the questionnaire where they admit that they did not have enough practice through the suggested treatment.

Additionally, second year learners' scoring could be increased if learners use FB educational group more than they did. What encourages us to reach such conclusion is the fact that the three permanent users of the suggested treatment scored continuously higher than all the other member of the experimental group.

Learners' written productions of both levels mirror considerable linguistic incompetence. These hindrances could be considered as a quiet normal phenomenon among first year learners because firstly they are freshmen and secondly, they did not being exposed to permanently academic English as their peers in second year level did.

On the contrary, second year learners' incompetence can be related to several factors importantly their insufficient knowledge about the theoretical knowledge of academic writing. What we notice when we teach them in addition to other teachers remarks, is their total lack of motivation to do extra researches or even asking their teachers for more clarifications and explanations about it. Again, the lack of motivation is what deters them to use the study's suggested treatment.

Though the written form is the basic, to not say the only, way to assess learners' competencies in different modules and their exposure to written expression subject's courses learners are ignorant about the basic component of different stylistic devices adopted in academic writing style. Often, learners are not assessed on the form but on the content of their writings in different modules at the department of English. Indirectly, this encourages them to not focus on the writing skill and style and its enhancement.

First year's learners' responses in the questionnaire demonstrate that they revise trough writing and trough using FB educational group to improve their knowledge about the academic writing itself and other kinds of knowledge. They consider that consistent revision is the only way that enables them to practice and improve their linguistic competences.

Second year's learners' answers in the questionnaire show that a great proportion of them do not revise unless they are obliged to do so. This obligation can be classified under the form of assessed work home or exercises. They add they revise only when they will have some formal or informal tests. In such cases, teachers should assign them more tests to motivate their students to write more. It could be considered as a challenging but not impossible task for teachers due to the time constraints. It is worthy to mention that this kind of motivation was available through the FB educational group where the students' written productions were permanently corrected but not formally scored.

Usually students do not know what to focus on when writing. In other words, they are not able to bridge the theory with the practice. The use of FB educational group offered learners of both levels the opportunity to practice effectively and know how to apply specific rules of academic writing. Consequently, first year learners writing style's improvement is related to the intensive practice that they receive on these educational groups. Also, the distinct three learners from the second level surpass such problems due to the adoption of FB educational group.

What attracted our attention during this experiment and when teaching the writing skill is the absence of at least a total unified teaching program. We found that it was illogic to limit our teaching to first year's learners to just the paragraph level where in other modules they were asked to provide answers through essays. Learners found it difficult and unmanageable to handle such situations. They totally ignore how many paragraph they should write, and what to write exactly.

The situation was worse in the second-year level, where learners do not know how to start answering a specific question for instance in literature. They still

ignore the different types of essays and the stylistic devices used especially at the beginning of the year.

The sum of data gathered during the different stages of investigation with the different experimental subjects has assisted us to attain a level that strengthens our hypotheses. Based on our research's qualitative and quantitative results, we can maintain that revising writing through FB educational group enhances learners' academic writing style not only through writing but also through the fulfilment of the different learning preferences of learners.

Teaching learners through using different educational media that ensure a variety of learning possibilities engages them in the learning process. This engagement was not present among second year learners who were totally discouraged to adopt FB educational group. Broadly, those learners had negative experiences with learning in their previous year. This leads us to favor the use of such helping tool at the beginning of the undergraduate level to boost students' learning engagement. Additionally, the knowledge about the study's issue gained through the field work in addition to first year and the three second year learners who used the FB educational group, we can suggest the use of similar educational groups or pages in all the modules of teaching the English language at the department of English.

Believing that the ultimate goal of any research project is to add to a body of knowledge, the present study is an attempt to investigate the impact of using Facebook educational group on learners' academic writing style. Though we tried to consider all the possible factors that could bring useful results, we are convinced that any other researcher may find that other elements were less valued or insufficiently

explored. Thus, this research could be a starting point of any further academic

researches.

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Appendices

Appendix A

Teachers' Interview in the Pilot Study

Btana_2 University

Faculty of Foreign languages

Department of English language and literature

Preliminary Questionnaire for Teachers

Dear teachers,

Throughout the world, information and communications technologies (ICT`s) are reshaping the face of education. In this regard, a doctoral research entitled **The Integration of the Social network Facebook as a Supporting Tool to Improve Learners Academic Writing. (A Case Study of the First and Second Year, the Department of English, Faculty of Languages, Batna-2 University**) will be prepared.

This survey seeks to capture critical data on teachers' attitudes and opinions about the use and integration of ICT`s in general and Social Network sites in particular in teaching/learning process. Also, it tries to collect teachers' expectations about such use as well as their recommendation.

We request you kindly to answer sincerely because your answer will greatly contribute to the success of my dissertation entitled.

Thank you for your cooperation.

A\ Teacher's Background

Q1: Gender: Female ☐   Male ☐

Q2: Age: ☐   18-25 years old.

☐   26-36 years old

☐   27-49 years old

☐   over 50 years old

Q3: Degree: Bachelor of Arts (License)   ☐

Master of Arts (Magister/ Master) ☐

PhD (Doctorate)   ☐

Q4: Work position: Full time teacher ☐   Part time teacher ☐

B/ The subject of written expression:

Q5: How long have you been teaching the subject of Witten Expression?

....

Q6: In your opinion, how important is writing skill in teaching English language comparing with other skill (Listening, speaking and reading)?

1. Less than 15% of importance. ☐

2. About 25% of importance. ☐

3. 50% of importance. ☐

4. 75% of importance. ☐

C/ Technology and Pedagogy

Q7. How do you feel about technology?

☐ I enjoy using technology.

☐ I avoid using technology when I can.

☐ I think using technology in class takes up too much time.

☐ Technology intimidates and frustrates me.

☐ Using technology in learning language is Not necessary.

Q8. Do you use technology in your teaching?   ☐ Yes ☐ No

Q9. How familiar are you with the use of technologies?

☐ Unfamiliar

☐ Beginner

☐ Average

☐ Advanced

☐ Expert

Q10. What technology(Hardware) do you have available?

☐ Desktop

☐ laptop

☐ Tablet

☐ Webcam

☐ Microphone

☐ Smart Board

☐ CD Players

☐ Television

Other:…………………………………………………………………………………

Specify what do you use exactly and why.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Q11. What technology (Software) do you have available:

☐ Word.

☐ PowerPoint.

☐ Screen-capture

☐ other:…………………………………………………………

Specify what do you use and why.

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

Q12. Do think that e-learning can help the students in their learning, especially in written expression?

Yes ☐   No ☐

Q13. Do you agree on the use of Social networks as a helping(supporting) tool for educational purposes?

☐ Definitely Agree.

☐ Somewhat agree.

☐ No Opinion/ Don `t know.

☐ Somewhat disagree.

☐ Definitely Disagree.

Q14. According to you, how can the use of Facebook assist students in learning Written expression in the department of English?

……………………………………………………………………………………….

……

……

………………………………………………………………………………………………………..

Q15. What are the disadvantages that could appear as a result of using Facebook as a supporting tool in higher education at English department of Batna-2 University?

…………………………………………………………………………………………………..…

………………………………………………………………………………………………………..

……

………………………………………………………………………………………………………..

Q16. What could you recommend to make the use of Facebook as a helping tool effective and beneficial?

……

……

……

Thank you for your lucid help and collaboration.

Appendix B

Students' Questionnaire in Pilot Study

Dear students,

This questionnaire is a part of an investigation about **The Integration of the Social network Facebook as a Supporting Tool to Improve Learners Academic Writing. (A Case Study of the First and Second Year, the Department of English, Faculty of Languages, Batna-2 University).** It aims at compiling the necessary data of students' current educational level in the subject of written expression, difficulties encountered in this subject, their accommodations and use of Social Network Sites particularly Facebook.

Your answers remain anonymous so please try to answer honestly the following.

You have from 05 to 15 MN to answers.

Thank you for your time and collaboration.

Tick the appropriate answer

Section One: Personal information

You are a:

☐ First Year Student

☐ Second Year Student

☐ Third Year Student

Age: ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22   Other: ……….……

Gender: ☐ Male

☐ Female

You Lives in: ☐ A town.   ☐ A village.   Specify: …………….

You are studying English language because it is:

☐ Personal choice.

☐ Parental choice.

Other:……………………………………………………………………............

In a scale of 5, identify you state of motivation toward your learning English languge:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Why? (reasons behind your state of motivation).

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

What do you suggest, for your teacher, to use in order to encourage your learning and raise your motivation?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Your Academic achievement in the written expression subject is ranged between:

☐ 5-10

☐ 10-12

☐ 12-14

Other, specify: …………..…….

What can help your individual's academic achievement the Written Expression

module? (suggestions)

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Do you have any specific helping tool(S) that you use in your studies?

☐ Yes.

☐ No.

Specify:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

What are the main hindrances that you face in the written expression subject? If any.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Do you think that time allowed time to practice written expression's courses in the

classroom is sufficient? Explain.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Two: General Information

Do you have: ☐ A computer

☐ A Personal Computer

☐ A Tablet

Do you have a regular access to the internet: Yes ☐   No ☐

Do you believe that the use of new technologies in education in the department of English, Batna-2 University will be?

☐ Very Appropriate.

☐ Somehow Appropriate.

☐ No Opinion/ Don` t Know.

☐ Somehow Appropriate.

☐ Very Inappropriate.

Do you agree on use of E-learning in higher education?

☐ Definitely Agree.

☐ Somewhat agree.

☐ No Opinion/ Don `t know.

☐ Somewhat disagree.

☐ Definitely Disagree.

Why?...
....

Do you use Facebook: ☐ yes   ☐ No

To what extent you master the use of Facebook?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

How long have you been signed up on Facebook?

☐ Once a day.

☐ Twice in a day.

☐ Once a week.

☐ Twice in a week.

☐ Three times in week.

If more, please specify:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Do you use Facebook for educational purposes?

☐ Yes, sometimes.

☐ Yes, always.

☐ No, never.

In a scale of 5, identify your degree of your interaction in your classroom:

$\square_1$ $\square_2$ $\square_3$ $\square_4$ $\square_5$

End of the Questionnaire.

Thank you.

Appendix C

Mistry Program of First and Second Year Written Expression Module

Semestro: 1 UE: Unité d'Enseignement Fondamentale 1 Matièro 1: Compréhension et Expression Écrite 1 Objectifs de l'enseignemont Compréhension et production de textes courts et simples Connaissances próalablos recommandóes Reconnaltre et identifier les formes du discours (narration, descriptions etc), idee principales et secondaires, les causes et les effets, traits d'un personnage Décoder des messages écrits en utilisant les stratégies appropriées à ce niveau Maltriser les différentes stratégies de lecture Repérer le sens explicite (ou littéral) d'un texte court et simple. production de différents types de textess courts en se référant aux schémas textuels aux modèles et typologies des genres de discours Contenu do la matière: Types d'activité Tri de textes Transformation ex messaga iconique vers un texto et vice versa Transposition, substitution, lacunaires, complétion etc Balayage, écrémage, lecture sélective Contenus Caractéristiques de la forme du discours étudié Les marques de l'énonciation reproduire le schéma de communication Techniques et stratégies de lecture en utilisant des supports écrits variés Ressources textes journalistiques, cartes (routieres, géographiques etc). tableaux statistiques, images elc -les mots et leur agencement dans la phrase -les signes de ponctuation -la progression des idées -L'accord des adjectifs et du participe passé le participe présent et l'adjectif verbal -la concordance des temps analyse de l'énonciation Mode d'évaluation: Continu et examen Références (Livres et polycopiés, sites intemet, etc)

Semostro: 2 UE: Unité d'Enseignement Fondamentale 1 Matièro 1: Compréhension et Expression écrite 2 Objectifs de l'enseignement Compréhension et production de textes longs et complexes Les compétences, types d'activités, et contenus du $1 sont appliqués à des textes longs et complexes Connalssances préalables rocommandécs Reconnaitre et identifier les formes du discours (narration, descriptions etc), idée principales et secondaires, les causes et les effets, traits d'un personnage Décoder des messages écrits en utilisant les stratégies appropriées à ce niveau. Maltriser les différentes stratégies de lecture Repérer le sens explicite (ou littéral) d'un texte court et simple production de différents types de textes courts en se référant aux schémas

textuels, aux modèles et typologies des genres de discours Autres compótences en plus do celle du S1 Saisir les indices loxluels ef iconographiques el activer des inférences pour Smrendre sens implicite des textes Produire divers types de textes à partir de modèles, grilles, schémas textuels textes ressources Contenu de la matiore: Types d'activité Tri de textes Transformation ex. message iconique vers un texte et vice versa Transposition, substitution, lacunaires, complétion etc Balayage, écrémage, et sélectives etc. Contenus/ressources Caractéristiques de la forme du discours étudié Les marques de l'énonciation reproduire le schéma de communication Techniques et stratégies de lecture en utilisant des supports écrits vanés Ressources textes journalistiques, cartes (routires, géographiques etc), tableaux statistiques, images etc - les mots et leur agencement dans la phrase -les signes de ponctuation -la progression des idées -L'accord des adjectifs et du participe passé -le participe présent et l'adjectif verbal la concordance des temps analyse de l'énonciation mode d'évaluation : continu et examen références (livres et polycopiés, sites internet, etc.

Semestro:3 UE: Unité d'Enseignement Fondamentale 1 Matière 1: Compréhension et Expression écrite 3 Objectifs de l'onseignement Interprétation, Analyse, et Synthèse de textes simples puis complexes Connalssances préalables recommandées Interpréter, analyser et synthétiser des messages à partir de supports écnts variés Réorganiser les informations d'un texte Utbliser les informations glanées du texte en parallèle avec lexpénence personnelle pour former des hypothèses interpréter la signification des textes selon les expériences personnelles culturelles, scolaires et interactions en classe. Exprimer le point de vue du lecteur et l'argumenter produire un fait divers Contenus Techniques de synthèses Restructuration, réorganisation Schématisation Ressources textes littéraires, scientifiques eUou techniques. -les locutions et expressions latines Types d'activités Le résumé Condensation Prise de notes (annotation, soulignement, encadrement) de mots et de phrases clés Compte rendus Fiche de lecture Mode d'évaluation: Continu et examen Reférences (Livres et polycopies, sites internel , etc)

Somestre: 4 UE: Unité d'Enseignement Fondamentale 1 Matière 1: Compréhension et Expression écrite 4 Objectifs de l'enseignement Evaluation et appréciation de textes Connaissancos préalables recommandées Comparer les informations Articuler des

réponses esthétiques et émotionnelles aux textes étudies Former des jugements personnels envers des problèmes divers Réagir aux images du texte et à l'usage connotatif et dénotatif de la langue Analyse et emploi en contexte de proverbes et mythes du monde Production d'écrits administratifs Contenus Critères liés au genre du texte, son style, son format etc. Ressources textes littéraires, scientifiques etfou techniques Types d'activités Activités de discrimination: distinquer la réalité de la fiction, les faits des opinions, et exprimer des jugements sur la validité de l'argument d'après système de valeurs donné, etc. Etude d'un aspect du texte littéraire ou scientifique afin d'articuler l'identification avec un personnage donné ou l'intérêt/désintérêt pour un tel ou tel sujet analyse et comparaison des morales de fables et contes issus de diverses cultures étude de formules et locutions administratives Production écrite de lettres administratives, curriculum vitae, lettre de motivation et procès verbal de réunion Mode d'évaluation: Continu et examen Références (Livres et polycopiés, sites internet,etc)

Appendix D

The Use of English Punctuation Mark

Spacing with Punctuation

Rule 1. With a typewriter or word processor, you sometimes use one space or two spaces following punctuation. With a computer, use only one space following periods, commas, semicolons, colons, exclamation points, question marks, and quotation marks. With a computer, the space needed after these punctuation marks is proportioned automatically.

Rule 2. Use no spaces on either side of a hyphen.

Periods

Rule 1. Use a period at the end of a complete sentence that is a statement. Example: I know that you would never break my trust intentionally.

Rule 2. If the last word in the sentence ends in a period, do not follow it with another period. Examples: I know that M.D. She is my sister-in-law. Please shop, cook, etc. I will do the laundry.

Rule 3. Use a period after an indirect question. Example: He asked where his suitcase was. Ellipsis Marks Use ellipsis marks when omitting

Commas

Rule 1. To avoid confusion, use commas to separate words and word groups with a series of three or more. Example: My $10 million estate is to be split among my husband, daughter, son, and nephew. Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate.

Rule 2. Use a comma to separate two adjectives when the word and can be inserted between them. Examples: He is a strong, healthy man. We stayed at an expensive summer resort. You would not say expensive and summer resort, so no comma.

Rule 3. Use a comma when an -ly adjective is used with other adjectives. Note To test whether an -ly word is an adjective, see if it can be used alone with the noun. If it can, use the comma. Examples: Felix was a lonely, young boy. I get headaches in brightly lit rooms. Brightly is not an adjective because it cannot be used alone with rooms; therefore, no comma is used between brightly and lit.

Rule 4. Use commas before or surrounding the name or title of a person directly addressed. Examples: Will you, Aisha, do that assignment for me? Yes, Doctor, I will. Note Capitalize a title when directly addressing someone.

Rule 5a. Use a comma to separate the day of the month from the year and after the year. Example: Kathleen met her husband on December 5, 2003, in Mill Valley, California.

Rule 5b. If any part of the date is omitted, leave out the comma. Example: They met in December 2003 in Mill Valley.

Rule 6. Use a comma to separate the city from the state and after the state. Some businesses no longer use the comma after the state. Example: I lived in San Francisco, California, for twenty years. OR I lived in San Francisco, California for twenty years.

Rule 7. Use commas to surround degrees or titles used with names. Commas are no longer required around Jr. and Sr. Commas never set off II, III, and so forth. Example: Al Mooney, M.D., knew Sam Sunny Jr. and Charles Starr III.

Rule 8. Use commas to set off expressions that interrupt the flow of the sentence. Example: I am, as you have probably noticed, very nervous about this.

Rule 9. When starting a sentence with a weak clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause. Examples: If you are not sure about this, let me know now. Let me know now if you are not sure about this.

Rule 10. Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional. Examples: To apply for this job, you must have previous experience. On February 14 many couples give each other candy or flowers. OR On February 14, many couples give each other candy or flowers.

Rule 11. If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas. Examples: Freddy, who has a limp, was in an auto accident. Freddy is named, so the description is not essential. The boy who has a limp was in an auto accident. We do not know which boy is being referred to without further description; therefore, no commas are used.

Rule 12. Use a comma to separate two strong clauses joined by a coordinating conjunction— and, or, but, for, nor. You can omit the comma if the clauses are both short. Examples: I have painted the entire house, but he is still working on sanding the doors. I paint and he writes. Rule 13. Use the comma to separate two sentences if it will help avoid confusion. Example: I chose the colors red and green, and blue was his first choice.

Rule 14. A comma splice is an error caused by joining two strong clauses with only a comma instead of separating the clauses with a conjunction, a semicolon, or a period. A run-on sentence, which is incorrect, is created by joining two strong clauses without any punctuation. Incorrect: Time flies when we are having fun, we are always having fun. (Comma splice) Incorrect: Time flies when we are having fun we are always having fun. (Run-on sentence) Correct: Time flies when we are having fun; we are always having fun. OR Time flies when we are having fun, and we are always having fun. (Comma is optional because both strong clauses are short.) OR Time flies when we are having fun. We are always having fun.

Rule 15. If the subject does not appear in front of the second verb, do not use a comma. Example: He thought quickly but still did not answer correctly.

Rule 16. Use commas to introduce or interrupt direct quotations shorter than three lines. Examples: He actually said, ''I do not care.'' ''Why,'' I asked, ''do you always forget to do it?''

Rule 17. Use a comma to separate a statement from a question. Example: I can go, can't I? Rule 18. Use a comma to separate contrasting parts of a sentence. Example: That is my money, not yours.

Rule 19. Use a comma when beginning sentences with introductory words such as well, now, or yes. Examples: Yes, I do need that report. Well, I never thought I'd live to see the day . . . Rule 20. Use commas surrounding words such as therefore and however when they are used as interrupters. Examples: I would, therefore, like a response. I would be happy, however, to volunteer for the Red Cross.

Rule 21. Use either a comma or a semicolon before introductory words such as namely, that is, i.e., for example, e.g., or for instance when they are followed by a series of items. Use a comma after the introductory word. Examples: You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing. OR You may be required to bring many items; e.g., sleeping bags, pans, and warm clothing. You may be required to bring many items, e.g. sleeping bags, pans, and warm clothing. Note i.e. means that is; e.g. means for example.

Semicolons

Rule 1. Use a semicolon in place of a period to separate two sentences where the conjunction has been left out. Examples: Call me tomorrow; I will give you my answer then. I have paid my dues; therefore, I expect all the privileges listed in the contract.

Rule 2. It is preferable to use the semicolon before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for instance when they introduce a

complete sentence. It is also preferable to use a comma after the introductory word. Examples: You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing will make the trip better. As we discussed, you will bring two items; i.e., a sleeping bag and a tent are not optional.

Rule 3. Use either a semicolon or a comma before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for instance when they introduce a list following a complete sentence. Use a comma after the introductory word. Example: You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing. OR Example: You will want to bring many backpacking items, for example, sleeping bags, pans, and warm clothing.

Rule 4. Use the semicolon to separate units of a series when one or more of the units contain commas. Example: This conference has people who have come from Boise, Idaho; Los Angeles, California; and Nashville, Tennessee.

Rule 5. Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence. Examples: When I finish here, I will be glad to help you; and that is a promise I will keep. If she can, she will attempt that feat; and if her husband is able, he will be there to see her.

Colons

Rule 1. Use the colon after a complete sentence to introduce a list of items when introductory words such as namely, for example, or that is do not appear. Examples: You may be required to bring many items: sleeping bags, pans, and warm clothing. I want the following items: butter, sugar, and flour. I want an assistant who can do the following: (1) input data, (2) write reports, and (3) complete tax forms.

Rule 2. A colon should not precede a list unless it follows a complete sentence; however, the colon is a style choice that some publications allow. Examples: If a waitress wants to make a

good impression on her customers and boss, she should (a) dress appropriately, (b) calculate the bill carefully, and (c) be courteous to customers. There are three ways a waitress can make a good impression on her boss and her customers: (a) Dress appropriately. (b) Calculate the bill carefully. (c) Be courteous to customers. I want an assistant who can (1) input data, (2) write reports, and (3) complete tax forms.

Rule 3. Capitalization and punctuation are optional when using single words or phrases in bulleted form. If each bullet or numbered point is a complete sentence, capitalize the first word and end each sentence with proper ending punctuation. The rule of thumb is to be consistent. Examples: I want an assistant who can do the following: (a) input data, (b) write reports, and (c) complete tax forms. The following are requested: (a) Wool sweaters for possible cold weather. (b) Wet suits for snorkeling. (c) Introductions to the local dignitaries. OR The following are requested: (a) wool sweaters for possible cold weather (b) wet suits for snorkeling (c) introductions to the local dignitaries Note With lists, you may use periods after numbers and letters instead of parentheses. These are some of the pool rules: 1. Do not run. 2. If you see unsafe behavior, report it to the lifeguard. 3. Have fun!

Rule 4. Use a colon instead of a semicolon between two strong clauses (sentences) when the second clause explains or illustrates the first clause and no coordinating conjunction is being used to connect the clauses. If only one sentence follows the colon, do not capitalize the first word of the new sentence. If two or more sentences follow the colon, capitalize the first word of each sentence following. Examples: I enjoy reading: novels by Kurt Vonnegut are among my favorites. Garlic is used in Italian cooking: It greatly enhances the flavor of pasta dishes. It also enhances the flavor of eggplant.

Rule 5. Use the colon to introduce a direct quotation that is more than three lines in length. In this situation, leave a blank line above and below the quoted material. Single space the long quotation. Some style manuals say to indent one-half inch on both the left and right margins; others say to indent only on the left margin. Quotation marks are not used. Example: The

author of Touched, Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in ''hyper mode'' again where nothing could calm him down. He'd been talking nonstop for a week about remodeling projects, following her around the house as she tried to escape his chatter. He was just about to crash, she knew.

Rule 6. Use the colon to follow the salutation of a business letter even when addressing someone by his/her first name. Never use a semicolon after a salutation. A comma is used after the salutation for personal correspondence. Example: Dear Ms. Rodriguez:

Question Marks

Rule 1. Use a question mark only after a direct question. Examples: Will you go with me? I asked if he would go with me.

Rule 2. Use a question mark when a sentence is half statement and half question. Example: You do care, don't you? Exclamation Points Rule. Use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters. Example: I'm truly shocked by your behavior!

Quotation Marks

Rule 1. Periods and commas always go inside quotation marks, even inside single quotes. Examples: The sign changed from ''Walk,'' to ''Don't Walk,'' to ''Walk'' again within thirty seconds. She said, ''Hurry up.'' She said, ''He said, 'Hurry up.'''

Rule 2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks. Examples: She asked, ''Will you still be my friend?'' Do you agree with the saying, ''All's fair in love and war''? Here the question is outside the quote. Note Only one ending punctuation mark is used with quotation marks. Also, the stronger punctuation mark wins. Therefore, no period after war is used.

Rule 3. When you have a question outside quoted material AND inside quoted material, use only one question mark and place it inside the quotation mark. Example: Did she say, ''May I go?'' Rule 4. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks. Example: He said, ''Danea said, 'Do not treat me that way.'''

Rule 5. Use quotation marks to set off a direct quotation only. Examples: ''When will you be here?'' he asked. He asked when you will be there.

Rule 6. Do not use quotation marks with quoted material that is more than three lines in length.

Rule 7. When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term sic in italics and enclose it in brackets. Sic means, ''This is the way the original material was.'' Example: She wrote, ''I would rather die then [sic] be seen wearing the same outfit as my sister.'' Should be than, not then.

Parentheses

Rule 1. Use parentheses to enclose words or figures that clarify or are used as an aside. Examples: I expect five hundred dollars ($500). He finally answered (after taking five minutes to think) that he did not understand the question. Commas could have been used in the above example. Parentheses show less emphasis or importance. Em dashes (see page 69), which could also have been used instead of parentheses, show emphasis.

Rule 2. Use full parentheses to enclose numbers or letters used for listed items. Example: We need an emergency room physician who can (1) think quickly, (2) treat patients respectfully, and (3) handle complaints from the public.

Rule 3. Periods go inside parentheses only if an entire sentence is inside the parentheses. Examples: Please read the analysis (I enclosed it as Attachment A.). OR Please read the analysis. (I enclosed it as Attachment A.) OR Please read the analysis (Attachment A).

Apostrophes

rule 1 Use the apostrophe with contractions. The apostrophe is always placed at the spot where the letter(s) has been removed. Examples: don't, isn't You're right. She's a great teacher.

Rule 2. Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession. Examples: one boy's hat one woman's hat one actress's hat one child's hat Ms. Chang's house Note Although names ending in s or an s sound are not required to have the second s added in possessive form, it is preferred. Mr. Jones's golf clubs Texas's weather Ms. Straus's daughter Jose Sanchez's artwork Dr. Hastings's appointment (name is Hastings) Mrs. Lees's books (name is Lees)

Rule 3. Use the apostrophe where the noun that should follow is implied. Example: This was his father's, not his, jacket. Rule 4. To show plural possession, make the noun plural first. Then immediately use the apostrophe. Examples: two boys' hats two women's hats two actresses' hats two children's hats the Changs' house the Joneses' golf clubs the Strauses' daughter the Sanchezes' artwork the Hastingses' appointment the Leeses' books

Rule 5. Do not use an apostrophe for the plural of a name. Examples: We visited the Sanchezes in Los Angeles. The Changs have two cats and a dog.

Rule 6. With a singular compound noun, show possession with 's at the end of the word. Example: my mother-in-law's hat

 Rule 7. If the compound noun is plural, form the plural first and then use the apostrophe. Example: my two brothers-in-law's hats

Rule 8. Use the apostrophe and s after the second name only if two people possess the same item. Examples: Cesar and Maribel's home is constructed of redwood. Cesar's and Maribel's job contracts will be renewed next year. Indicates separate ownership. Cesar and Maribel's job contracts will be renewed next year. Indicates joint ownership of more than one contract. Rule 9. Never use an apostrophe with possessive pronouns: his, hers, its, theirs, ours, yours,

whose. They already show possession so they do not require an apostrophe. Examples: Correct: This book is hers, not yours. Incorrect: Sincerely your's.

Rule 10. The only time an apostrophe is used for it's is when it is a contraction for it is or it has. Examples: It's a nice day. It's your right to refuse the invitation. It's been great getting to know you.

Rule 11. The plurals for capital letters and numbers used as nouns are not formed with apostrophes. Examples: She consulted with three M.D.s. BUT She went to three M.D.s' offices. The apostrophe is needed here to show plural possessive. Punctuation 65 She learned her ABCs. the 1990s, not the 1990's the '90s or the mid-'70s, not the '90's or the mid-'70's She learned her times tables for 6s and 7s. Exception: Use apostrophes with capital letters and numbers when the meaning would be unclear otherwise. Examples: Please dot your I's. You don't mean Is. Ted couldn't distinguish between her 6's and 0's. You don't mean Os.

Rule 12. Use the possessive case in front of a gerund (-ing word). Examples: Alex's skating was a joy to behold. This does not stop Joan's inspecting of our facilities next Thursday.

Rule 13. If the gerund has a pronoun in front of it, use the possessive form of that pronoun. Examples: I appreciate your inviting me to dinner. I appreciated his working with me to resolve the conflict.

Hyphens

Hyphens Between Words . Rule 1. To check whether a compound noun is two words, one word, or hyphenated, you may need to look it up in the dictionary. If you can't find the word in the dictionary, treat the noun as separate words. Examples: eyewitness eye shadow eye-opener Note All these words had to be looked up in the dictionary to know what to do with them

Rule 2. Phrases that have verb, noun, and adjective forms should appear as separate words when used as verbs and as one word when used as nouns or adjectives. Examples: The engine

will eventually break down. (verb) We suffered a breakdown in communications. (noun) Please clean up your room. (verb) That Superfund site will require specialized cleanup procedures. (adjective)

Rule 3. Compound verbs are either hyphenated or appear as one word. If you do not find the verb in the dictionary, hyphenate it. Examples: To air-condition the house will be costly. We were notified that management will downsize the organization next year.

Rule 4. Generally, hyphenate between two or more adjectives when they come before a noun and act as a single idea. Examples: friendly-looking man (compound adjective in front of a noun) friendly little girl (not a compound adjective) brightly lit room (Brightly is an adverb describing lit, not an adjective.)

Rule 5. When adverbs other than -ly adverbs are used as compound words in front of a noun, hyphenate. When the combination of words is used after the noun, do not hyphenate. Examples: The well-known actress accepted her award. Well is an adverb followed by another descriptive word. They combine to form one idea in front of the noun. The actress who accepted her award was well known. Well known follows the noun it describes, so no hyphen is used. A long-anticipated decision was finally made. He got a much-needed haircut yesterday. His haircut was much needed.

Rule 6. Remember to use a comma, not a hyphen, between two adjectives when you could have used and between them. Punctuation 67 Examples: I have important, classified documents. Jennifer received a lovely, fragrant bouquet on Valentine's Day.

Rule 7. Hyphenate all compound numbers from twenty-one through ninety-nine. Examples: The teacher had thirty-two children in her classroom. Only twenty-one of the children were bilingual.

Rule 8. Hyphenate all spelled-out fractions. Examples: You need one-third of a cup of sugar for that recipe. More than one-half of the student body voted for removing soda machines from campus.

Hyphens with Prefixes .Rule 1. The current trend is to do away with unnecessary hyphens. Therefore, attach most prefixes and suffixes onto root words without a hyphen. Examples: noncompliance copayment semiconscious fortyish.

Rule 2. Hyphenate prefixes when they come before proper nouns. Example: un-American Rule 3. Hyphenate prefixes ending in an a or i only when the root word begins with the same letter. Examples: ultra-ambitious semi-invalid

Rule 4. When a prefix ends in one vowel and a root word begins with a different vowel, generally attach them without a hyphen. Examples: antiaircraft proactive

Rule 5. Prefixes and root words that result in double e's and double o's are usually combined to form one word. Examples: preemployment coordinate Exceptions: de-emphasize co-owner

Rule 6. Hyphenate all words beginning with self except for selfish and selfless. Examples: self-assured self-respect self-addressed

Rule 7. Use a hyphen with the prefix ex. Example: His ex-wife sued for nonsupport. Rule 8. Use the hyphen with the prefix re only when: the re means again AND omitting the hyphen would cause confusion with another word. Examples: Will she recover from her illness? Re does not mean again. I have re-covered the sofa twice. Re does mean again AND omitting the hyphen would have caused confusion with another word. The stamps have been reissued. Re means again but would not cause confusion with another word. I must re-press the shirt. Re means again AND omitting the hyphen would have caused confusion with another word.

Dashes

En Dash An en dash, named for the width of a typesetter's n key, is a little longer than a hyphen. It is used for periods of time when you might otherwise use to. Examples: The years

2001–2003 January–June An en dash is also used in place of a hyphen when combining open compounds. Examples: North Carolina–Virginia border a high school–college conference There are no spaces before or after en or em dashes.

To form an en dash, type the first number or word, then hold down the ALT key while typing 0150 on the numerical pad on the right side of your keyboard. Then type the second number or word. On a Mac, press the Option key and the Hyphen key to form an en dash. Punctuation 69 Em Dash An em dash is longer than an en dash (named for the width of a typesetter's m key). Use an em dash sparingly in formal writing. Don't use it just because you are uncertain about correct punctuation. In informal writing, em dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought. Examples: You are the friend—the only friend—who offered to help me. Never have I met such a lovely person—before you. I pay the bills—she has all the fun. A semicolon would be used here in formal writing. I need three items at the store—dog food, vegetarian chili, and cheddar cheese. Remember, a colon would be used here in formal writing. My agreement with Fiona is clear—she teaches me French and I teach her German. Again, a colon would work here in formal writing. Please call my agent—Jessica Cohen—about hiring me. Parentheses or commas would work just fine here instead of the dashes. I wish you would—oh, never mind. This shows an abrupt change in thought and warrants an em dash. To form an em dash on a PC, type the first word, then hold down the ALT key while typing 0151 on the numerical pad on the right side of your keyboard. Then type the second word. You may also form an em dash by typing the first word, hitting the hyphen key twice, and then typing the second word. Your program will turn the two hyphens into an em dash for you. On a Mac, press Option-Shift-Hyphen to form an em dash. While there are many more possible uses of the em dash, by not providing additional rules, I am hoping to curb your temptation to employ this convenient but overused punctuation mark.

Adapted From**:** Jane Straus(2008).*The Blue Book of Grammar and Punctuation An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes (10*[TH] *Edi.,52,65).* Published by Jossey-Bass A Wiley Imprint 989 Market Street, San Francisco, CA 94103-1741.

Appendix E

Capitalization Rules

Rule 1 Capitalize the first word of a quoted sentence.

Examples: He said, "Treat her as you would your own daughter." "Look out!" she screamed. "You almost ran into my child."

Rule 2 Capitalize a proper noun.

Example: Golden Gate Bridge

Rule 3 Capitalize a person's title when it precedes the name. Do not capitalize when the title is acting as a description following the name.

Examples: Chairperson Petrov Ms. Petrov, the chairperson of the company, will address us at noon.

Rule 4 Capitalize the person's title when it follows the name on the address or signature line. Example: Sincerely, Ms. Haines, Chairperson

Rule 5 Capitalize the titles of high-ranking government officials when used before their names. Do not capitalize the civil title if it is used instead of the name.

Examples: The president will address Congress. All senators are expected to attend. The governors, lieutenant governors, and attorneys general called for a special task force. Governor Fortinbrass, Lieutenant Governor Poppins, Attorney General Dalloway, and Senators James and Twain will attend.

Rule 6 Capitalize any title when used as a direct address.

Example: Will you take my temperature, Doctor?

Rule 7 Capitalize points of the compass only when they refer to specific regions.

Examples: We have had three relatives visit from the South. Go south three blocks and then turn left. Handout 1.10 We live in the southeast section of town. Southeast is just an adjective here describing section, so it should not be capitalized.

Rule 8 Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles, including the short verb forms Is, Are, and Be.

Exception: Do not capitalize little words within titles such as a, an, the, but, as, if, and, or, nor, or prepositions, regardless of their length.

Examples: The Day of the Jackal What Color Is Your Parachute? A Tale of Two Cities

Rule 9 Capitalize federal or state when used as part of an official agency name or in government documents where these terms represent an official name. If they are being used as general terms, you may use lowercase letters.

Examples: The state has evidence to the contrary. That is a federal offense. The State Board of Equalization collects sales taxes. We will visit three states during our summer vacation. The Federal Bureau of Investigation has been subject to much scrutiny and criticism lately. Her business must comply with all county, state, and federal laws.

Rule 10 You may capitalize words such as department, bureau, and office if you have prepared your text in the following way:

Example: The Bureau of Land Management (Bureau) has some jurisdiction over Indian lands. The Bureau is finding its administrative role to be challenging.

Rule 11 Do not capitalize names of seasons.

Example: I love autumn colors and spring flowers.

Rule 12 Capitalize the first word of a salutation and the first word of a complimentary close.

Examples: Dear Ms. Mohamed: My dear Mr. Sanchez: Very truly yours, Handout 1.

10 Rule 13 Capitalize words derived from proper nouns.

Example: I must take English and math. English is capitalized because it comes from the proper noun England, but math does not come from Mathland.

Rule 14 Capitalize the names of specific course titles.

Example: I must take history and Algebra 2.

Rule 15 After a sentence ending with a colon, do not capitalize the first word if it begins a list.

Example: These are my favorite foods: chocolate cake, spaghetti, and artichokes.

Rule 16 Do not capitalize when only one sentence follows a sentence ending with a colon.

Example: I love Jane Smiley's writing: her book, A Thousand Acres, was beautiful.

Rule 17 Capitalize when two or more sentences follow a sentence ending with a colon.

Example: I love Jane Smiley's writing: Her book, A Thousand Acres, was beautiful. Also, Moo was clever.

Adapted from Straus, J. (2012). Capitalization Rules. The Blue Book of Grammar and Punctuation. http://www.grammarbook.com/punctuation/capital.asp

Appendix F

VARK online Questionnaire

The VARK Questionnaire

How Do I Learn Best?

VARK Questionnaire version 7.1

Choose the answer which best explains your preference and click the box next to it. Please click more than one if a single answer does not match your perception. Leave blank any question that does not apply.

You have a problem with your heart. You would prefer that the doctor:

☐ described what was wrong.

☐ gave you something to read to explain what was wrong.

☐ used a plastic model to show what was wrong.

☐ showed you a diagram of what was wrong.

You have to make an important speech at a conference or special occasion. You would:

☐ write out your speech and learn from reading it over several times.

☐ write a few key words and practice saying your speech over and over.

☐ make diagrams or get graphs to help explain things.

☐ gather many examples and stories to make the talk real and practical.

I like websites that have:

☐ interesting written descriptions, lists and explanations.

☐ audio channels where I can hear music, radio programs or interviews.

☐ things I can click on, shift or try.

☐ interesting design and visual features.

You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

☐ a chance to ask questions and talk about the camera and its features.

☐ many examples of good and poor photos and how to improve them.

☐ diagrams showing the camera and what each part does.

☐ clear written instructions with lists and bullet points about what to do.

You have finished a competition or test and would like some feedback. You would like to have feedback:

☐ from somebody who talks it through with you.

☐ using graphs showing what you had achieved.

☐ using a written description of your results.

☐ using examples from what you have done.

You are going to choose food at a restaurant or cafe. You would:

☐ choose from the descriptions in the menu.

☐ choose something that you have had there before.

☐ look at what others are eating or look at pictures of each dish.

☐ listen to the waiter or ask friends to recommend choices.

Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:

☐ written instructions – e.g. a manual or book.

☐ diagrams, maps, and charts - visual clues.

☐ watching a demonstration.

☐ listening to somebody explaining it and asking questions.

Do you prefer a teacher or a presenter who uses:

☐ diagrams, charts or graphs.

☐ question and answer, talk, group discussion, or guest speakers.

☐ demonstrations, models or practical sessions.

☐ handouts, books, or readings.

Other than price, what would most influence your decision to buy a new non-fiction book?

☐ It has real-life stories, experiences and examples.

☐ Quickly reading parts of it.

☐ The way it looks is appealing.

☐ A friend talks about it and recommends it.

You are helping someone who wants to go to your airport, the center of town or railway station. You would:

☐ tell her the directions.

☐ write down the directions.

☐ draw, or show her a map, or give her a map.

☐ go with her.

A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

☐ watching the actions.

☐ listening.

☐ reading the words.

☐ seeing the diagrams.

You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

☐ Trying or testing it.

☐ Reading the details or checking its features online.

☐ It is a modern design and looks good.

☐ The salesperson telling me about its features.

You want to learn a new program, skill or game on a computer. You would:

☐ talk with people who know about the program.

☐ use the controls or keyboard.

☐ follow the diagrams in the book that came with it.

☐ read the written instructions that came with the program.

You are going to cook something as a special treat. You would:

☐ ask friends for suggestions.

☐ use a cookbook where you know there is a good recipe.

☐ look on the Internet or in some cookbooks for ideas from the pictures.

☐ cook something you know without the need for instructions.

A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

☐ take them to a park or wildlife reserve and walk with them.

☐ give them a book or pamphlets about the parks or wildlife reserves.

☐ show them maps and internet pictures.

☐ talk about, or arrange a talk for them about parks or wildlife reserves.

You are planning a vacation for a group. You want some feedback from them about the plan. You would:

☐ describe some of the highlights they will experience.

☐ use a map to show them the places.

☐ give them a copy of the printed itinerary.

☐ phone, text or email them.

OK

/Adapted from: http://vark-learn.com/the-vark-questionnaire

Appendix G

First Year's First Progressive Test

Exercise One

Read the following paragraph. Relying on what you have seen in format and mechanism courses, correct appropriately the following paragraph.

The paragraph:

assignment essay tasks are set to assist students to develop mastery of their study subject firstly, assignment tasks enhance understandings about subject matter. yang and baker 2005 p 1 reason that to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research secondly research jinx 2004 zapper 2006 clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. this activity helps them to crack the code of the discipline bloggs 2003 p 44 thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays 111 words 6 sentences"

Exercise Two

Describe the major characteristics of obsessive compulsive disorder in a paragraph.

(Adapted from: Teaching and Learning Support (TaLS) – Fact Sheets

http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets)

Best of luck!

Appendix H

First Year's Corrected Type of the First Progressive Test

Exercise One

Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005, p. 1) reason that "to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research". Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to "crack the code" of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays. (111 words/6 sentences)

Exercise Two

Obsessive-compulsive disorder (OCD) is a severe and disabling clinical condition. It usually begins in late adolescence or early adulthood. OCD is characterised by obsessive thoughts that continue regardless of efforts that are made by the sufferer to challenge the behaviours. People with OCD frequently perform tasks repetitively because they are seeking relief from the anxiety that is created by their obsession. Some common compulsions that sufferers may have include counting specific things (such as money, footsteps, letters), repeatedly washing their hands, continually clearing their throats, persistently ensuring that certain items are in a straight line, repeatedly check that their parked cars have been locked before leaving

them, constantly organising things in a certain way, turning lights on and off, opening and closing doors, touching objects a set number of times before exiting a room, walking in a certain routine by stepping on a certain colour or shape of floor tile. The strength of the observed addiction or compulsion leads to a diagnosis of the disorder .

Appendix I

First Year's Second Progressive Test

Exercise 1

Revise the following paragraphs by detecting which cohesive devise is used.

Assignment

The student sighed as she handed in the assignment, at last it was finished. This was the most difficult piece of writing which she had been set, but she had completed it. The 'magnum opus' was 10,000 words long. This project, though not quite a dissertation, was still the longest piece of academic writing she had ever written. She had thought she would never complete it and it had taken all her strength to do so.

Her achievement made her elated, but had left her exhausted. When she had read the title of the task, she knew it was not going to be just another essay, not an easy one at all. Finally, the completed work lay on the counter of the reception [and was] beautifully bound. She would sleep easy at night, [and she would be] no longer troubled by thoughts of its accusing blank pages - the nightmare was over!

(Adapted from: http://aeo.sllf.qmul.ac.uk/Files/Cohesion/Feedback%201.pdf)

Exercise Two

Write a paragraph that describes your week-end.

Best of luck!

Appendix J

First Year's Corrected Type of the Second Progressive Test

Exercise One

- Lexis: student, assignment, piece of writing, magnum opus', project, dissertation, piece of academic writing, essay, the completed work, and she would be, blank pages.

- Reference: she, it, this, which, her, its

- Substitution: do so, one.

- Ellipsis: [and was], [and she would be].

- Cohesive nouns: achievement, the task, the nightmare

- Conjunctions: as, at last, but, though, when, finally, no longer

Exercise Two

This past weekend I had the time of my life. First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect and the water was warm. It was a great day to go for a swim. Later that night, we went to the movies. We saw an action-packed thriller and ate a lot of popcorn. Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. I only hope that next weekend can be as fun as this on

Appendix K

First Year's Third Progressive Test

Are large families better for children? Develop a paragraph in which you backup your perceptions with enough evidence.

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Best of luck!

Appendix L

First Year's Fourth Progressive Test

Read the following topic sentence (TS). Write four (4) supporting sentences (SS) and a good concluding sentence (CS). Make sure that your paragraph is COHERENT by using the appropriate transitional words and expressions.

The capital city of a country is usually a very important city (TS)

(SS1)………………………………………………………………………………………… ………………………………………………………………………………………………… ……………………………………………

(SS2)………………………………………………………………………………………… ………………………………………………………………………………………………… ……………………………………………

(SS3)………………………………………………………………………………………… ………………………………………………………………………………………………… ……………………………………………

(SS4)………………………………………………………………………………………… ………………………………………………………………………………………………… ……………………………………………

(CS)………………………………………………………………………………………… ………………………………………………………………………………………………… ……………………………………………   Best of luck!

Appendix M

Second Year's First Progressive Test

Read carefully the following instruction and then develop the appropriate essay.

Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.

Adapted from: TOEFL-essay http://kazuo.fc2web.com/English/TOEFL-essay.htm

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Best of luck!

Appendix N

Second Year's Second Progressive Test

Read carefully the instructions.

Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.

Adapted from: http://www.goodlucktoefl.com/toefl-writing-topics-description.html

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Best of luck!

Appendix O

Second Year's Third progressive test

Read carefully the instruction then answer

In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the question.

Adapted from: http://www.goodlucktoefl.com/toefl-writing-topics-description.html

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Best of luck!

Appendix P

Second Year's Fourth Progressive Test

Read the following instruction and then answer.

There is no doubt that the relationship between teachers and students are [is] teaching and studying. However, in some situation [s], teachers also can learn a lot from students in some aspects: general knowledge, fresh ideas, and attitude towards life. Discuss.

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Best of luck!

Appendix Q

Questionnaire to Collect Students' View Point, Attitude and

Perceptions about Using FB Educational Group

Dear learners,

The present questionnaire is a part of an investigation about the use of SNS as a helping tool to enhance and improve the learners' writing academic style/ achievement. It aims at collecting data about learners' academic achievement, their use of FB educational group, their perceptions, and attitudes toward integrating SNS in revision. Your answers remain anonymous, please answer the following honestly.

Thank you for your time and collaboration

Tick the appropriate answer

Section One: Personal information:

1. Specify your gender: ☐ Male

☐ Female

2. Streaming high school:

scientific ☐ literary ☐ technical ☐ others ☐

3. How often do you write to practice and revise writing next to your assigned works? Explain.

Very Frequently(daily)	Frequently (Weekly)	Occasionally (Monthly)	Rarely	Never

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4. How often do you practice and revise written expression lectures via FB educational group? Explain.

Very Frequently(daily)	Frequently (Weekly)	Occasionally (Monthly)	Rarely	Never

5. To what extent the following English academic writing style's criteria are difficult? Why?

Frequency Criterion	Very difficult	Difficult	Moderately Difficult	Of Little Difficulty	Not Difficult
Format and mechanism					
Coherence					
Usage					
Clarity					
Other, specify ………..					

Section Two: Impact of FB educational group on writing:

6. In your opinion, to what extent FB educational group could be useful in the revision of written expression subject? Explain.

	Very Important	Important	Moderately Important	Slightly Important	Not Important
Participants					

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7. What motivates you more to use FB's educational group to revise written expression courses? Why?

	Very important	Important	Moderately Important	Slightly Important	Not Important
Videos					
Written posts					
commenting					
chatting					
Posted picture					
Shared links					
Other, specify: …………….. ……………..					

8. In what manner does FB educational group assist you to improve your English academic writing style's?

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9. To evaluate your written productions, what are the criteria that you take into consideration? Justify.

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10. What are the difficulties, if any, you encountered during the use of FB's educational   group?

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11. To what extent does FB educational group cover and fulfill your learning preference(s)? Specify and explain?

jyo	Extremely	Very	Moderately	Slightly	Not at all
Participants					

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12. To what extent do you suggest/ recommend and agree on the use of similar FB's educational groups for other different subjects to revise?

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13. Any further suggestions/ comment about using FB's educational group as a helping tool?

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Thank you for your collaboration.

ملخص

تقدم العولمة تحولات مختلفة في جميع مجالات الحياة، وليس التعليم بمنأى عن مثل هذه التغيرات خصوصا في ظل الاستعمال المكثف لوسائط الإعلام التعليمية في عملية التعليم / التعلم. يثبت هذا الاستعمال فعاليته ومنافعه على عملية التعلم وعلى الطلبة أنفسهم على حد سواء. هذا البحث مبني على فرضية أن مدى استعمال المجموعات التعليمية بالفايسبوك كأداة مساعدة من شأنه أن يحسن أسلوب الكتابة الأكاديمية الإنجليزية لدى الطلبة. للحصول على بيانات تجريبية، أجريت تجربة على عينة مختارة عشوائيا من مستويي السنة الأولى والثانية بقسم اللغة الإنجليزية، جامعة باتنة 2. بالإضافة إلى ذلك، وزعت استبانة على كلتا المجموعتين التجريبيتين من كل مستوى لكشف وجهات نظرهم ومواقفهم وتصوراتهم حول استعمال المجموعات التعليمية بالفايسبوك ودعم بياناتنا الخاصة التي جمعناها عن طريق التجربة. نتيجة لذلك، اختارت هذه الدراسة النهج الثلاثي لتحليل وتقديم المعلومات. تشجع النتائج المتحصل عليها بدرجة كبيرة الأساتذة على استعمال مثل هذه الإعانة لتحسين أسلوب الكتابة الأكاديمية لدى الطلبة خصوصا لدى طلبة مستوى السنة الأولى كما هو منصوص عليه في اتجاه فرضيتنا. غير أن المعالجة المقترحة فشلت في بلوغ الأهداف التعليمية المحددة سلفا لأن طلبة السنة الثانية أبدوا معارضة لمثل هذا الاستعمال. تقودنا هذه النتائج إلى التوصية بالاستعمال المبكر لمثل هذه الأداة التعليمية في المستوى الأولي للمرحلة الجامعية الأولى.

الكلمات المفتاحية:

مواقع شبكات التواصل الاجتماعي – الفايسبوك – أداة مساعدة – أسلوب الكتابة الأكاديمية الإنجليزية.

Résumé

La mondialisation initie différentes métamorphoses dans tous les domaines de la vie. L'enseignement n'est pas à l'abri de tels changements, en particulier dans le contexte d'une utilisation intensive des médias éducatifs dans le processus d'enseignement et d'apprentissage. Cette utilisation prouve son efficacité et ses avantages pour le processus d'apprentissage et pour les étudiants eux-mêmes. Cette recherche est basée sur le principe que l'utilisation des groupes de l'enseignement sur Facebook comme outil d'aide pourrait améliorer le style d'écriture académique de l'anglais chez les étudiants. Pour obtenir des données expérimentales, une expérience a été menée sur un échantillon choisi aléatoirement parmi les niveaux de première et deuxième année du département d'anglais, Université de Batna 2. En outre, un questionnaire a été distribué aux deux groupes expérimentaux de chaque niveau afin de révéler leurs points de vue, attitudes et perceptions à propos de l'utilisation des groupes d'enseignement sur Facebook et soutenir nos propres données recueillies par expérimentation. En conséquence, la présente étude a adopté la triangulation pour analyser et présenter les informations. Les résultats obtenus encouragent fortement les enseignants à utiliser cette aide pour améliorer le style d'écriture académique chez les étudiants, en particulier ceux de première année, comme indiqué dans la direction de notre hypothèse. Cependant, le traitement proposé n'a pas atteint les objectifs d'enseignement prédéfinis car les étudiants de deuxième année présente une résistance à une telle utilisation. Ces résultats nous amènent à recommander l'utilisation précoce d'un tel outil d'enseignement au niveau initial du premier cycle universitaire.

Mots-clés:

Sites de réseaux sociaux - Facebook - Outil d'aide - Style d'écriture académique de l'anglais.