

Email and Face book to Promote Foundation Year Students' EFL Writing at King Abdul-Aziz University

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Abstract

This study aims at investigating the effect of using email and face book on foundation year students' (FYS) achievement in EFL writing at King Abdul-Aziz University (KAU). A researcher-made writing test was used to measure the development. Each student in the experimental group was asked to write 10 - 20 word email and to post at least five exchanges at his face book wall to his teacher daily. The teacher corrects the emails and the chats on the spot. The findings revealed that integrating email and face book in teaching has positively affected students' achievement in writing. The researcher interviewed the students to investigate their attitudes towards using email and face book. The results show that FYS at KAU have positive attitudes towards these two social network sites (SNS). In the light of the findings, the researcher encourages all FYS in KAU and students in general to use email and face book, but in correct English as a means of communication because of their great impact on written performance.

Keywords: KAU, FYS, EFL, SNS, ELI.

1. Introduction

Foundation year students in KAU who learn English as a foreign language have to finish four seven- week modules - eighteen hours per week- before they go to their prospected faculties. During this period, they suffer of two inconveniences: lack of motivation and poor writing. SNSs are thought to contribute to minimizing this problem. SNSs are getting more and more popular in the last two decades. E-mail is said to be the mother of all internet applications; it can be a medium for real communication in the target language. It can engage students in activities away from the monotonous nature of a traditional classroom through using their laptops, mobile phones. Face book can also be an incredible learning tool. Most social networking services allow users to share their opinions, interests, activities and events within their individual networks. There are many innovative ideas for the use of e-mal and face book in the EFL classroom. See Appendix (1). Foreign language teachers are just beginning to sense the impact these tools have on their profession through integrating them into their classes. Teachers can utilize them for class projects, for enhancing communication, and for engaging students in a manner that might not be possible in traditional classroom settings.

2. Questions of the Study

The study attempts to answer two questions:

Does the frequent use of emails and face book chat in and out of the EFL classroom have positive effect on students' achievement in EFL writing?

What are foundation year students' attitudes towards using emails and face book chat for academic purposes?

3. Review of Literature

Computers, cellular phones particularly smart phones, and social networking sites have overwhelmed the research of the last two decades. In addition to their importance as teaching/learning strategies, SNSs are life demands through keeping up with friends, playing games, sharing photos, planning events and as an outlet for self-expression. Face book is the top used social networking site among college students. Online social networking sites allow individuals to create their own unique web presence commonly called a social networking profile (Lewis, 2010). Educators and researchers start to consider integrating these tools in EFL/ESL classrooms. O'Conner, (2005) discussed the idea of using mobile phones constructively instead of fighting with students over playing with them in the class. Promnitz-Hayashi, (2011); Yunus, Salehi & Chenzi (2012); Sharadgah, (2013) investigated the advantages and disadvantages of integrating social networking tools and internet-based programs into the ESL writing class room and discussed ways to plan activities by integrating these tools.

3.1. Email in the EFL Classroom

In EFL writing classes e-mail is a very useful and powerful tool for teaching. It enables the teacher to monitor the process of the students' writings. It also saves class time for the teacher's instruction and the student-teacher interaction in a relaxing atmosphere away from stress and embarrassment. Recently, researchers felt the importance of emails and tried integrating them in their classes as a response to the lack of motivation that appears clearly especially in a situation like ELI (the English Language Institute) with an eighteen- hour a week load.

Warschauer, (1995) said that emails provide real and natural channels of communication, offers authentic contexts and motivation for interaction, and save opportunities for independent learning which is necessary for writing. Furthermore, emails allow the students to communicate easily with hundreds of other students. Belisle, (1996) explores the student and teacher benefits of using electronic email in an ESL writing class and suggested several email writing activities and assignments that proved to be useful. He also stated a few advantageous for using email in a writing class. A teacher can interact with a student or a group of students working on a project at times that suit the teacher and the students away from the limits of the classroom. Through emails, the teacher can monitor individuals or groups during the writing process from brainstorming to the final draft. Using email can save class time for some assignments a teacher can send electronically; this gives students a chance to do more writing. Finally, email is a good form for shy students to express themselves and ask questions away from the stressful classroom environment.

In his book "E-mail for English Teachers", Warschauer, (1995) provides useful information for teachers who want to learn how to use electronic mail and other internet resources in their work. He provides three reasons for using email in the English classroom. First, it provides students an excellent opportunity for real and natural learning, it also enables students to learn

independently, and most importantly it enriches the experiences of teachers. In an article about using e-mail in foreign language teaching, Gonglewski, and et al, (2001) aimed at providing an overview of the various uses for emails in FL learning. They mentioned the advantages of using email in foreign language learning contexts in the first section. Then they explained the benefits to FL learners and provided an overview of the different types of contexts and possibilities for communicative interaction through email both inside and outside the classroom. E-mail also provides a context for communication and authentic interaction, extends topics beyond classroom-based ones and connects speakers quickly and cheaply. To echo the ultimate goal of every academic institution, e-mail promotes student-centered language learning and encourages equal opportunities for participation.

3.2. Face book in the EFL Classroom

Face book, as one of the most common social networking sites, has millions of users all over the world. On Face book, people from all ages can create their own profiles, write each others' walls and share their favorite photos and videos. Face book can also contribute to teaching and learning through useful applications. It is also a technological tool which can foster the student-teacher relationship by creating positive learning experiences (Mazer, Murphy and Simonds (2007) cited in Eren, (2012); Promnitz-Hayashi, (2011) and Li, (2013)). Suthiwartnarueput and Wasanasomsithi (2012) explored the effects of using face book as a medium for grammar and writing discussions of low-intermediate EFL students. The data were collected from the students' utterances asking for explanations about English grammar and writing that were posted on face book, their scores in the pre-test and post-test, and interview responses. The findings showed a statistically significant difference between the mean scores of the pre-test and the post-test. The students also had positive attitudes toward using face book as a means of learning grammar and writing. As an alternative learning tool, face book provided them a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge. Simpson (2012) also investigated whether face book would be an 'effective and easy teaching tool in ESL classes in South Korean universities through an action research and a teacher's diary. The study showed that there is no difference between face book and other new teaching tools; the teacher must familiarize him/herself with the tool to use it confidently. Second, a student's 'lazy factor' is quite problematic in the learning process. Without an interactive teacher who is well trained to do his job, face book or any other social network service will be not more than losing time.

3.3 Attitudes of Students towards E-mail and Face book in the EFL Classroom

Having a positive attitude towards social network sites is a pre-condition for using them or even accepting them being used for academic purposes. It is the spring board for educators and teachers to think about using these tools as teaching strategies or incorporating them in curriculum design.

Students' attitudes toward the use of blog - one of the recent innovations that help students in finding opportunities to practice English writing outside the classroom- in learning writing, was investigated by (Aljumah (2012). Data are collected from learners through questionnaires. Responses indicated that students have a positive perception towards weblog use in their writing classroom. Alobiedat & Saraierh (2010) aimed at investigating students' attitudes towards the use of platform as learning resource at University of Granada. The results of the survey showed a positive attitude toward the use of platform as a learning resource and there was a significant difference, due to the gender, owning a personal computer (PC), and having access to the internet. Eren (2012) investigated students' attitudes towards the use of social networking sites, face book in particular, in the language classroom.

The research design included a 5 point Likert-type questionnaire and semi-structured interviews. It was found out that students have a very positive attitude towards the use of face book activity as a supplement to language classroom, but traditional classroom based language learning still remains a dominant in language education. Vidal and et al (2011) and Lewis (2012) explored students' attitudes towards the use of social networks in general, and their use and potential in an educational context in particular. The aim is to make students think about these attitudes as a very important step in getting them to accept and realize the educational potential of social networks.

4. Methodology and Procedures

4.1 Research Design

Participants in this study were 40 foundation year students enrolled at KAU for the academic year 2013/2014. The participants were assigned to two level 2 sections 20 students each. The two sections were chosen randomly from 78 level 2 sections. Level 2 was chosen as it is a medium level, not beginners as in level 1 and not advanced as in level 3 and 4. The two sections were assigned to two groups: a control group to be given writing tasks on weekly basis and treated according to ELI instructions and an experimental group to be given the same writing tasks as the control group but students use email and face book chat as a student-student and a student-teacher means of communication on daily basis. The content of the student-student emails and face book chats is usually discussing things related to the topics and activities they encounter everyday and asking for help in home assignments; in addition to friendly emails and chats. They can also email and chat with their teacher to ask for help, submit home assignments or inquire about tests, assignments, absences and other affairs. The teacher on the other hand, may email students or chat with them to get feedback, to give instructions or to socialize with them.

4.2 Instruments of the Study

Three instruments were used in this study: First, a writing test given to the control and the experimental groups as a pre and post test. The second was using teacher-students interaction through emails and face book chats to exchange ideas and provide feedback about students' writing performance and other day to day academic issues. The emails and chats on face book were exchanged on daily basis. They should be written in correct English words free of abbreviations and short forms, then corrected by the teacher and sent back again to students on the spot. The third instrument is a semi-structured interview to investigate the students' attitudes towards using email and face book chat for writing practice. A "t" test is used to know if the differences in the mean scores on the pre and post test are statistically significant.

5. Results of the Study

5.1 Results Related to Question 1

Does the frequent use of email and face book chat in and out of the EFL classroom have positive effect on students' achievement in EFL writing?

In order to know the results related to question one, a "t" test was made and the results were as follows:

Table (1): Shows the results of the experimental and the control groups on the pre and post test

Experimental Group	Mean	N	Std. Deviation
Pair 1 PRETEST1	11.15	20	1.823819
POSTTEST1	15.2	20	
Control Group	Mean	N	Std. Deviation
Pair 1 PRETEST2	10.85	20	2.23842
POSTTEST2	12.2	20	

Table (1) shows the mean scores of the experimental group and the control group on the pre test (11.15) and (10.85) respectively. The very close means of the two groups on the pre test show that the two groups are almost the same which means that any significant difference in the means on the post-test will be attributed to the treatment that is using or not using email and face book in the EFL classroom. Table (1) also shows that the mean score on the writing post test is in favor of the experimental group (using email and face book as a student-teacher and teacher-students means of communication) which is (15.2) whereas the mean score of the control group is (12.2).

Table (2): Shows the paired sample test of the experimental and the control groups
Paired Samples Test

Post Test	Means	STDEV	Df	T calc	T crit
Control Group	12.2	2.23842	19	7.7	2.1
Experimental Group	15.2	1.823819			
t critical is (2.1) and t calculated is (7.7)					

Table (2) shows that t statistical or calculated (7.7) for the writing post test is much bigger than t critical (2.1); this means that the difference between the mean scores of the experimental group and the control group in favor of the experimental group is statistically significant. This difference in the mean scores is attributed to using email and face book as students-teacher and teacher-students means of communication. The clear improvement of students' performance while exchanging emails and face book chats over the seven weeks is enough proof that email and face book are very beneficial strategies if controlled and corrected properly. (See Appendices 2&3)

5.2. Results Related to Question 2

What are foundation year students' attitudes towards using emails and face book chat for academic purposes?

The students in the experimental group were asked five questions about their attitudes towards email and face book and their answers were as follows:

1. Do you usually use email or face book or any other (SNS) means?

Nearly all of the students said that they use most of the social network sites especially email, face book and what's App, but they rarely use them in English language. They said they find Arabic easier for them to express their ideas. In addition, most of the people they deal with are not good in English.

2. Why and how often do you use them?

We use email very rarely only to submit an assignment to our teacher or to ask for more worksheets about a certain structure. But we use face book more often and for a variety of reasons. Socializing, exchanging materials that are rarely academic, get informed with the sport news and the latest fashions and hair styles were among the reasons for using face book.

3. Do you think SNS can be used for academic purposes? How?

Out of the twenty students interviewed, twelve students mentioned some academic uses of email and face book. Among the uses are creating groups where students can prepare tasks, do home assignments, exchange questions and ideas, planning and doing projects. Students can also send messages to their teacher telling him about unexpected absences, rescheduling exams, inquiring about vague points, materials included in quizzes or exams...etc. Instructors can send out reminders about upcoming tests, upcoming due dates, or any classroom news.

4. Do you, your teacher and your classmates like to use them? Why/ Why not?

Again less than half of the students interviewed said that they like to use them for academic purposes and their reason is that they make many mistakes while writing in English. They also said that their teacher likes this because he can discover students' mistakes and consequently corrects them and may design worksheets to minimize these mistakes. The majority kept silent may be because they don't want to say "we don't like them or we don't like to use them in English".

5. Do you think using (SNSs) helps in motivating students and making the teaching learning process less boring?

About 70% percent of the students said that it is a good chance for shy students who may not want to approach their teacher after class or during office hours to use Face book to communicate with their teacher and their colleagues away from the stressed atmosphere of the classroom.

To sum up, the majority of the students in the sample like to use SNSs and they really use them most of the time even inside the classroom. This addiction to SNSs could have been a great help to the English teacher had it been for academic purposes and in English language. However, a skillful teacher can motivate his students, reinforce their contributions and encourage them to write emails and exchange chats in English. He can give these contributions some weight in the overall grade of students.

6. Discussion

6.1. Discussion of the Results Related to Question One

The evidence obtained in this study showed that prior to using email and face book as a teaching/ learning strategy, students in the experimental group were not as good in writing as they were after using email and face book on daily basis and receiving immediate feedback from the teacher. The performance of the students in the experimental group improved significantly more than those in the control group. This statistically significant difference in the mean scores in favor of the experimental group refers to students sending an email of 10 to 15 words and a face book chat of 5 exchanges to the teacher on daily bases over seven weeks through a device students are motivated to use. This could be because students had the chance to receive immediate feedback from their teacher through the same channel away from the red pen or the embarrassing moments in front of their colleagues. Students in normal cases

write once a week because teachers don't have enough time to correct and give feedback. Furthermore, they consider writing one of the difficult skills as students don't like to run the risk of making mistakes and consequently losing grades. Writing emails and face book chats give students a chance to practice their writing through doing something that is part of their daily or even hourly routine. Something they do unintentionally and with pleasure. This improvement in students' writing appears clearly in the sample of students' exchanges over the seven weeks. (See Appendices 2&3)

The above mentioned research has shown positive relationship between exchanging emails and face book chats and writing performance. (Warschauer, (1995); Belisle, (1996); Simpson, (2012) and Li, (2013)). But most of these researchers always conclude by reaffirming that the frequency of emails and face book chats may generate linguistic confusion if not controlled. In order to avoid such inconveniences, the researcher in this study informed the students that their exchanges should be in correct English free of any abbreviations, shortenings, contractions, initials or any non-conventional spelling. The immediate feedback from the teacher confirms the impression that emails and face book chats should be in formal English.

6.2. Discussion of the Results Related to Question Two

The results of the interview indicated that the majority of students use social networks in their daily life. Nearly 100% of the students interviewed use social network sites especially face book and what's app. Email is now considered an old fashioned way of communication limited to formal uses like submitting assignments and receiving worksheets.

About the possibility of using SNSs for academic purposes, 60% of students welcomed the idea and mentioned some academic application like creating groups where students can exchange ideas, solutions to questions or any other comments that help in understanding. Nearly 40% of students in the sample found the courage to say: 'We like to use SNSs very much inside or outside the classroom, but using them in English is the real barrier simply because we are not good in English, we are afraid of making mistakes and the people around us don't understand English.' The remaining 60% kept silent and only used body language and facial expressions to express their agreement to what their colleagues said.

The majority of the students agreed that allowing them to use their mobiles to exchange emails, messages or chats undoubtedly breaks the routine of the traditional classroom and makes the teaching/learning experience more attractive. In the English Language Institute (ELI) students sometimes have to stay in the English classroom for three successive hours which can be killing if not mixed with a variety of activities incorporating a wise use of technology.

The results of the interview demonstrate the need for the classroom atmosphere to keep pace with the social networking tools. These tools become intertwined with the personal and social life of students; this encourages educators and curriculum designers to integrate certain application of SNSs in and out of the EFL classroom. The SNSs not only break the monotony of the classroom but more importantly change the students' attitudes towards learning from a one way transfer of knowledge to a much more interactive and group oriented environment.

7. Conclusion

As shown in the findings of the study there are statistically significant differences between the experimental group and the control group in favor of the experimental group. It is clear that EFL students' writing performance gets better if they are taught writing using emails and face book. The social network sites added a special flavor to the writing class. First, the teaching/learning environment is motivational and encouraging especially for the students who tend to

be shy in the class. Second, English language is used outside the classroom which gives students more exposure and less stressful atmosphere. In addition, correction is made in a less embarrassing manner away from the red pen. The findings also show that students have positive attitude towards using SNSs for academic purposes. Such result encourages educators and teachers to use this technology whether in teacher strategies or in curriculum design.

8. Recommendations

While surveying the literature about using SNSs for ELT purposes, it is clear that teachers and educators can't close their eyes and continue to consider the internet and the smart phones applications as distracters. On the contrary, they proved to be very useful in changing the traditional, boring, non-motivating classroom into a very encouraging and attractive environment. Teachers are also asked to encourage students to use the English language as a medium while exchanging emails or while writing on their face book walls. Teachers can use SNSs very good channels for brainstorming as a first step in the prewriting stage where students have the chance to gather relevant information in a relaxed atmosphere. Finally, it is a call for future researchers to investigate the effectiveness of using SNSs to improve other language skills like reading, listening, and speaking.

References

Appendix (1)

Activities that can be used through E-mail

1. Dialoging: In which the teacher sends a welcome message followed by a question such as "What is your favorite food?" Students can reply to the question in complete sentences. The teacher's role is to respond back immediately to each student's reply correcting his mistakes and adding another question.

2. An Interactive Process Writing Assignment: Writing an assignment electronically over a simple research project- two paragraphs- All interaction from brain storming to final draft must be done electronically. The students are graded on the final product and on the process of writing and how well they follow the instructions.

3. One Perfect Paragraph: A simple e-mail activity that helps students practice editing short paragraphs looking for grammar, agreement, spelling and structural mistakes. The teacher prepares one practice paragraph or two with several mistakes and sends it to the students. Example 1 of what to send to the group

This paragraph has about 9-10 mistakes. Find and correct them. Drag and select the paragraph with mistakes, then copy from the Edit menu. Click on Reply. Then paste from the Edit menu into your reply. Find and fix the mistakes. Send back the corrected paragraph to me. Continue this until the paragraph is perfect.

4. Electronic Secret Pals: This is a term-long-pen-pal activity in which students are assigned to other students from another writing class in the program. The students use pseudo names and are not allowed to know the identity of their secret pal. The activity concludes with a "Meet Your Secret Pal" party at the end of the term. The teacher receives cc of all correspondence from the students.

5. Chain stories or sentences: Before class, the teacher sends a partial sentence to the group, such as

It was a dark and a stormy night and

Students then add to the story or sentence and forward it on to an assigned partner in the class. The story is passed around to all members of the class with each adding their part. Have each student add something different each time. In the end there will be a number of stories or sentences as the number of students in the class.

6. Story Puzzle: These are stories in which sentences are randomly mixed and rearranged by the students in a correct sequence. Students use copy and paste to rearrange the randomly mixed sentences into a story and then send back the story to the teacher in correct sequence

7. Cloze Exercises: Students fill in sentences with every xth word omitted, or every noun, verb, adjective or adverb. The student then sends the message back to the teacher. The teacher checks and sends back for further revision if necessary.

8. International Pen Pals: With the tremendous growth of the internet, there are lots of opportunities to interact with students from other countries and cultures thus increasing the global awareness of students.

Activities that can be used through Face book Chat

Teachers can utilize face book for class projects, for enhancing communication, and for engaging students in a manner that might not be entirely possible in traditional classroom settings

Class Projects

1. Share book reviews: Students can post their book reviews for the instructor to grade and other students to read. If it's a peer-reviewed project, then students can more easily access each other's papers online.

2. Poll your class: Use polls as an interactive teaching tool in class or just to help facilitate getting to know one another with the Poll app for Face book.

3. Practice a foreign language: Students learning a foreign language can connect with native speakers through groups or fan opportunities.

Facilitate Communication

An excellent way to ensure students are more engaged in the learning experience is by strengthening the communication between students and student-to-teacher. These are just a few ideas to do just that.

1. Create groups: You can create groups for entire classes or for study groups with smaller subsets of students that allow for easy sharing of information and communication, without students even having to friend each other.

2. Schedule events: From beginning of semester mixers to after-finals celebrations, easily schedule events for the entire class using Face book.

3. Send messages: From unexpected absences to rescheduling exams, it's easy to send messages through Face book.

4. Share multimedia: With the ability to post videos, photos, and more, you can share multimedia content easily with the entire class.

5. Post class notes: Post notes after each class period for students to have access for review or in case they were absent.

6. Provide direct communication with instructors: Instructors and students can contact each other through Face book, providing an opportunity for better sharing of information and promoting better working relationships.

7. Allows shy students a way to communicate: Shy students who may not want to approach their teacher after class or during office hours can use Face book to communicate.

8. Make announcements: Instructors can send out reminders about upcoming tests, upcoming due dates, or any classroom news.

9. Brainstorm: Students can have the ability to add their thoughts to the class any time they occur. This allows for more opportunities for brainstorming off each other.

10. Post homework: Posting homework through Face book not only provides easy access for students, it also puts in writing specifically what is expected and when it is due. Lampe et al (2011).

Appendix (2)

Samples of students' emails and the teacher's feedback over 7 weeks

Ser #	Students Names	Students' emails	Teachers feedback
	After week 2		
1	Mohammad	today we learn how to interduos our silves to ather people our teaher told us its very importnet skill	Today we learned how to introduce ourselves to other people. Our teacher told us it is a very important skill.
2	Fahad	Yesterday , we study verb to be am , is ,are ,can , could . the teacher ask me to exampls . study reading and we have diffikult word . the teaher said take them from dictinary .	Yesterday we studied the verbs to be- am, is, are- and can, could. The teacher asked me to give examples. We studied reading and we had difficult words. The teacher asked us to look them up in the dictionary.
3	Majdi	Last weak , we studypronwns, he,she ,it , we. the teacher asks me to us thim in sentence. We study listeningand we haveworkshet. We answer in group	Last week, we studied the pronouns- he, she, it and we. The teacher asked me to use them in sentences. We studied listening and we did a worksheet. The teacher divided us into groups.
4	Yousuf	In monday we had quis in reading combrehention. We did words work sheet. Between 2 and 3 teacher gives us picture and we write on it	On Monday, we had a reading comprehension quiz. We did vocabulary work sheet. Between 2 and 3pm, the teacher gave us a picture to write about.

5	Abdullah	Hello Today we took unit two in english it's about meeting people I learned how i make question and negatives. And i learn in grammar the possessive's And my teacher learn us how to deal with servers in café. In unit three i learn in grammer the present simple	Hello Today we studied unit 2 in English. It is about meeting people. I learned how to make questions and negative and I learned the possessive case. The teacher taught us how to deal with waiters at a café. In Unit three we learned the present simple.
	After week 4		
1	Mohammad	last week we learn how to ask and ansor qustions and he gave us activty like whats your name and how old are you , we made reading and we have dificult words	Last week we learned how to ask and answer questions and the teacher gave us an activity to answer questions like What is your name? and How old are you? We did reading comprehension and we had to look up difficult words in the dictionary.
2	Fahad	In eid allDha. In the morning we go to the mosque to pray all eid. And we buy anew cloth to wear in the vista our relatives afternoon we	In Eid Al-Adha in the morning we go to the mosque to pray Salat al-Eid . We usually buy new clothes to wear when we visit our relatives.
3	Majdi	Yesterday . I don't understand the lesson s.past and presnt perfect . its very difficult . lising is broblem with me it is fast and not cler .	Yesterday, I didn't understand the lesson about the simple past and the present perfect. It was very difficult. Listening is a problem for me. It is very fast and not clear.
4	Yousuf	In the future I won't to be a pilot becace I like flaing. And it's very usfall Jop I will earn allot of money will travel around the word and l	In the future I want to be a pilot because I like flying. It is also a very useful job. I will earn a lot of money. I will travel around the world.
5	Abdullah	Last sunday, we learn how and when i use he/she/it.I leared what is the deffrent jobs in life like doctor, interpreter, waiter and alot of jobs	Last Sunday, we learned how and when to use -he, she and it. I learned what the different jobs in life are. Examples of jobs are: doctor, interpreter, waiter and a lot of jobs.
	After week 6		
1	Mohammad	Today we stadied how to write a massge to our friends and we learn the rules to write a massge. We had reading comprehension and lisening. We learn the er and est and adjectives. We had reading circl and writing booklit	Today we learned how to write a message to our friends and we learned the rules how to write a message. We also had reading comprehension and listening. We learned the comparative (-er) and the superlative (-est). Finally, we had reading circle and we did the writing

			booklet.
2	Fahad	Teacher plez help me iam no good english icant study words and reding tomoro I have quiz	Please! Teacher. Help me. I am not good in English. I can't study vocabulary and reading comprehension. Tomorrow I have a quiz.
3	Majdi	I am level 2 to times my friends now level three I now grammer but in exam I cant answer . in skool no English	I am level 2 for the second time. My friends are now in Level 3. I know grammar but in exams I can't answer. There was no English at school.
4	Yousuf	Doctor I have exam tommoro and I don't study. I dn't no how. Can you help. I Hav proplems in all. Listning big prplim. It z fact and I cant understand. I m no study home.	Dr. I have an exam tomorrow and I didn't study. I don't know how to study. Can you help me. I have a problem with all the skills but listening is a big problem. It is fast and I can't understand. I don't study at home.
5	Abdullah	In unit four i learn how and when i can use I/you/we/there We took a lot of exercises about this And we read the paragaph in unit four about seasons We need to improve our reading	In Unit Four, I learned how and when I can use I, you, we and they. We took a lot of exercises about this and we read the paragraph in unit four about seasons. We need to improve our reading.

Appendix (3)

Samples of students face book chats and the teacher's feedback over 7 weeks

Students' Names				
After week 2				
Mohammad	Fahad	Majdi	Yousuf	Andullah
 How are you?  fine thnk you what abot you  fine thank you. What about you? What did you study in the English class yesterday? 	Execusme teacher i will ask you  you mean excuse me teacher! May I ask you?  Yes yes sorry teacher  ok. How can I help you? 	Good morning  What is the name of your English teacher?  How have a jasmeen smell Qutiba bnyodeh  say hello to him he was in my class 	 Hi  Hi. How are things  Can I ask you a question I have proploem  Of course! Go ahead.	 Do have a problem in English?  Yes 'l have some  Is it in reading or writing?  In writing alot than in reading

<p>i stdy how to rite an paragraf</p>  <p>I studied how to write a paragraph? What do you need to write a paragraph?</p>  <p>i need same idia to write it</p>  <p>I need some ideas to write it? Is vocabulary important? Why?</p>  <p>of xors its imporent because i wont to rite</p>  <p>of course it is important because I want to write.</p>	<p>I want to ask you about the simple past</p>  <p>ok what do you want to know about the simple past?</p>  <p>Give me an example please</p>  <p>ok. It is an answer to a question " What did you do yesterday? I went to school yesterday. Please give me one more example</p>  <p>I watched arabs got talent yesterday</p>	<p>He is not good enough</p> <p>Ok</p>  <p>Can you tell me three things you did last week?</p>  <p>About what</p>  <p>anything you did</p>  <p>In the cllas Class</p>  <p>yes in the class or at home or any place</p>  <p>Wee was learning about a good story in english</p>  <p>you were learning about the good story in English.</p>  <p>&i goes weth my family to al nsareea</p> <p>Yes</p>  <p>I went with my family to Al-Naseryeh.</p>  <p>Exactly</p>	<p>What's that?</p>  <p>Its in if condeshn</p> <p>Its in if condeshnal</p>  <p>you mean you have a problem with If Conditionals?</p>  <p>Yes</p>  <p>ok can you give me an example?</p>  <p>The first condeshnal</p> <p>Like I will go tomorow to abha</p>  <p>The first conditional.</p> <p>Where is If? it is called If, there must be if.</p> <p>7:37pm</p> <p>Really</p>  <p>of course. Look at this example: If you play well, you will win the match.</p> <p>can you give me a similar example?</p>  <p>If I went to travel I will take food</p>  <p>If I want to travel, I will take food.</p>	 <p>you mean your problem in writing is more than reading?</p>  <p>Maby in make correct sentances</p> <p>In grammer</p>  <p>In making sentences.</p> <p>Vocabulary- words- is not a problem</p>  <p>I think 'No</p>  <p>Good. What about listening? is it ok?</p>  <p>Yes good insha allah</p>
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After week 4				
<p>Today we study lesson 6 I learned the modale.</p>  <p>How did you find it?</p>  <p>It was very difiklt</p>  <p>what did you find difficult?</p>  <p>The gramar Ideadnt under stand it</p>  <p>What is the grammar target in unit 6?</p>	 <p>Great! Do you have other questions?</p>  <p>Please how can i study the word</p>  <p>Please how can i study the word</p>  <p>you mean How can I study vocabulary?</p>  <p>Yes exactly</p>  <p>ok . The most important thing for vocabulary is to know how to use them in meaningful sentences. For example, can you use the word " population" in a sentence?</p>  <p>There is population in jeddah</p> <p>About 4 milion</p> <p>About 4 milion</p>  <p>You mean the population of Jeddah is about 4 million.</p>  <p>Yes thank you</p>	 <p>good morning Majdi. How are you?</p>  <p>Good morning fine</p> <p>Who are you too</p>  <p>How are you too? I am fine.</p> <p>Good that I caught you.</p> <p>What did you study in English last week?</p>  <p>We were taken a new unit</p>	<p>8:26pm</p> <p>Ok</p>  <p>Report .</p> <p>8:27pm</p> <p>ok. enough for now.</p>  <p>What about type 2</p> <p>I have problem with this too</p>  <p>ok Just change to the past.</p>  <p>If I go there 1 would take money</p> <p>If I go there 1 would take money</p>  <p>You mean If I wanted to travel, I would take money?</p> <p>good! this is great. Can you write two examles on If 1 and two examples on If 2</p>	<p>great. why didn't you have good grades in the exam? Do you feel a fraid.</p>  <p>No I can tray</p> <p>Try</p>  <p>Good. I like that. I thiml I will give a grammar worksheet twice a week. Is that ok?</p>  <p>Ok!</p>  <p>Good student. I am sure you will be better in English if you do more practice</p> <p>Good luck with your quiz</p>  <p>Thank you my dear</p>
After week 6				
 <p>How to a sentences</p>  <p>You mean how to</p>	<p>Excuse me how can i study the lesning</p>  <p>you mean "How</p>	 <p>We were taking a new unit</p> 	 <p>Ok</p> <p>If 1. If I won't to travel I will take food</p>	 <p>what do you suggest to improve writing</p>

<p>make a sentence?  Ya  can you use a modal in a sentence?  I should play football  Great ! this is good. can you make it negative and question?  I should not go outside Sshould you play football  you mean should I play football?  How the qiez will be?</p>	<p>can I study the Listening? well, listening is not an easy skill but with patience and practice nothing is impossible  Ok. But how ?  You need to practice listening every day so that it becomes familiar to you. you have to keep away any distracter.  What is distactor i can't understand it  distractor means any thing that stops you from listening well like sounds, noise, construction works around school ...  Thank you very much teasher i think we have a quiz</p>	<p>You didn't take a new unit. Good, did you have an exam or quiz?  Oh yes & he is good  the exam was good. How much did you get?  13/15  Great. was there reading in the exam? No We take her alone  what do you mean "we take her a lone?  The reading she got an exam  you mean there is a</p>	<p>If2. If I wanted to play I would prepare myself  you mean if I want to travel, I will take food. and the second example is correct. 8:38pm Thank you very much  Any time. Most welcome.</p>	<p> Reading  good reading is a good suggestion what else?  Llstening  How can you explain When we listen to good movies we can store good words which help us to write  oh great. you have good ideas but it is easy to say and difficult to do. How you make students listen and remember words?  They can remember When we make some question and answer After that we can make paregraph</p>
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Appendix (4)

The Questions used in the Students' Interview about their Attitudes towards Using E-mail and Face book the EFL Classroom:

1. Do you usually use email or face book or any other (SNS) means?
2. Why and how often do you use them?
3. Do you think they can be used in the EFL classroom? How?
4. Do you, your teacher and your classmates like to use them in the EFL classroom? Why/ Why not?
5. Do you think using (SNS) means helps in motivating students and making the class less boring?

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