Facebook Effect on Enhancement of English Learners' Writing Approach at University Level in Khyber Pakhtunkhwa

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Abstract

Social Media plays a pivotal role in this modern technological era. Facebook is one of the most important tools of Social Media which is used by millions of users and most frequently visited web-site therefore, the present study was conducted to find out the effect of Facebook on enhancement of English as a foreign language (EFL) learners' writing approach at university level. Main objectives of the study were to find out Facebook effect on EFL learners' writing approach at university level in Khyber Pakhtunkhwa. The second one was that to compare Facebook based English learners with those learners who use traditional methods for writing skills development, and similarly, to compare the learning competencies/ abilities of both Facebook users and those users who use traditional methods for writing skills improvement. The study was guided by the following null hypothesis: Ho1.The first null hypothesis shows that there is no significant difference between the Mean Scores of experimental and control group on pre-test.Ho2: The second null hypothesis shows that there is no significant difference between the Mean Scores of experimental and control groups on post-test 3: The third one is that there is no significant difference between the Mean scores of those students who use Facebook for writing skill and those who use traditional methods for writing skill development. In order to achieve the desired objectives the researcher randomly selected 20 students for this experimental study as a respondent, and then divided them according to their age, academic achievement and their intellectual level. An equivalent writing test, developed by the researcher was applied on the control and the experimental groups before the study started to ensure their equivalence; and was also used as a post-test. The result of this study showed that Facebook

Keywords: (Using Facebook, University level EFL learners, Enhancement of Writing skills)

INTRODUCTION

It is the need of time to give students proper attention due to the changing situations of the world. Students should be given confidence in such a way that they may be able to ask, inquire, explore and be creative initiators (Irfan et al, 2016). In traditional method of teaching learning process the role of learner was passive and the teacher role was active and it was due to this reason that learners were passive forever in their whole life because of their time which they have spent during their learning process in different institutions but now according to modern approach in teaching learning process gives proper attention to learners and especially to their confidence and try to make them active members of the society and to make them able to use the modern advanced technology.Language teaching has always been the most important issue for English language teachers and they have used different type of equipment time to time to improve the English learners skills and competences like the use of computer for various activities of language learning (Lee 2000). The use internet from 2000"s enabled the educators to use online sources, which has facilitated the students to use different social media sources and to learn English at home without any difficulty. Due this facility the student are capable to improve their listening, speaking, reading, and writing skills of English language while using various online sources (Palmer and Bray, 2001). But especially in recent years, the social networking plays a dominant role in the world. Millions of users are using social networking (Selwyn, 2009).

Facebook is one of the most important tools of Social Media which is used by millions of people form primary level to university level. Facebook users create their own profile and then share different type of new information, pictures, and videos with friends, class-fellows and relatives. It also has positive and useful application for teaching learning process. It is a technological tool which makes the learners capable to create positive relationship with their respectable teachers and thus through that way they may get help from their teachers and they may share their experiences about different topics (Mazer, Murphy and Simonds, 2007). In light of previous research studies about the use of Facebook for learning purposes showed that it is one important tool for learning process and especially for language learning. According to piriyasilpa, (2010) research study which she has conducted on "the effects of application of Facebook as of the classroom" she conducted her study and at the end she found that Facebook is a useful tool for language. Similarly, on the other side, Bosch, (2009) also conducted a research study about exploring students use of Facebook and lecturer engagement with students via social media.

Facebook is an online Social networking service which was first of all for the college students but later on it became most popular social network. It is clear that not only the numbers of Facebook users increased but its usefulness also increased with the passage of time (Steven Millward, 2013). One of the most important

benefits of Social Media sources like Facebook use is that it enables the students to learn various things in free atmosphere, unlike the classroom learning where the shy students are unable to ask, discuss or present something in front of other class fellows and teacher (Barseghian, 2011). The interaction between the users of Facebook is face to face interaction but the benefit is that the students felt less anxiety while using Facebook for learning process and they can get and share different topics in free and friendly atmosphere (Murphy 2009) Therefore, the result is that it helps to motivate the learners in language learning because the language learners feel no tension in learning process that is why it result in increasing motivation in language learning (Krashen, 1988).

In light of the previous research studies one may easily reach to the conclusion that Social Media has a considerable effect on English language learners. Social Media not only improve the writing performance of EFL learners but enabled them to monitor writing, note their errors in writing, do interaction, and participate in various writing projects Social Media like Facebook makes the writing process improve to a greater extent. Social Media makes the EFL learners performance effective and prepares them for effective writhing (Arslan et al, 2010) according to Sun,(2010a) he has compared learners' writing performance to determine the effects of extensive writing on writing abilities and finally conclude that Social Media is not limited to one signal aspect of writing improvement but Social Media enhance the overall writing performance of the EFL learners and make them to do autonomous writing, and result in positive attitudes towards EFL writing. Social Media is not only helpful to improve the writing skills of English learners but its main function is that Social Media facilitate interaction between teachers and leaners. The use of Social Media enhances motivation, , improves compositional writing skills, and helps to create positive attitudes towards Social Media(Tseng at al, 2010),

According to the research project result of Rivens Mompean (2010) Social Media has positive effect on EFL learners' writing motivation, participation and interaction, and result of this research project clearly highlighted the role of Social Media in EFL learners' writing motivation, participation and interaction. Miyazoe and Anderson (2010) also examined the effectiveness of forums, Social Media and wikis and finally they concluded that students have positive perception of online writing.As it is mentioned above that Facebook is the most popular and frequently visited web-site of social networking. Facebook plays a great role in writing skill development of English learners; its reason is that whenever the user creates Facebook account then from the very first time the user starts writing process i.e. personal detail security based setting, alternative e-mail address, some questions etc. After this stage when the sets his/her account and set the profile then he/she sends friend request to others, and similarly, through this way the user reads the new updates of other friends and give them feedback in form of written text according to the user own point of view and his/her own personal likes and dislikes.Similarly, the next point is that due to use of Facebook the user may read different type of written text which is shared by other friends, class fellows, and even teachers and then in the way the user also writes different things and shares it with other friends.

Objectives of the study:
1. To find out Facebook effect on EFL learners' writing approach at university level in Khyber Pakhtunkhwa.
2. To compare Facebook based English learners with those learners who use traditional methods for writing skills development.
3. To compare the learning competencies/ abilities of both Facebook users and those users who use traditional methods for writing skills improvement.

HYPOTHESIS OF THE STUDY
The study was guided by the following null hypothesis.
Ho1.   The first null hypothesis shows that there is no significant difference between the Mean
        Scores of experimental and control group on pre-test.
Ho2:   The second null hypothesis shows that there is no significant difference between the
        Mean Scores of experimental and control groups on post-test
Ho 3:   The third one is that there is no significant difference between the Mean scores of those students who use
        Skype for writing skills development and those who use traditional methods of writing skills
        proficiency.

DELIMITATION OF THE STUDY
The study was delimited only male students of B.Tech program Bannu Polytechnic Institute Bannu affiliated with University of Science & Technology Bannu.

RESEARCH METHOD
The study design was basically experimental in nature therefore; the researcher divided the students into two equal groups which the researcher had taken as a study sample. Twenty (20) students were randomly selected by

the researcher out of seventy three (60) students of B.Tech program in Bannu Polytechnic institute. First of all the researcher administered pre-test of both experimental and control group in the beginning of the treatment, and then the students marks were kept as a record for further process, then the researcher used to give them instructions for complete two months. The researcher used to give instructions to the experimental group through the proper use of Facebook based activities in order to improve their speaking skills while the control group was given instruction through old traditional manner like word repetition in classroom, listening and speaking activities in classroom in order to make them able to improve their speaking skills. At the end of the treatment the researcher administered post-test from both experimental group and control group. The researcher used the same difficulty level test which the researcher had used for pre-test, and then the data which was collected by the researcher through pre-test and post-test scores were statistically analyzed. For the analysis of students pre-test and post-test scores data the researcher used descriptive statistics like Mean, Standard Deviation, T-test, and Co-efficient of variance, and then the data was tabulated in proper manner in order to highlight the result of the study properly.

DATA ANALYSIS
The data which was collected by the researcher through pre-test and post-test (research instruments) was successfully analyzed through descriptive statistics like Mean, Standard Deviation, T-test, Co-efficient of variance, and correlation had been used to measure the data in proper and systematic way and find out the significant difference between the Mean scores of Experimental group and Control group.

Graph No.4.1

Mean and Standard Deviation of Experimental and Control groups on Pre-test
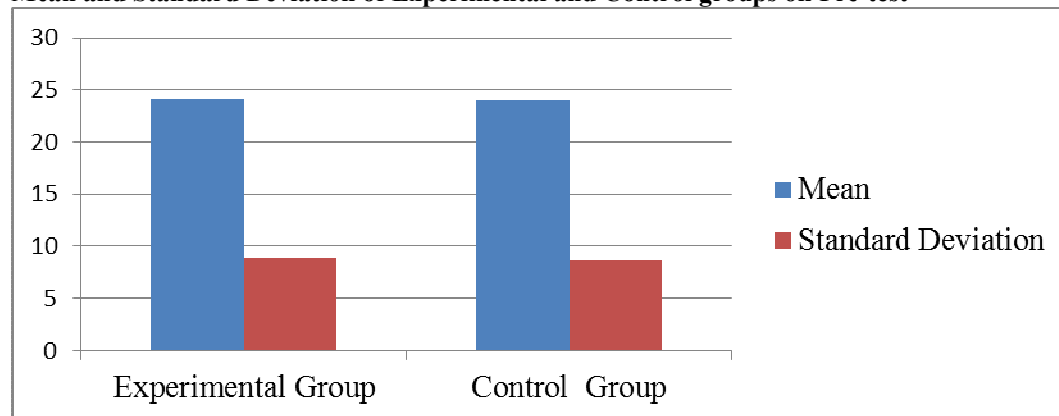

Table No 4.1

Mean and Standard Deviation of Experimental and Control groups on Pre-test

S.No.	Group	Mean	Standard Deviation
1	Experimental	14.7	5.3
2	Control	14.8	5.3

The above table shows that both the experimental and control group are equal in pre-test scores. The Mean scores of experimental group is 14.7 and Standard Deviation is 5.3, on the other hand the Mean scores of Control group is 14.8 and Standard deviation is 5.3.

Graph No.4.2
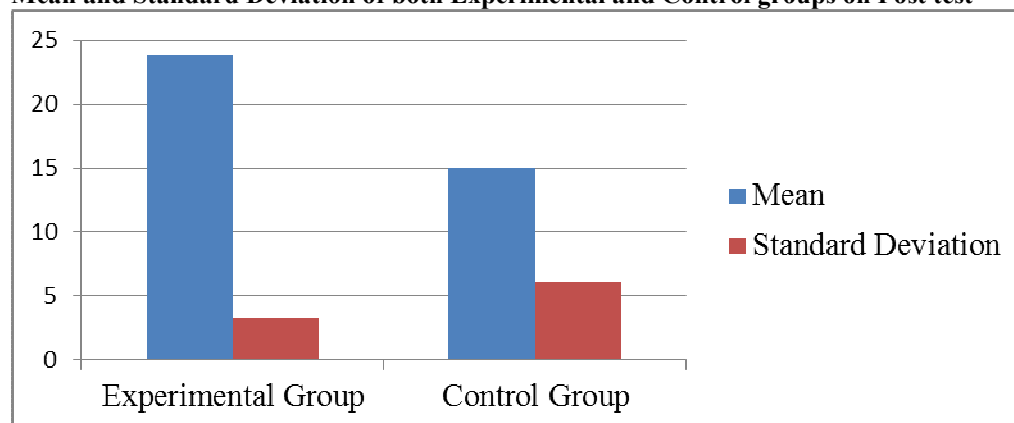**Mean and Standard Deviation of both Experimental and Control groups on Post test**

Table No 4.2
Mean and Standard Deviation of both Experimental and Control groups on Post-test

S. No.	Group	Mean	Standard Deviation
1	Experimental	23.8	3.29
2	Control	15	6.05

This table indicates that the learning achievement of experimental group is better than control group. The writing skills of those students whom the researcher had given instruction through Social Media tool that is Facebook were better than those students whom the researcher taught through lecture method in classroom. Thus the Mean scores of experimental group is 23.8 and Standard deviation is 3.29 and on other side the Mean Scores of control group is 15 and Standard Deviation is 6.05. This table shows the clear difference between the learning process of experimental group and control group in a proper manner.

Graph No 4.3
Mean and Standard Deviation of both Pre-Test and Post-Test
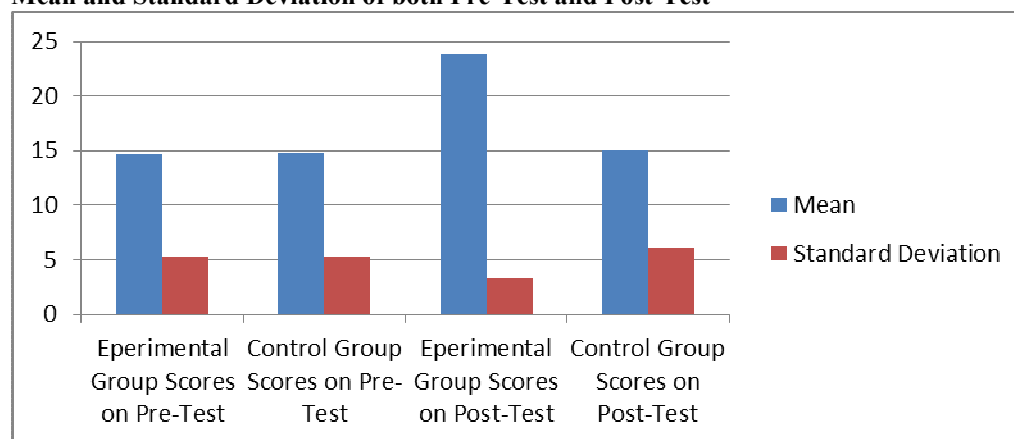
Pre-Test Result			Post-Test Result		
Group	Mean	Standard Deviation	Group	Mean	Standard Deviation
Experimental Group	14.7	5.3	*Experimental Group*	23.8	3.29
Control Group	14.8	5.3	*Control Group*	15	6.05

The data of this table is already presented in table no 4.1 and 4.2 but here the researcher has presented the data in one signal table in order to highlight the difference between the two mentioned groups (Experimental, control in a clear and systematic manner. The readers may get the main difference between the learning achievements of Facebook based writing approach and traditional lecture method of classroom for writing approach development of English learners at university.

Graph No.4.4
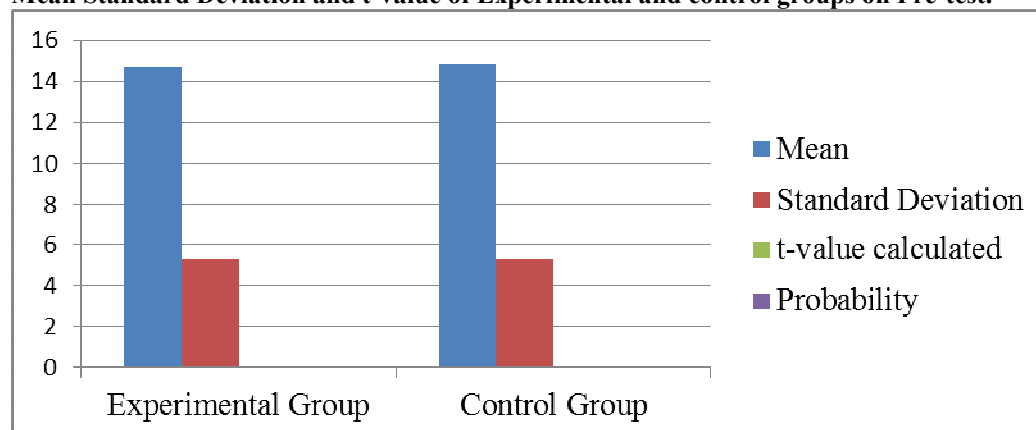**Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.**

Table No 4.4
Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

S.No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	14.7	5.3	0.041	0.05
2	Control	14.8	5.3		

In this table t-calculated value and level of significance 0.05 are presented along with Mean scores and Standard Deviation of pre-test scores of both experimental group and control group in very systematic manner in order to highlight the t-calculated value of experimental group and control group. Here in light of the t-calculated value of both the experimental and control group scores clearly show that there is no significance difference between the experimental group and control group in pre-test scores but equal. The Mean scores of Experimental group is 14.7, standard deviation is 5.3, and control group Mean scores are 14.8 and standard deviation is 5.3. Similarly the t-calculated value of both of the groups are 0.041, which is smaller than ±2.0303 at 0.05 level of significance. And at df= -18.

Graph No.4.5
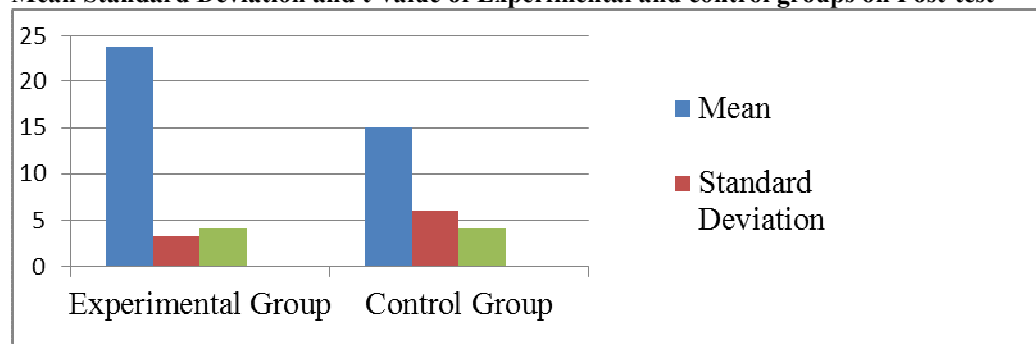**Mean Standard Deviation and t-value of Experimental and control groups on Post-test**

Table No 4.5
Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

S. No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	23.8	3.29	4.11	0.05
2	Control	15	6.05		

Table No.4.5 indicates the mean scores of control and experimental groups in post-test are 23.8 and 15. Thus Standard Deviation of experimental and control groups are 3.29 and 6.05. Similarly, the t-value between both of the groups experimental and control groups is 4.11.Which is greater than ±2.0303 at 0.05 level of significance. And at df= -18 Thus in the light. The table shows that the learning achievement of experimental group is better than the control group. It means the Facebook plays a pivotal role in writhing approach development of young mature leaners as compare to classroom instructions through lecture method.

Graph No.4.6
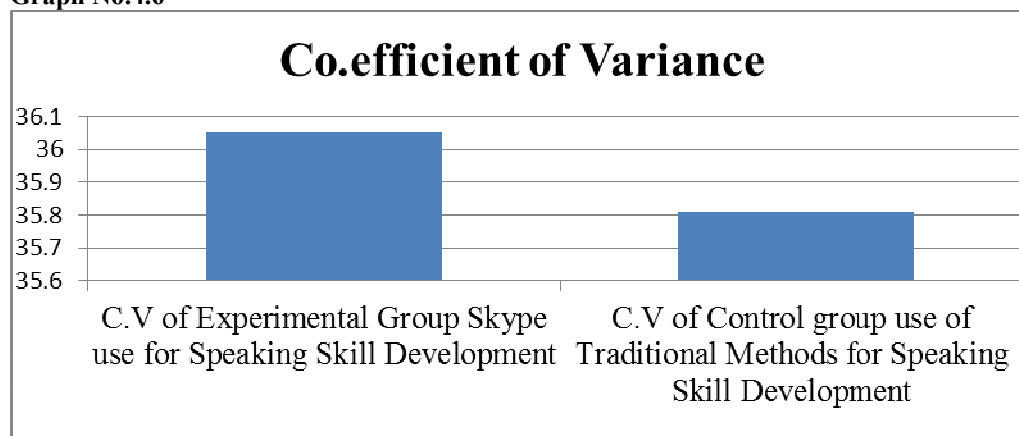
The Co-efficient of Variance (C.V) on pre-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development

C.V of Experimental Group	C.V of Control Group
36.05	35.81

The above table shows the co. efficient of variance of pre-test scores obtained by the respondents in this experimental study. The co-efficient of variance between the experimental group and control group is 36.05 and 35.81. The co-efficient of experimental group and control clearly describes that there is no significant different between the experimental group and control group in pre-test score.

Graph No.4.7
The Co-efficient of Variance (C.V) on post-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development
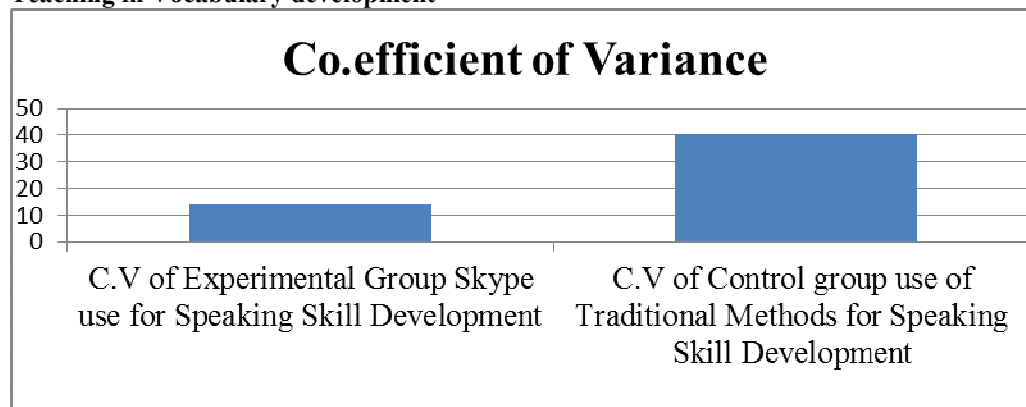

Table No 4.7
The Co-efficient of Variance (C.V) on post-test scores of Audio Visual Aids and without Audio Visual Aids Teaching in Vocabulary development

C.V of Experimental Group	C.V of Control Group
13.82	40.33

This table 4.7 clearly highlights that experimental group is stable than the control group in light of the post-test scores obtained by the respondents. The co-efficient variance between the experimental group and control group is 13.82 and 40.33 which is not a slight difference but it is a great difference between these two groups and the result of post-test score showed that the role Facebook is greater than lecture method in classroom for writing skill development of university level young learners.

Result and Discussion
Many research studies highlighted this fact that Facebook is one of the most important sources of social media that enhancing students outcomes, and increase their abilities and talents to understand new complex ideas, to share his own experiences with others and to get recognition among his friends, class-fellows and to get help from them in time of need (Roblyer et al. 2010). Similarly,Sun (2010a) compared learners' writing performance to determine the effects of extensive writing on writing abilities and conclude that blogs enhance overall writing performance, promote autonomous writing, and result in positive attitudes towards EFL writing.

For instance, Palombo's (2011), exploratory and design-based descriptive study revealed that sixth grade students' blog experiences facilitated their writing process and improved their written products. The same is the case of Miyazoe and Anderson (2010) who examined the effectiveness of forums, blogs, and wikis and conclude that students have positive perceptions of online writing.

Similarly, the present study was also conducted to find out the role of Facebook in English language learning. The findings of the study showed that Facebook is one of the most important tools of Social Media which is used by millions of people in Pakistan. The study showed that Facebook is frequently visited web-site, attracting the visitors and enables the users to get new updates about the world. Thus the study showed that Facebook plays a pivotal role in English language writing approach development at university level because at university level the students are mature and they may use self-cellphones that is why they may easily use Facebook for English language writing skills development. The findings of the study also showed that Facebook is beneficial for English learners in this sense that they can use Facebook for learning without any shyness or tension but in the classroom most of the students feel shyness and they do not have courage to ask questions from their teachers in front of other students. The findings of the study also indicates the role of Facebook in sharing information with other friends which encourage the English learners for further study and enable them to get help from others. The result of this study also showed that the use of Facebook is not only useful for writing skills development but the English may use it for Listening, Speaking and Reading skills development because Facebook not for single function but for multi-purposes like text chatting, audio video call which is good for speaking skill and reading of various text messages which are shared by other friends is good for reading skills development etc.

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