

## **Effect of SNS (Edmodo and Facebook) On Aspects of Faculty of Education Students' Literacy Proficiency**

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**Abstract:** *The high literacy proficiency of Faculty of Education students (post graduate) is generally attributed to the fact that they accustom themselves to reading and writing practice in Arabic language through modern technology prior to university entry. The present study investigates whether SNS (Edmodo=Ed, Facebook=Fb) would have productive effects on university students' literacy skills. The experimental group A (100 students) used Fb and Ed for 3 months during teaching Arabic courses. On the other hand, the teacher controlled another group B (100 students) and taught to them according to conventional method. As a result of the experiment, assessment of students' reading and writing comprehension shows that the experimental group A out-performed conventional group B. Obviously, the experimental group's comprehension and active use of language were superior to the conventional group, and these differences were significant at .01 level. The importance of this study lies in making full use of Fb and Ed in learning and improving Arabic skills themselves.*

**Keywords:** *SNS and Language Acquisition, Mother National Language Learning in Egypt, Standard Arabic Comprehension, Motivation and Increasing Level of Learning*

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### **I. Introduction**

#### *Recent Technology and Education*

In an old environment of higher learning, students must be at their desk in the classroom. They have to also lend their ears carefully to the teacher's explanation in the front. Notebook and pencil are the only tool for promoting memorization and improving understanding. Recently however, education might be alive by constantly advancing technology. The students even on the street are connected by communication service. The more chance of exchanging information grows for students, the more students gain insights by conversation in a variety of online communication ways. The definition of literacy no longer simply means the ability to read written textbook and to write by pencil as before. Educators in 21st century are required to guide students to acquire information-handling ability in a digital world as well.

On the other hand, it also rests on educators' shoulders to preserve undeniable importance of long-lasting learning practice. We can admit that the "old style" of reading and writing still has significant impact on the learners. They cultivate their own way of thinking through five physical senses from their childhood days. We should not draw a clear line between the digital literacy skills and traditional learning environment [Shantel 2014: 54]. The situation of teaching SA (Standard Arabic) in Egypt raises an issue of this kind.

#### **A. Mother National Language and Egyptian Problem**

First of all, what is SA? The whole picture of SA has been drawn by a lot of intellectuals since the prosperity of Islamic civilization. Nevertheless, SA curriculum in Egypt today is not designed by such heritage in a number of ways. Know-how of transmitting language is not established efficiently and teachers in the classroom need an effective manual for teaching methods<sup>1</sup>.

The Ministry of Education has designed SA for natives' education., the Ministry tried to put the model into practice in Arabic education of primary and secondary school curriculum but in the university we are still using traditional methods in teaching of Arabic syllabuses . However, its measure did not produce significant change in reality. It has been argued that the primary reason of its failure is the lack of training program for teachers. Unless teachers learn the model themselves, they could not employ it in the classroom in front of students.

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<sup>1</sup> In this paper, the term "mother national language" is used as SA, while mother language is used as Egyptian colloquial ('ammiya).

From a different angle, SA proficiency is gaining more attention in recent studies. As Naka & Tamma note that "Once a neglected topic, mother language writing and reading today is arguably one of the most viable fields of inquiry in both first language studies and composition studies". Writing can be defined as "recording of human communication, using signs or symbols to represent the spoken words"[Gay,2015:46,Heacox,2013:12] . Looking at the function of writing and reading, Peters has defined writing and reading as "a curiously solitary form of communication, addressed to an absent and often unknown reader [Kristina, 2014: 53]. At the same time, writing and reading are generally regarded as a difficult skill and a complex task [Edmodo 2012: 31]. Writing and reading problems are primarily attributed to the students' linguistic incompetence, immature mastery of rhetorical structure of Arabic text, Arabic discourse transfer and the like [Prensky, 2010 :33 , Robin , 2011 : 22 , Poellhuber, 2011 : 45 ] .

#### **B. Possibility of SNS in Language Education**

This study has a hope for changing the current condition of teaching SA by means of Social Media. Focusing on phonemic awareness, letter sound, invented words, reading comprehension and writing skill, we try to show how to teach to students' all aspects of SA through Social Media. For Faculty of Education in the university, it is a big challenge during teaching of Arabic because the majority of Arabic teachers depend on traditional methods. However, we are required to find new approaches according to the current social and academic situation. The rapid growth of using SNS among young people for communication and recreational purposes is very noticeable. Smart phones are becoming widely used everywhere, and they are available with most students. With this background, some educators begin to direct their attention to the possibility of SNS as instructional tools.

The Modern Language Association in its special report (May 2007) states that "the world today is a dynamic rapidly changing environment marked by a sense of crisis around what came to be called the nation's language deficit"<sup>2</sup>. In order to make education remain relevant, the report mentions that one of the essential needs over the coming ten years will be "the need to understand other cultures and other languages. Our whole culture must become less ethnocentric, less patronizing, less ignorant of others, and more at home in the rest of the world" [Mayfield 2008: 16]. So, teachers are obliged to such educational needs of their students by integrating technology as an instructional tool to motivate students' participation in classrooms. Mullen & Wedwick believe that "Our amazing, ever-changing technological world may seem overwhelming at times, but educators must rise to the challenge of closing the growing digital divide in education" [Poellhuber 2011: 20]. In addition, Siegle has a valuable remark regarding the use of technology in education as it is the social environment between learners that allows learning to happen "as with any technology, it is not the technology, but the interactions the technology affords that make it a valuable learning tool" [Prensky 2010: 33].

Ed is free SNS website for secure learning platform designed by Jeff O'Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts [Rivero 2011: 34]. This site is very similar to famous Fb, but it is much safer and more private because it assigns only teachers to create and manage the accounts and only for their students. They are sent a group code by their teacher to register in the group. Henceforth, they can access and join the group. Ed was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that foster the qualities of innovation, creativity, active participation, and collaboration in the category entitled '*Social Networking and Communication*'. In what follows, we represent the possibilities of both Fb and Ed for improving language learning through the experiment.

## **II. Statement of the Problem for Experiment**

In order to document the problem of the present study, the researcher administered a test in the basic skills of writing and reading. The test score percentage was below 40%. This indicates that the overall performance of students on this test is low. It also indicates that students do not have enough reading and writing skills. In this test, researcher target on the ability of SA.

#### **A. Questions of the Study**

In light of the above review, the problem of the study could be stated in the following questions:

- What is the effect of using Fb and Ed on improving literacy proficiency of faculty of education students in Minia University?
- What is the difference between Fb and Ed with regard to the effect of improvement of literacy proficiency?

#### **B. Hypotheses of the Study**

Hypotheses of the present study are as follows:

1. There is a statistically significant difference between mean scores obtained by the experimental group on the pre-post test application of the overall writing skills favoring post testing.

2. There is a statistically significant difference between mean scores obtained by the experimental group on the pre-post test application of the overall reading skills favoring post testing.
3. There is a statistically significant difference between mean scores obtained by the experimental group on the pre-post test application of the overall reading comprehension skills favoring post testing.

### III. Material and Method

#### A. The Experiment

The present study was conducted at the Faculty of Education in Minia University. The experiment lasted for ten weeks, starting from the mid of February 2014 till the end of April 2014.

#### B. Design of the Experiment

The study had one experimental group design. An experimental group was exposed to pre-post means of getting data. The experimental group was instructed and trained in an Arabic course based on Fb and Ed for eight weeks of actual teaching, two two-hour-sessions a week. Besides, the study group met twice; a week before the experiment for pre-testing and another week for post-testing at the end of the experiment.

### III. Variables

The independent variable is:

Fb and Ed in teaching of literacy skills of Arabic language in teaching of the experimental group.

#### A. Tools of Study

- A Test in writing skills: The test was developed by the researcher.
- A Test in reading skills: The test was developed by the researcher.

#### B. Objectives of the Test

To assess literacy proficiency of Arabic language skills.

#### C. Instructions of the Test

- The items were written in different topics in Arabic language.
- The items had to follow the rubrics when they were writing the topics.

#### D. Findings, Discussion and Recommendations Findings

The present study aimed at investigating the effect of Fb and Ed in teaching of literacy skills to Faculty of Education students. SPSS, version 10 was used to calculate t-values.

### IV. Result of Experiment

#### A. Hypothesis 1

Hypothesis 1 predicted that there would be a statistically significant difference between mean scores obtained by the experimental group on the overall writing skills post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of the overall writing skills as t-value (131.83) is significant at (0.01) level as shown in table (1). For students' raw scores on the writing test. See...

**Table 1 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on the overall writing test**

| Test      | Number of students | Means | Standard deviation | Degree of Freedom | t-value |
|-----------|--------------------|-------|--------------------|-------------------|---------|
| Pre test  | 100                | 16.20 | 1.62               | 39                | *131.83 |
| Post test | 100                | 61.35 | 1.68               |                   |         |

Total scores of writing test are (75) points\* Significant at (0.01) level.

#### B. Hypothesis 1.2

Hypothesis 1.2 predicted that there would be a statistical significant difference between mean scores obtained by the experimental group on the pre test of Idea dimension favoring post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of Idea dimension as t-value (55.75) is significant at (0.01) level as shown in table (2). For students' raw scores on the aesthetic dimension. See

**Table 2 Means , Standards Deviation and t – value on the pre – post performance of the participants On the Idea dimension of writing test.**

| Test      | Number of students | Means | Standard deviation | Degree of Freedom | t-value |
|-----------|--------------------|-------|--------------------|-------------------|---------|
| Pre test  | 100                | 5.00  | 1.18               | 39                | *52.75  |
| Post test | 100                | 19.60 | 1.21               |                   |         |

Total scores of the aesthetic dimension questions in the literature appreciation test are (27) points\* Significant at (0.01) level

C. Hypothesis 1.3

Hypothesis 1.3 predicted that there would be a statistically significant difference between mean scores obtained by the experimental group on the pre-post test of Organization dimension favoring post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of Organization dimension since t-value (42.73) is significant at (0.01) level as shown in table (3). For students' raw scores on Organization dimension. See...

**Table 3 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on Organization dimension of writing test**

| Test | Number | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------|-------|--------------------|--------------------|---------|
| Pre  | 100    | 5.14  | 0.88               | 39                 | *45.73  |
| Post | 100    | 18.00 | 1.34               |                    |         |

Total scores of Organization dimension in writing test are (22) points.\* Significant at (0.01) level.

D. Hypothesis 1.4

Hypothesis 1.4 predicted that there would be a statistically significant difference between mean scores obtained by the experimental group on the pre-post test of Word choice dimension favoring post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of Word choice dimension since t-value (50.65) is significant at (0.01) level as shown in table (4). For students' raw scores on Word choice dimension.

**Table 4 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on Word choice dimension of writing test.**

| Test | Number | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------|-------|--------------------|--------------------|---------|
| Pre  | 100    | 2.58  | 0.64               | 39                 | *53.65  |
| Post | 100    | 10.15 | 0.62               |                    |         |

Total scores of Word choice dimension in writing test are (11) points. \*Significant at (0.01) level.

E. Hypothesis 1.5

Hypothesis 1.5 predicted that there would be a statistically significant difference between mean scores obtained by the experimental group on the pre-post test of student fluency dimension favoring post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of writing skills that measure the student fluency dimension since t-value (51.25) is significant at (0.01) level as shown in table (9). For students' raw scores on the social dimension. See

**Table 5 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on student fluency dimension of writing test.**

| Test | Number of students | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------------------|-------|--------------------|--------------------|---------|
| Pre  | 100                | 2.40  | 0.67               | 39                 | *50.25  |
| Post | 100                | 9.55  | 0.61               |                    |         |

Total scores of student fluency dimension in writing test are (10) points.\* Significant at (0.01) level.

F. Hypothesis 1.6

Hypothesis 1.6 predicted that there would be a statistical significant difference between mean scores obtained by the experimental group on the pre-post test of Conventions dimension favoring post testing. Analysis of data obtained showed that the study group achieved significantly higher on the post test of writing skills that measure the Conventions dimension. see ...

**Table 6 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on Conventions dimension of writing test.**

| Test | Number of students | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------------------|-------|--------------------|--------------------|---------|
| Pre  | 100                | 1.53  | 0.46               | 39                 | *49.25  |
| Post | 100                | 9.58  | 0.61               |                    |         |

**G. Hypotheses 2**

There is a statistically significant difference between mean scores obtained by the experimental group on the pre-post test application of the overall reading skills favoring post testing. see...

**Table 7 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on Conventions reading test.**

| Test | Number of students | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------------------|-------|--------------------|--------------------|---------|
| Pre  | 100                | 2.51  | 0.45               | 39                 | *41.25  |
| Post | 100                | 9.58  | 0.65               |                    |         |

Total scores of student in reading test are (12) points.\* Significant at (0.01) level.

**H. Hypotheses 3**

There is a statistically significant difference between mean scores obtained by the experimental group on the pre-post test application of the overall reading comprehension skills favoring post testing.

**Table 8 Means , Standards Deviation and t – value on the pre – post performance of the participants of the study on Conventions dimension of reading comprehension test.**

| Test | Number of students | Means | Standard deviation | Degrees of Freedom | t-value |
|------|--------------------|-------|--------------------|--------------------|---------|
| Pre  | 100                | 3.51  | 0.41               | 39                 | *45.25  |
| Post | 100                | 8.58  | 0.65               |                    |         |

Total scores of student in reading test are (10) points.\* Significant at (0.01) level.

**V. Discussion**

The present study was conducted to investigate the effect of Fb and Ed in teaching of Arabic literacy skills at Faculty of Education in Minia University. The group of study was introduced to the different concepts and skills through activities. Results indicated that students performed better on the post test of writing test. The t-value (145.81) of the post test of the overall literacy skills is significant at ( 0.01) level.

This degree of improvement in students' achievement on the post test of writing can be attributed to one or more of the following variables:

**A. Fb and Ed**

In order to adapt Fb and Ed students in the Egyptian context, the researcher developed analytic scale for using it in the light of Arabic language skills. This clear description of technology media helped the facilitator run the activities efficiently, facilitate the process of student writing and discussions, and make use of the instructional time by keeping students on task. Students were also involved in various activities during these sessions such as oral discussion, group sharing of the notes which they wrote down in addition to the public sharing of ideas on the topics.

**B. Practice of Writing and Reading**

Each student in the class had the opportunity to practice writing and reading the topics guided by Fb and Ed. Students' writing was facilitated by the base for writing provided to them in the pre-writing activities.

To conclude, the study results indicated the effectiveness of Fb and Ed in developing Arabic literacy skills.

**VI. Conclusion**

In light of the results obtained in the present study, the following recommendations can be helpful in the field of teaching Arabic as a mother language.

There is a need to develop social technology materials of instruction designed to help Arabic language instructors to implement the goal of promoting writing and reading through fb and Ed.

There is a need for providing pre-service teachers of Arabic with opportunities to get engaged in discussions during technology media.

**VII. Recommendation**

This study recommended in some points :

- 1- Use social media in teaching another branches in Arabic language ( Grammar , rhetoric , morphology .... ) .
- 2- Design E- learning curriculum by using face book and Edmodo .
- 3- Train Arabic teachers on using social media as teaching strategies .
- 4- Develop Arabic syllabuses and submit it in face book for helping the students to learn literacy skills .

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