



# Utilizing Facebook in EFL Writing Classrooms in Oman

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**Abstract:** This study explores students' attitudes towards the impact of social media (on teaching writing at Buraimi University College (BUC, hereafter). Facebook "FB, henceforth" group creates an atmosphere of active learning. The participants' attitude was measured through a questionnaire and interviews with both students and teachers. Pre-and post-writing achievement tests were administered. So, a mixed approach was used to collect accurate data. Sixty students and fifteen EFL teachers were selected randomly. The findings showed that the FB group excelled in writing. Also, it was revealed that students learned new vocabulary through reading teacher's and classmates' comments and engaged in a collaborative community to produce elegant pieces of writing. Moreover, EFL teachers had positive attitudes toward social media. Furthermore, FB encouraged learners to monitor their progress, think critically, ameliorate their drafts, self-correct, receive teacher's and partners' feedback. These results may contribute in updating the methods of teaching writing in Omani schools.

**Keywords:** Attitudes, Active Learning, Social Media, Collaborative Learning, Writing Skills.

## 1. INTRODUCTION

Technological devices play a vital role in teaching since they are easily accessible to everyone as it is observed in daily life. Nowadays, students spend much time on FB posting and congratulating each other on anniversaries and events. So, the idea of this study emerges from the researcher's observation in the field of teaching. As a matter of fact, FB is open to all students since it is a helpful website.

The main reason behind exploiting FB in teaching writing and utilizing Process Writing is to engage all students in writing activities since there are facilities to post assignments wherever they are through Tablets, iPhones, Smartphone and through available devices. Therefore, the researcher tends to add an account named "Education" on FB to enable participants access, post written tasks, check teacher's feedback. Also, they can read comments, redraft their writing and receive comments from their partners.

The current study is undertaken to encourage BUC students to ameliorate writing skills for the majority of them are poor in writing although they take intensive courses in the Foundation programs but in vain. Moreover, it is easy to access through computers and Android mobiles to have an interactive community atmosphere [28]. Furthermore, face-to-face instruction

along with online guides supports learners to come up to more effective learning output.

To avoid plagiarism, all participants have been trained and told to commit to code ethics towards others' thoughts. Ethical behaviours ensures their commitment and accountability towards their own writing.

This study is an attempt to shift students towards an alternative tool in teaching writing because Omani students are used to spoon-feeding learning since classroom time is too tight to grant all students enough opportunity to refine their assignments.

## 2. BACKGROUND OF THE STUDY

The aim of this study is to utilize FB as a beneficial social networking site and a rich learning environment. The use of FB for educational purposes necessitates a new learning process and a new learning pedagogy. Vygotsky model will be adopted to conduct this study since it concentrates on active learning through collaboration and interaction among learners [25]. In this aspect, this study is based on guiding and following up student-writers online via FB. Interactive website community grants students enough opportunity to fully engage in writing as an active online classroom where knowledge, feedback and critical reflection foster students to identify their language structure mistakes as well as interact in self-correction getting the use of their partners' comments [10], [27], [25]. Today, students consider social media a



powerful tool in the era of the computer. Moreover, it encourages them to interact with their partners and teacher online. It also encourages them to deliver written posts assessing others' tasks, giving and reading feedback.

### 3. PURPOSE OF THE STUDY

The purpose of this study is to discover the effect of using FB in promoting students' writing, to assess their progress in writing performance, give learners enough opportunity to engage in writing process online and eventually pave the way for an effective learning.

The objectives of this study are as follows:

1. To investigate the effectiveness of this probe on EFL students' writing performance in Oman
2. To check the feasibility of introducing this system to EFL teachers in Oman schools.
3. To examine the manifold relationship between theory and application in teaching writing.
4. To discover the applicability of using FB in teaching writing.
5. To facilitate learning writing skills within an active community on FB.
6. To promote new researches in TEFL in Oman.

### 4. RESEARCH QUESTIONS

There are two questions, divided into four sub-questions:

- a. Are there any differences between the students using FB and those who learn writing in traditional classrooms?
- b. to what extent does FB affect university students' writing performance in Oman?

### 5. HYPOTHESES

The following hypotheses will be tested in the current study as follows:

1. Students who are taught writing through FB have positive attitude towards Social media;
2. using FB in BUC writing classrooms motivates students to read classmates' feedback;
3. learners are expected to enhance their writing performance;
4. ESL/EFL teachers will be encouraged to adopt FB in teaching writing skills.
5. BUC educators and learners are disinclined to utilize technology in the classroom.

### 6. RATIONALE

Writing is an essential language skill that gives students enough opportunity to express their thoughts on paper. The majority of students struggle in writing courses despite the efforts EFL teachers exert and the techniques they utilize [14]. Additionally, most students who have been promoted from secondary schools are weak in writing. [3], [13] maintain that teachers' traditional techniques are behind the weakness of students in writing. The researcher of this study attempts to use FB group as an effective technological tool in teaching writing skills in BUC classrooms since it is an opportunity to involve all students in learning writing utilizing the available platform as an interesting way to integrate in writing classrooms as the first attempt in Oman to facilitate writing to students who struggle in that skill and to come out with long life autonomous deep learning. Moreover, learners are in need of a supplementary teaching aids to strengthen student-centeredness and reduce teachers' dominance in classrooms.

### 7. SIGNIFICANCE OF THE STUDY

The idea of the study emerges from the researcher's observation in writing classrooms that students lack competence for producing a well neat-organized paragraph. Students join higher education having accumulated weakness even though they spend twelve years in schools. Additionally, Ministry of Education in Oman exerts significant efforts to promote students' language skills and to overcome pitfalls vainly. This study is necessary to find out solutions to such a problem and to check if FB group instigates students to involve in writing. FB Group technique will be adopted as a tool in developing students' writing. Moreover, teachers at BUC tends to resist change in teaching writing via FB although research findings assert that online learning contribute to effective deep learning in the era of technology [12], [28].

### 7. THE SCOPE OF THE STUDY

This study is limited to BUC female students who are currently taking writing courses at BUC Foundation Program. Moreover, this study deals with FB regardless of other technological devices. The findings are fully based on the experiment conducted in using FB and carrying out Process approach to engage all participants in writing process.

### 8. LITERATURE REVIEW

Using FB group as a class community in teaching writing has become an important and controversial issue in EFL field. FB group grants students enough time to involve in brainstorming, drafting, revising and editing. Such writing process encourages all students to think and express their thoughts regardless of their competence [7].



### A. Why using Face Book?

The use of technology and various devices in teaching language skills is not novice. Presently, it can be stated that Computer Assisted Language is vitally necessary to be used to facilitate teaching writing as a tool to empower students' performance through social networking since most students have writing phobia [4], [22]. Moreover, previous studies affirm that students' positive attitude toward FB as a method of teaching contributes to facilitate the target language [6], [27]. Furthermore, FB has become popular since previous studies indicate that using technology helps students to have responsibility for their writing and motivates them to write confidently [15], [23].

In addition, FB plays an effective role as a connection between formal and learning writing outside the classroom [27]. Besides, FB group grants students a chance to develop their writing [8], [26]. The results indicate that a positive effect of using social networks as a platform to promote students' writing in terms of grammar, vocabulary and sentence structure [5]. Amazingly, [13], [20], [21] ascertain that FB is the perfect platform to conduct learning process.

Learners can compose a text and monitor their progression and development in writing via posting on FB [11]. Interestingly, FB groups are encouraged to prepare themselves for the writing process. Drafting and revising motivate students to think critically and confidently when they brainstorm, analyse, describe and organize ideas [18]. Most EFL/ESL learners struggle to overcome students' poor writing since EFL teachers consider writing a product, not a process. Moreover, the majority of students struggle for producing a well-organized piece of writing due to the approaches most teachers employ in their classrooms [16].

In addition, FB as a pedagogical tool enables students to increase their vocabulary since they interact in English language that forces them to write comments that instigate their schemata [6]. Moreover, FB accommodates all students to immerse in writing activities outside of classrooms. So, students exploit time and efforts to write, read comments and refine their work autonomously. Yancey proposes that FB provides enough opportunities for the students to generate new sentences and fix their writing structure through reading comments [27]. These discover that FB group has a high potential to meliorate learners' poor writing.

### B. Facebook creates autonomous learning

Independent learners may succeed in achieving the ultimate learning outcomes via FB since they analyse the received information and interact with the texts to cope with technological age [4], [5]. Using FB as a platform creates an appropriate learning environment outside of the classroom where learners can engage in writing and be responsible for achieving assignments [2], [9], [20].

Learner autonomy increases the ability to write individually, critically and overcome challenges. Unfortunately, most students are ill-trained to be autonomous learners, and some teachers lack professional skills to be autonomy[7].

### C. Reaction towards FB

Previous studies ascertain that FB affects learning output positively as an online appropriate environment as [1], [16], [17], [6] state that FB "is a powerful tool that is not only build of synchronous and asynchronous technologies that has transformed learning but have also extended the reach of those communicative tools" (p.19). Additionally, FB contributes to enhance ESL/EFL learners' writing performance [24]. Also, FB has unique features that offer valuable educational experiences while maintaining privacy and safety. Furthermore, FB can be used as an online learning community to facilitate learning writing and enhance language skills although students navigate away from focusing on their work [10].

## 9. METHODOLOGY

To answer the current research questions and to test the proposed hypotheses, an experimental treatment was applied to explore the effectiveness of integrating FB in teaching writing. A mixed approach was used to collect accurate data to confirm the validity of using such a probe among BUC students in Oman. The collected data, the verbatim of participation via FB were analyzed to check the fruitfulness of teaching writing through FB group. Also, interviews were analyzed qualitatively. Interviews were recorded after taking permission from participants. The recorded data were analyzed thematically.

### A. Participants

The population of this study is 60 female freshmen students majoring in English and Literature. They are selected randomly and divided into two groups: Exp. G. 30 and Cont. G. 30. Both groups are homogeneous since they are Omani, have almost the same economic status. Also, interviews are conducted with students in Exp. G and 30 EFL teachers (15 males and 15 females).

The researcher of this study formulated FB group and spent a semester in teaching the treatment group writing through FB whereas Cont. G. was left to be taught writing according to the current teaching method used by BUC teachers. Therefore, students in the Ex. G were trained to access and post their assignment on FB and check their teacher's and classmates' feedback regularly following the stages of Process Writing.



### B. Instruments

A mixed approach of qualitative and quantitative was adopted to get an accurate data to check the effectuality of using FB group on students' writing performance. Participants attend pre-and post-writing achievements. Also, a questionnaire was distributed to students and interviews were conducted with EFL teachers who had experience in teaching writing (Appendix I).

The researcher determined attitude toward using social media questionnaire validity by calculating Person correlation coefficients between the scores of the sample on each statement and the total score. Person correlation coefficients were (0.466- 0.833) statistically significant at 0.01 level. This result indicates that attitude questionnaire is valid to apply on study sample. Cronbach's alpha coefficient for the questionnaire is (0.879) which is a high coefficient that indicates highly reliable of questionnaire questions.

To ensure that Ex. G and Cont. Samples are equivalent in their writing performance and attitude toward social media; the pre-test writing achievement test attitudes questionnaire was administered before the application. The results of the subjects were recorded and statistically analysed using Independent Sample T-test. Table 1 shows the mean and std. deviation, t. value, p-value and significant level of each group in English language writing proficiency test.

TABLE I. Mean, Std., t value, p-value significant level of cont. and Exp. G. in writing pretest

CAT.	G.	N	M	S.D	t-value	p-value	Sig level
Writing Skill	Ex.	30	9.7	5.181	0.095	0.924	Not sig.
	Cont.	30	9.83	5.651			
Attitude	Ex.	30	46.37	4.319	0.881	0.382	Not sig.
	Cont.	30	45.10	6.582			

\*\* t, critical value at df 29 and sig level 0.01=2.756  
\* t, critical value at df 29 sig level 0.05=2.045

Table 1 demonstrates that the computed (T) value is lower than the critical (T) value. This result illustrates that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of experimental group and control group in the level of writing skills pre-test and attitude preapplication. This result reveals that Ex. and Cont. G are equivalent in their writing skills level and attitudes towards using social media.

### C. Findings and discussion

To test the first hypothesis: There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of writing skills between the mean scores of Ex. G in pre-and post test." To examine the first hypothesis, the researcher used Paired Sample T- test to calculate the differences between the mean scores of experimental samples in writing pre-test and post-test. The results were demonstrated in table 2.

TABLE II. Mean, Std. D, t value, p-value and significant level between Ex.G mean scores of writing pre-test and post-test

CAT	G.	N	M	S. D.	T value	p-value	Sig. level
Skill	Pre-test	30	9.7	5.181	7.875	0.00	Sig at 0.01
	Post-test	30	13.53	3.192			

\*\* t, critical value at df 29 and sig level 0.01=2.756

\* t, critical value at df 29 sig level 0.05=2.045

Table 2 shows that the computed (T) values are higher than the critical (T) value at degree of freedom 29 and significant level (0.01). This result means that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of writing skills between the mean scores of Ex. G in pre-test and post- test.

Second hypothesis indicates that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of writing skills between the mean scores of Ex. G. and Cont. G in the post-test." To examine the 2nd hypothesis, the researcher used Independent Sample T-test to determine the difference between the mean scores of Ex. and Cont. G sample in writing achievement post-test as shown in table 3.

TABLE III. Mean, Std. D, t value, p-value significant level between cont. and Ex. G mean scores in writing achievement post-test

CAT	G.	N	M	S. D	T value	p-value	Sig level
Skill	Ex.	30	13.53	3.19	2.905	0.006	Sig at 0.01
	Cont.	30	10.07	5.71			

\*\* t, critical value at df 58 and sig level 0.01=2.660

\* t, critical value at df 58 sig level 0.05=2.000

Table 3 shows that the computed (T) values is higher than the critical (T) value at degree of freedom 58 and significant level (0.01) for writing skills post- test. This result means that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of writing skills between the mean scores of Ex. and Cont. G. in pre-test in favor of Ex.G. There are differences between the students who experienced writing through FB and those



who maintain on learning writing in the current classrooms. Additionally,  $\eta^2$  was computed to determine the effectiveness of using FB as a viable social media in developing writing skills as illustrated in table 4

TABLE IV. Eta Square coefficients of the Effect Size of using social media in writing skills

CAT	T value	(df)	$\eta^2$	Effect size
Skill	10.877	29	0.681	Large

Table 4 shows that  $\eta^2 = 0.681$  which mean that using FB in learning has a large effect in developing writing skills of the students. The results of 1<sup>st</sup> and 2<sup>nd</sup> hypothesis indicate that writing skills level of students using FB was higher than those who learnt writing in BUC traditional classrooms.

Third hypothesis shows statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of writing skills between the mean scores of Ex. G in attitude toward using social media pre-and post-application. To examine the third hypothesis, the researcher used Paired Sample T- test to calculate the differences between the mean scores of experimental sample's attitudes toward using social media in pre-and post-application as illustrated in table 5.

Table V. Means, std. D., t value, p-value and significant level between Exp. G attitude toward FB pre-and post-application

CAT	G.	N	M	S. D	T value	p-value	Sig level
Attitude	Pre. app	30	46.37	4.32	6.414	0.00	Sig at 0.01
	Post. app	30	51.10	3.70			

\*\* t, critical value at df 29 and sig level 0.01=2.756  
\* t, critical value at df 29 sig level 0.05=2.045

Table 5 shows that the computed (T) value is larger than the critical (T) value at degree of freedom 29 and significant level (0.05) for the total score of attitudes questionnaire. This result points out that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of attitude toward using social media between the mean scores of Ex. G in pre-application and post-application process.

Fourth hypothesis reveals that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of attitude toward using social media between the mean scores of Ex. and Cont.G attitude toward using social media in post-application. To examine the 4<sup>th</sup> hypothesis, the researcher used Independent Sample T- test to determine the differences between the mean scores

of Ex. and Cont. sample of attitude toward using social media as shown in table 6.

TABLE VI. Mean, Std. D, t value, p-value sig. level between cont. and Exp. G. mean scores of attitudes "post-test"

CAT	G.	N	M	S.D	T value	p-value	Sig level
Attitude	Ex. G	30	51.10	3.70	3.815	0.00	Sig at 0.01
	Cont. G	30	46.17	6.04			

\*\* t, critical value at df 58 and sig. level 0.01=2.660  
\* t, critical value at df 58 sig. level 0.05=2.000

Table 6 shows that the computed (T) values is higher than the critical (T) value at degree of freedom 58 and significant level (0.05) for attitude toward social media in post- application. This result means that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the level of attitude toward using social media. Such result indicates that students in Ex. G. improved their writing. To ascertain accurate result;  $\eta^2$  is computed to determine the effectiveness of using social media on student' writing via FB as illustrated in table 7.

Table VII. Eta Square coefficients of the Effect Size of students' attitudes towards using FB

CAT	T value	Degree of freedom (df)	$\eta^2$	Effect size
Attitude	6.414	29	0.587	Large

Table 7 shows that  $\eta^2 = 0.587$  indicate that using FB in learning writing has a large effect on students' attitude towards FB. The result of 3rd and 4th hypotheses demonstrates that using FB in teaching writing was highly improved their attitude toward using social media.

Based on the findings of the study, it is revealed that learning writing in the English Language in Oman entails much work from both teachers and students. So, the challenge is a controversial issue since there is lack of rich environment to utilize social media. Data analysis showed that students who had experienced writing through FB outperformed those who used the current approach teachers adopted in BUC writing classrooms. Besides, FB encouraged respondents to write comments on partners' essays.

Amazingly, qualitative interviews support quantitative result. It reveals positive reaction towards FB as a powerful, promising and an alternative tool to depend on.



### *Analysis of students' interviews*

Interviews were conducted with all participants in this study as well as 15 EFL teachers with two aims: (1) to understand the context of FB specifically among BUC students and generally in Oman. (2) to verify the data collected by questionnaire, pre-and post-writing tests.

#### *Extracts from students' interview*

##### *Extract1 (good students)*

"Learning writing via FB encouraged us to interact with classmates and the teacher in an active learning community. We got enough chance to practice writing in English smoothly since it was fast and easy to access and evaluate our essays. It was interesting to learn from our friends' comments without shyness and reluctance. Moreover, it was comfortable to post assignments easily."

##### *Extract 2 (intermediate students)*

"FB is a beneficial platform since it gives us sufficient opportunity to practice writing and follow Process Writing stages our teacher employs. We like drafting and revising on FB after receiving feedback from both the teacher and FB friends. It also encouraged us to read our partners' comments and write ours that increase vocabulary and reduce our mistakes. Writing has become interesting since there is time to proofread drafts before posting on FB."

##### *Extract 3 (Weak students)*

"Although we are weak in writing and we cannot write a neat paragraph, our grammar and sentence structure have improved. Also, our vocabulary has increased during reading and writing comments. FB is an ideal way to interact and involve in learning process."

### *A. Analysis of teachers' interviews*

#### *Teachers' attitudes towards FB*

The majority of male and female teachers maintain that FB is effective and has a positive result in teaching essential writing skills. FB motivates the discouraged learners and reduced writing phobia since students were engaged in the writing process, received and gave feedback, drafted and redrafted writing an assignment. Both male and female teachers supported the idea of using FB in teaching writing skills in Omani schools, colleges, and universities due to its successful result. The majority of teachers (male and female) stated that teaching writing via FB where students work hard to write and post their products and monitor their improvement in writing.

#### *EFL teachers' reaction towards FB*

"Although FB requires skills and regular following up, it encourages students to produce well-organized essays, learn new vocabulary and write comments. Such

activities conducted on FB improve the quality of students' writing since students familiarize themselves with materials before posting."

"Social media motivates students to carry out the steps of the writing process, collaborate, give feedback, guide students to write autonomously and think critically when brainstorming the related ideas to the targeted topics."

"Utilizing a FB group helps to produce better pieces of writing, develop students' vocabulary and lessen spelling mistakes made during redrafting although Omani teachers tend to use the traditional classroom setting and refuse accepting new systems."

"FB is a novel pedagogical teaching tool among EFL Omani learners despite distracting them from the main goal and some of them may be addicted to harmful navigating away from their work".

Using qualitative approach brought out positive perspective towards integrating FB in teaching writing as an important social media used by the majority of people across the world. Students declared that feedback increased their vocabulary and affected their writing quality (Extract 1).

Furthermore, intermediate and weak students stated that they could achieve writing assignments using process writing thoroughly. Also, they said that feedback from their teacher and classmates encouraged them to rewrite essays neatly and interestingly. The participants indicated that FB promoted their writing performance and had much fun in writing (Extract 2).

Besides, the participants weak students revealed that FB group enhanced their writing and ideas were reorganized smoothly. They could also monitor their progression in writing.

## **10. RECOMMENDATIONS**

Based on the findings of this study, FB platform as a teaching tool has achieved great success and promoted students' writing achievement during a semester even though, there are some gaps such as distracting learners from their work. So, educators are requested to employ social networking in teaching writing so as to reduce students' dependence on teachers and inspire much confidence and enthusiasm toward writing. In Addition, teachers are to be trained to integrate technology in teaching to empower students' writing but they have to balance and conform writing activities to the needs and preferences of students. Furthermore, the result of this probe can be extended to other areas across Oman to make use of FB group as a successful teaching implement to stimulate students to take more



responsibility for their learning. Based on the results of this study, FB is a vital tool in EFL/ESL classrooms since some teachers lack the necessary pedagogical savvy.

## 11. IMPLICATION

The findings of this study may contribute to change the mentality of EFL teachers and students towards utilizing FB in learning writing skills in a collaborative atmosphere. It also indicates that future studies are required to clarify the differences between FB and other social media platforms such as Watt's, Wiki, Google+, Wordpress, Edmodo to ascertain the most suitable tool to enhance students' writing performance. Furthermore, further research can be conducted to employ writing process approach in teaching using a diverse number of technological devices. Moreover, students can enhance their grammatical knowledge, sentence structure, and vocabulary that affects their writing competence. To get effective output via FB group with careful manipulation, teachers and students should change their perspective towards incorporating FB as a powerful pedagogical tool in teaching and learning writing skills.

## 12. CONCLUSION

This study examines the effectiveness of integrating FB in teaching writing at a university level as a pedagogical teaching support. Besides, the findings of this study show that FB groups surpass those who receive traditional teaching in BUC classrooms. Respondents of this study demonstrate that they gain new vocabulary from reading comments and feedback. Moreover, peers' opinions and ideas empower their writing and encourage them to complete assignments and post on FB. It is also found out that students' distraction by other features of FB group impedes employing FB in some classes despite the effective influence on students. In addition, it is revealed in that using Process approach via FB in teaching and learning writing skills affects students' writing performance. Moreover, this study proves the significance of social media since it empowers students in the class and improves their writing and language skills. Unlike the traditional classroom, FB allows learners to interact with others, and push students to use the writing process more effectively. Also, this study shows that FB group engages in an interactive community atmosphere that inspires students to write critically and autonomously. Furthermore, it is found that university students are open to the feasibility of using FB to support classroom activities and have a student-centred environment. In terms of writing, it is revealed that FB has been a platform for students to be involved in the writing process independently. In addition, students confirm that they will use the knowledge they learn.

Further researches are required to overcome the challenges teachers and learners encounter with social networking as a pedagogical teaching platform since it is not merely a waste of time if it is used appropriately. Besides, it is an opportunity to employ such a tool in education and update teachers with effective techniques to promote students' language skills through using diverse activities outside of the classroom to avoid unenthusiastic and boring lessons. The result of this study indicates that social networking has become a basic component of daily life. It is necessary to alternate conventional teaching with online learning activities among the new generation to techno savvy aspirated learners.

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#### APPENDIX (I) Students' Questionnaire

This questionnaire is important to a study on using Facebook in teaching writing. You can check ( / ) Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5).

N	Statement	R
1	I like to post my assignment on Facebook.	
2	My teacher's feedback encourages me to write better.	
3	Facebook motivates me to write and read partners' comments.	
4	Facebook groups' feedback increases my vocabulary.	
5	Facebook encourages me to correct mistakes confidently.	
6	Writing via Facebook raised my self-esteem..	
7	Posting assignment reduces classroom writing phobia.	
8	Reading my classmates' posts empower my reading skills.	
9	Facebook discourages me to write confidently.	
10	I am motivated to post assignments on Facebook.	
11	Facebook helps me to write independently.	
12	I feel that Facebook motivates me to write consistently.	
13	I like to jot down ideas on Facebook.	
14	I am interested in posting my writing on Facebook.	
15	Facebook creates an interactive community among us.	



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