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**Investigating the Cultural Effects of Social Media on Learners'
Performances in Writing English as a Foreign Language
The Case of Third Year (3rd) Students at the English
Department- BATNA 2 University**

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Abstract

Writing is a complex process of language communication and a creative thinking process where the writer experiences complex structural options and content organization. Thus, teaching writing for most teachers is a tough task, in order to get their students organize their English writing style in a native like way. This research aims at discussing one of the most important impediments towards appropriate academic English writing performances for both students and teachers which is the students' native culture. Additionally, the current research investigates the role of the SNS Facebook in strengthening the native culture negative effects in a more nuanced view added to the already existing literature. The case study limits its scope to 70, purposefully selected, third year students at the English department-Batna 02 university. This research combines both qualitative and quantitative approaches, and adopts descriptive, co-relational and quasi-experimental research methodology in a mixed method approach. A mixture of research instruments were implemented; a students' questionnaire, a teachers' interview and a set of pre-tests and post-tests writing tasks. The Obtained data were analyzed and both quantitative and qualitative results were displayed in details. The obtained results showed that L1 (native language) transfer, religious conformity, cultural resistance to openness, and the education background embedded in the students' native culture are the major cultural elements that impact the students' writing performances. Moreover, the SNS Facebook is a serious generator of the cultural effects. Some recommendations were suggested in order to decrease the cultural effects of Facebook on the students' writing performances as a reflection to both teachers' and their students' perceptions and according to the research obtained results.

Key words: Academic writing - Culture – Facebook – Thinking – Cultural Elements

Dedication

With deep love, this research is dedicated to:

My Parents

whose constant love, prayers and support keep me

motivated and confident

My Wife and Children

Nour Elyakine and Bijad

For their patience

My Brothers and Sisters

for their encouragement

People who supported me

to finish this research

This is your success as much as it is mine

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I extend special thanks to my colleague teachers and my dear students who took part in the investigation and who provided invaluable contribution.

Declaration

I, Abdellah Behloul, a PhD candidate at the faculty of Letters and Foreign Languages, hereby declare that the work entitled - **Investigating the Cultural Effects of Social Media on Learners' Performances in Writing English as a Foreign Language The Case of Third Year (3rd) Students at the English Department- BATNA 2 University-** is my original work. It has not been submitted in substance for any other degree or other award neither in the past nor at the present time.

All the presented work has not been copied from any other persons' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written by another person.

This research work was supervised by Professor GHOUAR Omar, at the Department of the English Language, University of BATNA 2.

Candidate signature: Mr.BEHLOUL Abdellah

List of Abbreviations

L1	Mother Language
L2	Second Language
FL	Foreign Language
EFL	English as a Foreign Language
SNS	Social Network Site
OCWC	Online Collaborative Writing Class
SPSS	Statistical Package for the Social Sciences
PCA	Principle Components Analysis
FA	Factor Analysis
KMO	Kaiser Measure
MSA	Measure Sample Adequacy

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Chapter One

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Chapter One

Introduction

1. Background of the Study

Zue (2002) defined writing as a complex process of language communication and a creative thinking process, where the writer experiences complex mental organizations of lexis, structural options and appropriate planning to both the content and the form. Being a complex cognitive activity, Wang (2000) claimed that writing a good essay is an organic organization of content and form. Teachers of English always complain about the difficulties they encounter in trying to get their students write in a way close to a native like. Therefore, teaching/learning writing in English is a difficult task for both teachers and their students.

Cumming (1991) stated that for “the West, Arab EFL student writers are perceived as knowledge tellers, who transmit information, rather than knowledge transformers, who synthesise information into personal and critically meaningful concepts” (p. 98). The Arab rhetoric perceives writing in the traditional style where it abides by rules and certain structures. Ryan (2005) reported that the formality of the educational system of Arabic speaking learners of English consists of traditional drills and structured written exercises. In other words, students do not write freely; instead, they abide to special models of writing. Doushaq (1986) claimed that Arab learners find it difficult to write in English language since the writing process requires them to think.

Hyland (2003) declared that proper contextual awareness in addition to appropriate writing instruction can help learners improve their writing abilities. Issues like mother language transfer, religious conformity, cultural resistance to openness and educational background may affect the way Arabs perceive learning, in general, and

learning to write in a foreign language more specifically. Henceforth, we may need to reappraise the conception of Arab learners as being good writers in English.

In the last century, Arab-speaking EFL learners witnessed an important attention in the field of education research. Many studies were conducted to investigate their difficulties in EFL writing. Results demonstrated serious problems and difficulties which obscure the learners' ability to express their thoughts on academic papers. These impediments usually stem from the interference of native culture and are systematic (Ridha, 2012).

Al-khreshes (2011) (as cited in Abu Rass, 2011) analysed the writing samples of 120 Jordanian students that included 426 errors which could be attributed to L1 interference. Similar studies in the works of Al-khatib (2001) in Jordan, Koch (1983), Barry (2014) with Saudi students in Okland University in Michigan, Khuwailleh and Al Shoumali (2000) in Syria, Lakkis and Abdelmalak (2002) Jordan, Ahmed (2010) in Egypt. Their findings revealed that certain features of Arabic discourse are transferred, and this may influence Arab students to repeat words or phrases in English. In addition, presentation and elaboration are features of argumentation in Arabic writing; therefore, Arabic speaking students are affected by different cultural aspects and do not provide English language related perspectives in their arguments and rhetoric patterns. Besides, Dweik (as cited in Alsamadani, 2010) stated that students often develop ideas indirectly repeating phrases before stating the main points, in addition to weaknesses in terms of vocabulary and ideas organization, which is dominant language and cultural transfer in their writings.

Kaplan (1966) pioneered "the deterministic hypothesis, suggesting that people from different linguistic and cultural backgrounds organize discourse differently as a reflection of their native language and culture" (p. 76). Since then, numerous authors

such as Hing (1993), Mohan and Leo (1985), Qi (1998), Wang (1994), have pinpointed the influence of cultural thinking patterns on values, behaviours and language use of EFL learners.

Additionally, the same authors explained negative transfer as a result of the cultural interference in terms of rhetorical organization of the writer's native language. However, some positive transference can occur due to the existence of universal thinking patterns present in writing conventions that exist beyond the level of syntax and grammar structures. In other words, universal thinking patterns can be considered as a form of underlying structures of academic knowledge, such as common components of academic language proficiency, which are thought to be transmitted and emphasised through social networking sites (SNSs) (Ellison, Steinfield, & Lampe, 2007).

The contemporary explosion in computer-mediated communication has led to a phenomenal upsurge in the availability and use of SNSs. These latter provide a virtual platform where users can establish or maintain connections with others. Facebook, one of the most popular SNSs, was launched on February 4th, 2004 and reliant on a continually developing infrastructure. It is one the most trafficked sites in the world, even more than Google (Ellison, Steinfield, & Lampe, 2007).

Despite the fact that Facebook is used for various social purposes, many studies have been conducted on how learners use Facebook and its influence in promoting students' academic studies. Students use Facebook for academic purposes; they exchange ideas, create discussions and develop their field of interests. It creates a power to interact and make the world more open and connected. For this reason, SNSs including Facebook have great effect on the learning process. Cross-cultural studies are conducted in order to observe the influence of Facebook on users. The reported results

revealed that online cultural influence has an important impact on offline practices as well as appropriation and re-contextualization (Ellison et al., 2007). In terms of academic writing, findings revealed that formal language use could contribute to an inability to convey meaning accurately, which would diminish formal language focus even learners had the impression that this social utility does make an impact on their writing performances. The realisation of this fact not only by teachers, but by learners as well, is significant in that it emphasises the strong awareness of how new technologies and social media may affect their work, to the point that they themselves are witnessing its presence. Ultimately many studies contributed to confirm the claim that Facebook has an influence on the learners' written work which coincides with an inability to convey meaning effectively in written academic work.

Moreover, other researches yielded interesting results regarding the positive effect of Facebook use on the learners' written academic work. The realisation of this fact, by both teachers and learners, is of a paramount value in that it emphasises the awareness of how new technologies and social media may influence the written work. Our current study is an attempt to discover the extent to which Algerian students writing performances might be affected positively or negatively by this social network and how it might foster the influence of the students' native culture on their writings (Ellison et al., 2007).

2. Statement of the Problem

“A problem might be defined as an issue existing in the literature, theory, or practice that leads to a need for a study” (Cresswell, 2014, p. 50). Henceforth, the research problem should be clearly formulated in order to stand out and be recognizable.

With regard to the already mentioned aspects and to the main issues highlighted, what is considered as one of the barriers of the non-natives in English writing is the cross-cultural differences, since students' language and cultural backgrounds may affect their writing (Clyne, 1987, Golebilowski, 1998, Mauranen, 1993, Martin, 2003, Moreno, 1997). Culture is a word which covers various areas in life and, consequently, it has been defined by different authors in different ways. Hall (1976) defines culture as "the way of life of a people; it is the sum of their learned behaviour patterns, attitudes, and material things" (p. 20). Hall, also, considers culture to be learned but not innate. "Culture is a code we learn and share; this learning and sharing require communication" (Smith, 1966, p. 56). In a similar definition, Becher and Trowler (2001) define culture as a set of "taken-for-granted values, attitudes and ways of behaving, which are articulated through and reinforced by recurrent practices among people in a given context" (p. 23).

In a number of studies of cross-cultural differences of non-native students; Hyland (2003) has pointed to the challenges non-native speakers face when they learn how to write academically in a foreign language. According to these studies, problematic interferences from the L1, group orientation, unity of belief, religious conformity, and the educational background of students can influence the different aspects of writing in a foreign language; for instance, misplacement of new information, redundancy, being firm or tentative, textual organization, limited use of cohesive ties and argumentative strategies, lack of meta-discursive guidance, and etc. Therefore, knowledge of instructions of the appropriate patterns can help non-native writers improve their writing in a way that it receives acceptance from the native ones.

Regarding to what was mentioned before, it is clear that students' academic writing is dramatically influenced by their native culture. Therefore, through this study we try to

look at and explain the different features of academic writing to help students at the English department Batna 2 University in accommodating their writings with the scientific patterns by considering the aspects which seems to be applied rightly in writing for the academic community. There are eight (08) main features of academic writing, considered by Hedge (2005), academic writing is to some extent complex, formal, objective, explicit, hedged, and responsible and it uses language precisely and accurately.

This point which raised our own concern in investigating this issue is also supported by the teachers of the English department in charge of different modules which require students' written production, with whom we had established a pilot study in a form of discussions before we set the problem in its final aspect. Teachers complain about the way students write and confirm the unsatisfying written expression performances in tests and exams in different modules. Grammar structure, writing style, coherence and cohesion are the major aspects where students perform poorly. In addition, they admitted that students do not respect the academic writing norms.

As the pilot study is an essential component for good research design, it is conducted to evaluate the feasibility of some crucial components of the full-scale study; "*You never test the depth of a river with both feet*" (Kumer, 2011, p. 109). A pilot study must provide information about whether a full-scale study is feasible and list down any recommended amendments to the design of the future study (Cresswell, 2014), in addition to establishing a solid standing ground for the study about the existence of the problem in order to avoid any subjective evaluation of the situation. Henceforth, searching for more evidence to support our standing point, we opted for administering a questionnaire to a group of students (120 third year students) at the level of the English department-Batna 2 University, in the academic year 2018/2019. The findings of the

questionnaire confirmed that students are classified as poor writers of English according to their own claims and the ones of their teachers, too, due to many factors namely and most importantly the cultural ones.

Therefore, the issue under scrutiny is that students at the English department encounter serious difficulties and challenges while writing in English language.

3. Aims of the Study

The present research is conducted in order to inquire into the extent to which the students' academic writing performances could be affected by their native culture. The following primary objectives are set:

1. Investigating the students' writing difficulties while producing an academic English piece of writing.
2. Exploring the correlation between the native culture and the students' academic writing.
3. Exploring the emergence of the cultural factors in the students' informal writing through Facebook communications.
4. Exploring how the SNS Facebook may influence the correlation between students' native culture and their performances in EFL writing.

4. Research Questions

Research questions naturally emerge from the research problem; besides, our interest in this topic comes from a cognitive, developmental, and constructivist perspective. We aim to shed some light on some heuristic research questions with respect to the Algerian EFL students in this study; thus, the research problem is further operationalized through the following questions:

1. What are the difficulties faced by students while writing in academic English?

2. What are the cultural factors that appear in the students' academic writing?
3. How are the underlying cultural thinking patterns revealed in the linguistic aspects of the Algerian EFL learner's essays?
4. What are the cultural factors that appear in the informal writing of students in the Facebook communications?
5. How are the cultural effects transmitted through Facebook to academic writing?
6. How do the cultural factors affect the students' academic writing?
7. To what extent does the students' native culture affect their performances in academic English writing?

5. Hypotheses

The study is designed to test the following hypotheses:

- *Hypothesis 1:* There is a significant correlation between the students' native culture and their academic writing performances drawn by the use of the SNS Facebook.
- *Hypothesis 2:* The students' poor performances in academic writing may well be due to the influence of their native culture.

6. Rationale for the Study

The fact that writing problems exist even after ten years of English instruction in Middle school, high school and university education is definitely a cause of concern because writing tends to be affected by some implicit elements that are acting as a kind of burden on the students' writing. These elements reside in the students' native culture in addition to the students' indulgence in using social media namely Facebook. It is why students at Batna 2 University are stereotyped as poor writers. This reality has been

confirmed through the pilot study that was conducted as an exploratory investigation with both teachers and their students.

The current study focuses on explaining difficulties faced by Algerian learners in terms of the writing skill and more precisely shedding light on difficulties generated from the students' native culture interference. Students' awareness of the cultural impediments will probably help them; at least, to control the multifacets of mother language transfer. Besides, this study implicates one of the very popular social network sites (Facebook) which is believed to be a phenomenon that drags down students writing due to its excessive use without ignoring some of its positive aspects in the universal language transfer.

In fact, along the line of the literature, and based on the results obtained from the pilot study, we believe that students of English language face writing challenges raised by the cross-cultural differences and lack of intercultural awareness and even fostered by the excessive use of the social network site Facebook. Henceforth, this study provides a review and strength to the existing literature in regard to cultural transfer by Arab Muslim students writing in English and adds a significant element which is the impact of the use of the SNS Facebook on the relation between native culture and academic writing.

7. Significance of the Study

It has been a common criticism often heard in Algeria that a lot of university language students are unable to express themselves in a comprehensible manner in writing. Therefore, this research is an attempt to understand and explain contextually significant challenges in writing that Algerian learners meet. Cultural awareness will probably help students diminish the impediment cultural factors such as the cultural resistance to openness, L1 transfer, religious conformity and the education background.

Henceforth, this study sheds light on the cultural challenges faced by Algerian students while writing academically and determines the extent to which the academic writing is influenced by the students' native culture.

Culture and language are complementary patterns for an efficient performance in any piece of writing. By understanding the different cultural challenges facing students, they will develop cross-cultural awareness. Thus, the value of our study will contribute to cultivating in our students a more elaborated awareness of the necessity to learn English without ignoring its culture for they make two sides of the same coin.

Moreover, the significance of our study lies in our attempt to uncover the elements of academic writing affected by the mother culture in order to help EFL teachers' adjust their ways of teaching writing. Also, the results obtained in this research might be a contribution to the already existing body of knowledge so as to provide researchers with an insight into further approaches to study culture in the educational setting. The gap filler in literature resides in the thorough diagnosis of the way the SNS Facebook influences the relation between culture and academic culture.

Hopefully, the results of this modest research can serve as a reference for other investigators who carry out similar studies. Accordingly, researchers can try to carry out more studies on the cultural effects of other SNSs in order to provide different insights that may serve in the educational field. The potential value of this modest study will essentially serve the field of education and the LMD English language students.

8. Basic Assumptions

We assume that we are aware of the limitations of the current study which may, to a certain extent, influence our research. We, also, assume that our participants will respond to the provided questions to the best of their knowledge in a very honest way. As well, the SNS Facebook is taken as a moderator variable in order to manipulate the

cultural elements under investigation. Accordingly, we believe, all the participants are aware of how to use Facebook as a means of correspondence for both educational and non-educational topics. Culture is further operationalized in scope to four determined elements. We are aware that the type of writing meant in this study is the academic writing because, most often, students are asked to develop formal essays in official exams. As language, within itself, carries culture, values and ways of thinking of its speakers, we assume that English language writers in the English department – Batna 2 University face difficulties in written performances because the Arab culture and English culture do not bare the same premises.

9. Research Methodology

9.1 Choice of the Methods

The current research attempts to inquire into the impact of the students' mother culture on their academic writing performances. Therefore, this perception propelled us to establish a cause-effect relationship. In our study we could manipulate the cultural influence as an independent variable through the implementation of the SNS Facebook as a moderator variable. The observed variable was the academic writing performances whose consequent effects were measured through conducting a quasi-experimental framework. Additionally, in order to display the association between the students' mother culture and their academic writing performances, and measure how this association is affected by the use of the SNS Facebook, a correlational study was set before and after the experiment.

So as to add more consistency, reliability and validity to the experiment outcomes, participant teachers were invited to provide, through a questionnaire, their opinions about the recommendations announced after discussing the research results. Henceforth, analysing the respondents' opinions implies using the descriptive method. Briefly, this

research combines both the qualitative and quantitative approaches of enquiry, it involves quasi-experimental, correlational and descriptive methods. Thus, the main research plan of this study is the mixed methods approach. Concerning the teachers' population, the department comprises 33 permanent teachers.

9.2 Population and Sampling

The target population in the current study are third (3rd) year students at the English department – Batna 02 University regularly enrolled in the academic year 2018/2019. The population consists of 458 students among which 76.20% are females and 23.80% are males. The whole population is dispatched over 10 groups.

Since it is too difficult to conduct an experiment on the whole population for time and effort limitations, the investigation was conducted on a sample of six (06) permanent teachers and seventy (70) participant students who were purposefully selected after being individually interviewed about their willingness, motivation and commitment in taking part in an online research; thus, purposive sampling was the major sampling technique in our sample choice.

Our sample was divided into two groups; the experimental group (EG), which consists of thirty five (35) students who underwent through the online experiment using the Facebook platform group of study called 'Facebook and Writing', and the control group (CG) which consisted of thirty five (35) students who have answered the pre-tests and the post-tests questions. It is worth mentioning that the participants of our sample live in the same city 'Batna' and share common cultural backgrounds (after having been selected from the 120 students of the pilot study participants) including the mother language and the education background. The fact of sharing common features of culture, our participants relatively make a culturally homogenous sample of study.

9.3 Data Gathering Tools

The appropriate data gathering instruments were selected in accordance to the research methods adopted in this research and the information required in fulfilling the research objectives.

The first stage of the research included the pre-experiment data gathering tools which involved the students' questionnaire that was administered to a hundred and twenty (120) third (3rd) year students at the English department Batna 2 University. In addition to the teachers' interview with six (06) teachers in the same department. These preliminary data gathering tools were used for the purpose of objectively analyse the research problem and avoid any kind of biasing from the part of the researcher.

In the second stage, we conducted an experiment on a group of third year (3rd) students (N = 35) by implementing Facebook as a means of communication through informal discussions in a restricted blog group. The research project followed a tradition of studies consisted of pre-post tests techniques (Cohen, 2007); thus, a pre-test was administered to both groups EG and CG, in a form of essay writing, in order to determine the participants' academic writing performances and the mother cultural inferences in their English writing. By the end of the experiment a post-test was administered to both groups so as to evaluate the extent to which the independent variable 'culture' has affected the dependent variable 'the academic writing'.

In order to collect factual data about the teachers' attitudes regarding the suggested recommendations after having discussed the current research results, we opted for inviting them to respond to questions related to these recommendations. This research instrument (teachers' questionnaire) was intended to add more validity and reliability to our findings and suggestions regarding the current study under investigation.

10. Limitations of the Study

The actual study is limited by the nature of variables under investigation. There is no single way to approach the concept of 'culture'. Therefore, in this study, 'culture' is limited in scope to four (04) basic elements including the mother language transfer, cultural resistance to openness, religious conformity and the education background of learners. These factors, according to the literature, might well contribute in impeding the learners' performances in writing. Therefore, the remaining cultural factors might be a field to further research.

Additionally, this study is limited by the findings identification and categorization, reflection and analysis, synthesis and evaluation which are not the only but the fundamental factors that might approach culture and writing. Similarly, limitations go further to the learners' dispositions, readiness and motivation to respond to the questionnaires and the study tests.

11. Delimitations of the Study

Delimitations suggest how the study will be narrowed in scope by providing descriptions of the population to which generalizations accurately may be made (Cresswell, 2007). This study adopted a case study research strategy. The research setting and the focus on a single unit limits its generalizability of the findings to other situations. The findings cannot be extrapolated to a wider population beyond this context because of the unique characteristics of the participants in this specific research setting.

The current study took place within third year (3rd) students' context in the department of English language at Batna 2 University and was conducted during the academic year 2018-2019. Thus, the outcomes and the conclusions to be reached may

well not be generalized to other departments where students are facing different conditions of work. Also, the study was delimited by the duration that was three months of exploration.

Eventually, it cannot be denied that the sampling technique of the actual research affects the generalizability of the findings over all the third (3rd) year students in the English department. The purposive technique implies that the way a researcher designs a sample must be tied to the research objectives.

12. Operational Definitions of Terms

- **Culture**

With roots in Vygotskian learning theory (Vygotsky, 1978), culture can be described as the shared way of living of a group of people. It is used to encompass commonly experienced aspects of the group's lives, such as shared knowledge, backgrounds, values, and beliefs, forms of expression and behaviours that may impact classroom interactions (Bishop, 2002; Bourdieu, 1984). This means that the cultural practices that we engage in as we move across every day, school and professional contexts both shape and constitute our learning.

- **Academic writing**

Academic writing refers to any formal writing performed in an academic setting. It is not related to a special field or discipline. Professors, students and researchers write academically to convey ideas. Argumentation, precision, logical organization and objective style are the main qualities of an academic writing. Academic writing enables the reader to engage critical thinking in discussing all kinds of issues (An Introduction to Academic Writing, 2019).

- **Social media**

Social media are those novel technologies which offer interaction facilities, sharing information, ideas and interests through virtual communities and networks. Nowadays, social media exist in large numbers and witnessing important competition to attract more and more users. Users create personal profiles and identities on website that are designed by the social media organization. Social media are making a revolution of information transfer in different disciplines.

- **Facebook**

Canter (2013) stated that “Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues” (p. 48). Facebook is currently the largest online social network with over two billion users worldwide. Facebook’s popularity has rendered it the focus of considerable debate within the academic world in relation to its implications on relationship foundation, identity construction, personal and professional limitations and learning outcomes (Canter, 2013).

- **Language Transfer**

The process of transfer from the mother language features like phonology, syntax and semantics to a foreign language is called language transfer. Differences between the two languages lead to negative semantic, lexical or syntactic transfer which causes errors in expression.

- **Background**

The one’s background is the kind of family s/he comes from and the kind of education s/he has had. It can also refer to such things as his/her social and racial origins, his/her financial status, or the type of work experience that s/he has.

- **Education background**

The educational background refers to the knowledge that students' acquired throughout their life and which is considered as a capital for their social and educational performances. It is also the basis for additional knowledge (Robinson, 1994). It is stated that students develop an academic culture that is related to the learning environment provided by academic institutions, the relationship between students, and lecturers, education system, lecture style, and assessment measurements (Pilgrim & Bledsoe, 2011).

13. Thesis structure

The actual thesis includes five logically transitioned chapters, each of which facilitates the access to target information, they are explained as follows:

Chapter One, the General introduction, presents the background and the scope of the study with the main issues, in addition to the research plan and summarises of the most important methodological decisions, including the research problem, aims of the study, research questions, hypotheses, and the significance of the study; besides, limitations, delimitations and the rationale of the study. This part of the thesis ends up with definitions of the essential terms, appears throughout the whole work, and the structure of the thesis.

Chapters Two is devoted to the literature review related to the main issues under investigation which consists of three main sections. Section One highlights the necessary information treating the concept of 'Culture' and consisting of distinct definitions and components, In addition to co-relational interactions with specific concepts, such as 'language and culture', and 'writing and culture'. Section Two focuses on the different SNSs from a historical perspective to a cause effect relationship

with foreign language skills including the writing skill as an essential competence in the current study. Section Three, on the other hand, provides detailed overview of the writing skill. The sense of this chapter pulls the reader from a general perspective towards writing as a skill to a more specific view as an abstract concept to be operationalized and evaluated in experimental studies.

Chapter Three encompasses all the details related to research methodology adopted in this study. It thoroughly describes the research methods, the population and the sampling technique, the data gathering tools, in addition to the different procedures followed in the analysis of the investigated data.

Chapter Four includes the qualitative and the quantitative results set after the analysis of the obtained data from the early exploratory research and the experiment held during three months in 2019. Also, this chapter includes interpretations and critical discussions of the obtained results reported from the different measurement tools with respect to the aims of the study at hands.

Chapter Five summarises the results obtained in this investigation based on which recommendations are drawn. The recommendations and pedagogical implications, also, were evaluated through a questionnaire administered to teachers in the same department in order to get a feedback which is thoroughly discussed in this chapter. The general conclusion closures this modest work. The final sections of the thesis present references cited throughout the work respecting the APA 6th Edition format, in addition to appendices covering the questionnaires, pre-test and post-test and the interview administered to the participants.

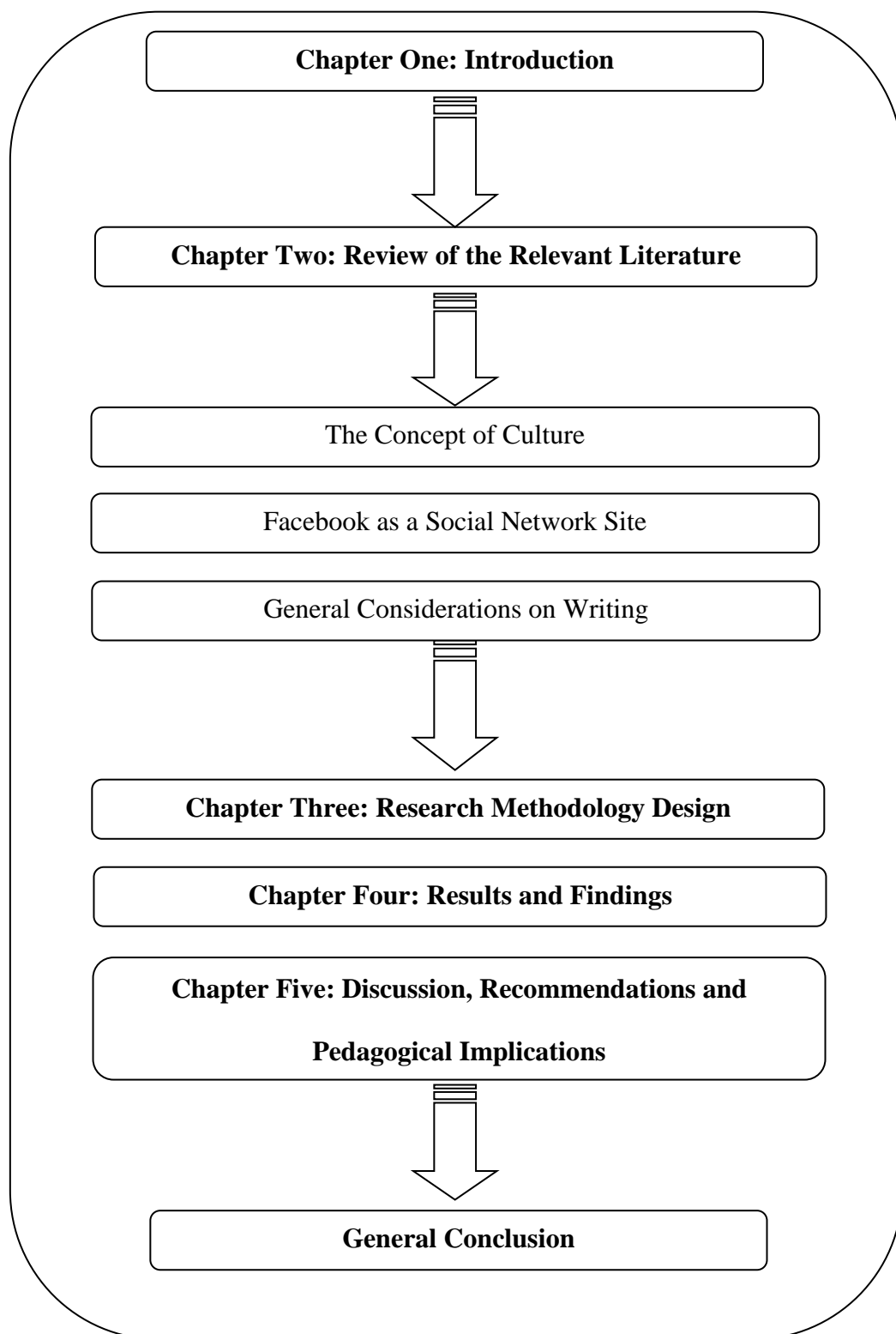


Figure 01. Thesis Structure

Chapter Two: Relevant Literature Review

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Introduction

Every human society has its foundations, origins, and purposes. Each of these is expressed in forms of manifestations through art, learning, and institutions. The fact of a social establishment resides in the common senses and feelings. The constant development of a society is related to contact and experience of its members and their sense of discovery. “The growing society is there, yet, it is also made and remade in every individual mind” (Raymond, 1958, p. 101). Thus, it is compulsory to start making the mind, first, learning how to cope with the surrounding environment, and its meanings, and then, implementing this experience in observations and meanings that bound the society members. This complex phenomenon is known as ‘culture’ (Raymond, 1958).

Culture means a whole way of life that exists in every society and every mind. However, culture has been conceptualized in different ways in different academic disciplines. In this section, we tend to provide different subjective conceptualizations of the term, ‘culture’; in addition to empirical operationalizations of each conception to be able to somehow measure, ‘culture’ in experimental fields (Spencer Oatey, 2012).

1. The Unpackaging of Culture

Individuals of different nationalities, racial, or ethnic groups, when they are subject to comparison by psychologists, show noticeable differences regarding some dependent variables of study. This variance remained unexplained until recently this phenomenon was referred to as ‘culture’. At the beginning, the concept of culture was vague to many scholars while comparing communities with different backgrounds (kluckhohn, 1952).

For anthropologists, culture was merely a social phenomenon that clearly manifests itself in different manners sometimes clear but others opaque. However, culture is seen as a prominent phenomenon that deserves an independent study. Being a complex system, culture is not seen as a single variable. Its constituents must be analyzed then a relationship is set between these components because approaching culture as a whole block does not provide understanding or interpretation to the cultural manifestations. Thus, it is very important to unpackage culture to its constituents (kluckhohn, 1952).

The fact that culture is not an object that exists objectively leads to consider it and analyze it subjectively. Thus, for a better understanding to this social phenomenon is to analyze the different subjective conceptualizations of different scholars. After that, we can decide upon its content (kluckhohn, 1952).

1.1 Meaning of the Word Culture and Definitions of the Concept

According to scholars in the field of cultural studies, culture is a notoriously hard term to define. There has been recorded dozens of definitions to the term culture without a clear consensus about a common definition. The term was first pioneered by the English Anthropologist Edward B. Tylor in his book, “Primitive Culture” published in 1871. The American anthropologists, Kroeber and Kluckhohn reviewed many definitions of the term culture where they compiled a list of 164 distinct definitions, in 1952. Despite a century of efforts to define culture adequately, there was no agreement in the 1990s among anthropologists regarding its nature (Spencer Oatey, 2012).

1.2 Etymology of the Word

The Latin origin of the word ‘*cultura*’ is derived from the verb *colo* (infinitive *colere*) which means ‘to tend’, ‘to cultivate’ and others (kluckhohn, 1952). The verb

‘colo’ takes objects like animus ‘character’ which means the cultivation of the human character. So, the Latin word ‘*cultura*’ is related to education and cultivation.

1.3 A Historical Perspective of Culture

In the nineteenth century, the term culture was increasingly employed in different usages; it was employed in three ways:

The first view is shown in Mathew Arnolds’ “Culture and Anarchy” (1867) Culture referred to some specific intellectual or artistic product, the so-called today “high culture”, as opposed to “popular culture” or “folkways”. Accordingly, a limited number of individuals belonging to a certain social group have culture, the rest are accused of acquiring no culture and make a source of anarchy. In this sense, culture is more closely related to aesthetics than to social science (Spencer Oatey, 2012).

In reaction to the first view, Edward Taylor’s view in his book entitled “Primitive Culture” (1870) referred to a quality owned by all the individuals within the same social group. This view was a crucial perspective towards the concept culture for its entirety to make fundamental premises to anthropology. For Taylor, culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capacities acquired by individuals as members of a society. In contrast to Arnold’s view, all folks, which are acquired through belonging to a social group, have culture. In addition to the whole things from knowledge to habits and performances make up culture (Spencer Oatey, 2012). The greatest legacy of Taylor’s definition stayed with anthropology for a long time and laid in his “complex whole” definition. This view was even accepted by later anthropologists who rejected his evolutionarism. They perceived culture as wholes integrated systems.

The third view to culture was coined in anthropology in the 20th century by Franz Boas with relation to the 18th century writings of Johann von Herder. As Taylor's reaction to Arnold was to found a more a scientific rather than aesthetic basis for culture, Boas reacted against Taylor and other evolutionists. Boas concentrated on the uniqueness and the variety of cultures and societies; on the other hand, evolutionists emphasized on the universality of a single culture where all societies shifted from savage stage to the civilized one. Besides, Boas revealed that each one must not compare cultures as high or low or as savage or civilized (Spencer Oatey, 2012).

These multiple meanings to the term culture reflect its complexity for understanding and interpretation. However, another part of the difficulty resides not only in the conceptual or semantic meaning, but rather it is related to the ideological "agendas" that still resonate today.

1.4 Definitions of the Term Culture

The forth coming compilation of definitions to the term culture provides different views of sociologists, anthropologists and psychologists to the concept culture

Taylor (1870) (as cited in Avruch, 1998) stated that "Culture ...is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (p. 6).

Kroeber and Kluckhohn (1952) (as cited in Adler, 1997) reported that:

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached

values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action. (p. 14).

T. Schwartz, 1992 (as cited in Avruch, 1998) said that

Culture consists of the derivatives of experience, more or less organized, learned or created by individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by the individuals themselves (p. 17).

According to Hofstede (1994), “Culture’ is the collective programming of the mind which distinguishes the members of one group or category of people from another” (p. 5).

Matsumoto (1996) reported his view, “... the set of attitudes, values, beliefs, and behaviours shared by a group of people, but different for each individual, communicated from one generation to the next” (p. 16).

Spencer Oatey (2008) concluded that:

Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member’s behaviour and his/her interpretations of the ‘meaning’ of other people’s behaviour (p. 3).

The above definitions of culture range from very complex to simple ones. However, the common definition is that culture is a set of patterns that shape thinking, feeling and reacting, acquired and transmitted by symbols, which constitutes the nature of a social group and its achievements in artefacts, traditions, and values.

In fact, it is up to the scholars’ interests to define culture pragmatically. According to Hofstede (2001), it is worth to concentrate on the researcher’s interest in studying

culture to determine the required elements for measurement. Yet, the researcher could not be interested in culture as a whole, rather values, beliefs or behaviours as expressions of culture.

Hofstede (2001) proceeds, deciding upon the boundaries of culture is very necessary for research, clarity and avoidance of confusion. According to Spencer (2008), defining culture in research is compulsory for there is no need exploring agreement of members in a national culture if the researcher does not focus on the common aspects of culture. Fisher proceeds, the researcher is not interested in culture as a variable but only in specific context variables that can interpret observed differences or similarities on a certain dependent variable. Thus, the solution is a matter of subjective choice of cultural elements.

2 Classification of the Concepts of Culture

This classification of the different concepts of culture does not reflect an order of merit; rather it reflects diverse perspectives common in some points of view which vary according to the purpose of the research.

2.1 Subjective Culture, Mental Software

The idea of subjective culture was first coined by Hofstede (2001) where culture is viewed as an invisible thing that resides in individuals' minds. He called it a mental programming or software of the mind. Yet, not all mental elements are considered as culture. Personal identities, for example are excluded; for Hofstede, groups with the same cultural values may fight if they adopt different identities.

2.2 Objective Culture, Institutions and Artefacts

Instruments that people use in their daily life, dressing, and art objects are visible instances that represent cultural artefacts that have an objective existence. Laws and relations among members of the same society are created and governed by manmade rules such as marriage systems and inheritance system. Objective culture is created by members and is kept outside them (Hofstede, 2001).

2.3 Culture as a System of Behaviours

Brown (1994) pinpointed that “culture consists of the conventional patterns of thought, activity and artefact that are passed from generation to generation” (p. 40). Therefore, if a society manifests certain behaviour such as, thanksgiving, it is considered as a part of its culture. In fact, there is no clear agreement about this view. Many anthropologists share the same point of view of Cheung and Leung (1998).

“Recent definitions of ‘culture’ tend to distinguish more clearly between actual behaviours on the one hand, and the abstract values, beliefs, and perceptions of the world that lie behind that behaviour on the other. To put it another way, culture is not observable behaviour, but rather the values and beliefs that people use to interpret experience and generate behaviour, and that is reflected in their behaviour” (Cheung & Leung, 1998, p. 30).

2.4 Culture as a Set of Meanings

The view that meanings constitute culture was first introduced by the American anthropologist Clifford Geertz. Anthropologists while studying preliterate societies tried to give meanings to the set of practices of certain communities and came to a definition to culture as the one reported by Pepitone and Triandis (1987) “culture is the shared meanings that are encoded into the norms that constitute it” (p. 485).

Certainly, culture is not just a set of meanings. However, for academic reasons that a given behaviour is interpreted to a specific meaning. Another reason resides in the example of depression provided by Cheung and Leung (1998) where most Chinese score high in the American depression scales; yet this does not mean that they have psychiatric problems or they need help. Simply, the items that suggest the level of depression in America are not the same in China.

The example of democracy in Muslim countries is highly valued; yet Muslim societies are less democratic (Maseland & van Hoorn, 2011). Thus, the meaning of democracy is misleading unless it is derived from what people say about it. The Pew Research Center (2010) revealed some statistics about the Muslim people and their attitude towards the working women outside their homes. Results showed that these populations have very different ideas about the concept democracy compared to Americans and Europeans. Now, the question is how do we make sense of the observed phenomenon? Is it about looking for the original meaning? Or looking for a new meaning to it in the modern time? For instance, pigs are banned in Muslim states, be it due to the cost or the religious reason? Now it can be seen as a means to test self-control or as group identity reinforcement.

2.5 Culture as an Independently Existing Phenomenon

Culture is an independent existing phenomenon means that scientists can study it away from the individuals who hold this culture. Anthropologists supported this conception for it allows a supra-individual study to culture. They focused on markers of the culture such as institutions, religions, languages, taboos, and others. The fundamental conception of culture nowadays encompasses values, beliefs, and attitudes.

From this conception many other disciplines and sub-disciplines are studied separately and objectively (Cheung & Leung, 1998).

2.6 Culture as a Subjective Human Construct

In research methodology, some researchers adopt the philosophical approach of measurement called '*operationalism*' for they think that a concept is a set of bounded constructs by which a concept is measured. This philosophical approach was coined by Bridgman and was so influential in the 1940s and 50s. Bridgman a noble prize winner and a physicist who was introduced to social sciences by B. F Skinner. For Bridgman, a construct is nothing more than a set of operations. 'Intelligence is what tests test' that is, constructs are bounded by the way they are measured. Similarly, intelligence, culture and motivation for example are synonymous with the way they are measured (House & Hanges, 2004).

3 Characteristics of Culture

3.1 Culture Is both an Individual Construct and a Social Construct

Culture exists as a global social construct as much as it exists in every individual in a society. Individual performances, attitudes, values, and beliefs constitute their culture. Accordingly, in case one of us does not share behaviours means that he/she does not share the target culture. In other words, culture resides in you if you act in accordance with the shared values and behaviours.

It is true that norms of any culture are shared by its members but in different degrees. This macro concept of culture that blends anthropology, sociology and psychology all together in analyzing and rising understanding the elements of the concept constitutes its difficulty (Matsumoto, 1996).

The concept of culture as a derivative of individuals' experiences or creations or even things that passed on to them from their ancestors, this view of the concept reflects that culture is less stable or homogeneous than in the previous concepts and definitions. The contemporary idea of culture emphasizes more on social and cognitive processing. The diversity of social and experiential settings that individuals face reflects that culture comprises not only pseudo-kinship groups such as tribes, ethnic groups but further extends to groupings from profession, class, religion or region. This conception supports that individuals embody multiple cultures and culture is distributed both psychologically and socially in a group compared to old approaches which connect singular, coherent and integrated culture to a social determined group (Avruch, 1998).

Via approaching the cognitive processes of individuals in a social community there is a possibility to understand what causes culture. Cultural representations, schemata and models are embedded within individuals, but not equally or at the same level. Those are deeply internalized and manifested with emotion, others are superficial. So, it is a matter of depth, cultural representations, which are more internalized, are able to motivate actions and performances. Thus, culture is caused by nature. The cognitive approach to culture reflects its non-uniform distribution; there are no two individuals with the same cultural level for they differentially internalized. Culture is psychologically distributed within a population. It is this psychogenic reason for the non-uniform distribution of culture. Cognitive processes are highly connected to social practices (Zagarac, 2007).

3.2 Culture Has Universal and Distinctive Elements

Human beings by nature have overlapping biologies and live similarly in the same social environments. However, within the similarities we can find some differences.

According to Triandis (1994), the linguist Pike (1967) coined the terms 'etics' for universal cultural elements and 'emics' for the culture-specific elements where emic elements are local adaptations of etic elements. That is, while studying cultures isolately dealing with emic cultural elements, comparing cultures involves etic elements (Matsumoto, 1996).

3.3 Culture is Learned

Culture is socially learned and not biologically inherited. Culture is learned from people that we interact with. A new born baby learns manners and behaviours from adults who act and react with him. Culture is also taught through the explanation people provide throughout the daily events they face. Learning can take place either in a conscious or an unconscious way. Thus, integrated cultural skills are learned through observations of the surrounding people and how they tackle certain social issues. Culture is acquired through a learning process is a fact that helps in intercultural communication and tolerance. Moreover, learning other cultures is definitely available through international interactions (Triandis, 1994).

3.4 Culture Is Subject to Gradual Change

Among the important characteristics of cultures is the non-static status in any culture. No culture remains static year after year. Anthropologists' studies of any culture at any society are no more than snapshots in time. Despite this, preliterate and small scale technologically simple tends to change less rapidly than modern industrialized societies (Zagarac, 2007).

Cultural change occurs due to both internal and external forces through the introduction of new thoughts, norms and even material items. One of the cultural change processes is called 'cultural diffusion' where most innovations in a culture are

the result of borrowing from other cultures. Anthropologists believe that, as part of economy of effort, it is better borrowing new ideas, items or behavioural patterns than invent the same things.

Whenever two cultures come into contact, cultural diffusion is selective i.e. patterns are borrowed from the other culture only if they prove to be of a beneficial use; such as:

- It is clearly beneficial to the actual situation.
- There is a place to be tested.
- There is no vague in its sense.
- It goes with the actual patterns.
- It is suitable for being superior to the existing items.

In addition, cultural borrowing takes two directions where in case of two cultures get in contact, cultural patterns are diffused in both directions. American Indians in contact with Europeans is a case where American Indians accepted lots of things from the Europeans and vice versa. Thus, the diffusion was significant in the example cited by Driver 1961; American Indians set the foundations of modern agriculture in America to the extent that it feeds more than half of the world nowadays (Zagarac, 2007).

Another aspect of cultural diffusion is that some items are easily adopted than others; the example of technological innovations such as mobiles, cars, internet ...etc. However, other traits are so hard to be diffused especially religious ones (Zagarac, 2007).

All in all, it is a fact that all cultures are constantly experiencing change. Things, ideas and behaviours make up the fundamental cultural elements which can witness addition, modification or deletion. Some components may die out, other new ones may

be accepted and others which already exist may change in some way in a different pace from culture to another.

3.5 Culture Influences Biological Processes

Human behaviours are acquired through conscious learning from people in the same social group. Social interactions with other members of the same culture starting by the simplest biological needs such as eating and drinking. However, how do we perform those biological needs depends on our cultures.

To illustrate more about the effect of culture on the biological processes we mention the example of the Navajo tribes where guests are treated with rattlesnake meat and the response was instantaneous vomiting. The natural biological process was not only affected but even reversed. In fact, there is nothing in rattlesnake meat to cause vomiting; thus, for those who have the opposite idea that rattlesnake meat should be eaten have no such digestive reversal reaction. Hence, this dramatic end reflects how culture can influence human biological processes (Ferraro, 1998).

3.6 Culture Is Associated with Social Groups

According to Ferraro (1998) a behaviour to be considered cultural, there is an obligation to be shared by a specific social group or a community. That it 'idiosyncratic' actions that are produced from one and only one individual are not considered to be cultural.

The human being is socialized by nature; no natural individual can live in isolation of other members of a society. People hold different levels of culture:

- A national level referring to the countries s/he lives in,
- Ethic, regional, religious and linguistic affiliation,

- A gender level,
- A generation level, which makes the difference between grandparents, parents and children,
- A function level, parent, son, teacher, student..., and
- A social class level, associated to education level or an individual's profession (Hofstede, 1991).

3.7 Culture Affects Behaviours

The cultural meaning of behaviour is invisible and lies only in the way it is interpreted by holders of the culture. The example of the 'ring gesture' using fingers of the same hand where may be interpreted as an approval sign in the USA but as an insult in the Mediterranean countries. Plenty of examples can be mentioned in this context going from manners of salutation, facial expressions to physical performances which may lead to misunderstanding and a cultural clash among people of different cultures.

3.8 Culture Is Different from Universal Human Nature and Individual Personality

Human nature is what all human beings in the world have in common. It defines the universal system that is inherited genetically. It determines the individual's physical and mental responses and feelings like fear, love hatred, joy, the need to socialize, the need to exercise and develop one's body and soul. The intervention of culture modifies the performance of these basic functions and the way individuals express them. The pyramid below shows the different levels of uniqueness in human mental programming (Hofstede, 1994)

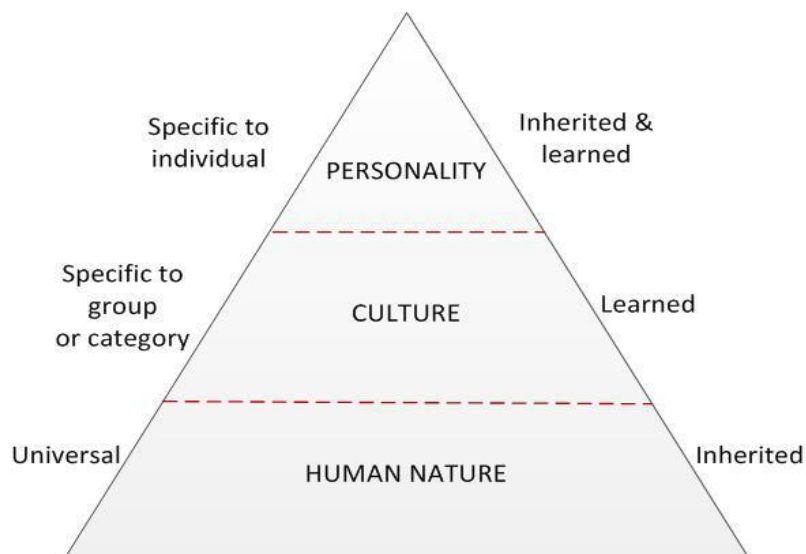


Figure 02. Three Levels of Uniqueness in Human Mental Programming (Hofstede, 1994, p. 6)

3.9 Cultural Parts Are Interrelated

Culture is a coherent logical system that is integrated as a whole that the parts of it are relatively interrelated. Culture is an organized system where its components are related to each other to serve the whole system. Thus a change in one constituent of the system is likely to produce changes in other parts of the system. That is, the introduction of a single technological innovation will definitely raise changes in other aspects of culture for all of its elements are interrelated (Ferraro, 1998).

3.10 Culture Is a Descriptive not an Evaluative Concept

Culture is a notion that is related to the whole society but not restricted to certain members of it. Some definitions classify cultures into high and low in an evaluative scale such as;

“[Culture is] i) a state of high development in art & thought existing in a society and represented at various levels in its members; ii) development and improvement

of the mind or body by education or training” (Longman Dictionary of Contemporary English, 2019).

This perception to culture is related to small scale meanings like civilized, well educated, and cultured. However, considering the notion of culture as a system cannot be judged as advanced or backward, or more civilized than other cultures. Rather, cultures are similar or different from each other.

4. Cultural Manifestation at Different Layers of Depth

Three fundamental levels where culture manifests itself are observable artefacts, values, and basic underlying assumptions. These latter are considerable elements of culture to be analyzed whenever dealing with culture analysis.

- ***Observable Artefacts:***

This layer of culture includes all the physical aspects, the setting where people interact, the way they interact with each other, dressing, home wares and other phenomena. The analysis of such artefacts is difficult to interpret though they are easy to obtain. We can observe how a group of a community builds an environment and what behaviours they perform but it is hard to decipher the logic why they do so, the logic behind these behaviour patterns (Shein, 1990).

- ***The Values:***

For better understanding why people behave in a certain way there is a call to understand values of that community. However, values are hard to observe; hence, it is useful to analyze artefacts as documents for more interpretation. What people actually say is the reason for their behaviour, yet what governs this reason is still unconscious (Shein, 1990).

- ***The Underlying Assumptions:***

The underlying assumptions are unconscious features that govern the group's values and determine how members perceive, think and feel. These assumptions are learned responses that make values which lead to a certain behaviour. The value is transformed into an underlying assumption about the reality of things which becomes unconscious taken for granted value (Schein, 1990).

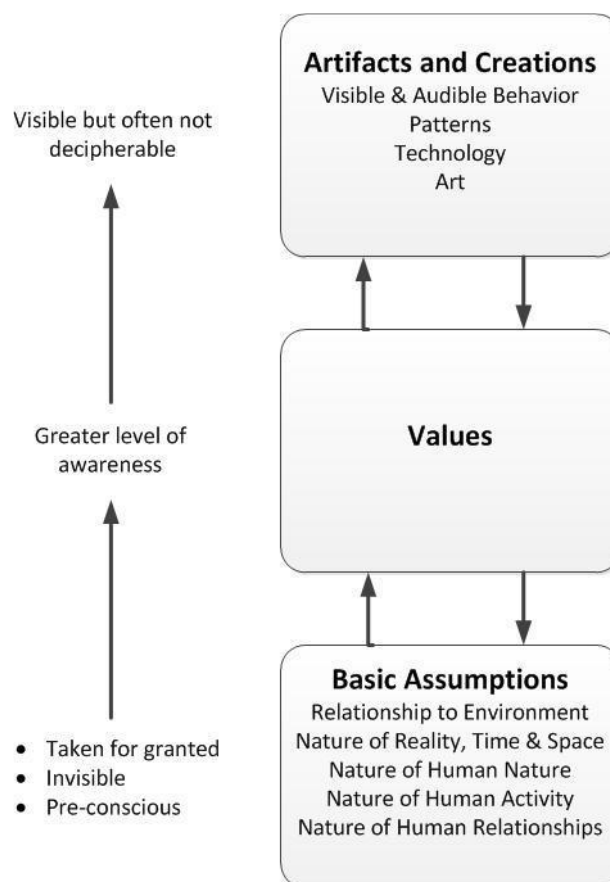


Figure 03. The Levels of Culture and Their Interaction (Schein, 1990)

5. Inadequate Conceptions of Culture

5.1 Culture is Homogeneous

This means that the culture of a certain group is clear to all individuals with no contradictions. That is, the system on which people act provides clear instructions to individuals.

5.2 Culture Uniformly Distributed Among Members Of A Group

This idea neglects the variation among the members of the same social group and calls for uniformity between individuals in terms of cognition and behaviour. Thus cultural distinctions are ignored among the society.

5.3 An Individual Possesses a Single Culture

In this regard, culture is perceived the same as group identity. Anthropologists' experiments in different social settings first developed the notion of culture interchangeably used with ethnic groups. This fact was the misleading reality to understand that every individual is identified according to his physical belonging to a certain place. Then, the notion of culture was less privileged than the nation-state by politicians. At this stage, any individual possesses several cultures at the same time and controls them in the same way.

5.4 Culture Is Custom

The misunderstood idea in this context was that what you see in another culture different from yours is a custom, a tradition or a customary way of behaving.

5.5 Culture Is Timeless

This view infers that culture is constant in form and content in a static way. But the fact is all cultures are flexible in nature and ready to face constant change at any time except for religious cultures such as Islam. These conceptions to culture do not reflect the real qualities of this concept. Besides, they diminish the analytical level of cultures for understanding the social truth of communities. They do not give explanations to the contemporary social changes around the world (Avruch, 1998).

6. Culture and Related Terms

6.1 Culture and Nation

People in their daily language use confuse between the two terms '*culture*' and '*nation*' though they represent two different concepts. In fact, some nations are inhabited by people of one culture though other nations consist of multiple cultures. The term '*nation*' refers to a government where political rules are set in order to regulate the political behaviours of its inhabitants. Internal rules of a country are set by the nation not by the culture. Certainly, the cultures that exist within the boundaries of a nation affect the rules and the regulations that are set by this latter. Definitely, culture and nation have different meanings (Lustig & Koester, 1999).

6.2 Culture and Race

Groups of people are different from one another via their biological or genetic similarities; this quality is referred to by '*Race*'. '*Race*' makes people distinguishable like Latinos, Caucasians, and Japanese ...etc. '*Race*', however, is more a biological term than to be a social or political compared to '*culture*' and '*nation*'. In certain cases, culture and race go hand in hand when dealing with important distinctions among groups of a larger society. African Americans provide a good example in the distinction between culture and race where the name African Americans characterizes the members the identity of people of the black race in the USA. Now, African American culture is unique with its developed cultural patterns that are totally different from the ones of the African Cultures. In other words, though an African American and a person from Ghana are from the same race, they belong to distinct cultures (Lustig & Koester, 1999).

6.3 Culture and Ethnicity

Another term that is used interchangeably with culture is ‘ethnic group’. Lustig and Koester (1999) added, “Ethnicity is actually a term that is used to refer to a wide variety of groups who might share a language, historical origins, religion, identification with a common nation-state, or cultural system” (p. 123). The co-relation between ethnicity and culture will vary according to other characteristics. An ethnic group might share common origins keeping allegiance to their ancestors. Sometimes, ethnicity may be equivalent to culture; in the case of former Yugoslavia where Slovenians, Croatians and Serbians had their own distinct language and culture and reunited in one nation-state after W.W.II. Another example of Jewish people who share the same ethnic identification though they adopt very distinct cultures and belong to different countries; this is another situation where the same ethnic group belongs to different cultures and nation-states (Lustig and Koester, 1999).

6.4 Culture and Identity

Culture and identity are two different terms. Identity is a matter of identifying our belonging whether in place or in social and ethnic origins. The notion of identity is no more related to the country we live in, rather the one of us gets identified in reference to many markers such as religion, ethnic group, racial group, professional team or game fans. The sense of identity is felt, the sum of shared values among a certain group (Hofstede, 2001).

6.5 Culture and Civilization

The two concepts ‘culture and civilization’ are used interchangeably; whereas, in reality, they do not reflect the same concept. Even in the Anglo-French tradition, the

concept of culture was often used synonymously with civilization. But sociologists differentiate culture and civilization as two different levels of phenomena.

According to Taylor (2007), culture and civilization differ in their nature. While culture is has a primitive nature, civilization has an advanced nature. Culture is a set of beliefs rather than being a political abstraction. Civilization may embrace different cultures and leaves its traces in pyramids and aircrafts while culture is conceived in songs and folklore.

7. The Cultural Iceberg

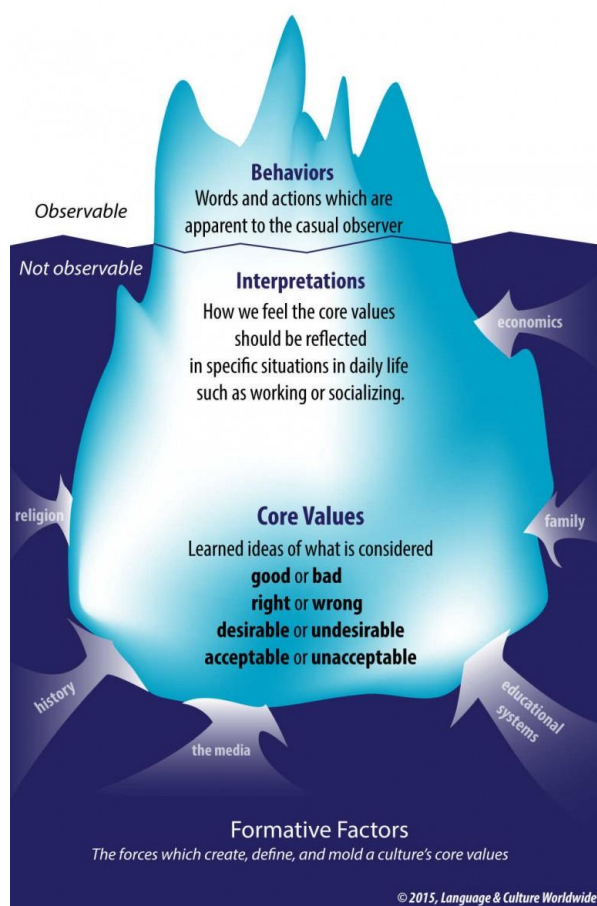


Figure 04. The Cultural Iceberg

The concept culture is usually referred to as an 'iceberg', simply because the apparent portion above water represents the manifestations and performances of the deeper components of culture. The observed behaviours of a social being may start from

the simplest manners of daily life such as greeting, food, art, clothing ...etc. However, the broadest elements of culture are beneath the water surface known as attitudes and values.

As culture is not innate, it is acquired through social interaction; core values are acquired through the education, family, religion and any social contact. The ability to distinguish concepts like good and bad, right and wrong, desirable and undesirable, acceptable and unacceptable is related to the acquired core values. The performance of these core values in our daily lives is due to the individual interpretation in order to act and communicate with each other in a way that is different from other social communities. Therefore, the distinction in terms of the observable behaviours in different social groups reflects their distinction in the core values. In fact, it is these rooted ideas behind the observable behaviours which makes of culture similar to an iceberg (Language and Culture, 2019).

8. Big ‘C’ Culture and Little ‘c’ Culture

Big ‘C’ culture refers to visible aspect of culture including holidays, literature, art, and food. The first thing learners of a foreign language get confronted with is learning about big ‘C’ culture. These elements are the most overt ones in the concept of culture (Taylor, 2007).

Little ‘c’ culture, on the other hand, is the invisible part of culture relate to a certain region or a group of people. It includes verbal and non-verbal language communication symbols, cultural norms, behaviours, myths and legends. A more contemporary view of culture includes cultural products, practices and perspectives. While products make up the big ‘C’ cultural components, practices reflect little ‘c’ culture; perspectives are the underlying beliefs and values of people of a certain community (Taylor, 2007).

9. The Elements of Culture

The elements of culture are classified into two different scales; the first type is particular elements of culture which are so specific and related to small communities. The second type is components that make up the majority of cultures, they are near-universal.

9.1 Particular Elements of Culture

Special artefacts cannot be used in cross cultural comparisons. For instance, Bulgarians and Romanians wear special clothing called *Martenitsas* at the beginning of March for good luck at the rest of the year. In terms of appearance, a researcher can only compare two ethnicities since the tradition is restricted to two nations (Hofstede, 2001).

Symbols and rituals can be considered as part of this category. In addition to meanings which might be incomparable among societies in terms of subjective culture (Hofstede, 2001). Taboos also are included as an example of particular elements of culture. Bulgarian men hardly ever give an even number to women which might be considered as a rude behaviour.

Institutions like marriage for example can be viewed as part of culture, dependent or independent of it. Polygamy or monogamy in Marriage as an example can be considered as part of culture. On the other hand, some instances such as forms of governments whether public or kingdom, are independent elements of culture. There are no societal traits through these forms of institutions.

Proverbs and popular books were unit of culture measurement in some specific societies since proverbs are culture specific. Yet, others have meaning equivalent or partial equivalent in other societies. Studying proverbs in order to understand a society's culture might be a misleading process. Again with Bulgarian examples, 'work

embellishes people while laziness makes them ugly’, ‘the only thing that work brings is a humpback’. The paradox that resides in the two proverbs leads to confusing conclusion about Bulgarians whether they are optimists or pessimists (Schwartz & Bardi, 2001).

9.2 Universal Elements of Culture

The following elements are viewed as universal elements that almost all cultures bare beneath their layers. Scholars adopt an approach of research to collect information from individuals from different cultures in order to unpackage their mind software.

- **Self Reports**

Self reports are the outcome received by a researcher in cross cultural studies from respondents in a form of answers to submitted questions. The responses take the form of statements provided by the respondents about themselves or about other people. The responses are analyzed and interpreted. They are viewed as self reports.

- **Values:**

According to Leung and Bond (1989), values are a prominent element of culture due to their implicit effect revealed in a form of behaviours. Kluchhohn (1967) stated that:

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of actions (p. 395).

Modern definitions to values are related to goals and principles. Schwartz and Bardi (2001) define values as “desirable, trans-situational goals varying in importance that serve as guiding principles in people’s lives” (p. 86). Hofstede (2001) reported an investigation project conducted by Haire, Ghiselli and Porter (1966) covering eleven (11) countries. The most important questions asked to the participants in order to figure

out the nature of values in different cultures were ‘what is important to them and how important it is?’ The operationalized view to values reflect that values are the important or unimportant things for people over a long period of time such as work, money, religion, family and friends.

In the definition above, provided by Schwartz and Bardi, the criterion ‘*trans-situational*’ reflects a crucial characteristic of values for it makes a clear cut line between values and personal traits. A statement like:” it is very important to me to be on time for my appointments.” reveals the value of punctuality. However, “it is important to me to be on time for tonight’s party” reflects a personal trait.

According to McCrae (2009), personal traits are “dimensions of individual differences in the tendencies to show consistent patterns of thoughts, feelings and actions.” Considering values as subjective constructs makes of the distinction between values and personal traits a difficult task to accomplish. The interpretation of some terms may differ in classification. Participants who responded as ‘dominance’ and ‘power’ are important things in their lives; conventionally they reflect that their guiding principles in life are dominance and power. Other respondents who replied that they are “dominant” and “power seeking” their response was classified by psychologists as a personality trait. On the other hand, some personal traits transform into social values. “Valuing achievement may be a socially approved transformation of the trait of aggressiveness” (Schwartz & Bardi, 2001, p. 102).

Values and personality traits raised a noticeable confusion in the field of research. Another dimension of the confusion is the distinction between individual values and cultural values. According to Schwartz and Bardi (2001), individual values are obtained by asking individuals what is important to them. By aggregating individual responses we come up to common practices which reflect cultural (societal) values. In other words

“societal values can be whatever people decide they are” (Schwartz & Bardi, 2001, p. 115).

- **Norms and Ideologies**

Norms and ideologies are considered to be elements of culture that differ from “values”. Example questions asked to respondents, following an operationalized approach in research, are what they should be or not be? What should people be or not be? Responses reflect a description to values, behaviours or the state of mind that they wish to see which may not refer to values. The state of responses would be appropriately called ‘norms or ‘ideologies’. ‘Women should be subservient to men’ is an example of a norm or ideology about the desirable behaviours of the two genders (Spencer and Oatey, 2008).

Values and norms can be compared where the former is seen as “internal” and the latter as “external” impact on the individual’s behaviour. A person can stop eating in public during the month of Ramadan in order not to break a general norm in Muslim countries. In societies other than Muslim ones, no norm is enforced if the act does not come against the values of the majority (Raver, 2006).

According to Murdock (1940), non conformity to norms leads to some kind of sanctions. Here again, there is no clear distinction between norms and values. If a society punishes for nonconformity to a norm means that people are taking it as a strong value. Minkov (2011), reveal that what is important to me is referred to as “self-referenced values”; while, what is important to most people is a “descriptive norm”. Viewing the distinction between norms and values as such does not show clear boundaries between both; thus, norms are simply values with high degree of sharedness.

Another crucial distinction between norms or ideologies and values suggested by Raver (2006); norms are what I should be (prescription); ideologies are what the others

should be. This creates a certain paradox; one would agree that religion is important for him/her; s/he might probably agree that all people should be religious which reflects a norm or an ideology. However, for someone who strives for power would not wish it for others. To illustrate this point, Minkov (2011) provides an example from real life situations of Sub-Saharan African populations that are extremely opposed to free sex. However, studies showed that extensive sexual networking spread over a considerable number of African countries. The prohibition of free sex is an ideology but not a self-referenced value. Minkov (2011) provides an example of corruption that is well known around the world; yet all poor countries are suffering from it. Until recent time, there is still confusion between personal values, norms and ideologies for they overlap in some areas and differ in others. Even for the well known author in the field of values Milton Rokeach (1960) they were not clearly distinguished.

- **Beliefs**

Beliefs are viewed as the level of agreement with these statements. According to Bond and Leung (2004), there are different definitions to the term “beliefs”, the common idea is reflects that “beliefs” are a perceived relationship between two objects or concepts. Besides, beliefs have many types that differ in terms of generality. General beliefs are called so because of the high level of abstraction. Bond and Leung (2004) define beliefs as follows: “Social axioms are generalized beliefs about oneself, the social and physical environment, or the spiritual world, and are in the form of an assertion about the relationship between two entities or concepts” (p. 553). The study of beliefs is very important in the field of cross cultural studies.

- **Rituals and Social Practices**

Lives of communities are structured through the distinctive social practices which create habitual activities shared by the group members. Rituals are significant element

in any society because they are markers of the identity. They are related to different social events such as agricultural calendar, seasons, or specific events related to the individual's life. The community's perception to its own memories and story is closely linked to rituals and social practices. They take place at specific places and times to remind the members of historical events or their worldview. Sometimes, they are restricted to specific members of the community (Miller, 2007).

All members of the same social group are familiar with their social practices because these latter shape the individuals life even if not everybody participates in them. However, some festive events are open to all members of a society since they take part of the public life, for instance the New Year's Day, the end of the harvest, national holidays...etc (Berger, 1963).

- **Symbols**

Among the essential universal elements of culture, symbols are objects, words, or even actions that represent something else without any natural relationship but culturally defined. Cultural symbolism makes a basis throughout which individuals develop certain social habits. Some good examples of symbols are colours, sounds, and objects; they could be facial expressions or special dances. People of different cultures may interpret symbols in different ways. Therefore, symbols express mutual meaning among the social individuals. That is to say, the shared meaning reflects certain behaviours specific to culture (Swoyer, 2003).

- **Language**

Varying systems of symbols are possessed by different cultures, but a common symbol to all cultures is called 'language'. "Language is a symbolic system through which people communicate and through which culture is transmitted" (...p. 46). Language as a system of communication between members of the same society can be

verbal, non-verbal or written. Many languages share common basic parts of speech. The written system of languages is based on the Alphabet 'the symbolic shapes that represent sounds'. Within the same culture, rules of writing and speaking are not the same. As communities create novel ideas, languages develop constantly. Language is seen as an element of culture and even a reflection of culture (Swoyer, 2003).

- **Behavioural Intentions**

What people would do in certain situations is known as behavioural intentions. A study conducted by Smith et al. (1998) showed that behavioural intentions and norms are not the same where norms reflect what people should not do but still one has the intent to do it.

- **Attitudes**

Robbins (2005) defines attitudes as follows: "evaluative statements either favourable or unfavourable concerning objects, people, or events" (p.140). Thus, respondents were asked what or whom they like or dislike? Or by asking whether something is good or bad.

- **Self-description:**

Values, norms, beliefs and behavioural intentions are considered as indirect self-descriptions. When correspondents describe themselves in a state of self description, they usually use expressions that refer to them whether explicitly or implicitly. However, self-descriptions are viewed as personality traits if they refer to stable dispositions.

10. Mental Skills and Knowledge

Individual skills and knowledge play a great role in report on self or others where significant subjectivity is involved. Participants may provide misleading information in their responses (unreal answers). People who do not pray every day may pretend that they pray many times a day. This may cause problems in the research results.

Intelligence in psychology or other fields of study is measured through IQ tests which play a prominent role in cross cultural studies.

10.1 General Intelligence and Related Domains

The major conventional means of measurements of Intelligence or 'G factor' are the IQ tests (collected mental tasks). Similar to culture, intelligence has no clear definition, but scholars are interested more in IQ tests and how they capture the nature of intelligence. Intelligence is derived from empirical measures and not an arbitrary concept. An individual's performance in such tests reflects information about the personal level of development (Deary, Batty, and Gottfredson, 2005).

IQ tests measure genetic mental skills, acquired mental skills, school knowledge or a combination of them. IQs are useful also in national achievement measurement in different academic subjects basically mathematics and science. Two international projects are devoted to provide results about such achievements. They are TIMSS (trends in International Mathematics and Science Study) and OECD PISA (Organization for Economic Co-operation and Development Programme for International Student Assessment) (Minkov, 2011).

10.2 Perception Characteristics

It is assumed that people from different cultures perceive things differently. Anthropologists headed by B.F Skinner and Franz Boas reported different examples about the controversial perception of colours among cross cultural studies. Not only colours where a means of measurement, perception of emotion, context dependent versus context independent and so on (Stern, 2009). The results of these cross cultural studies approved the differences in terms of perception.

10.3 Cognitive Patterns

There are some tasks where participants are asked to classify things according to the noticed similarities between them. These tasks involve conscious decision making which makes them different from visual perception characteristics activities and even intelligence activities cultural differences can exist even in terms of cognitive patterns; thus, such kind of tasks is highly useful.

11. Language and Culture

The relationship between language and culture is agreed to be hard to be understood for the complex cognitive process people adopt when they communicate. Trials to set the relationship between the two concepts are many throughout the literature. However, Wardhaugh (2002, p. 2) defines language as “knowledge of rules and principles and the ways of saying and doing things with sounds, words, and sentences.” In his definition, Wardhaugh did not explicitly mention ‘culture’, but he implied the environment ‘speech acts’ are performed in. Thus, language is related to the context of its performance. Thanasoulas (2001) implied to the relationship between language and culture; “language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” (p. 86). This means that language is a key to the cultural past of a society.

In order to understand the relation between language and culture, it is required to review the concept of culture either. Wardhaugh (2002) stated that culture consists of the needed knowledge and belief to operate in an acceptable manner among a specific society. Stern (2009) pinpointed that culture is a response to three different kinds of needs; namely, the basic needs of the individuals, the instrumental needs of a society and the symbolic and the integrative needs of both the individual and the society.

11.1 The Relationship between Language and Culture

The oldest study that is concerned with the relation between language and culture is attributed to Edward Sapir with Benjamin lee Whorf which recognized the close relationship between language and culture where they concluded that there was no way to understand one without knowledge of the other, reported by Wardhaugh (2002). He added that there exist three claims of the relationship between language and culture.

The first is the neutral view claims that no relationships exist between language and culture. This claim entails the possibility to analyze a language or a culture with no regard to the other. However, the fact that language is used as a means of communication to have mutual understanding entails that common cultural principles help to set such understanding.

The second kind of relationship implies that the use of language by a group of speakers reflects their particular culture's values. In other words, cultures use languages that are as different as the cultures themselves. This claim opposes the claims of Sapir and Whorf.

In fact, the two claims above make up the basis for the Whorfian hypothesis (the linguistic determinism). The idea that language determines the way we think about the world. According to Wardhaugh (2002) strong determinism states that language determines the thought; whereas, weak determinism states that thought is influenced by language.

In this regard, the appropriate behaviours for a certain social community are reflected through the use of its language. Thus foreign language learners need to understand that in order to run a successful communication, language must go hand in hand with cultural learning. Brown (2000) stated that, "Language and Culture cannot be separated, language is vital to understand our unique cultural perspectives; language is a

tool that is used to explore and experience our cultures and the perspectives that are embedded in our cultures” (p. 177). Byram (1989) pinpointed that “the language holds the culture through the denotations and connotations of its semantics” (p. 94). For this reason, it is crucial to teach culture through its language.

11.2 Language and Culture Bounds

Language and culture are related through verbal communication members of a specific society. Not only ideas, manners and attitudes are also reflected through words. Furthermore, users of the language provide significance of their daily life events through language which embodies cultural reality. Moreover, language symbolises their culture and social identity (Kramsh, 1998).

Our interpretations and thoughts are shaped by attitudes, traditions and the language we use is part of the whole set of the way of living. Therefore, Speakers of different languages perceive things differently i.e. language and culture are strongly bounded (Wardhaugh, 2002).

12. Some Differences between Arabic Culture and English Culture

12.1 Language

12.1.1 Cross Linguistic Factors

Being from the Semitic language family, both the morphology and syntax of Arabic are different from those of the English language. These distinctions between the two languages lead to noticeable writing and speaking errors (McDonough, 1995).

- **Morphology**

The fact that Arabic has a three consonant root as its basis, all words are formed by combining the three-root consonants with fixed vowel patterns and, sometimes, an affix. Therefore, the lack of patterns in English confuses Arabic FL learners and lead to ambiguity in relation to nouns, adjectives and verbs distinction (McDonough, 1995).

- **Syntax**

The fact of belonging to different language families, there are lots of differences between the Arabic and the English grammars. As a result, lots of difficulties can be faced by Arab EFL learners in terms of word order, auxiliary verbs, articles, pronouns, prepositions, and genitive constructions.

12.1.2 Rhetorical Problems

The logical development of ideas is one of the difficult issues faced by Arab EFL learners as it is related to cultural training. Rhetoric is culturally determined which determines certain preferred writing patterns (Ostler, 2002). Students, in their writings, tend to favour coordination over subordination, the use of repetition and metaphorical style as rhetorical and syntactic patterns specific to the Arabic language. This fact tends to cause an important impediment for Arab EFL Learners because of the distinction between English native speaker's logical considerations and those in the Arabic culture (Ostler, 2002).

- **Coordination and Subordination**

According to Ostler, (2002), the Arabic language and the English language differ in their preference for which syntactic feature that should be employed in writing. Subordination feature style is used more than the coordination one in the English language; whereas, the Arabic language favours coordination style, as a means of structural linkage, rather than subordination style. The tendency to use subordination style in writing in English language helps make one's writing more mature, interesting and effective.

- **Repetition and Elaboration**

The Arabic writing style is known of repetition for the sake of persuasion. However, what is considered as a marker of the writing style in Arabic language might

be perceived as redundancy in the English language. Repetition is presented by writing more synonyms to convey emphasis (Abu Rass, 2011).

- **Direct Style and Metaphorical Style**

Among the prominent differences between the English language and the Arabic language is the writing style. While the English language style is direct and very narrow, the Arabic language style admires analogy, proverbs and figures of speech. EFL learners face language transfer from their native language while writing in English language. Teachers in Arab universities complain about the obvious Arabic language interference in their students' writings. Learners tend to exploit language patterns and stylistics that they have acquired in their native language and culture. Therefore, native English readers find the style of writing strange and students do not meet the expectations of the academic readers of the target language (Stern, 1992).

12.2 Religion

It has been asserted that differences between two cultures certainly cause difficulties in learning foreign languages. He stated that cultural interference issues result from either lack of knowledge of the language being learnt or from the mother language. In addition, he inferred to the role of non-linguistic elements that can impede or enhance bilingualism (Dweik, 2000). Similarly, Baker (1992) mentioned that an Arab word may express a concept which is totally unknown in the target culture. It may be a simple type of food, a religious belief, or a social custom. Cultural differences can cause some serious difficulties for EFL learners as Arab learners tend to involve a considerable amount of cultural expressions and terms, such as metaphors, collocations, proverbs, religious terms and institutional terms.

The history of Americans states that their religious beginnings has been established by Christianity or their belief in Jesus Christ as God and Saviour from the

Puritans of the U.K who had the advantage regulating the way of worshipping of the Protestant Reformation. Since 600 A.D., the Arab nations have been controlled based on teaching as instituted in the holly writings of Qur'an believed to be revealed by God through the Prophet Muhammad (Baker, 1992).

The difference of Arabs and American in their religious belief is actually just one of the primary points that have contributed to the periodic dissent that are frequently thought of as a political conflict, but it's not really that state. While the Arab countries adopt Islam as their national religion; the Americans retain their individualistic view on faith where each person is entitled to the liberty of deciding on what kind of teaching they should be into. Americans even have the freedom to be a part of a religion or not. Another thing is that, Islam as a religion believes in one and only God who is Allah opposing to what the American Christians embrace as the Holy Trinity composed of the Godhead Three in One who is the God the Father, God the Son and God the Holy Spirit (Baker, 1992).

12.3 Cultural Openness

Cultural Openness to experience is most commonly recognized as one of the cultural dimensions. High openness to experience leads to a broad and invitational information attitude. However, low openness influence information interaction. Cultural identity distinguishes openness from conservativeness. Meanwhile, Just as openness might impact both the goal of information searching and the way it is performed, so might its counterpart, conservativeness, infer the opposite tendencies. Conservative cultures approach information acquisition in a practical, task-focused fashion. Dependent on the context and the situation requirements, both search styles have their own advantages and drawbacks,.

It has long been acknowledged that people recognized of openness are likely to search out new information than those with a closed mind (Rokeach, 1960). Rigid persons tend to approach life in a controlled and predictable manner, and would therefore be less accepting of alterations according to their cultural principles. External effects, such as new information or surprising news, could potentially disrupt their balance and control, and as a result, they would avoid them (Long and Ziller, 1965; Rokeach, 1960).

‘Social imaginaries,’ as defined by Taylor (2007), are “cultural constructs in which people imagine their social existence, how they fit together with others, how things go on between them and their fellows, the expectations which are normally met, and the deeper normative notions and images which underlie these expectations” (p. 171). Social rationalities, therefore, reflect the ‘deeper normative notions and images’ that organize thought and practice within the surround of ideological assumptions that define life in a community (Long and Ziller, 1965).

Social rationality organized around norms derived from some vision of God as the standard is typically used by religious traditions. For those committed to a religious rationality, God as the ultimate standard will not and indeed cannot justify the norm-determining status of nature. Instead, nature will be explained by the creational power of God will.

12.4 Educational Background

Students’ educational background refers to the knowledge that they have obtained and is considered as a capital for their social and educational performances. It is also the basis for additional knowledge (Robinson, 1994). It is stated that students develop an academic culture that is related to the learning environment provided by academic institutions, the relationship between students, and lecturers, education system, lecture

style, and assessment measurements (Li, Chen & Danmu, 2010). Li et al. (2010) also reported that students' difficulties in language production refer to the teaching and learning processes and the cultural boundaries set in the context of EFL learning. Therefore, international students, with an educational background restricted to their educational system, face significant distinction while learning a different language.

13. The Impact of Native Culture on EFL Learners' Academic Writing

Fakhri (2009) stated that education and culture are integrally connected. Educational patterns are specified by the cultural pattern of the society. Thus, any society, region or country with specific cultural patterns will have a strong influence on its educational features.

Since at least 1983, it has been observed that EFL learners with Arabic as a native language experience influences of their native language (L1) on English as a foreign language (FL). So as to provide the most effective EFL writing instruction, it is necessary to understand these impacts, and to distinguish between purely linguistic errors and cultural distinctions between native speakers of Arabic and native speakers of English. With such an understanding, EFL teachers will be better able to teach Arabic students how to correct linguistic errors in writing. Arabic EFL learners are required to make a balance between formal writing in English with the need to preserve their writing Arabic style.

Fakhri (2009) refers the lack of writing performances of the Arabic speaking writers to their unfamiliarity with the conventions of English writing and insufficient familiarity with their target language, not a transfer of rhetorical features from Arabic to English. Lally (2000) reported that L1 shapes not only the writer's thoughts during prewriting, but also the form of the final composition. She proposed permitting L1

prewriting for FL writing projects, to avoid FL linguistic limitations during ideas generation.

Lina Gomaa (2014) discussed an additional concern with L1 Arabic EFL writers of English, run-on sentences, when she wrote: “Run-on sentences in Arabic are accepted and there is no error in writing them. Run-on sentences are witnessed in books magazines and newspapers, readers can follow them with no confusion. Therefore, teachers have to make it clear for the students that unlike Arabic, very long sentences are confusing for English readers (Lina Gomaa, 2014).

The transfer effects of L1 Arabic on EFL learners’ English writing include specific and predictable errors in the use of punctuation, conjunctions, capitalization, and articles as the most difficult concepts. In addition, other aspects of English writing, like exaggeration prepositions, and word order have been noted as areas of concern. L1 Arabic EFL learners need instruction that focuses specifically on the Standard English conventions associated with punctuation, conjunctions, capitalization, and articles. Instructors need to encourage these students to maintain the perspective of their culture when writing in English, while also teaching the L1 Arabic EFL students to express themselves within the conventions of Standard English writing.

Conclusion

Culture is a quite complex phenomenon to be defined clearly. There is no clear consensus about what culture is. However, culture should be dealt with scientifically as a practical orientation. Yet, the scientific approach calls for definitions to culture; thus, the conceptualization of the concept culture is quite useful. The previous discussions about the nature of culture was not for the purpose of raising common definition that suits all cases of study, in fact the objective was an opening to the diverse conceptions of culture and stay overt to all kinds of debate related to the nature of culture provided that each approach is well explained. So, whether culture is a set of behaviours, meanings, mental practices or artefacts cannot provide sufficient knowledge about the concept isolately, all the conceptions serve to set boundaries to culture in different cultural studies.

Culture can be conceived in distinct ways referring to the researcher's professional background and the purposes behind dealing with this concept. Hofstede (2001) provides a simple analogy between culture and an onion where similarly to an onion culture has different visible and invisible layers. The visible layer represents all the practices that can be observed, at the core there is the mental software that individuals are not conscious of. The relation between these layers is the concern of social sciences.

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Introduction

Facebook and other social networking sites have become so popular nowadays that they are so familiar for all higher education students. Students love to spend most of their time checking their Facebook updates, but do they know that there are many negative effects of using Facebook? Most of the students do not realize the negative impacts of Facebook on their native culture and their educational lives. Facebook is the most well known SNS among the Social-media race with more active users worldwide. It has become one of the most frequently accessed website at the moment.

The University culture adopts Facebook deeply as part of the students' lifestyle, rather than just a hobby or a fun time passing activity. Academic success is a prominent goal to any student in order to improve the social and family responsibility they have. People exchange information, interact, collaborate, and socialize with others in virtual communities through Facebook. It has undergone huge expansion over time that leads to much use by individuals from all over the world.

Englander, Terregrosa and Wang (2010) realized that students spend more time using Facebook for other purposes apart from educational use; thus, their academic outcomes namely the writing skill are negatively affected. Students develop new 'strange habits' of writing that are adopted as typical styles and transmit them to their academic writing performances. For the same reason, students' native culture is being shifted to the digital culture where consequences are further expanded to their academic performances including their writing style.

1. Social Networks

The social network websites are known also as web-based services that provide internet users with different privileges that differ from one site to another. Such as building a sophisticated bound system among users around the world and expanding the relations further to other users in connection with the current ones in a kind of algorithmic structure. While the terms “networking, network” are used interchangeably in public speech. We stick to use the term “network” rather than networking for this latter implies the involvement of internet users in initiating relationships. This is one of the characteristics of the social networks but not the only one which distinct them from other forms of computer mediated communication (Boyd & Hargittai, 2010).

Haythornwaite (2005) reveals that social networks uniqueness resides not only in permitting strangers to interact virtually but rather they allow users make their social networks visible. This would result in interconnecting people who would never make it possible to meet. Nevertheless, networking is not the unique reason of net users, they often simply interact with people who are already taking part of their social network; thus, these patterns led to label this these sites as “social networks”.

Sundén (2003) pinpointed that social network sites have adopted a frame of visible user profile that shows a list of friends who by themselves are users of the same site. Those personal pages (profiles) show details about their own users who can express themselves revealing instant ideas and thoughts. Before joining a social network site, the users are asked to fill a list of personal information that differs from the name to the age and others. By doing so, the user has what is called an social network account where he/she is allowed to refer to his/her personal data for change or up to date. Some

sites allow their participants to improve their profiles via uploading pictures or adding multimedia content.

Sundén (2003) proceeds that the discretion of profiles varies from one site to another and it is related to the users will in most of the network sites. For instance, LinkedIn takes control over what a viewer can see depending on his/her account status. However, profiles on Friendster and Tribe.net are totally visible for all viewers whether they own an account or not. Other sites such as MySpace provide users with a choice visible profile, invisible or visible only to friends. Face book, on the other hand, allows users profile of the same network to be visible unless the user decides to restrict the account visibility to friends only. The visibility policy is a among the social network sites patterns that makes each site distinct from the others.

The moment users get access to their accounts, they are asked to determine the relation with other users of the same site. The social network sites provide data bank of other users details to help meet previous acquaintances according to schooling, work or education level. These latter are classified in lists of friends, but other sites call them followers or fans bearing in mind that the term “friends” differs from the casual and social sense of friendship because users meet for different reasons. The display policy of the friends’ lists is related to the sites from one hand and to the users from the other hand. The interconnectedness between friends’ lists allows users to take a look at any user’s friends list unless he/she forbids this allowance through the site (Boyd & Hargittai, 2010).

Boyd and Hargittai (2010) shed light on how social network sites provide to users instant chat where different users interact with each other in privacy in pairs or even in groups where everybody can see all the others’ comments and responses in wholly

virtual chat. Besides, users are allowed to leave comments to each other on their profiles called by Face book “walls”. Though these features are familiar among most of social network sites, they are not universal. Nevertheless, the very beginning of social networks was not serving today’s objectives. QQ was a Chinese instant messaging provider, Cyworld began as a Korean forum for communication, LunarStorm as a social-community website; Asian Avenue, MiGente, and BlackPlanet were sort of community sites before adding some important feature of social network sites.

Kopytoff (2004) notes that social networks sites are sophisticated data base which are not restricted to instant messaging but rather share knowledge, pictures and videos. Some social network sites are mobile specific like Dodgeball, but others are web based with limited or whole mobile interaction such as Face book. Lots of social network sites are addressing specific geographical region, ethnic, political, religious, sexual orientation although this does not always the sites’ components. Sometimes, interaction is not restricted to human being; pets also have their own social networks sites like Dogster for dogs and Catster for cats, though their profiles are managed by the animals’ owners.

In fact, social network sites are initially serving the interaction aims among homogenous and polygamous groups around the world. They are designed in order to broaden the scope of acquaintances among people in the same area or even around the world.

2. A Historical Overview of Social Networks

According to Hang and Zhou (2018) SixDegrees.com was the first recognized social network site introduced in 1997. The site allowed its users to create accounts and surf with friends. Other social network sites hold these features but they were not visible

to all surfers such as ICQ, AIM and Classmates.com which aimed at giving room to high and college students to interact. However, SixDegrees was prompt to pioneer these features and combine them at once. Though SixDegrees has been enhanced to serve instant messaging and help for social interaction, it failed to keep persistent and withstand business changes. In 2000, the service closed. The little service provided by the owners might be the main reason behind its collapse though the founders claimed that it is ahead of its time.

Later in the late 90s, an important number of social network sites emerged with the spread of internet namely Asian Avenue, Black Planet, MiGent which provided users with a combination of profiles and public friendship of different streams; personal or professional. Users were able to make lists of friends keeping them in their profiles without need to intervention of those websites (Westlake, 2008). Heer and Boyd (2005) talked about 'Live Journal' where participants could follow their friends' journals and manage their own settings. Social network sites features were indispensable for many other social network sites like Cyworld and Lunar Storm which renovated their patterns at the early beginning of the second millennium.

In 2001, the website Ryze.com was introduced in San Francisco to manage business networks. It was initially launched for a restrict number of businessmen. However, it was an energizer to many other websites to establish their own social networks (Scott, 2007). Festa (2003) added, later, Tribe.net, LinkedIn and Friendster created a professional alliance for mutual support but things did not serve any one; Ryze.com could not succeed in raising popularity, Tribe.net developed a niche user base, LinkedIn developed to be one of the leading social sites in business, Friendster became among the leading sites in the field of communication.

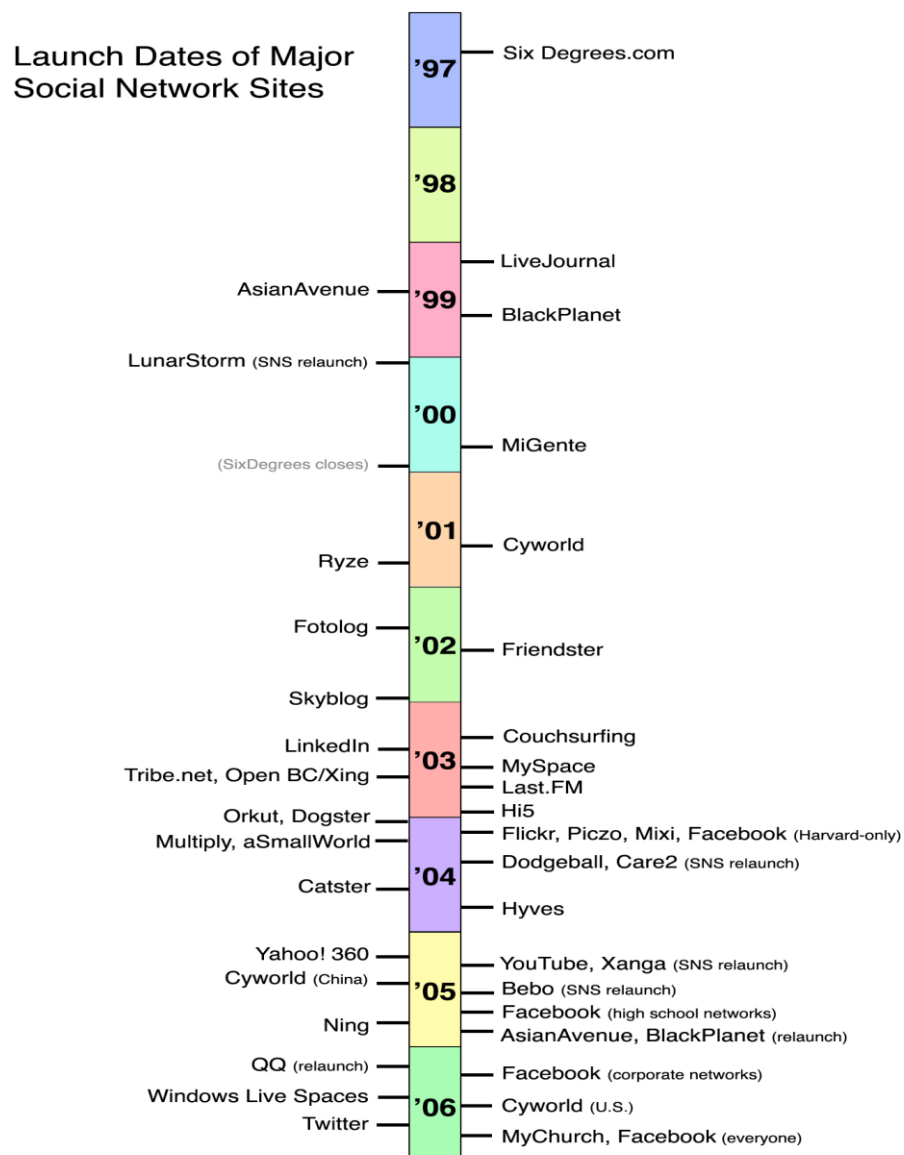


Figure 05. The use of social media in the 21st century

2.1 The Raise of Friendster

Friendster was first designed to complement Ryze and to compete Match.com which served its users as a dating site. Friendster's algorithmic scheme in designing friends' lists helped to get friends of friends acquainted with each other rapidly. This form was seen as a better alternative to knowing strangers which raised its users to 300.000 users in 2003 (Cohen, 2003). However, this status did not last long. By 2006, Friendster's popularity started to collapse due to many technical difficulties. The site

responsible could not cover the great number of new subscribers and soon, users became frustrated about the social network site outcome and service; hence, they tended to use email as an alternative (Boyd, 2007).

Friendsters' fans were restricted in their access to some profiles of people who are away of them in order of friendship. Therefore, people started to expand their acquaintances to reach those of interest. Users went further and created fake accounts using celebrity names and collected great numbers of friends. These fakesters disturbed the companies' policy which started to abolish these fake accounts. This situation embarrassed the company for chasing its users which led to many users abandoned the site (Boyd, 2007).

2.2 Social Network Sites Spread

The period after 2003 witnessed the emergence of many social network sites targeting broad audiences and trying to replicate the early success of Friendster. Many of social network sites focused on instant messaging and interaction, but some targeted business people like LinkedIn, Visible Path and Xing. Activists in human rights met at Care2.com; Christian churches were helped to meet at MyChurch. Other multimedia features were added to web sites imitating social network sites like YouTube for video sharing, Flickr for photo sharing and Last.FM for music listening (Scott, 2007).

Fragoso (2006) explained how Brazilians could succeed in the field of social communication by making Orkut the national social network site for all Brazilians while Google's Orkut could not make it in the U.S. Lukewarm, made by Microsoft Windows in the U.S, was popular in different places but the U.S. MySpace a social network site began in 2003 in Santa Monica, California, it was created for one reason to compete with other site like Friendster, Xanga and Asian Avenue. Rumors were

spreading that “Friendster would adopt a fee based system” (Boyd, 2007), meanwhile MySpace responsible posted Friendsters messages to encourage users quit Friendster and shift to MySpace. MySpace succeeded in growing lots of numbers of users on the detriment of Friendster.

The contribution of music bands in the growth of MySpace was remarkable. The first bands were Indie-rock bands who were dissatisfied of Friendster’s service. Thus, MySpace advertised to VIP service to famous bands who were excited to get closer to their fans. These latter were attracted to get into close contact to their favorite musicians and singers. This mutual contribution led to a fast progress of MySpace to become the most well known social network site.

MySpace attracted all ages including adolescents who were influenced by their surrounding (family, relatives and friends). The site welcomed all kinds of ages and has changed its policy to include minors and allow certain kind of a mixture of community where everybody can get in contact with each other. Markedly, teenagers’ excessive connection was related to the bands they supported. In 2005, MySpace was bought by a news corporation for \$580 million as cited in Boyd (2007). However, the site was implicated in cyclic troubles of sexual harassment with minors which caused panic to the site responsible.

MySpace was dominating the American scene and attracted the media all over the U.S, but it was not the only around the world. According to Madhavan (2007) Orkut became the first social network site in Brazil; Hyves in Germany; QQ instant messaging in China became well known around the world by adopting social network sites features; Bebo was embraced by the United Kingdom, Australia, and New Zealand. Friendster was popular in pacific Islands; in Japan, people adopted Mixi with great

popularity; Hi5 was also popular in Latin America, South America and Europe. Blogging services also gained popularity by adopting social network sites features such as Vox, Xanga, LiveJournal; Sky reigns in France, Windows Live Spaces in different countries.

Facebook launched to support college networks but not as a social network site. University communities were the only benefits of Facebook for it was compulsory to have a university email to be able to register in Facebook. It started Harvard University then expanded to support other schools. Therefore, the site was enclosed to a very restricted community. Later on, in 2005 exactly, high school users got access to Facebook in addition to professionals holding professional reference, then everyone was allowed to possess an account in Facebook. Facebook was distinct with its unique features which made it different from the other social network sites. For instance, privacy matters and the ability to personalize the users profiles by using extraneous applications (Cassidy, 2006).

According to Frosch (2007) the use of social network sites is spreading all over the world in a very fast pace. They are gaining popularity in different fields and institution to an uncontrollable level. Marketing companies are chasing these social network sites buying them or building marketing agreements with them for they know how important these sites are performing in the fields of investment; thus, many governmental institutions banned the use of social network sites during work time or at school. Solder in the U.S military are stopped from using MySpace, employees in Canada are prohibited from Facebook, legislation has been proposed by the congress to prohibit young people from using social network sites in schools. The wide spread of social network sites has created a new world organization of virtual communities with which the whole human system is changing.

2.3 Self-presentation and Friendship

Social network sites make an interesting and fresh field of research for many scholars mainly psychologists, sociologists and linguists. These sites make a vast ground of different kinds of interactions and self representation. People build different kinds of friendships. In Boyd (2004) (as cited in Boyd 2007) he “examined Friendster as a locus of publicly articulated social networks” which gave users space to express themselves and connect with others. This, by consequence, opened doors to analyze identity features through users’ profiles and self expression. However, fakesters and authentic profiles are controversial in the accuracy representation. To what extent the profile is real differs from one site to another depending on the social and technological facts the user is witnessing. The example of LunarStorm revealed that the interaction and activity of the user has reflected the authenticity of the profile. Besides, some other markers like the profile photo (Marwick, 2005). Boyd (2007) adds that friendship lists is another identity marker to the user. Friendster’s participants choose to follow more famous people in order to fulfil certain inner-impressions.

Boyd (2007) pinpointed that “friending function can operate as a catalyst for social drama”. The motivation behind building friendships in social network sites is not the same as the ordinary sense of friendship; that is, virtual “friends provide context by offering users an imagined audience to guide behavioural norms”. In addition to the impact left on the user’s personality when interacting with other peers or leaving comments on their walls (the example of Facebook).

3. The Academic Usage of Social Networking Sites

Due to the increased use of social media among people, researchers are exploring the new tendency of people in communication mainly university students. Nowadays,

social media is used in a growing pace among students at university to socialize among each other or for academic purposes. They may even use it to fulfil other goals of their own. This fact is a matter of investigation for linguists, sociologist and psychologist in order to discover the different effects of social media on the students' academic performance (Heer & Boyd, 2005).

In the last decade, there has been a significant change in the world of communication around the world. Noticeably, tens of sites addressed to make people of different ages get closer to each other and share different ideas. These social media sites include social networks such as Facebook, MySpace, Freindster; micro-blogging sites namely Twitter and Tumbler; media sharing sites like YouTube, Flickr (Subramani, 2018). According to Selwyn (2007), social networks join members with particular relationship such as friendship, work to communicate and interconnect with each other. Statistics reveal that almost 70% of social network users are teenagers, which signifies the clear shift of internet users from information and amusement to communication. Online communication takes many forms as instant messaging or face to face chatting. Selwyn (2007) pinpointed that, traditionally, online networking existed since the inception of World Wide Web via E-mails where people could be involved in leaving messages and sending videos and photos. Whereas, the web technological advances helped to improve the way people communicate mainly after the creation of Web 2.0. This new web development has allowed users to create personal accounts, react instantly to any content of other peers and share videos and photos of their own. Thanks to the development of online technology, online socialization and communication has changed to a great extent.

3.1 Social networking Sites Features

According to Mazman and Usluel (2010), and Carter (2013) the social network sites are distinguished from other web sites by holding special features in terms of users base, interactivity, community driven, relationships, emotion over content.

The first important feature is user-base; social network sites are dependent on their users who are responsible for the content development and up to dating, on the other hand regular web sites are under the control of their creators who provide visitors with different offers related to the field of the site itself whether economic, political or educational (Carter, 2013).

Another pattern that characterizes social network sites is the interactivity through the instant chat rooms which are available all the time. In addition to the game applications and forums that allow participants to interact at the immediate time. Unlike the regular websites that are designed for a surfing goal.

Additionally, social network sites contribute in identity shaping through belonging to sub-communities depending on the individual's tendency whether housing, wildlife, and economic preferences and so on. Participants who share the same interests get identified via belonging to specific social groups where they create common thoughts and beliefs. This pattern does not exist in the casual web sites (Carter, 2013).

Participants in the social network sites are supposed to have lists of friends. Accordingly, relationships among users are so important that the user's significance is evaluated according to the number of followers within the network; unlike the regular websites which lack the sense of interaction (Selwyn, 2007).

Social network sites provide users with a chance to live momentous events the same time they occur; thus, emotional stimuli are essential features within these

networks. Families and friends are following each other, reacting to any instant event taking place and showing feelings explicitly vis-à-vis these events.

Selwyn (2007) pointed to further characteristics of social network sites such as contact management where users can control their profiles' privacy, tagging other users to see an event. Network awareness is performed via signalling any kind of exceeding or through informing other users about the one's current status or changes.

3.2 Networks Contribution to Education

The use of social network sites in the educational field demonstrated many beneficial aspects to users. In a popularity classification scale, Facebook was conceived as the most useful network site for educational reasons. The fact that people are participating in discussions is considered to be a form of learning via sharing ideas or talking about their interests. However, some interactions are intentionally addressed to involve users in different forms of learning schemata. By the so called collaborative learning, participants are engaged in stimulating their cognitive capacities such as the critical thinking. Members may also develop communication skills and writing skills.

At the educational level, social networks can help in many ways; connectivity, information sharing, knowledge development (Mazman and Usluel, 2010). They also shed light on the contribution of social network sites in education in many ways. The first one is "facilitation" in playing the role of communication facilitator between the teacher and his/her students. It makes the access to online courses easy and instant.

Social network sites are saving lots of time and energy for both teachers and their students. Users can be up to date about the events taking places at work places (schools and departments); any announcement or assignment is at the reach of anyone. 'Collaboration' is another contribution to education; collaborative work is an essential

feature in social network sites where students participate in different groups of work according to their 'interests and needs' where participants can share homework and projects. 'resource/material sharing' is the third useful contribution of social network sites in education, social network sites provide users with the opportunity to exchange resources like documents, videos, audio scripts and photos. Thus, the contribution to education is numerous and varied according to students and their instructors objectives behind the online interaction via the social network sites.

4. The Raise of Facebook

Facebook was established as an American company providing online social networking in 2004. This social network site was coined by some Harvard university students namely Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes. The founders were in charge of different management tasks (Coed Staff, 2009). With more than two billion users around the world in 2019, Facebook became the biggest social network site worldwide (Pivec and Macek, 2019).

The early beginning to the SNS Facebook was restricted to Harvard University students who are more than 18 years old. It allowed students to create a personal profile page and keep contact with peers and classmates. Shortly after the foundation of the site, other American universities were added to the network. Within one year the SNS Facebook was available to over 800 American universities (Coed Staff, 2009). Later in 2005, Facebook opened doors to secondary school students and other educational institutions around the world.

Facebook attractiveness, at the beginning, resided in its transparency. Users of Facebook were forbidden from using fake profiles. Connectivity among was easier with this article users to connect with business companies so as to interact with their clients.

Thus, transparency was necessary for sharing ideas and information, forming personal relationships, and building up society as a whole (Coed Staff, 2009).

It all starts with creating a personal profile which allows the user to become an active member in the network. Users can upload photos, start new groups or join a pre-existing group. The site has a virtual space on each user's profile page where users can post their content and friends can post messages; instant status, and locations. Members of the network can chat with each other in public or through private messaging. Access to Facebook is free of charge, and the company earns most of its money from advertisements on the Web site (Coed Staff, 2009).

4.1 From Profiles to Friends Networks

The personal profile and the network are the most important elements of the SNS Facebook. The entire user's private information are registered in the personal profile of each individual. Personal information include contact information, marital status, political views, previous and current studies, favourite music, films and books (Coed Staff, 2009). Profiles are restricted to human beings, they must not involve animals, objects or dead things or anything but oneself (Marshell, 2012). As users of the SNS Facebook, they make part of the large social network comprising of the groups whose privacy setting permits other users to view their publications (Coed Staff, 2009). Users are allowed to link themselves to other profiles via hyperlinks. These networks appear in the users' walls through lists of photos or other common friends (Marshell, 2012).

4.2 Interaction and Sharing Information

At the beginning, interactions among Facebook users were based on instant messaging in order to socially communicate with friends of the same network. Later on,

the introduction of the so-called ‘walls’ helped to interact and share options among users easily. Each profile has a personal ‘wall’, other users could write and post messages on their friends walls (Marshall, 2012). This option was expanded to share photos and videos. Users were allowed to make updates to their profiles by writing messages or publishing photos and videos starting from October, 2005. Updates were not visible to other users unless they make part of the same network. Further option were launched namely ‘tagging’ where friends could ‘tag’ their friends in photos so that the concerned person find quick shortcut to the photo or whatever his name was under it (Boyd & Ellison, 2007).

4.3 Facebook as a Structure

The fact of attracting a huge number of users with enthusiasm was a prominent success for the SNS Facebook. Though, means of texting were available a long time before Facebook, it spread very quickly. Websites such as kiss.com (1994), SixDegrees.com (1997), match.com (1995), more recent websites like Friendster.com, linkedin.com MySpace.com (2003) provided the service of personal profile and textual elements of interaction (Coed Staff, 2009). In the 1990s, users could write messages on walls in blogs, which helped gain popularity. Online advertisements too appeared before the emergence of the SNS Facebook (1993). Therefore, functionalities of Facebook were not new (Marshall, 2012).

In fact, the newness of the SNS Facebook was owing to mixing familiar elements and types of users at the same time. The SNS Facebook provided a prominent structure of interaction consisting of networks of friends, profile pages, sharing messages, photos and videos and banner ads. This fact allowed specific use and users at the same time while excluding others (Boyd & Ellison, 2007). The Facebook structure is supposed to

be filled by the users through writings, photos, adverts and links...etc. the interaction features used by Facebook helped to interact with three kinds of users; company user, profile owner and advertiser user (Coed Staff, 2009).

4.4 Facebook and Sharing

Among the prominent distinctions of the SNS Facebook is the special information sharing through 'Status Updates', 'News Feed' and 'Mini Feed'. The 'Status Updates' feature is devoted to tell friends what the user is doing without any need to change information about the profile. News Feed and Mini Feed helped to keep close to the user's friends' activities. Therefore, instead of the traditional way to know about friends information, these latter flew now to the user's page automatically once all network activity is displayed (News Feed) or only activities of a particular user (Mini Feed). These features of Facebook were crucial options of this SNS (Boyd & Ellison, 2007).

Feeds led to the increase of the speed of messaging by creating a platform to support global activism. It was surprising for the team work of the SNS Facebook how fast information were transmitted through groups thanks to the new patterns of sharing (Poole, 2005). Another interesting functionality is 'My Shares' where Facebook users can benefit of sharing links on websites with their friends with a single click. In service to the same function, Facebook developed a toolbar for Internet browsers in order to enable users keep track of their networks on Facebook even on other websites (Bucher, 2013). 'Tagging' on the other hand, helped users to keep their friends updated about any publications as a note reminder. These functional features of sharing allowed the SNS Facebook to extend its scope to other websites (Boyd & Ellison, 2007).

4.5 Friends Networks and Profiles

Another interesting phase in the time line of Facebook evolution was the initiation of many changes that occurred to profile pages as well as to different elements and page types. Options in relation to video mode of expression to various forms of live streaming were added to the benefit of Facebook users. The inauguration of the U.S president Barak Obama was the first live streaming video on Facebook in January 2009 when around 19 million viewers watched this event (Coed Staff, 2009).

‘Timeline’ was a new feature introduced in 2012 which allowed users to back in time to the creation of the profile and jump to any later activities. In April 2010, Facebook launched ‘Community Pages’ classified pages according to special topics of interest. This kind of page neither was a public page neither an individual nor owned by private company. The idea was deprived from Wikipedia and expanded further to Facebook (Barnet, 2013).

4.6 Facebook and Mobile Growth

The continuous spread of technological means of communication helped in the expansion of the Facebook use. Smart phones, for example, paved the way to use different kinds of mobile applications including Facebook (Barnet, 2013). Therefore, many functional features were allowed by the mid of 2010, users could secure status updates, chat using mobile media, and watch Facebook videos. In addition, Facebook camera helped to take instant photos or videos and publish or store them right away (Gray, 1996).

Statistics scored 20 million users of Facebook from their phones in 2009 and within one year, the number of users jumped to 100 million. However, the most exciting aspect was the link of Facebook features with the geo-localisation option of mobile

units where users can see the location of their friends around the world. 'Checking in' provided information about where the user was and who was he with and even which of the friends were nearby; a revolutionary feature of localisation (Boyd & Ellison, 2007).

5. Facebook and Education

According to Lantz-Anderson, Vigmo and Bowen (2013) Facebook is considered to be the largest social networking site that facilitates connections and sharing interests between its users. Higher education students are increasingly interested in the SNS Facebook which became an integral part of higher education experience (Selwyn, 2007). Marshall (2012) reported that students at university spend at least one hour per day in social interaction. However, Facebook is also used for academic purposes.

Baker (1999) stated that "Facebook is a network that connects students with other students, indirectly creating a learning community - a vital component of student education" (p. 5). Since its creation in 2004, Facebook has been incorporated in the educational process throughout the world by college students. Arrington (2005) reported that 85% of students in the American universities have adopted Facebook networks. Most of the Facebook features serve the educational purposes such as instant messaging, picture posting allowing communication and collaboration among students and the teaching staff.

The relevant research regarding how Facebook use and academic performance are related has yielded mixed results. Pasek (2009) inferred to the non-existence of any relation between Facebook use and grades. Saunders and Kolek (2008) stated that there were no differences in overall grade point average (GPA) between users and non-users of Facebook. Kirschner and Karpinski (2010), on the other hand, found that Facebook users reached a lower mean GPA than non-users. Moreover, users of Facebook reported

that they study fewer hours per week than non-users (Kirschner & Karpinski, 2010). Additionally, it has been found that the amount of time spent on Facebook correlated with lower overall GPA; however, mutual sharing of links and checking friends' updates were positively related to GPA (Junco, 2012).

Pasek (2009) pinpointed to the negative relation between time spent on Facebook and time spent revising lessons. There are a number of possible reasons for the disparate findings among studies. However, according to Junco (2012), the measures used to evaluate Facebook use and sampling designs may limit the results of the previous studies. Grades, for instance, were measured either through self-report or through data collected from the university registrar, Facebook use was measured in different ways such as through a measure of time spent on the site. Furthermore, students might differ in their use of the SNS Facebook.

5.1 Educational Applications of Facebook

5.1.1 The Interaction Environment

According to Comscore, (2011), social network sites are witnessing crowded demands of belonging mainly among university students. He adds, in the United Kingdom, university students aged from 18 to 25 years old are the most active on the social network sites. From their part, Voorn and Kommers (2013) stated that college students perceive social networking as an efficient support to interaction and collaborative learning. Mazer, Murphy and Simonds (2007) reported conducted studies about the correlation between Facebook use among University students and their motivation level and affective learning. Findings demonstrated high and positive correlation.

In a conducted study that investigated the significance of using Facebook as an additional virtual classroom to increase interaction within the classroom. At the end of

the study, Tunes and Sixto (2011) found that students enhanced their participatory attitude, information sharedness, mutual support and learning collaboration in association with their classmates and their teachers. Similarly, LaRue (2012) stated that virtual communities improve interaction and learning collaboration among students by keeping the sense of a community.

5.1.2 Communication in High Education

Facebook as a means of communication provided opportunities for students to keep track to all the instant messaging at the immediate time or by reviewing them later on. Contrary to the classroom explanations which are performed orally and forgotten rapidly, Facebook communications are concrete record and easily accessed. Besides, reflection time is longer in order to react to questions. (Irwin, Ball, Desbrow & Leveritt, 2012). Irwin et al. (2012) compared educational communication tools to the SNS Facebook. Findings showed that Facebook had more advantages in terms of resource sharing, engage interaction with others. Just in reviewing articles, Facebook was ranked in the last position. Ultimately, Facebook was concluded to be a potential energiser of interaction and communication among University students.

5.1.3 Language Learning in Facebook

As noted by Rovai (2002), the interest in learning a foreign language correlates with participating in collaborative learning with native speakers through a social network. In addition, Facebook could generate the feeling of group community that is associated with the increase in motivation and performance in language course.

Among the pragmatic activities that develop second language learning includes the improvement of pragmatic knowledge and communications practice. Facebook implements such activities easily due to the functional communication features provided

in the site namely groups communicating in the target language where L2 seekers can observe and get involved in different discussions. Using groups for collaborative learning emphasises the benefits of language interaction and improvement of social pragmatic knowledge that needs practice Kasper (1997).

Windham (2005) stated that using Facebook in EFL courses by teachers to fulfil their pedagogical roles is recommended. It is also advised to develop learning project on Facebook with teachers' guidance. In spite of its original goal of socializing, Facebook should be used to engage students in language activities. Thus, teachers to benefit integrate Facebook use in their academic field in order to help their learners benefit from collaborative language learning.

5.1.4 The Learning Platform

In his study in relation to implementing activities in online discussions through Facebook, LaRue (2012) concluded that Facebook is not the ideal tool for all contexts. Findings showed that Facebook provides an unmatched level of comfort that attracts college students. However, it enhances the classroom community through raising connection among students. Irwin et al. (2012) added that for a better benefit from the academic use of the SNS Facebook, apart from its socializing goal, is through small group size. Also, absent students, during the sessions, notification requires the intervention of students in the learning platform. In this regard, it is necessary for teachers to plan the order of the feedback publishing to guarantee a sequential flow of information.

5.2 Virtual Risky Educational Behaviours

Gross and Acquisti (2005) pinpointed to the risks of disclosing personal information. Users of Facebook share large amounts of personal information where men

are more open to share their contact details than females who look more cautious with social responsibility. However, Facebook and digital media have received criticism, and there are many perspectives regarding the effect of social media University students.

The excessive use of the different social networking sites namely Facebook misguided students to increasingly rely on information accessible on social networking sites and internet. For this reason, students' learning skills and research ability are decreasing (Berzan and Krishen, 2018). In addition, Tulin, Pollet, and Lehmann-Willenbrock (2018) stated that the engagement in Facebook reduces the focus on their studies and leads to a decline in their academic performance. Similarly, as students spend more time on Facebook, they spend less time socializing with their family members and peers which reduces their communication skills (Pivec and Macek, 2019). Moreover, students' mental and physical health can be affected by excessive social media use through unbalanced diets, excessive consumption of drinks. All in all, the social networking sites use affects the students' educational life (McLean, Edwards and Morris, 2017).

5.3 Students' and Teachers' Attitudes towards Facebook Use

A large scale study on undergraduate students and Facebook use conducted by Birim (2016) revealed students' perception towards the educational use of the SNS Facebook. As Facebook was perceived as a space for socialization that is daily used among students, there was a discomfort towards incorporating Facebook by teachers in the teaching/learning process. Besides, the relationship between teachers and students as friendship was considered taboo.

In relation to motivation and affective learning, Mazer et al. (2012) stated that self-disclosure and teaching style in the classroom should be consistent by teachers. In

addition, students think that transparency by teachers in their Facebook account via providing real personal details and photos make them look as trustworthy as competent. According to Roblyer (2010) reported that students tend to use the SNS Facebook more than other social networks, while teachers were more into using E-mails. Therefore, teachers give very little attention to using Facebook to academic issues. Kirschner and Karpinski (2010) found that students with low score average are those users of Facebook who spend less time studying. Kirschner and Karpinski think that with absence of Facebook, students with lower score averages would spend more time at curricular activities.

5.4 Opportunities for Teachers

Internet-based resources and technology in the classroom is highly enjoyed by teachers who already have technological tendencies in their teaching. In addition, students' motivation by the use of Internet should be exploited by teachers to enhance their learning. It would be more convenient using a social network site to support the students' leaning through adopting their thought patterns and habit of socialization (Farris-Berg, 2005).

5.5 Protective Measures

Gross and Acquisit (2005) students need to be conscious about what they publish in Facebook and what future effects it may raise in their studies. Non-academic misuse of social media in general and more specifically Facebook have potential impact on their educational performances. O'Neil (2008) suggested disabling the geographic location of the mobile device and removing the search results on Facebook to what they have of disorientation of the students' focus.

Institutions can implement different actions in order to promote meaningful learning. Encouraging collaborative learning so as to overcome the risks of privacy would be an important step to change students' learning behaviours. In order to prohibit activities that refrain the learning process, it is important to establish a social media policy (O'Neil, 2008). The feasibility of the use control is through engaging the administration, students and researchers in establishing guidelines on the use of social networks (Junco, 2012).

6. Facebook and Culture

Social network sites (SNSs) play an important role in the modern life of university students; they affect the culture, social practices and academic fields. SNSs might have a positive impact on culture through the interconnectivity and the new social environment shared by learners to keep track of the novel news and social events. This fact has helped in improving creativity and social awareness among learners. SNSs created an opportunity to widen the learner's world and make new friends from other countries leading to enhance the sense of openness among conservative societies (Saunders & Kolek, 2008)

On the other hand, our culture has been negatively influenced by social media. People can share whatever they want on social media and some of them might be culturally inappropriate posts (Baran, 2002). People have become more conservative about each other's points of view. Users began to argue about political and religious, social rights and cultural identities. Social media reduced physical activities of youth leaving negative effects on the users' daily activities. Users of Facebook prefer to spend lots of time online chatting, playing games, and checking their peers' updates. Social media also have influenced youth in negative ways. Bullying, harassment and

unnecessary information are some increasing negative attitudes noticed through the use of SNSs. Users are able to make abusive and negative comments about anything and anyone. Social media have multiple impacts on the users' culture (Kaudushin, 2012).

6.1 A Perspective on Culture

“Culture is a complex construct that is both difficult to define and also crucial to understanding and framing how and why people behave as they do in the context of their situated actions” (Hofstede & Minkov, 2010, p. 76). Hofstede's model of national culture is the commonly used perspective on culture that has been applied to cross-cultural studies in Human sciences and technology adoption. However, among the critical view of this definition of culture is that it was originally promoted and continues to perpetuate a cross-cultural view that examines culture purely from a Western viewpoint (Nielson, 2017).

Furthermore, this model has also been criticized because of its choice of narrow and rigid categories, its relevance to and application with understanding technology adoption and because of the limited conceptualization of local cultures in favour of national-level measures (Winschiers-Theophilus, 2010). So, while Hofstede's model is useful as a starting point, Irani (2010) thinks it is important to also take a richer and more nuanced view of culture, one that captures a representation of behaviour that is enacted in everyday practice and is active in producing everyday experience (Irani, 2010).

Ubuntu, an African culture, is characterized by generosity, love, maturity, hospitality, politeness, understanding, and humility (Mkabela & Luthuli, 1997), which are values that are reflected in social interactions and maintained through mediated communication (Baran, 2002). In this regard, it is required to figure out the mechanisms through which social media are involved in cultural change or being effected by culture

as demonstrated by Asemah and Olaniran (2013) “cultural values can be carried over and influenced by technology mediated communications and these media can also have a profound influence on attitudes about and the evolution of culture” (p. 123)

6.2 The Interplay between Cultural Practices and Facebook Usage

In this part we examine how Facebook usage is influenced by and influences cultural practices of its users. Because the Facebook platform was designed in and for users operating within Western culture, users from other cultures might be affected through their use of the SNS Facebook (Saunders & Kolek, 2008).

6.2.1 Deviations between Off-line and On-line Cultural Practices

Facebook use in non Western countries seems to be reflecting as well as influencing deeply rooted cultural practices. For example, although some African countries generally respect and maintain high power distance with parents and older relatives, many of these social norms break down on Facebook. On the one hand, elders wish to maintain these distances, but at the same time they want to communicate with, for instance, their sons or daughters who are separated while at the university (Nielson, 2017). Therefore, users label their elder relatives as “friends” because they are driven by the basic utilitarian purpose of communication. The fact that the SNS Facebook was designed in and for a culture where the power of distance is not highly respected is becoming an engine that changes the structures of relations among non Western countries. In doing so, it is assumed that labels and rules that are applied online will influence real world behaviours (e.g., labelling one’s parents as “friends” in the real world) (Asemah & Olaniran, 2013).

Another example relates to major deviations in socio-cultural behaviours related to taboos. For instance, discussions that were generally considered to be taboo in off-line dialogs were reported to be commonly and openly discussed on Facebook. Talk of

sexually explicit content, nude pictures, and HIV/Aids status were the leading topics that participants did not engage in offline (and often said they disliked on Facebook) (Kirschner & Karpinski, 2010).

US users also seemingly experienced a behavioural change in how they engaged with others on Facebook in comparison to their offline encounters. According to Hofstede (2015), in the American states liberty of self expression is highly protected and people are allowed to express themselves openly. However, users related how they previously considered Facebook to be a fun space where they could express themselves openly, but it had recently changed such that they suppressed their true feelings, behaviours, and their 'inner self.'

Employer activities and diversification of the user base are mainly the cause behind keeping the American users' profiles "clean". They try to control their online activities shown on their profiles. US users frequently indicated that they would open multiple profiles or use aliases to circumvent employers and family from seeing their private information. Thus, we observed that a re-adjustment of friendship relations between the on-line and off-line world was taking place over time (Saunders & Kolek, 2008).

6.2.2 Cultural Practices Extended to the Offline World

In a study conducted by Zickuhr and Madden (2012) in Namibia, they noted that the posting of newborn baby pictures on Facebook contradicts cultural practices of several Namibian ethnic groups; thus, it was surprising to see that similar Facebook behaviours would not only become accepted online but also translate into similar behaviours off-line. It is believed this kind of behaviour is brought by the user's desire to share photos with older relatives and keep family contact; that is why many older adults in the US create Facebook accounts (Zickuhr & Madden, 2012).

Furthermore, a new trend was noticed among Namibians where people increasingly being willing to display newborn babies openly and with little protection for the baby against the “strange winds” that are present in the city. Several participants indicated that they believed this to be the result of observing Western Facebook users posting photos of themselves or others who are in public with newborn babies. One of the respondents reacted, “...*now that’s the western influence.*” Although participants attributed this to Facebook, it is important to consider the multiple influences non Westerns are exposed to such as urbanization and public media (e.g., Western television, international news, and Western movies) (Pasek, 2009).

Nevertheless, while these and other influences do exist, we expect that Facebook reinforces these behaviours when engaging in such behaviours online. As such behaviour proliferates amongst non Westerns online, it would likely break down taboos related to offline behaviours (Kirschner & Karpinski, 2010).

6.2.3 The Offline World’s Culture Extended to Facebook

Non-Western users of the SNS Facebook have extended their behaviours on media such as radio, television, newspapers, and public meetings to the Facebook communication behaviours. Users of Facebook have incorporated a number of offline social rules. For example, in the same study conducted by Zickuhr and Madden (2012), Namibians indicated that most posts on Facebook are in English because they want to accommodate those who are not familiar with their native language and this was considered to be the polite thing to do. Likewise, speaking English in the public sphere, a similar social pattern, is observed in everyday face-to face conversations. This is reflective not only of cultural attitudes but also because of the need to effectively communicate within a multicultural society (Zickuhr & Madden, 2012).

The concept of a Facebook friendship is often thought to be controversial in non Western countries because it does not conform to offline power relations that are deeply embedded in different cultures such as in Namibia. Friend requesters have certain privileges in the friendship such as being free to speak their mind without the requester commenting or reprimanding (Peters, Winschiers-Theophilus & Mecnnecke, 2013).

Users who make certain that the name of a more expensive or prestigious phone is displayed when making a post through borrowing other people's phones for making status updates for their own benefit. This association with status is reflective of behaviours in the offline world that demonstrate status and wealth showing off via displaying the number of animals owned or the nature of one's property; as a result, these displays play a significant role in social interactions both offline and online (Barnes, 2006).

For US users, there were fewer examples raised by research of extensions of the offline world to Facebook (appropriation). A number of reasons might be interfering in this, but the most important one likely relates to the fact that Facebook was designed as a monolithic tool specifically for US users and, as a result, it was meant to parallel behaviours in the real world. Technologies are almost always appropriated by people in ways that extend the technology beyond its original design parameters. However, it is likely that the closer alignment of Facebook with the culture of US participants made these appropriations less necessary and less salient to participants (Awad & Krishnan, 2006).

Findings of similar research show that users are reluctant to manage privacy settings, but they differ in that they are aware of the lack of privacy on the Internet. Users, ten years ago, expressed surprise when the information they posted online became public; these results suggest that this naiveté is less prevalent today and that

users are fully aware of the transparency of Internet postings. As a result, they are much more likely to manage their online behaviours more carefully. This is consistent with other research on posting behaviour that show that external influencers like parents change user attitudes about and behaviours associated with privacy management (Feng & Xie, 2014).

In summary, Facebook usage does influence and is influenced by cultural practices, but social media can be designed to influence and extend positive societal values like staying connected with family and friends, supporting the intercultural learning and tolerance which results from having diverse friends. A closer look at specific cultural practices and norms held by different ethnic populations showed interesting differences in appropriation and use in terms of the translation of online attitudes and behaviours to offline settings which are not uniform. As a result, a closer examination of Facebook content in relation to different ethnic groups and cultures around the world will uncover interesting and important cultural influences on use and behaviour on Facebook (Feng & Xie, 2014).

7. Facebook and Writing

In a contemporary world recognized of its varied technological networking where it has become inconceivable to live without the World Wide Web. The internet has become an important source of access to knowledge and an important instrument in social connections to friends and family. In education, the release of the social utility Facebook in 2004 on the World Wide Web has been taken to influence the way in which students conduct educational assignments (Westlake, 2008).

Previous studies have shown that applications of the internet are pertinent in that they provide facilities for students to stay in contact with one another and to build their social connections (Kitsis, 2008). Facebook, the social utility in focus, has been noted to

have effects on students regarding the development of identities and the self. Facebook has been identified as a new social platform that has the ability to affect student's academic writing practices because of the increase in new digital literacies found in digital media and its influence on literary practices.

7.1 Linguistic Features Used in Selected Social Interactions on Facebook

Language usage in internet is a new phenomenon compared to its usage in other areas. This fact is taking place due to the existence of social networking tools as new means of communication among people. The social network platform Facebook allows its users to interact using a language of their choice that it is not an official form.

Darvell, Walsh and White (2011) stated that when Facebook users interact there is a likelihood of people employing certain patterns of the language of their choice. Nevertheless, Darvell et al. (2011) did not extend their explanations to describe the patterns of this interaction event. The interactions being referred to were analyzed to examine the linguistic features employed by FB interlocutors. While using the SNS Facebook, users are free to use a language of their choice simply because the context of interaction is considered as an informal one. Throughout the interactions, the communications can be written or spoken. Users are free to send texts, pictures and videos without the fear of being followed (Crystal, 2001).

7.2 The Net-speak Language

Language usage in various electronic media has been a field of research for a number of scholars. Researchers like Crystal (2001), Darvell et al. (2011) generally agreed that Facebook users invent their own ways of communicating. Crystal (2001) states that through distinct manners human interactions are allowed thanks to platforms provided by electronic communication. According to Crystal (2011), like the case of the SNS Facebook, social media interactions can be different depending on the social

network medium used for the electronic communication. Crystal does not state whether the ways he is referring to in social media are used in all languages that are used in such interactions or are restricted to English language only, but has certain patterns that are evident in the chats.

Crystal (2001), while illustrating a type of language that has distinct features on the internet, called social media interactions 'Net-speak'. In his perspective, the adopted form of language consists of unacceptable capital letters, unconventional spellings and non-standard abbreviations and acronyms. His arguments are affirmed by Hudson (2000) who argues that there's no evidence showing that language has restrictions in mind or in new possibilities of meaning. He states that through creativity, users can address any message they would like to transmit online. In addition, new meanings in language are depicted by creativity while using Facebook.

Abusa'aleek (2015) conducted a linguistic study on the internet where he illustrated some of the linguistic features while analyzing electronic chats as a new system of language. The findings demonstrated that 25% of the users communicated electronically by abbreviating their language. Moreover, users used some electronic chats which could not be understood because they abbreviated their language including words, unconventional spellings, word elongation and letter changing in words. The list of common abbreviations used in Facebook texting is shown in the table next page:

Abbreviations A to L		Abbreviations M to Z	
2moro	Tomorrow	MoF	Male or Female
2nte	Tonight	MTFBWY	May the Force be with You
AEAP	As Early as Possible	MYOB	Mind Your Own Business
ALAP	As Late as Possible	N-A-Y-L	In a While
ASAP	As Soon as Possible	NAZ	Name, Address, ZIP
ASL	Age / Sex / Location?	NC	No Comment
B3	Blah, Blah, Blah	NIMBY	Not in my Backyard
B4YKI	Before You Know it	NM	Never Mind / Nothing Much
BFF	Best Friends, Forever	NP	No Problem
BM&Y	Between Me and You	NSFW	Not Safe for Work
BRB	Be right Back	NTIM	Not that it Matters
BRT	Be right There	NVM	Never Mind
BTAM	Be that as it May	OATUS	On a totally Unrelated Subject
C-P	Sleepy	OIC	Oh, I See
CTN	Cannot talk now	OMW	On My Way
CUS	See You Soon	OTL	Out to Lunch
CWOT	Complete Waste of Time	OTP	On the Phone
CYT	See You Tomorrow	P911	Parent Alert
E123	Easy as 1, 2, 3	PAL	Parents are Listening
EM?	Excuse Me?	PAW	Parents are Watching
EOD	End of Day	PIR	Parent in Room
F2F	Face to Face	POS	Parent over Shoulder
FC	Fingers Crossed	PROP(S)	Proper Respect / Proper Recognition
FOAF	Friend of a Friend	QT	Cutie
GR8	Great	RN	Right Now
HAK	Hugs and Kisses	RU	Are You
IDC	I Don't Care	SEP	Someone else's Problem
IDK	I Don't Know	SITD	Still in the Dark
ILU / ILY	I Love You	SLAP	Sounds like a Plan
IMU	I Miss You	SMIM	Send Me an Instant Message
IRL	In Real Life	SO	Significant Other
J/K	Just Kidding	TMI	Too Much Information
JC	Just Checking	UR	Your / You are
JTLYK	Just to Let You Know	W8	Wait
KFY	Kiss for You	WB	Welcome Back
KMN	Kill Me Now	WYCM	Will You Call Me?
KPC	Keeping Parents Clueless	WYWH	Wish You Were Here
L8R	Later	XOXOXOX	Hugs, Kisses, ...

Table 01. List of Common Abbreviations Used in Facebook Texting

7.3 Social Media Addiction

Yunus and Salehi (2012) stated that social media are becoming a fundamental part of Algerian EFL students' daily life. It seems that EFL learners use Facebook more than any other SNSs for socializing or for educational reasons. In their online interactions through Facebook, Algerians use different languages like Arabic, French, and even English. Yoo and Jeong (2017) noted that Facebook use has significantly affected students' academic performance as well as emotional attributes negatively.

Yunus et al. (2012) stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in the formal writing tasks in school. Selwyn (2009) pointed out that due to the use of informal writing structures instead of formal writing style, Facebook failed to improve students' writing performances. Hofstede (2015) stated that students who use more language texting based on short cuts produce worse formal writing than those who use fewer linguistic texting in daily writing.

The common features of informal online chats writing which are considered inappropriate in a writing class reside in **International Phonetic Spelling** that is used for phonetic transcription of standard pronunciation such as 'wanna' for 'want to', 'BFF' for 'Best Friend For ever', 'luv' for 'love', 'nite' for 'night', (Danet and Herring, 2007, p. 97). Moreover, texting patterns include **Smiley and Emoticons** used for conveying a feeling are: such as being sad: (. , Being happy :), facing a hard situation -_-! . Furthermore, **Multiple Punctuation Marks** or letters used for a prosodic effect are such as: no more!!!!, yes!!!!, aaaaahhhhh, sooooo (Crystal, 2001, p. 34-35). **Capitalization**: all capital letters for 'shouting' such as 'I SAID NO', asterisks for emphasis such as 'the*real*answer' (Crystal, 2001, p. 35). **Abbreviations** or acronyms used for saving time and making it convenient, such as b4/B4 (before), lol/LOL (laughing out loud), oic/OIC (oh I see). **Short forms** used to make it easy and convenient to express rapid ideas like 'pls' (please), 'u' (you), 'tmr' (tomorrow), 'r' (are), 'thx' (thanks), 'i' (I).

8. The Effects of Using Facebook in Learning English as FL

English language has become a world lingua franca, a means of international communication, which entails a provision for people to learn and master it. Business, technology and entertainment use the English language as the basis of interaction. This

is , also, noticed and evidenced through the extensive amount of academic and scientific research documented in English and even in several occupations (Scott, 2007). It has been stated that there exists different effective ways to improve the EFL learners fluency and accuracy through reading and writing to improve these skills baring in mind that the whole learning process depends on them (Haider & AKhter, 2012).

The world is currently witnessing a new information and communication revolution called web 2.5, which is a living term describing the changing trends in the use of World Wide Web technology. The web design technology targets enhancing creativity, information sharing, collaboration and functionality of the web. Web 2.5 is perceived as a new revolution of information that has led to the evolution and evaluation of web-based communities such as social Networking sites, video sharing sites, Blogs and other sites like Facebook (Sapountzi & Psannis, 2018).

8.1 The Effect of Using Facebook on Improving English Language Writing Skills

In 2004, Facebook was launched as a social network that offered school members access to the profiles of other classmates. It enables users to keep personal profile and interact with other people, keep-up with their friends, and send and receive messages and learn about people with who they meet (Thompson, 2008).

One of the most remarkable features of Facebook is its “stickiness” in those two thirds of its total users' base comes back to the site during the day. Using Facebook as an emerging media for communication is considered one of the most important social network sites that provide people the access to others without any boundaries (Benett & Segerberg, 2011).

Students’ writing is not proficient as it should be because they do not have the passion to learn through traditional methods. The research, in this field, has found that it

is suitable to exploit and take an advantage of their passion to chat with friends and their fondness to using Facebook to increase their enthusiasm and ability to learn effectively. In the last few years, the output of social media networking especially Facebook has exploded both in English countries and non speaking English countries so many researchers investigated to what extent Facebook affects writing skills and vocabulary enrichment. Many literary findings revealed that Facebook is considered an attractive mean for the students to improve the quality of writing and enriching vocabulary (Benett & Segerberg, 2011).

8.2 The Effect of Facebook on Teaching English Language

Bidwell (2010) reported that it is important to use the SNS Facebook by the instructor in order to minimize time and effort, raise his efficiency, change his role and know the individual differences between the students. On the other hand, using Facebook attracted the students' attention and focus, motivating him, making him a social learner and achieving more continuous learning and sustainable effect. Accordingly, students can overpass the risk element and the spatial and temporal dimension. There are many reasons that have led to the necessity to use Facebook in teaching which includes the following: Learning languages is considered one of the topics with necessity to use the educational means, since the words and the phonetic symbols might represent absolute expressions, their meaning clarity to the individual depends on what he has of sensory (Moqbel & Little, 2004).

8.3 The Negative Effects of Social Media on EFL Students

The shift from visible to invisible friends has attracted attention, while important ventures like studying and writing are affected in the process, students addictiveness on SNSs can cause many disadvantages in some way:

- It is not an appropriate environment for formal teaching and learning activities (Shih, 2011).
- May affect student learning outcomes and physical and mental health because, they spend too much using it.
- It is a source of distractions for students (Yunus and Salehi, 2012).
- It makes students get used of informal writing through using too much short forms and abbreviations which leads to grammar mistakes that are transmitted later on to their formal writing unconsciously (Herder, 2009).
- It can lead to miscommunication because the writing can be lacking in the opportunities for expression, explanation, and clarification that are found in face-to-face interaction (Zaidieh, 2012).

In terms of learning English, among the negative effects of social media is that they may not provide a suitable environment for formal teaching and learning (Yunus and Salehi, 2012, Shih, 2011). Moreover, Zaidieh (2012) pinpointed that English poor quality may be increased by engaging the usage of social media because students tend to use non-standard English when interacting with each other online. Therefore, the effectiveness of social media, Facebook, on EFL learners' writing has no inconclusive evidence.

Conclusion

Facebook and other online social networking sites are the most popular platform for young people to connect with their peers. It is not yet clear if it can be used as an avenue to support learning especially for EFL students. This chapter has presented what social media and social networking sites mean, and more specifically how students' academics became affected by those social networking sites mainly the academic writing performances.

The aforementioned studies and related literature about the SNS Facebook, culture and writing gives more basis or locus on the students' use of Facebook effects on their education. They sometimes tend to apply the assistance of Facebook to their academic school work. Facebook also is used as a foundation for social capitalization. Previous research serves a juncture of reflection for the use of Facebook that could probably have positive and negative effects on the student's identity and academic performances. The gathered research had led us to formulate several ideas and assumptions to the different effects done by the usage of Facebook on the way culture and writing performances are bounded.

All in all, the relevant literature pointed that Facebook usage does influence the students' cultural practices. However, social media can be designed to influence and extend positive societal values like keeping contact with family and friends, encouraging the intercultural learning and tolerance which results from having diverse friends. The cultural influence of the SNS Facebook has extended to influence EFL students academic performances namely the writing skill in the foreign language.

III. General Considerations on Writing

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Introduction

Academic writing is an essential language skill which is a central concern of both learners and teachers at university level in order to realize a range of purposes according to different contexts. Students at university are invited to write different genres of written expression products. They are expected to read and think critically, synthesize research materials and defend their positions once analyzing information. The teaching of academic writing skill aims at developing students' skills for continued use of academic English to successfully operate in different domains of language use: personal, public, occupational and educational. Students, while writing in English, confront with many kinds of difficulties. For the English native speakers' perspective, Arab EFL student writers are perceived as knowledge tellers, who report information instead of being knowledge transformers, who synthesize information into critically meaningful concepts (Cummings, 1995). Arab learners' perception of writing is a traditional one, where it is governed by rules, and certain structures. The only rhetorical approach they apply is related to their mother language. Based on Ryan (2005), the educational system formality of Arabic EFL learners consists of traditional drills and structured written exercises. Students may have to be slaves to writing models rather than write their own freely. Arab learners find composing in English difficult because the writing process may require them to think (Doushaq, 1986).

However, through raising EFL students' contextual awareness and with appropriate writing instruction, all learners can become better writers (Hyland, 2003). Situational issues of cultural resistance to openness, religious conformity, mother language transfer and the students' educational background affect the way Arabs perceive learning, in general, and learning to write in English language, specifically (Hyland, 2003).

Therefore, this chapter aims at providing a general overview of academic writing as the essential part in English language learning. The general concept, purposes and characteristics of academic writing are discussed; the relationship between academic writing and other kinds of writing is also disclosed here. Then, academic writing is analyzed in terms of the typical academic writing genres, the most important difficulties that face learners of foreign languages focusing on the cultural difficulties, in addition to skills necessary to develop, and different ways of acquiring adequate skills in the field of academic writing.

1. Receptive and Productive Skills

The process of acquiring a language (L1, L2 or FL) presumes both receptive skills (listening and reading) and productive skills (speaking and writing) where all the skills intervene in a simultaneous way. It is the gradual integration of these skills that helps in communicating effectively. That is, achieving a high level in communicative competence involves the acquisition of the four skills. The term ‘communicative competence’ was first introduced by Dell Hymes where the appropriate language use (oral or written) is not restricted to the knowledge of grammar rules; rather, para-linguistic norms and parameters are required for a better performance in a target language (Keith Johnson, 2001).

According to Brown (2005), not all the four language skills are equal. He pinpointed that listening and speaking are learned naturally as they make the starting points in language acquisition; writing and reading are ‘culturally specific learned behaviours. Nunan (1999) pinpointed that writing is not an easy skill to learn; probably it is the most difficult of language skills. And the difficulty resides in the shortage of writing instruments to convey correct meanings, yet oral communication is performed, beside the language, through gestures, facial expressions, body movements and the

voice itself. Writing is a “complex, cognitive process that requires sustained intellectual effort over a considerable period of time” (Nunan, 1999, p. 273) writing depends on a number of features like linguistic, pragmatic and the context of interpretation which differs from circumstances where an oral communication takes place.

2. Definition of Writing

Emig (1977) stated that writing means “originating and creating a unique verbal construct that is graphically recorded” (p. 05). To Brown (2001), speech is represented through conventionally combined symbols in order to create words, clauses, sentences and texts. According to Nunan (2003), writing is an intellectual activity to find ideas and clearly express them in a form of statements and paragraphs. Hedge (2005), stated that writing is a complex process to explore thoughts and ideas, encourages thinking and learning as it motivates communication and reflection.

According to Berninger (2000), writing is the process of creating written passages which requires lower order skills like handwriting, spelling and punctuation, besides higher order skills such as thinking, planning, and sequencing. It is important for the writer to consider the readers’ understanding parameters. Not so far from Berninger’s view, White and Arndt (1991) perceive writing as an intellectual effort which leads to thinking processes in order to produce a piece of writing. This process involves generating idea, goal setting, monitoring, and evaluating what has been written.

All in all, the common view among scholars reflects that writing is a complex intellectual process which expresses the writer’s thinking and feeling. The writer needs to consider certain aspects and stages of writing to avoid ambiguity to the reader.

3. The Importance of Writing

According to Chappell (2011), writing is an essential skill in language learning.

Its importance resides in many points:

- Writing expresses one's personality,
- Fosters communication,
- Develops thinking skills,
- Makes logical and persuasive arguments,
- Give a person a chance to later reflect on the writer's ideas,
- Provides and receives feedback, and
- Prepares for school and employment.

In the Academic context, higher education studies are conveyed through writing. Writing is extremely important in the field of research because the researcher is asked to reveal comprehensible results, well expressed and conveyed to the readers. Much of the professional communication is conducted through writing. Since writing is acquired through learning and practice, it has a unique position in the language curricula besides considerable knowledge in other skills. Paralinguistic skills are required in the learning and performance of writing such as cognitive skills. The complex process of writing from analyzing to synthesizing reflects the tough task the writer is going through (Walsh, 2010).

According to Maley (2009), creative writing develops the language at all levels; grammar, vocabulary, phonology and discourse. As learners are required to express their ideas in extremely personal way, creative writing involves the learners in language skills development. It fosters the learners' willingness to manipulate the language and it stimulates the right side of the brain with more focus on feelings, sensation, intuition

and musicality. Moreover, creative writing increases self confidence and self esteem where learners are able to discover things about the language and about themselves too.

4. Thinking versus Writing

A common sense about writing among psychologists is that it provides evidence about thinking reflection. Reflective thinking requires shaping then analyzing an event or an idea, after that the learner should synthesize the appropriate aspects of the idea that suits a certain context or a sequence of events. Accordingly, reflective writing must be a core feature of all academic works that require writing. Reflective writing is a more elaborated compared to other types of writing (Abutalebi and Green, 2007).

Therefore, reflective writing is considered to be more personal than other kinds of academic writing. In everyday life, we all think reflectively, but not that much as what is expected in good reflective writing at university level. Reflective thinking can be very 'free' and unstructured and still be very useful especially if done in discussion with others. The same as for reflective writing, which can be unstructured in a personal diary for instance. Reflective writing in assignments, however, teachers expect to see carefully-structured writing (Byrne, 1979).

Reflective writing consists of three different parts:

- **Description**

This stage includes description of the events as they happened, without in-depth investigation of how they occurred; description of feelings about events but avoiding any kind of explanation about the reasons behind this situation or how this event is a learning situation.

- **Interpretation**

According to Maughan and Webb (2001), “cooperative learning experiences encourage higher achievement.” However, cooperation between learners might be at risk in some situation because of the notion of social unfairness though it is very useful to learners in many aspects. Group interaction in collaborative learning should be watched throughout the process of learning in order to figure out the personality traits that may interfere and deviate the process of learning on the detriment of other learners. On the other hand, positive interdependence can occur in favor of all members of the group.

- **Outcome**

Any class room is a mixture of abilities where learners differ in terms of motivation, cognitive abilities and experience. Thus, the learners’ outcomes are not equal among a group of study. However, successful achievement still needs a professional supervision and continuous tutoring.

Maughan and Webb (2001) stated that the following four key points are of a paramount importance when structuring reflective writing:

14. “Reflection is an exploration and an explanation of events” (Maughan and Webb, 2001, p. 86), not just a description of them.
15. Reflective writing includes revealing anxiety, errors and weaknesses, strengths and successes. Learners need to understand the causes and plans of improvement.
16. It is prominent to select just the most significant parts of the idea under reflection.

17. Forward reflection to the future and backward reflection to the past are very useful.

5. The Process of Writing

The writing process consists of different stages that both the teacher and the learner are involved in. Through the analysis of these stages, the distinct faced obstacles in the process of writing are addressed. However, in the classroom, writing is a means of evaluation for both the teacher and the learner in order to assess the learned language structures. The teacher is interested in the final product; essays, articles or stories for assignments and final examinations provided that these products overlap with the standard English rhetorical style (Brown, 2005).

Learning writing through models where the learner follows a structure provided by the instructor and tries to copy the main structures and fill in the rest according to the context or writing task. Model writing is accused to discourage creativity, communication and language acquisition. However, process writing is perceived as an effective method in teaching writing. Students are asked to focus on the various stages of writing. The difference between process writing and model writing seems like similar to the proverb in meaning ‘give me a fish and you feed me one day, show me how to fish and you feed me all my life’.

Hedges (2005) suggested the different stages of process writing presented in the figure below:

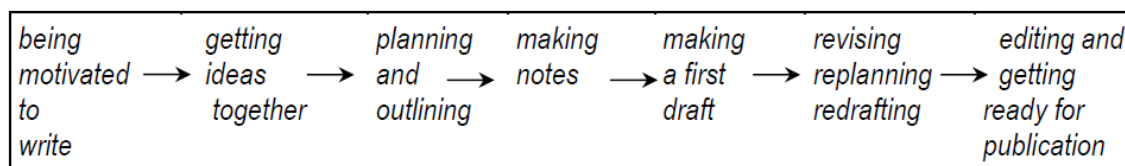


Figure 06. Stages Involved in Process Writing (Hedge, 2005, p. 51)

White and Arndt (1991) viewed writing as:

A form of problem-solving which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. (p. 03)

Writing is a complex recursive process where different operations occur simultaneously. In this concern, human cognitive process of thinking is not linear, but writing is linear. It is up to the writer to demonstrate a rhetorical order during writing. Sometimes, ideas are not clear, but they get organized once the writer starts jotting down the first words. Others operations follow such as revising, changing words or structures then proceeding until the end. In this regard, writing is a process through which meaning is created (Hedge, 2005).

The model bellow suggested by White and Arndt (1990) recursive complex operations of the writing process:

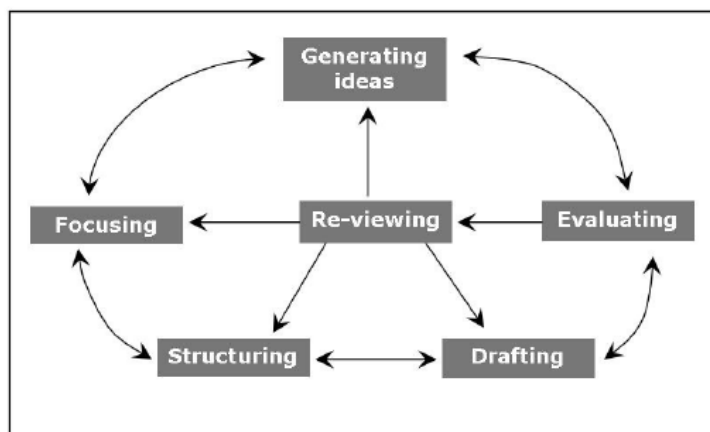


Figure 07. A Model of Writing (White and Arndt, 1991, p. 43)

Teachers may fall in a misleading conviction that students acquired the writing skill from L1 in terms of organizing ideas. This claim is mistaken for not all languages

and cultures follow the same patterns of the written discourse. Many studies are devoted to this contrastive research to highlight the differences in order to help teachers intervene throughout the whole process.

- **Generating Ideas**

Pre-reading tasks usually precede the reading activities for brainstorming purposes that is the background knowledge or the so called schema. This initial stage helps learners predict the type of information they will find in the texts. Similarly, writing lessons should take an experiential approach by allowing students to put into practice what was taught in class. Written expression lessons should be divided into different stages the first of which is called the pre-writing stage to develop ideas or a sort of brainstorming to learners. The pre-writing stage where learners are able to generate ideas is an essential stage in the writing process (White and Arndt, 1991).

The importance of ‘brainstorming’ is to stimulate the learners’ imagination to produce ideas on a certain topic. This technique is very useful to all learners mainly those with less imaginative abilities and less creative thinking for creativity and imagination must be developed through practice. According to White and Arndt, (1991), brainstorming fosters writing in many ways:

- It identifies the purpose and the audience,
- It develops the topic and organizes ideas,
- It stimulates imagination and creativity, and
- It encourages interaction between the teacher and students.

Hedge (2005) pinpointed that any writing whether at the classroom or outside is for a purpose and has an audience. Therefore, in the classroom, writing tasks should bare the reason behind writing and to whom the piece is written to provide a sense of

audience; hence, providing a context. Once the context is explicit, students write more explicitly and appropriately. Nunan, (1999) states that the writer is influenced by the sense of audience and the purpose in terms of the content, style, to vocabulary and grammatical forms thus the writing process takes a top-down approach as shown in

Figure 08 below

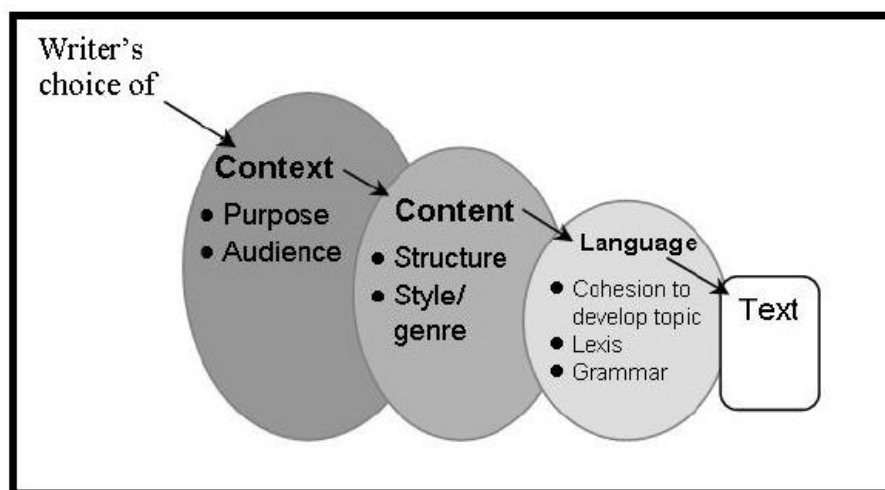


Figure 08. Top-down Choices

As communication in the classroom is important for clear objectives like gathering information, solve a problem, brainstorming has an equal importance for it encourages interaction among students and teachers. Willis (1990) admits that choice of the language is the essence of communication; students choose what to say and how to say it when they generate their ideas. Thornsbury (2004) learners' involvement in the classroom is encouraged by their initiation in communications. It promotes the learning process as students are responsible for generating ideas. A student centred task promotes a cooperative approach to learning.

- **Focusing, Structuring and Writing the First Draft**

As a follow-up to brainstorming where students have gathered their ideas and selected an outline of them in order to write the first draft. Hedge (2005) suggested the free writing where students need to write focusing more on the content rather than on

the form. Students summarize each idea in one sentence which by consequence leads to another sentence. This technique in writing assures the unity of the topic and helps avoid vague sentences and repetition of ideas.

The organization of the text is very important. The purpose of writing, the well structured form of sentences inhabits the coherence of the text. Thus, it is prominent to make a visual plan for the ideas of the text to better organize the thoughts. Possible structures may include: problem-solution, general- specific, claim- counterclaim, question-answer, cause-effect, chronological order.

Usually, texts are divided into an introduction, body paragraphs and a conclusion. This text structure is an essential element in text writing in addition to the basic structure of a good paragraph. A topic sentence introduces the main idea and the purpose of the paragraph followed by supporting details to the topic. Paragraphs are required be adequately to develop an idea.

- **Revising Redrafting and Editing**

Sommers (1982) (as cited in Hedge, 2005) stated that:

We need to sabotage our students' conviction that the drafts they have written are completed and coherent. Our comments need to offer students revision tasks ... by forcing students back into chaos, back to the point where they are shaping and restructuring their meaning. (p. 75)

This is to focus on assessing what has already been written by students. Thus revising is an essential part of the writing process. Besides, this crucial stage provides learning that helps students in future writings when they receive feedback from teachers or even their peers. Teachers from their part provide hints about mistakes and suggestions for improvement. In case subsequent writings did not improve could be

explained through the lack of mental correction of mistakes and no meaningful learning has been taken.

Text correction may take different forms like peer correction or group correction which promotes communication among students in a total centred approach. This kind of collaborative work helps to increase discussions among the students which by consequence promote awareness about the mistakes and the problems that students face throughout their writing. As Hedge (2005, p. 122) pointed out ‘accuracy work which is comparatively spontaneous is certainly more meaningful and motivating’. By motivating students to correct in pairs or groups, learning is taking place at the same time.

According to Brown (2005), it is a great opportunity for teachers to address students and help in the process of thinking where they provide guidance to overcome some ambiguous issues. The importance of the revising stage resides in supervising paragraph structure, discourse organization and cohesive markers besides and equally important it encourages learners to be more than just language learners but rather creative writers.

Revising stage of writing also sheds light on the intensive vocabulary needed in writing. Many different vocabulary patterns may be tackled such as collocations which raise students’ understanding of the partnerships between words to better use the language. Moreover, the use of idioms, proverbs, synonyms and useful expressions for the interchangeable use of words is highlighted by teachers in order to express ideas in varied ways. Connotation, metaphoric and referential meanings also influence meanings and styles of writing.

Redrafting is a useful stage of writing because it provides students with the opportunity to check the vocabulary that fit to the informal context and not the formal one. The use of adjectives to express sensorial explanation, the use of more than two adjectives to add details, the use of synonyms and opposites to replace words of similar or antonym meaning . in addition to the stylistic resources like similes and metaphors that could help create clear pictures to the readers and make of the essays more interesting. Connectors are reviewed in the stage of redrafting, in addition to quantifiers in order to get a well structured text in terms of content and form.

A well balanced piece of writing entails well balanced components of writing and a considerable respect to the different stages of writing. The scheme represented bellow show all the interactive stages of the writing process. However, depending on the objectives and the audience of writing some steps are kept and others are overcome.

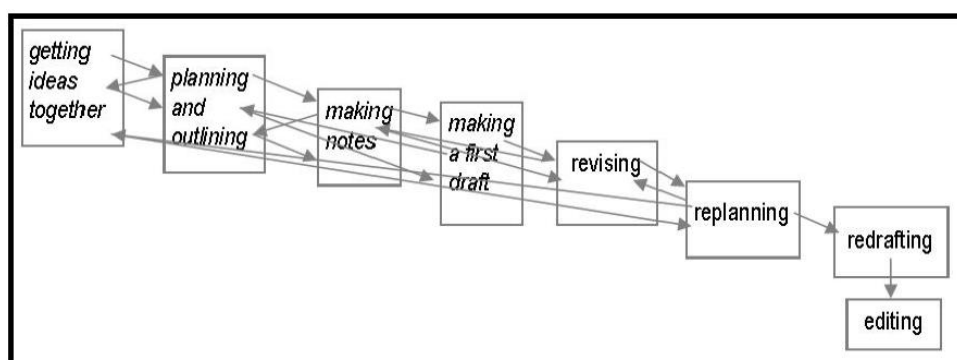


Figure 09. Interactive Stages of Process Writing

6. Quality in Writing

According to Hedge (2005) quality of writing consists of two different groups ‘authoring’ consists of skills involved in the process of writing and ‘crafting’ encompasses skills involved in the choice of the appropriate and accurate language. Similarly, criteria set to grade pieces of writing take into account the content, organization, cohesion, register, format and target reader.

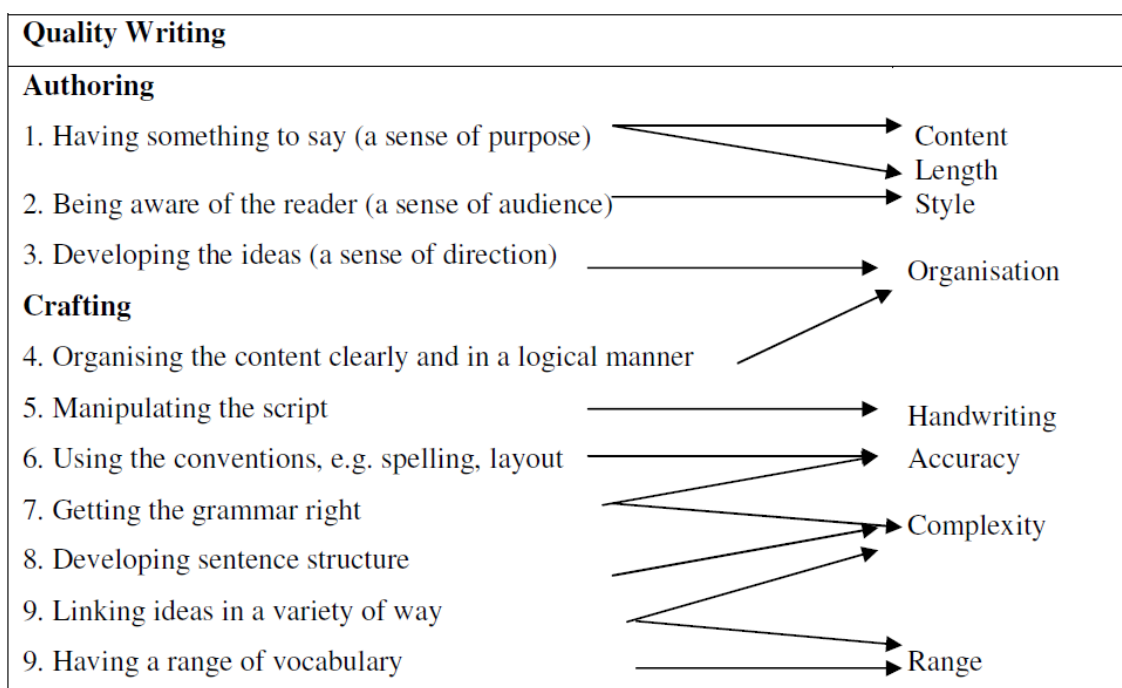


Figure 10. Quality Writing (Hedge, 2005, p. 119)

7. Aspects of Writing

Jordan. R.R (1997) stated that writing encompasses of different elements explained as follows:

- Content

The content of writing includes the core topic that is being discussed. It is a must that any explanation or discussion focus on the main topic under discussion. Any details that do not serve the main topic will disturb the whole unity of writing.

- Organization

Throughout the writing process, the ideas should be well structured and organized in a logical manner serving the initial purpose of writing. Sentences and paragraphs need to take a rhetoric sequence to the reader to come up with comprehensible thoughts about the topic.

- **Vocabulary**

The set of words, terms and expressions used in a written composition varies from a writer to another. But, the best one is that who makes his/her writing varied in terms of word use. Synonyms, opposites, collocations and others are necessary for a good piece of writing.

- **Language use**

Language use refers to the language structure used in terms of morphological units and the syntactic structure exploited in the development of a written composition. The way language is used to address meanings in a clear and convincing manner.

- **Mechanics**

Mechanics refer to the punctuation, spelling and capitalization as well as the hand writing which should be clear and legible. Writing mechanics help organize ideas and make sentences clearly understood. They set the sentences in an order of priority.

8. Academic Writing

8.1 Academic Writing as the Essential Skill in Higher Education

8.1.1 Major Reasons behind Writing

Writing is a means of communication; every time we write, there is a purpose behind and an expected audience to read. That is, what to write and how to write it is related to the audience and the purpose of writing. In most cases the writer needs to be careful about “the word choices, the information selected, and the way ideas are expressed should be interesting and informative for a fairly wide range of readers” (Jordan. R.R, 1997, p. 2). Besides, even the teacher as part of the audience, s/he will perceive the piece of writing from a general point of view; thus, the writer should bare

in mind the audience's values, expectations and prior knowledge. Moreover, purposes of writing vary to persuade, instruct, entertain, inform or to create a story. So, why the writer is writing is the first of his/her concerns in order to make appropriate choices about words and ideas that accomplish the target successfully (Jordan. R.R, 1997).

All in all, writings differ according to the audience they are addressed to and the purpose of writing. For this reason, writing is not just restricted to the educational context; rather it extends beyond to encompass different kinds each of which has its purposes and proper audience such as academic writing, personal writing, business writing, technical writing and creative writing.

8.1.2 Features of Academic Writing

The concept of academic writing is defined in many ways. The Oxford Companion to the English Language (1994, p.8) "the register of English used by scholars and scientists; an elevated and often complex style associated with concern for accuracy, objectivity, and dispassionate comment".

Holmes. J.S (2004) stated that writing is:

a highly complex composing skill valued in the academy. It is not a single, monolithic discourse. They argue that intellectual writing is almost always produced as a response to others' texts. "Academic writing names the kind of intellectual prose students are expected to produce as undergraduates: writing that takes a sustained interest in an issue under consideration and gathers much of its evidence from a careful reading of sources. (p. 17)

K. Gocsik (1997) emphasises three concepts to understand the notion of 'academic writing':

- First, academic writing is “writing done by scholars for other scholars” (Gocsik, 1997, p. 1). University students are not excluded as they are “part of a community of scholars”. Students read, think, argue, and write about great ideas. The process of learning academic writing helps the writer to understand the expectations, conventions and requirements of scholarship.
- Second, academic writing is devoted to develop topics that are related to the academic community.
- Third, academic writing aims at approaching the reader with an informed argument. ‘The writer considers what is known about the subject and then determines what he or she thinks about it’.

According to Coffin (2003), academic writing is a central subject in higher education. He maintains that academic writing fulfils different purposes such as assessment, learning and students’ training. Students are required to produce different pieces of writing such as essays, examinations and reports. These latter should demonstrate a mastery in terms of the course content in an organized and a detailed manner. The evaluation of the students’ academic writing focuses on both the content and the form of writing in other words, the language used, the text structure, and the construction of arguments, grammar and punctuation.

Teaching academic writing helps in developing students’ skills in English language to cope with different domains of language use; academic, educational, personal and professional. Moreover, it helps in sharpening students’ reasoning and sense of critique in order to demonstrate their ideas in formal settings (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2002, p. 45).

It is very important to understand the different features of academic writing. according to UefAP:

“Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are six main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible” (Features of Academic Writing, UefAP, n.d.).

- **Complexity**

Compared to spoken language, written language is more complex with more varied lexical structures. It is characterized by the intense use of subordinate clauses and passive voice form. It is rich in nominal structures which reside in the important number of nouns and noun phrases. The use of noun based phrases more than verbs aims at constructing meanings. “Lexically dense nominalized styles make it possible to give prominence to certain categories of information and construct a distant impersonal relationship with the reader” (Tribble, 2001, p. 21).

- **Formality**

Another implicit quality academic writing is the formal tone which resides in the avoidance of contractions, colloquial words and expressions, vague words, tautology, and similes. Thus, writers are required to avoid abstract lexicons, complex sentences and the personal pronouns ‘I, you’. According to D. Hacker, “formal writing emphasizes the importance of its subject and the exactness of its information. Its tone is

dignified, and it maintains a certain distance between writer and audience” (Hyland, 2003, p. 126).

- **Objectivity**

The major emphasis in an academic writing is on the information to be conveyed rather than on the writer or the reader. That is to say; very few words or none may refer to the writer or the reader. Any academic writer should learn the differences between personal writing and objective writing as show in the table below:

Personal writing		Objective writing
personal writing	→	more objective academic writing
telling one’s own story	→	commenting on, analysing and evaluating someone else’s ideas
using everyday words	→	subject specific vocabulary
information from your own experience	→	using information from a variety of sources
personal feelings and views	→	views expressed on the basis of evidence

Table 02. Differences between the Personal and the Objective Writing (Academic Style, (2004)

- **Explicitness**

The different connections between the different elements in any academic writing should be explicit to the reader i.e. the relationship between the different ideas are clearly bounded by using distinct signalling words, accurate language, writing coherently and cohesively. Moreover, the writer has to respect the criteria of specific kind of writing and relevantly express ideas.

- **Hedging:**

Tribble (2001) defines ‘hedging’ as “the way in which a writer shows the extent to which he or she wishes to be responsible either for the accuracy of the ideas being put

forward or for the ideas themselves” (p. 100). That is to say, in any kind of writing, it is important for the writer to demonstrate his/her stance about a certain topic. Jordan R.R (1997) calls for being careful about the writer’s claims or statements. He suggests sub-features that encompass the criterion of ‘hedging’:

- Shields: refer to all modal verbs of possibility. Eg: probably, likely, to seem.
- Approximators: words of quantity, degree and frequency.
- Emotionally charged intensifiers; eg: extremely interesting, particularly encouraging.
- Some expressions: eg: to our knowledge ...etc expressing the writer’s tendency.
- Compound hedges: eg: it may suggest that..., it seems reasonable to assume...etc.
- **Responsibility**

The writer must be responsible for providing evidence and arguments for the claims s/he suggests in any academic writing. Besides, the writer should be responsible for any reference sources s/he uses throughout his/her writing. For Jordan (1997), the writer’s approach should be analytical, objective, intellectual rather than impressionistic, subjective and emotional. The writer’s tone should be serious, impersonal and formal rather than conversational, personal and colloquial.

8.2 Academic Writing Versus other Types of Writing

The way the writers choose to express their ideas differ according to the writers’ purpose and the addressed audience. In this sense we may distinct different types of writing namely: personal writing, business writing, technical writing and creative writing.

- **Personal writing**

Personal writing differs from academic writing in different criteria such as the degree of formality, language complexity, objectivity, and the purpose of writing. According to Grabe and Kaplan (1996), personal writing is unique and the reason is “the authority taken by the writer to be seen as an expert. Recognizing expertise, of course, does not mean that any writing produced is good, only that the idea or concept behind the writer should not be challenged as inappropriate” (p. 333).

Personal writing is produced respecting few guidelines to include letters to friends, diaries, journals and emails that people write to others or even themselves. However, these guidelines are not totally respected by writers because they are not general in scope but addressed to the writer himself or the receiver. Personal writing is considered as a good initiation to increase writing in general moving to academic writing. Writing in journals for example helps students to raise their awareness about the language and to be reflective towards discussing their ideas.

- **Business writing**

Similar to academic writing, business writing follows certain specific rules and formats. Business writing should be accurate, clear and concise. Academic writing and business writing share the formal aspect of the style, the processing standards and the high level of organization but they differ in terms of the purpose. Examples of business writing include job applications, college applications, letters about products and services.

- **Technical Writing**

Technical writing takes a formal style of writing, it is related the practical writing that people do according to what they do in their lives for instance, holders of certain jobs or students at university...etc. they produce files as part of what they do. Technical writing according to Rugh (2002) aims to fulfil different objectives. First, technical writing may be used in order to inform the reader about certain event, product or quality. Second, it is used to instruct the reader to perform certain duties. Besides, it aims at persuading the reader to perform certain actions. Riordan proceeds and describes some characteristics to technical writing where “Technical writing engages a specific audience, uses plain and objective language and terminology the audience understands, stresses presentation (employs devices that enable readers to assimilate information at a glance), and regularly employs visual aids (graphs, tables, drawings)” (Rugh, 2002, p. 145). Therefore, academic writing is very helpful for learners in their future career because they will take profit from the knowledge they learned to apply it in different domains of their specialties thanks to academic writing features.

- **Creative writing**

Creative writing is usually meant to entertain its audience through film scripts, short stories, plays, novels and poetry. Creative writing insists on some qualities such as self-expression and communication in order to entertain the reader. A. Ingalls and D. Moody argue that “originality and imagination are essential to achieve creative writing purposes” (Jordan R.R, 1997, p. 5). Creative writing helps in getting students out of the formal and accurate setting to more freely imaginative style of writing.

Despite the fact that the different types of writing seen above differ from academic writing in some aspects, they share some respect of relationship. Business

writing and technical writing seem like academic writing in the formal rules and the degree of accuracy they respect. Besides, the academic writing acquired skills provide basic assistance to students in their future business and technical writing. On the other hand, personal writing and creative writing help writers sharpen their skills in academic writing and develop their knowledge about the language they use. They provide writers with the appropriate setting to apply the language and discover its components and its utility.

8.3 Genres of Academic Writing

R.R. Jordan (1997) reported that:

The primary focus should be on academic discourse genres and the range and the nature of academic writing tasks, aimed at helping to socialize the student into the academic context. ... A genre is a recognized communicative event with a shared public purpose and with aims mutually understood by the participants in that event. ...in addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. (p. 166-167)

Students need to be aware of different types of writing genres which include essays, reports, summaries, analyses, case studies, projects, exam answers, research papers, dissertations and theses and abstracts. Each of these genres has its own format and style (D.E Zemash and L.A Rumisek, 2003).

- Essays

Essays are common genre, according to Zemash D.E and Rumisek L.A (2003), "An essay is a group of paragraphs written about a single topic and a central main idea.

It must have at least three paragraphs, but a five paragraph essay is a common assignment for academic writing” (p. 153). This definition of an essay reflects that the first paragraph is an introduction to the topic which explains the general idea of the tackled issue in addition the thesis statement that provides the main idea. The further paragraphs aim at explaining and supporting the thesis statement. The last paragraph of the essay is the conclusion which summarizes the ideas mentioned in the introduction and the body paragraphs. Teachers usually sue essays in order to evaluate the learners’ ability to organize their ideas discuss their thoughts in written form. Essays also reveal the writer’s ability to make good writing plans to reach a strong conclusion or decision by the end of an essay.

Essay patterns are required to achieve a certain type of writing where content organization is very important. These patterns include features of description, narration, classification, process, cause and effect, comparison, contrast and argumentation. Each one of these types can be combined with other types or it can be used in isolation of the others. Argumentative essays aim at judging a certain issue and sustain a specific point of view. It is, however, required that the writer presents both viewpoints in controversy and more precisely the opposing opinion briefly but writes more on the writer’s side. A cause/effect essay focuses on showing why something is happening; the writer is required to start mentioning tendency of his/her topic starting from the introduction to the body paragraphs (R.R. Jordan, 1997).

- **Reports**

A report is an account given of a matter after investigation or consideration; its main goal is to provide accurate, factual information in a clear succinct way. It is written in response to a request or an instruction from a superior or high committee.

Besides, some reports require the writer to provide his/her point of view in regard to a certain issue and recommend some suggestions in order to overcome a certain situation (Evans, 2000).

The table below expresses the essential differences between essay writing and report writing for many students confuse the two forms of writing where they transfer essay writing to report writing.

A Report	An Essay
Presents information & recommends action	Discusses perspectives & presents an argumen
Meant to be scanned quickly	Meant to be read carefully
Uses numbered headings & sub	headings Uses no or minimal headings
Usually needs citations & reference list	Always needs citations & reference list
Uses short, concise paragraphs & dot points	Links ideas into cohesive paragraphs
Uses graphics wherever possible – tables & graphs	Rarely uses graphics
May need a letter of transmission	Does not need letter of transmission
May need table of contents >10 pages	Does not need table of contents
May need an abstract / executive summary	Only needs an abstract if long or if requested
May be followed by recommendations, appendices	Seldom has recommendations, appendices

Table 03. Differences between an Essay and a Report (Writing a Report, 2014)

- **Analysis**

Analysis is another genre of academic writing. According to Shoemaker (1985), the process of analysis is a response to a book report, a critique, or a summary analysis.

Students are asked to provide a brief summary as a response to a particular main idea where they need to cite their attitude of agreement or disagreement. Stages of the analysis include a first paragraph that consists of the author's name, summary of written material and the student's attitude of what the author has said. The details are shown in

the body paragraph consisting of the student's response and point of view supported by examples, personal experience or descriptions. The analysis includes also a conclusion considering the writer's point of view vis-à-vis the main ideas.

- **Interpretation**

It has been suggested that interpretation “involves explaining a literary work and arguing for one's explanation by finding evidence in the work to support the assertions” (Shoemaker, 1985, p. 166). By interpreting, the student is doing more than writing a summary; rather he/she helps the reader to understand the main tendency of the written texts. In order to realize the interpretation of a literary work, students have to focus on the event, the speaker and one specific image. The interpretation is performed when the student takes one scene, one character or a passage and shows how it is related to the whole work. A correct explanation of an interpretation should be full of quoted material from the original text and concluded with a reference to the student's own thesis (Shoemaker, 1985).

- **Summary**

Writing summaries is a part of any student's daily activities at college. Note taking at the classroom is a form of summarizing, highlighting major ideas in a book or a pamphlet is a kind of summary. Teachers may assign summaries to books or articles. Based on understanding the general overview of a piece of writing, summaries are developed in the student's own style. Students at university need to develop summarizing skills for future use. Professional work implements meeting, reports and research projects summaries; thus, there is a great call to develop summarizing skills to students at college level. Summarizing is the art of an objective condensation of the

principle ideas of a written production in order to get a short version of the most important ideas (shoemaker, 1985).

Shoemaker (1985) suggested that, in the summary format, the introduction which should include the author's name, and the text's main idea. The details of a summary include the major ideas of the text organized in a coherent manner. Finally, the conclusion must include the text's conclusion summarized briefly.

- **Abstract**

“An abstract is a self-contained, short, and powerful statement that describes a larger work” (Kennedy and Smith, 1986, p. 126). Components vary according to discipline. social science abstracts contain the scope, aim, and results the work. However, humanities work abstract may consist of the background and thesis, and the conclusion of the larger work. Abstracts are not reviews; they do not evaluate the work being abstracted either. However, they consist of key words found in the larger work.

Writing an abstract might be for various reasons. Selection and indexing are the two most important ones. In this regard, abstracts can be sort of short cuts for students to decide whether they read a long work or not. In addition, many online databases use abstracts to index larger works. Thus, abstracts must contain keywords and phrases that help an easy searching for similar topics. academic people write abstracts when writing a book proposal, when applying for research grants, when submitting articles to journals, when writing a proposal for a conference paper, and when completing the Ph.D. dissertation or M.A. thesis (James R. Ebert, n.d.).

- **Research paper**

According to Jordan R.R (1997), a research paper is:

Very much like a long essay: it has an introduction, a body, and a conclusion; it needs a thesis statement, that is, an idea the writer is going to prove or support with his or her research; and the body of the body of the paper should be developed with specific details, examples, and explanations. (p. 88)

The difference resides in the length of the paper of research compared to the essay; beside, the supporting details to the thesis statement must come from one's research. It is important to find good sources such as books, magazines, journals and articles to write an effective research paper provided that all the gathered information are summarized and paraphrased appropriately. Also, information must be well organized to provide support for one's thesis. Research paper can provide details about the writer's ability to find information from sources and organize and analyze it, compare, interpret information and draw conclusions; provide comments and explanations to present data clearly to support the one's thesis.

8.4 The Acquisition of Academic Writing Skills

Communication in academic writing and learning academic writing skills involve the performance of tasks or types of writing “which is not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence” (Common European Framework of Reference for Languages: learning, teaching, assessment, 2002, p. 15). To the extent that these tasks are neither routine nor automatic, they require the use of strategies, or skills, in communicating and learning academic writing.

Jordan R.R (1997) (as cited in Kennedy and Smith, 1986) pointed out that:

The central difference between academic and non-academic writing occurs in the planning stage of the writing process. Because academic assignments

require you to write about other people's ideas as well as your own views on the topic, you often have to comprehend, analyze, and combine ideas from various reading materials and summarize and paraphrase them as well as quote directly from them. (p. 7)

There are several ways to approach the acquisition of writing skills at university. It is required to confess that there is not necessarily any "right" or "best" way to teach/learn the writing skill. The best practice in any situation will depend on the teacher, the type of student, the genre of the text being studied, and many other factors. V. Steele describes two popular, yet very different approaches. The process approach and the product approach, and present a number of differences between them. The differences between the process writing and the product writing are tabulated below.

Process writing	Product writing
<ul style="list-style-type: none"> • text as a resource for comparison • ideas as starting point • more than one draft • more global, focus on purpose, theme, text type, i.e., reader is emphasized • collaborative • emphasis on creative process 	<ul style="list-style-type: none"> • imitate model text • organization of ideas more important than ideas themselves • one draft • features highlighted including controlled practice of those features • individual • emphasis on end product

Table 04. Differences between the Process Writing and the Product Writing (Steele. V, 1992)

Thus, the process approach to writing is one of the ways that help students in acquiring adequate skills in academic writing. Firstly, students may write in a better way by rewriting and revising at each level of the composing process; by going back

and thinking again and then moving forward. Secondly, the writing process is more satisfying when it is shared and discussed with others at each stage. Thirdly, the writers' academic writing will rapidly improve when they try to look at their writing as readers. To put it another way, their writing will benefit when they become good critics of both their own writing and that of other students.

Whatever the way of acquiring adequate skills in academic writing, academic language functions with which students should be familiar and which they should master are the same. Chamot A. U and O'Malley J. M (1994: 42) provide us with 11 academic language functions. Table 4 explains each of them.

Academic Language Function	Student Uses Language to:	Examples
1. Seek information	observe and explore the environment; acquire information; inquire	Use who, what, when, where, and how to gather information
2. Inform	identify, report, or describe information	Recount information presented by teacher or text, retell a story or personal experience
3. Compare	describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrasts
4. Order	sequence objects, ideas, or events	Describe/make a timeline, continuum, cycle, or narrative sequence
5. Classify	group objects or ideas according to their characteristics	Describe organizing principle(s), explain why A is an example and B is not
6. Analyze	separate whole into parts	Describe parts, features, or main idea of information presented by teacher or text
7. Infer	make inferences; predict implications; hypothesize	Describe reasoning process (inductive or deductive) or generate hypothesis to suggest

		causes or outcomes
8. Justify and persuade	give reasons for an action, decision, point of view; convince others	Tell why A is important and give evidence in support of a position
9. Solve problems	define and represent a problem; determine solution	Describe problem-solving procedures; apply to real life problems and describe
10. Synthesize	combine and integrate ideas to form a new whole	Summarize information cohesively; incorporate new information into prior knowledge
11. Evaluate	assess and verify the worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgement, confirm truth

Table 05. Academic Language Functions

It is essential for the student to become familiar with and practise the academic language functions. Being able to justify and persuade, classify, compare or narrate a story according to a logical patterning is beneficial not only while writing certain kinds of paragraphs or essays, but also while carrying out other, more demanding assignments. Moreover, it was pointed out earlier in this section that reading as pre-writing activity (in other words, seeking information), summarizing, analyzing, synthesizing a large mass of research material, as well as critically reviewing (or evaluating) are skills that are highly valued in academic settings as they enable the writer to respond to academic assignments in a mature, scholarly way. .

8.5 Academic Writing Assessment

Assessment in education is very important because it is a means of measurement to any educational behaviour in order to demonstrate the extent of learning. Students in different levels write for assignments or examinations to be assessed. According to W. Grabe and R.B. Kaplan's (1996) words, "writing is a technology, a set of skills which

must be practiced and learned through experience.” (p. 66). Thus, once academic writing skills are developed, they need to be evaluated.

In this part, we aim at providing different mechanisms of academic writing skills assessment in higher education level, principles and scoring methods in order to provide comprehensible evaluation of the students’ writing outcomes.

The students’ assessment of the academic writing skills aims at:

- Providing proof of understanding of the course,
- Providing evidence of the student’ relative mastery of academic writing skills and the application of the sense of synthesizing ideas.
- Showing the extent to which students achieved the ability to express their ideas and understanding,
- Making students aware of their writing abilities in the foreign language through the feedback, and
- Suggesting some remedies to students’ lacks in some aspects of the writing skill to help them extend their learning capacities.

According to Elwood and Klenowski (2002), assessment is a very prominent means to foster learning a foreign language. However, it is a must that assessment needs to be used in the right way.

Therefore, the mechanisms of writing assessment should be clear and constructive for vague and ambiguous responses can frustrate the learning process. “Writing assessment is a major determinant of students’ future careers. Writing is commonly used to assess not only students’ language skills but also their learning in many academic content-areas”(Grabe and Kaplan, 1996, p. 378).

8.6 The Principles in Academic Writing Assessment

R.R.Jordan (1997) pinpointed that assessment has a clear impact on the learning process. It requires some key principles to be fair and of a perfect outcome to benefit the students and the learning process.

- **Validity**

Assessment is meant to test knowledge; thus any test should test what it is supposed to test and not something different. This is, it measures what it intends to measure. Besides, the obtained results should reflect the real level of the student because students are supposed to provide evidence of their mastery to the learned subjects.

- **Reliability**

It represents the consistency of any kind of assessment. The student is supposed to get the same mark repeatedly whatever the number of time s/he re-does the test. In other words, under the same conditions students get the same results.

- **Transparency**

Brown (2001) insists that assessment should be clear to the student because of many reasons:

- Students need to understand what they are required to do in each element of the test. Instructors should use clear assessment criteria and make sure that all the students are aware of what is required from them.
- Clarity of the assessment includes the function of the assessment, the objective being assessed, the assessment procedure and the use that is made of the assessment results.

- **Practicality**

This practicality criterion of assessment refers to the feasibility of the evaluation in terms of the allotted time and resources.

8.7 Academic Writing Assessment Scoring Methods

8.7.1 Types of Assessment

1	Achievement assessment	Proficiency
2	Norm-referencing (NR)	Criterion-referencing (NR)
3	Mastery learning CR	Continuum CR
4	Continuous assessment	Fixed assessment points
5	Formative assessment	Summative assessment
6	Direct assessment	Indirect assessment
7	Performance assessment	Knowledge assessment
8	Subjective assessment	Objective assessment
9	Checklist rating	Performance rating
10	Impression	Guided judgment
11	Holistic assessment	Analytic assessment
12	Series assessment	Category assessment
13	Assessment by others	Self-assessment

Table 06. Learning, Teaching, Assessment (Brown, 2001, p. 183)

In assessing the student's academic skills it is important to choose an appropriate rating scale and establish a significant marking criteria. These two parameters are the essential distinction elements between the different types of assessment.

8.7.2 The Holistic Scoring Method

A holistic scoring method is a popular approach in writing assessment which aims at assessing the overall proficiency level and a global synthetic judgment of a piece of

writing. The holistic scoring is realized through reading the piece of writing and providing intuitively a general rating based on numbers or scoring rubric represented in the table in the next page.

According to Grabe and Kaplan (1996), the scoring rubric consists of scoring descriptors which might be general or specific. The importance of the scoring rubric resides in distinguishing holistic scoring from the marker's general impression. It is stated that, "When holistic scores are used, efforts should be made to socialize a ratter to the ways other ratters assign grades and their rationales for doing so; this 'anchoring' constitutes an important support for generating consistently reliable scoring" (Grabe and Kaplan, 1996, p. 404).

Nakamura.Y (2004) admitted that the holistic approach in academic writing assessment benefits its users in the economic quality both in time and cost where the marker is required to provide a single score after a holistic view of the piece of writing and by referring to the scoring scale. It is also worth to mention that the holistic scoring approach is more appropriate where there is no clear and definite answer to the issues being tackled by students or when the assessment's purpose is to have a summative idea about the written composition.

9/10	Expert writer. Writes with authority, accuracy and style. Has a mastery of appropriate and concise English.
8/10	Very good writer. Clear and logical presentation with accurate language forms and good style. Just the occasional slip reveals he is not a native writer. Often approaching bi-lingual competence.
7/10	Good writer. Can develop a thesis systematically with well structured main and subordinate themes. Generally accurate and appropriate language, layout and style. Responds to tone or purpose of writing task. Mainly distinguished from Band 8 performer in fluency, accuracy and appropriateness.
6/10	Competent writer. Uses a wide range of skills to convey thesis – presenting it in quite a well-structured fashion, arranging main and supporting themes and details logically. Use of lexis and grammatical patterns reasonably accurate.

	Slight limitation of style and mastery of appropriate idiom in an otherwise intelligible presentation.
5/10	Modest writer. Conveys basic information competently, but logical structure of presentation will lack clarity. Work will show several slips and formal errors. Use of style and conveyance of tone is present but not consistent. Essay may well lack interest but the basic message gets through.
4/10	Marginal writer. Presentation has coherent appearance and several factual statements can be sequentially made. Work lacks logical structure and use of discourse markers. Often makes lexical and grammatical errors. Uses basic punctuation conventions. Uses restricted range of skills.
3/10	Extremely limited writer. Produces a string of sentences rather than an essay. Some theme but not logically presented. Use of simple sentence structure and restricted lexis with errors and inappropriacies abounding. Main merit is the conveyance of straightforward information.
2/10	Intermittent writer. No working facility: perhaps sporadic uses.
1-0/10	Non-writer. Not able to write.

Table 07. Academic Writing Assessment Scale (Caroll, 1980, p. 136)

Nakamura, Y (2004) pinpointed that ratters that follow the holistic approach may differ in judgement a written composition when each one focuses on a different aspect of the paper. An additional view by C.Weir (1993) to highlight a disadvantage of the holistic assessment resides when the assessor's impression about the paper focuses on just one or two aspects and neglects other criteria. C.Weir adds that "ESL writers quite often acquire differential control over the components of writing ability, e.g. some have much greater fluency than accuracy and vice versa, some have greater syntactic control than lexical, etc" (C.Weir, 1993, p. 164).

8.7.3 The Analytic Scoring Method

Contrary to holistic assessment, analytic assessment focuses on separate aspects of writing. McNamara (2001) stated that it requires separate rating scales for each writing aspect. Taking into account the different features of academic writing, scales

involve assessment to grammar structures, vocabulary, content, organization, mechanics...etc. to apply this view, each of the writing features is given a mark from a range of values that differ from one skill to another, then the marks are added up to get the score. According to C.Weir (1993) “analytic scales are used when a fairly focused type of response is required; that is, performance tasks where there may be one or two acceptable responses and creativity is not an essential feature of the students’ responses” (C.Weir, 1993, p. 164).

The analytic assessment is qualified by many scholars for various reasons and most importantly, it avoids the global impression of evaluation to any written paper. C.Weir states that the analytic assessment “lends itself more readily to full-profile reporting and could perform a certain diagnostic role in delineating students’ strengths and weaknesses” (C.Weir, 1993, p. 164).

McNamara (2001) stated that questions about reliability and validity of the results are raised whenever the analytical assessment is applied because it is difficult to design and use rubrics appropriately. Nakamura (2004) provides a comparative analysis between the two approaches of assessment demonstrated in the table below:

Quality	Holistic Scales	Analytic Scales
Reliability	lower than analytic, but still acceptable	higher than holistic
Construct Validity	assume that all relevant aspects of writing ability develop at the same rate and can thus be captured in a single score; correlate with superficial aspects such as length and handwriting	more appropriate for L2 writers as different aspects of writing ability develop at different rates
Practicality	relatively fast and easy	time-consuming; expensive
Impact	single score may mask an uneven writing profile and may	more scales provide useful diagnostic information for

	lead to misleading placements	placement and /or instruction; more useful for rater training
Authenticity	White (1995) argues that reading holistically is a more natural process than reading analytically	raters may read holistically and adjust analytic scores to match holistic impressions

Table 08. A Comparisons of Holistic and Analytic Scales in Terms of Five Qualities
(Nakamura. Y, 2004)

The analytic assessment proved to be more reliable than the holistic one and the provided outcome is more significant. Teachers use the outcome of the analytic assessment to set a list of strengths and weaknesses in order to develop the learning process. In other words, the advantages of the analytic assessment overpass those of holistic one (Nakamura. Y, 2004).

All in all, methods of assessment are numerous and differ in terms of objectives. There is no perfect approach of measurement; assessment depends on the context and the purposes of evaluation. Clear criteria for evaluation is what matters more than adopting the analytic or the holistic approach for assessment. However, the common sense among theorists the analytic scales are far better than those of the holistic ones for their details and clarity.

8.8 Academic Writing Criteria for Assessment

McNamara (2001) stated that students' written compositions should be seen as the outcome of involving many skills at once to produce a piece of writing rather than seeing it as a single product. It is stated that "Criterion is an aspect of performance which is evaluated in the scoring procedure" (McNamara, 2001, p. 7). Assessment criteria guide assessors to be fair and accurate in their evaluation. Besides, they help students recognize the different assessment parameters. Many scholars used different kinds of rating scales to assess essays, reports and different other written compositions.

At this level, the most important questions are what are the criteria that cover the important areas of writing? How many are they? How should they be measured? According to the table above some criteria share the same relevance but differ in wording. In some scales the same criterion is used to refer to different things. For instance, the criterion ‘structure’ refers to grammar in one scale and organization in another scale. Now, the fusion of the criteria that refer to the same quality brings up the following smaller reduced features represented in the figure bellow.

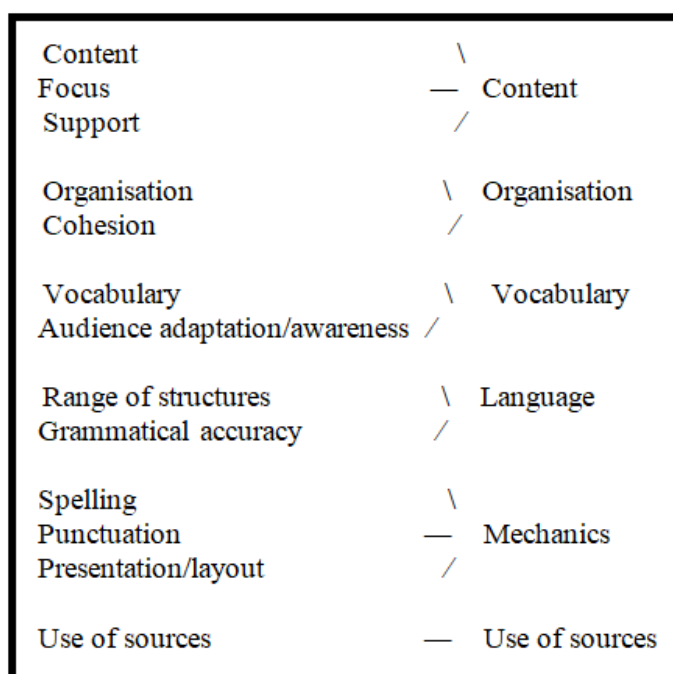


Figure 11. Reduced Set of Assessment Criteria

At this stage, it is necessary to decide upon the descriptors that determine each criterion to be measured appropriately. The table below provides the different descriptors that represent each criterion.

Content	Knowledgeable, substantive, relevant to assigned topic, thorough in the development, rich in details.
Organization	Fluent expression, clarity of ideas, the appropriate organization of paragraphs, coherence and cohesion.

Vocabulary	Effective and accurate word choice and usage.
Language	Effective range of simple and complex structures, effective word order.
Mechanics	Full command of spelling, punctuation, capitalization and paragraphing.
Use of materials	Adequate bibliography, absence of plagiarism,

Table 09. writing Elements (Tribble, 2001)

8.9 The Profile of Assessment Criteria for Summaries and Analyses

Assessment rating scales of academic writing is dependent to many features; namely:

- The choice of a suitable academic task type,
- The requirements for successful fulfilment of a particular academic writing task/the expectations of the quality of students' performance,
- The selection of assessment areas/criteria,
- The descriptions of the chosen assessment criteria, or defining their descriptors for different levels of performance,
- The assignment of numerical scores for each level from the highest to the lowest, that is, introducing the relative importance of different skills and language assessed.

“For a student in an EAP context it might involve search reading of an academic text to extract specified information for use in a written summary”(C.Weir, 1993, p. 154). In the same regard, a summary is suitable for assessing students' writing abilities in academic writing. The requirements for carrying out an academic summary, presented below, are for the purpose of offering a fair and objective, concise and clear representation of the main ideas presented in a certain published text;

- The summary should not exceed the length limit of 200 words.
- The first sentence(s) should formally reintroduce the name of the author and the title of the text students are summarizing, and establish the topic focus of the text.
- The summary body should present the main points, clearly and concisely. ‘Author tags’ should be used occasionally to remind the reader that students are summarizing another one’s text, not giving their own ideas. The major points of the text should be represented accurately, fairly, and objectively. Quotations should be kept to a minimum, limited to key ideas or special phrasing.
- Students should demonstrate full command of standard written English, effective style, clarity, and coherence.

At this stage, it is necessary to select assessment areas; and to do so, according to Beers and Nagy (2009) the adopted grading criteria are as follows:

- Length and manuscript format.
- MLA-Style bibliographical entry.
- Body of summary:
 - demonstrates attentive and accurate close reading
 - demonstrates careful selection of only main points
 - presents the main points clearly and concisely, logically and coherently
 - represents the major points fairly and objectively
- Command of standard written English; effective style, clarity, and coherence.

These criteria can be further subdivided into three bands:

- The highest band shows no problems in coping with the writing task.

- The intermediate band shows some problems arise in relation to a certain criterion.
- The lowest level band indicates almost total incompetence in respect of the criterion in question.

Criterion	Score	Descriptor
Content	4	Very good: clear but concise summary of article; thorough development of thesis.
	3	Good: some minor inaccuracies in summary of article; limited development of thesis; mostly relevant to topic, but lacks detail
	2	Fair: partly irrelevant; limited in scope.
	1-0	Poor to inadequate: clearly unable to deal with topic; largely irrelevant or too brief.
Composition 1 organisation	4	Very good: outline of main ideas easily intelligible to reader; paragraphs clearly marked; clear, thorough introduction (summary and thesis) and conclusion.
	3	Good: some incompleteness or lack of clarity in the whole; minor inaccuracies in paragraphing and relating introduction and conclusion to main body.
	2	Fair: outline of main ideas difficult to understand; introduction or conclusion may be inadequate.
	1-0	Poor to inadequate: organisation makes reading very difficult; little or no division into paragraphs; poor/inadequate introduction and/or conclusion.
Cohesion	4	Very good: satisfactory use of cohesion resulting in effective communication.
	3	Good: relationship between sentences sometimes lack smoothness; some misuse of connectives.
	2	Fair: unsatisfactory cohesion makes comprehension of parts difficult; rare use of connectives.
	1-0	Poor to inadequate: cohesion almost totally absent.

Vocabulary	4	Very good: almost no inadequacies in vocabulary; effective word choice.
	3	Good: some inadequacies in vocabulary.
	2	Fair: limited range and/or frequent errors in vocabulary; meaning obscured or word repetition.
	1-0	Poor to inadequate: frequent errors in word choice; poor vocabulary.
Language	4	Very good: effective simple and complex structures; almost no grammatical errors.
	3	Good: effective simple structures, minor problems in complex constructions, several grammatical errors.
	2	Fair: major problems in complex and simple constructions; frequent grammatical errors.
	1-0	Poor to inadequate: no mastery of sentence construction rules; grammatical errors dominate.
Mechanics	4	Very good: almost no inaccuracies in spelling and punctuation.
	3	Good: some inaccuracies in spelling and punctuation.
	2	Fair: quite frequent errors in spelling and punctuation.
	1-0	Poor to inadequate: very many inaccuracies in spelling; ignorance of conventions of punctuation.

Table 10. The Profile for Assessing Analyses

9. Cultural Influence in Academic English Writing

As perceived in section one, there is no common consensus about the definition of culture though in social sciences it refers to the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal, through the culture. Culture includes the shared social vision, beliefs, customs, traditions, norms and values. It embeds artistic achievements and the knowledge or thoughts of a certain society. If we are immersed in a culture that is unlike our own we may experience

cultural shock or become disoriented when we come into contact with a different culture (Ridha , 2012).

According to Hyland (2003), writing differences are due to the cultural factors. People who lack knowledge about other cultures will face difficulties in writing in the second language. Therefore, for mutual understanding, we need to learn about each other first. And adopt actions involved in intercultural dialogue. This cross-cultural understanding helps perceive the source of writing difficulties reside in the cultural factors but not inherent in the students themselves. Thus, comparing rhetorical styles between students' L1 and L2 writing raises awareness for better understanding to the Arab learners' performances in writing.

Harklau (1999) stated that throughout teaching the second language, some cultural issues are tackled in order to enhance the pragmatic competency in L2 learning process. Frequently, the L1 manner of performance is transmitted to L2 writing. Therefore, it is necessary to socialize L2 learners with the cultural norms of the target language in the academic texts used. Therefore, the ESL classroom serves as a medium where the culture of the English language is transmitted implicitly to help improve the writing courses. Teachers play the role of instructors, explainers and mediators of cultural norms.

9.1 Cross Cultural Argument Building

Robert B.Kaplan is one of the representative figures of research on writing L2, he pinpointed that ESL students do not write the way they are expected to do which should be native like. This does not reflect that the writing was wrong in terms of grammar, but in terms of the discourse requirement and the writing reasoning it was different (Kaplan, 1966). In his research paper "Cultural Thought Pattern in Intercultural Education"

published in 1966 which investigated the rhetorical practices of non English students. In the same regard, Kaplan contrasted the linear development of writing by native writers with other non-native writings. He came up with five major thought patterns shown in the figure below:

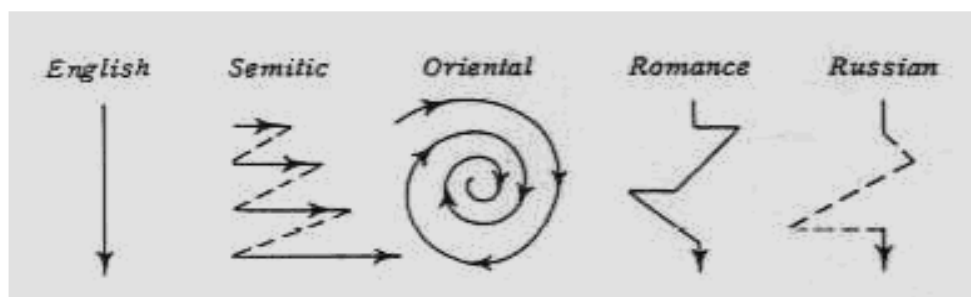


Figure 12. Kaplan's Presentation of the Ethnicity-Based "Cultural Thought Patterns" (Ding, 2004, p. 229)

Figure 12 Above represents Kaplan's Presentation of the Ethnicity-Based "Cultural Thought Patterns".

The simplest linear diagram represents the English group. It is a straight vertical line represents the logical development of the English paragraph. The writing style is direct and to the point, with a clear thesis statement at the beginning followed by well arranged supporting arguments. Therefore, The English writing is linear, direct, clear and logical. These features of English writing are considered as patterns of good English writing for natives.

The second diagram represents the pattern of thoughts of Semitic language group (Jewish, Arabic, Armenian) represented through zigzagged lines to present the parallel proposition. Semitic paragraph development consists of complex series of parallel constructions. In other words, arguments are embedded in stories not in hierarchical progression. For native readers to the Semitic paragraph, it is hard to decipher the focus

of a written composition mainly a fairly long one owing to the parallel construction of arguments.

The oriental pattern group includes Asian argumentative writing. Oriental writing in English approaches the argument in a circular, respectful, indirect, and authoritative way. The spiral line suggests the indirection. Contrary to the linear writing, the organization of the oriental writing is out of the point and focus and sometimes awkward for the English natives. Oriental people are accused to be incapable of being straightforward as westerns.

The Romance language group takes the shape of back and forth zigzag. Languages in this group favor a digressive style that requires readers to follow the argument to its conclusion. That is “much freedom to digress or to introduce extraneous material” (Ding, 2004:230).

Russian argumentative writing follows the Romance model, but with more freedom in dividing the arguments throughout the essay writing to the conclusion.

Kaplan’s model of ‘contrastive rhetoric’ is a typology of cultural writing features. This model is considered too general and simple. It is critiqued for its failure to reflect the broader multiculturalism and linguistic diversity of international students when they write in English language.

9.2 The Arab Learner and Writing

According to Al-Khatib (2000) Arab speech communities are known of the two language forms they perform, colloquial and classical. In all Arabic speaking countries, colloquial Arabic is the vernacular language used in everyday interactions. However, classical Arabic which is the language of Quran is the language used in the written form as an official language for administrations and institutions.

At the universal level, English has become an international means of communication in different fields including education (Smith, 2001). However, learning English as a second language is still struggling in a rote-learning process where students provide modelled written passages. Therefore, this kind of production hinders the progress of the students' level of writing abilities as creative writers and undermines the learners' autonomy. Rugh (2002) pinpointed that rote memorization is a central feature of educational system in many Arab countries mainly Islamic religious texts through memorization.

The Arab students prefer the teacher centred approach where they do exactly what they are asked. Thus, the shift towards competency approach annoyed them because of the active learning and the extreme indulgence in the learning process. This actual situation is basically due to the passive learning and memorization throughout the previous levels (primary, middle and secondary). In this concern, the Arab students are more dependent than being autonomous learners and find it difficult to get accustomed to the new modes of learning at university (Richardson, 2004).

9.3 Writing in a Second Language

It is a common consensus among scholars that writing is a complex process (Smith, 2001). Accordingly, the Arab students translate ideas from the native language to the English language than jot them down in a sort of negative transfer that leads to awkward pieces of writing (Khuwaileh and Shoumali, 2000). This negative transfer from L1 into L2 writing is affected by topic familiarity and cultural appropriateness (Hussein and Mohammad, 2011).

Byrne (1979) stated that psychological, linguistic and cognitive issues raise the difficulty of writing. Besides, the contribution of the instructor's evaluation to the

written work raises some writing challenges, too; in terms of process, cohesion and organization. The FL learner 'must consider meta-language and the pragmatic values of grammar, vocabulary, rhetorical patterns and mechanics' which help develop the level of writing.

Smith (2001) argued that the Arabic cursive system, running from the right to the left, raise crucial difficulties. The English language is known of the irregular system of spelling mainly in terms of consonants eg; gh- final e- th- and homophones, too. Therefore, the English spelling system differs entirely from the Arabic one.

In addition to familiarity and cultural appropriateness, cognition and spelling system, writing anxiety plays a critical role in students' language performance. That is, improving classroom performance in writing in a second language for both teachers and students needs a less anxious environment. The investigation of the students' perception of FL writing and learners' differences showed that by enhancing students' motives and perceptions of their writing competence contributes in developing their writing skills.

9.4 The Influence of Culture on Writing in L2

According to Kramsch (1993) culture and language are two sides of the same coin. The main reason is that the second language learner faces the different features of culture such as beliefs, societal norms and different ways of life throughout learning the L2. This inseparable nature of language and culture leads learners to be part of a new culture different from their own cultures. Therefore, cultural awareness while learning the second language is an important strategy that fosters L2 learning process. Kramsch adds that by consequence, foreign language learners become learners of another culture for language cannot be learned without understanding the cultural context in which it is performed.

9.4.1 Cultural Resistance to Openness

Written expression analysis to pieces of writing jotted down by second language learners revealed that the existence of cross-cultural differences. Native writers do write differently from foreign language learners. The differences were not just in terms of grammar or any structural matters but in terms of underlying rhetorical differences including the order of ideas (Kaplan, 1987). Kaplan has conducted a comparison between ESL cultural practices and typical western ones which led to important results related to rhetorical trends. Results showed that students with Anglo-European languages prefer linear developments. On the other hand, students with Asian languages used an indirect approach in writing in English.

Kramsch (1991) admits that the learner's cognitive ability is fundamentally affected by his or her cultural backgrounds, beliefs and world views. He stated that the understanding of the knowledge is shaped by the cultural factors that the learners' have inherited which has a considerable impact on their written performances. Albalawi (2005) noted that in Islamic nations, writing topics are restricted to those that do not exceed the Islamic culture boundaries. That is to say, writing topics are culturally limited that is why some topics cannot be discussed in the classroom.

9.4.2 Religious Conformity

Islam is the official religion in Algeria and is practiced by the majority of the country's inhabitants (the Algerian constitution, Article 2) but also the constitution declares that "freedom of creed and opinion is inviolable" (Article 36). Muslim religion permeates Algerians in practically every aspect of life. Islam gives Algeria its cultural and social identity. Its principles govern much of the nation's behaviour and ethics.

Though Islam is the dominant religion in Algeria, there are small numbers of Christians, Jews, atheists and others (Religion, Churches, Tradition, 2020).

Islam plays a large political role in Algeria and three views can be identified in this regard. The first view is the traditional view, perceived in the elderly and rural communities. The second is the Islamist view, where Islam is regarded as all-embracing and must be part of every aspect of life, both private and public. The third is the secular view, where Islam is seen as a guideline allowing certain deviations.

The values and beliefs of Islamic societies do not appreciate the Western education concepts and models (Richardson, 2004). That is, some students want to retain tradition and are unwilling to accept change. However, according to Clarke and Otaky (2006), there are always some people who would like to embrace new cultures without any kind of resistance.

Abdulati (1975) (as cited in Al-Khatib, 1994) claims that "the authenticity of the Quran for Muslims is beyond doubt" (p. 12). Principles covered in Quran are usually accepted by Muslims as Divine truth while others that differ from the Quran principles are rejected. Ahmed (2010) cites Feghali (1997) who claims that swearing oaths on the Quran and the Prophet Muhammad are part of the Arabic discourse. "Belief in God has direct and ultimate control of all that happens" (Nydell, 1987, P. 34). Abu Rass (1994) indicated that Islam highly influences the Arabic culture, which is based on the main principle of unity of belief in God and the prophet Muhammad. Therefore, Arab students have the tendency to take solutions to problems as black or white, right or wrong. In other words, there is no room for doubt or compromise. In the Arabic culture, raising questions about norms or the ultimate truth is rare. It is assumed for the writer

that the reader is agrees with him because of cultural consensus. In addition, in Arab culture collectivism is promoted rather than individualism (Feghali, 1997).

"The loyalty to one's extended family and larger 'in-group' takes precedence over individual needs on goals" (Feghali, 1997, p. 352). For this reason, group orientation is a prominent marker in Arabic speakers' writings with a tendency to use pronouns such as 'we' and 'us' that express collectiveness. Al-Khatib (1994) stated that students' who tend to use expressions such as religious expressions 'In the name of God, the beneficent, and the Merciful' on top of paper and 'God willing' reflect the religious conformity to Islam. Similarly, it is mentioned that Arabs use proverbs and ritual phrases to express complementation (Feghali, 1997).

Conclusion

The Arab learners are currently faced with many challenges in expressing their ideas in academic writing. As stated in the current section, some Arab learners are faced with strict traditions, cultural resistance to certain topics of the West, as well as religious conformity, when it comes to writing in English. Al-Essa (2006) stated that the English language is playing an important role worldwide as the language of science and technology. Students must embrace change, learn global competencies, and recognize the interconnectedness of all people with different life styles, beliefs, backgrounds, and cultures so as to be effective in their learning and in their lives. Therefore, EFL learners should approach these relationships with tolerance so as to be creative and effective in their learning.

This section probes a considerable interest on the effects of the native culture on language learning and the impact of cultural thought patterns on English writing. Owing to different rhetorical traditions, Arab English language writing is, in general, less objective and credible. Therefore, it is believed that, to a large extent, cultural thought patterns affect writing in English. In a nutshell, cultural thought patterns, which are often ignored by foreign language learners and researchers, have great impact upon writing in the target language and are of great pedagogical value. Therefore, English teachers are asked to help their students to acquire relevant western cultural thought patterns by providing more theoretical knowledge, introducing the input of western thought features, and conducting more guided training in these perspectives which is part of the requirements for an English language learner.

Chapter Three

Research Methodology Design

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Introduction

This chapter introduces the empirical phase of the current study. It is devoted to the description of a case study concerning the investigation of the cultural effects of Facebook on the students' academic writing performances. Therefore, this chapter is devoted to explain the methodological considerations, procedures and design adopted in the undergone investigation. In addition, it presents the rationale for adopting the research instruments used for conducting this study and describes in details the research design and the methods of data collection and analysis best suited to answer the research questions set earlier.

1. Choice of the Method

In order to answer the aforementioned research questions and test the hypothesis, 'Chapter Three (03)' is devoted to discuss the adopted methods and the reasons behind these choices. The current research objectives, as we investigate and explore the cultural effects of Facebook on students' academic writing performances, imply the combination between two research methods, the first of which is 'correlational' and the second is 'quasi-experimental' design.

In order to explore the association between the two variables 'culture' and 'academic writing', and how it is influenced by the use of the SNS Facebook, the correlational method of research is, according to us, the most suitable approach. The fact that our research, also, aims at finding out about the cause-effect relationship between our variables, we opted for 'the quasi-experimental' design. However, our study is a human science research that is conducted in a natural setting rather than laboratory conditions where we can easily isolate and manipulate variables such as air flow and nature, temperature degrees and so on; thus, in human sciences, it is much

harder to control abstract variables such as motivation, mental states and emotions; therefore, ‘experimental’ research design is most suitable for physical sciences rather than human sciences.

In our study, we are inquiring for the cultural effects of Facebook on the students writing performances. In experimental studies, the independent variable should be manipulated and the researcher measures and reports the modifications occurring on the dependent variable. In the current study, our independent variable is the students’ native culture represented in the four elements (detailed later). In order to manipulate the culture, we opted for the most popular SNS among students, which is Face book that is taken as a moderator variable through which we could manipulate culture and observed the students’ performances in academic writing variance.

Additionally, by the end of the experiment, participant teachers were invited to provide us, through a questionnaire, with their opinions about the suggested recommendations after discussing the research results. Undoubtedly, this questionnaire was a kind of feedback which might add more consistency, reliability and validity to the research outcomes and enhance our perception of the investigated issue and its results. The discussion of the teachers’ feedback is a form of descriptive design. Therefore, the research design required another form of methodology that is the descriptive method.

All in all, this research involves correlational, quasi-experimental and descriptive methods. That is why; the conducted plan of the current study is a mixed method approach which combines both quantitative and qualitative methods.

2. The Investigated Population and Sampling

2.1 The Population

Babbie (2007) pinpointed that the advanced identification of the population under exploration is compulsory for accurate assessment of the sample representativeness. However, conducting an empirical exploration over a large number of populations evokes many kinds of difficulties; thus, sampling techniques are usually adopted to make the research feasible. The population meant in this research comprises undergraduate students in their third level with a total number of 458 students among which 76.20% are females and 23.80% are males. The whole population is dispatched over 10 groups for the academic year 2018/2019. The students are enrolled at the English Department- Batna 2 University- Fesdis-Batna-Algeria. The students under exploration are in their final year (license LMD) where they are supposed to be of an advanced level in English language skills. This was the main reason behind the prior selection of the population under investigation. The target population of teachers, on the other hand, comprises of 34 permanent teachers at the same department. Very few teachers are novice but the majority are experiences in teaching distinct kinds of courses from general to more specific.

2.2 The Sample

According to Morrison (1993), research value is derived not only from the suitability of the methodology design but also from the appropriateness of the sampling strategy. Nevertheless, there is no clear consensus about the right number that constitutes the sample (Morrison, 1993). One of the common senses with the issue of the sample size is that the larger the sample, the better is, for it allows more reliability and understanding to major and minor details (Morrison, 1993).

Though there is no exact rule to determine the number of participants in a research sample, Borg and Gall (1979) proposed that the sample size needed for a correlational research or an experimental one should be no less than thirty (30) participants. According to our research methodology design and objectives, seventy (70) 3rd year students were chosen purposefully which makes of the sample representing 15% of the whole population. The participants belong to the same region of Batna town and to the same age group (20-25). As it is very crucial to the researcher to determine which non-probability sampling technique is suitable to the research project, the technique to be adopted depends on the nature and purpose of the study (Cohen et al., 2007). Our research is qualitative by nature and calls for high level of commitment and trust between the subjects and the researcher for the experiment is taking place online. The virtual presence of subjects online raises crucial criteria of the sample selection. Therefore, subjects' willingness, motivation and responsibility to take part in such research are important factors in our selection.

Participants in this research were selected after being individually interviewed about their willingness, motivation and commitment in taking part in an online research. Participants were my former students in their 2nd year at the English department (2017/2018) where they enrolled Research Methodology module under my supervision. This makes of them familiar faces to me who share the value of research responsibility. These reasons helped to guarantee the authenticity of our participants' outcomes in providing data, and assured their commitment along the experiment. Thus, *non-probability purposive sampling* was the most suitable sampling technique to our sample.

The sample consisting of seventy (70) 3rd year students was further sub-divided into two (02) sub groups. Thirty five (35) students represented the experiment group (EG) who took part in the online experiment during three (03) successive months in the

academic year 2018/2019. The remaining thirty five (35) students constituted the control group (CG).

In relation to the teachers' sampling technique, the purpose of the current study entails to work with teachers whose learning evaluation requires the written expression techniques. Among the whole population we purposefully selected 06 permanent teachers according to their teaching experience and academic degree (Decorate degree).

3. The Research Variables

Brown (2005) stated that a variable is any entity that can take on different values. Thus, variables are features or qualities that change or differ. This major characteristic makes the difference between concepts and variables; in other words, variables can be subjected to measurement by subjective or objective units of measurement. However, concepts are subjective impressions which if measured as such would cause problems in comparing responses obtained from different respondents (Kumar, 2011).

"Whatever phenomenon varies in any manner; wherever another phenomenon varies in some particular manner, is either a cause or an effect of that phenomenon, or is connected with it through some fact of causation" (John Stuart Mill: A System of Logic, quoted in Seliger and Shohamy, 1989, p.87).

In this research, different kinds of variables are overlapping. They are classified as follows:

3.1 The Dependent Variable

In this study, we observed and evaluated the changes occurred at the level of students' writing performances. As defined earlier, writing is a complex process of language communication and a creative thinking process where the writer experiences complex structural options and content organization (Nunan, 2003). In this regard, the observation of the students' writing performances is so vague and it cannot be measured

statistically. Thus, we opted to convert the ‘writing’ as a concept variable into sub measurable elements through the model of Hedge (2005) (*Figure 13. P166*) which consists of two different groups, ‘authoring’ comprises the skills involved in the process of writing, and ‘crafting’ encompasses skills involved in the choice of the appropriate and accurate language. Similarly, criteria set to grade pieces of writing take into account the content, organization, cohesion, register, format and target reader.

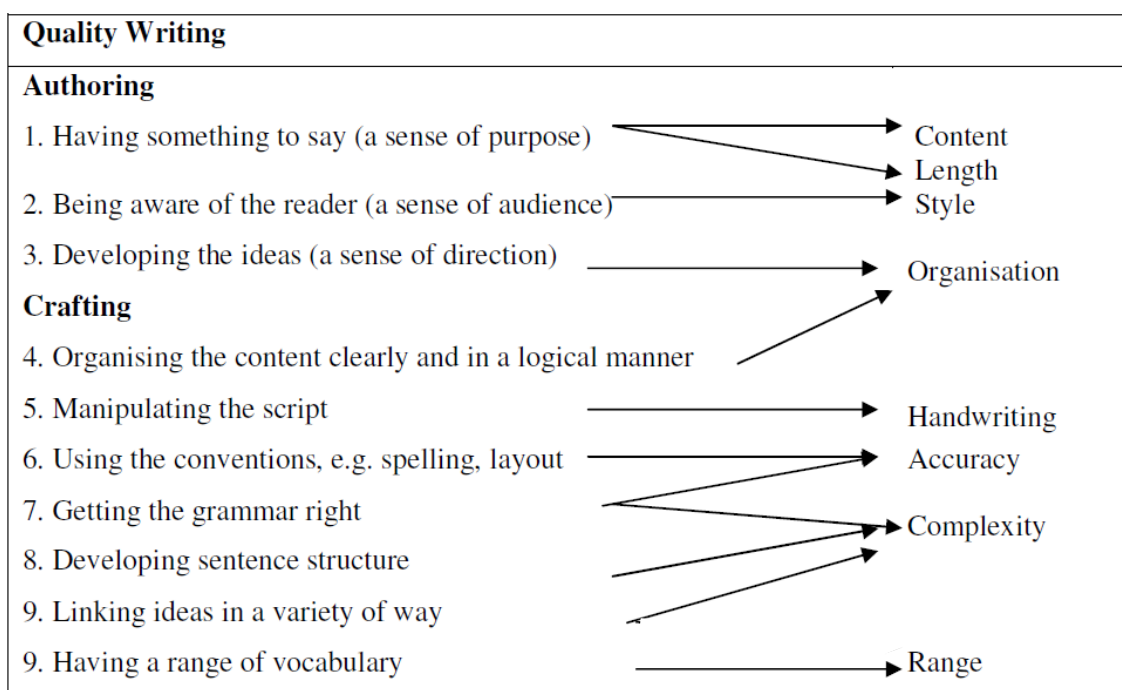


Figure 13. Quality Writing (Hedge, 2005, p. 119)

Writing, in this regard, encompasses of different elements explained as follows:

- **Content:**

The content of writing includes the core topic that is being discussed. It is a must that any explanations or discussions focus on the main topic under discussion. Any details, which do not serve the main topic, will deviate the unity of the topic (Hedge, 2005).

- ***Length:***

The length of the piece of writing should be adequate enough to provide sufficient details that serve the main ideas of the topic being developed. Students need to develop, at least, three basic paragraphs starting by an introduction to the body paragraph ending by a conclusion (Hedge, 2005).

- ***Style:***

The writing style refers to the way students write their essays in order to address certain messages to the readers in a convincing manner. It is the techniques that an individual author uses in his writing which varies from one writer to another, and relates to one's syntax, word choice, and tone. The writing style is also perceived as a 'voice' that readers listen to while reading the work of a writer. Students try to give reasons and justifications to make the readers believe their points of view in a persuasive way (Hedge, 2005).

- ***Organization:***

Throughout the writing process, the ideas should be well structured and organized in a logical manner (cohesion) serving the initial purpose of writing. Sentences and paragraphs need to take a rhetoric sequence to the reader to come up with comprehensible thoughts about the topic; they are well band up (coherence) (Hedge, 2005).

- ***Hand writing:***

Handwriting is writing done by hand with a pen, pencil, or another instrument. The art, skill, or manner of manipulating the English language scripts is necessary for legible reading. *Handwriting* is more practically seen as the form of writing peculiar to each person (Hedge, 2005).

- ***Accuracy:***

It refers to the language structure used in terms of morphological units and the syntactic structures exploited in the development of a written composition. The way language is used to address meanings in a clear and convincing manner. In addition, the correct spelling of words and total respect to the essay writing layout are compulsory features of accuracy (Hedge, 2005).

- ***Complexity:***

Complexity in text writing resides in:

- Mastering the grammar rules (morphological and syntactic rules).
- Developing sentence structure.
- Linking ideas in a variety of ways using conjunctions of coherence to guarantee a fluid, organized and comprehensible manner of writing.
- Mastering writing mechanics which refers to the punctuation, spelling and capitalization as well as the hand writing which should be clear and legible. Writing mechanics help organize ideas and make sentences clearly understood. They set the sentences in an order of priority (Hedge, 2005).

- ***Range (Vocabulary):***

The set of words, terms and expressions used in a written composition varies from a writer to another. But, the best one is that who makes his/her writing varied in terms of word use. Synonyms, opposites, collocations and others are necessary for a good piece of writing (Hedge, 2005).

3.2 The Independent Variable

Individuals of different nationalities, racial or ethnic groups, when they are subject to comparison by psychologists, show noticeable differences in terms of some dependent variables of study. This variance remained unexplained until recently this

phenomenon was referred to as 'culture'. At the beginning, the concept of culture was vague to many scholars while comparing communities with different backgrounds (kluckhohn, 1961).

For anthropologists, culture was merely a social phenomenon that clearly manifests itself in different manners sometimes clear but others opaque. However, culture is seen as a prominent phenomenon that deserves an independent study. Being a complex system, culture is not seen as a single variable. Its constituents must be analyzed then a relationship is set between these components for approaching culture as a whole block does not provide understanding or interpretation of the cultural manifestations. Thus, it is very important to unpackage culture to its constituents (kluckhohn, 1961).

The fact that culture is not an object that exists objectively leads to consider and analyze it subjectively. Thus, for better understanding of this social phenomenon, it is crucial to analyze the different subjective conceptualizations of its different elements that we hypothesised having an impact on the students' academic writing. The elements of culture set in this research are limited to L1 (native language) transfer, religious conformity, cultural resistance to openness, and the education background embedded in the students' native culture (Spencer, 2012).

- ***L1 transfer:***

Language transfer in our study refers to the influence resulting from the differences between the English language and the Arabic language, where the mode and patterns of thinking of the mother tongue is the main factor to interfere while writing in English. Students commit several attributive clause errors for negative transfer commonly occurred in their writing in English compositions.

According to Spencer (2012) language transfer is a kind of ‘cross-language implication’. Learners would judge some parts of the English language consciously or unconsciously. There are mainly two forms of language transfer: Positive and negative transfer. Borrowing transfer (where the second language influences the first language) and Substratum transfer (where the first language influences the second language). However, the current study is concerned with the negative transfer.

- ***Religious Conformity***

The relation between culture and religion is an old and still on-going debate. Religion and culture are seen as two sides of the same coin that co-exist together. As an important element of culture, Muslim religion permeates Algerians in practically every aspect of life which guides traditions and the contemporary lifestyle issues (Culture, 2019).

Arab students tend to perceive solutions to problems as black or white, right or wrong. That is to say, there is no space for compromise or doubt. Questioning the principles or the ultimate truth is rare in the Arabic culture. In addition, Arab culture promotes collectivism rather than individualism (Feghali, 1997). Therefore, Arabic native speakers tend to be more group oriented and use pronouns that express collectivism rather than individualism such as ‘we’ and ‘us’. Besides, Arabs’ native speakers writing is characterized by a tendency to quote Quranic verses, proverbs and ritual phrases in order to seem more persuasive and to express complementation (Feghali, 1997).

- ***Cultural Resistance to Openness***

Cognitive investigation is concerned with the openness to experience factor, that is, the desire to seek, detect, understand, appreciate, and utilize both sensory and

abstract information (Peterson & Taylor, 2012). In terms of motivation, curiosity about information is central as it is the reward of novel experience.

Not surprisingly, in an opposite way, as cultural conservativeness may influence the goal of information seeking and the way it is executed, so may openness, too. Culturally conservative persons foremost approach information acquisition in a practical, and down-to-earth fashion.

The values and beliefs of Islamic societies do not share the Western education concepts and models (Richardson, 2004). That is, some students want to retain tradition and are unwilling to accept change; whereas, other students are semi-conservative while learning a foreign language where they are so selective in terms of the topics under discussion. However, according to Clarke and Otaky (2006), there are always some people who would like to embrace new cultures without any kind of resistance.

- ***The Education Background***

In its broadest sense, Education may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people (Lieberman, 2013).

Lieberman (2013) adds that Knowledge, students acquired throughout their studies from primary school or even the kindergarten to the college, that has helped in their acculturation appears in their writings. The prior knowledge already acquired backs up students' sense of argumentation, convincing and their writing style.

3.3 The Moderator Variable

In educational terms, the social media tools redefine learning in different ways. More importantly, the time constraints often limit the amount of face-to-face student socialization. Nevertheless, the SNSs provide prominent opportunities for students to

easily connect with their peers, and instructors on a new level that is more personal and motivating in many respects. Therefore, we believe that they have a direct impact on language learning in the classroom and their effects emerge in the students' writings (Byram, 2000).

Although SNSs such as *Facebook* are an integral part of the Net Generation students' life and can be a viable resource in the context of education (Tapscott, 2009), it may foster the influence of the students' native culture impacts on their academic writing. As defined by Baron and Kenny (1986),

“In general terms, a moderator is a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable. Specifically within a correlational analysis framework, a moderator is a third variable that affects the zero-order correlation between two other variables.” (p. 1174).

In this study the SNS Facebook is perceived as a moderator variable where it is suspected to have a direct impact on the correlation between the students' native culture and their performances in EFL academic writing. It is also considered as a means to manipulate the independent variable 'culture' throughout the discussions of the suggested topics. Its impact was measured in a constant period of time (11 days) through regular post-tests in a form of written expression activities administered to the (EG) students.

4. Data Gathering Tools

The choice of the research method, the nature of the required data, and the fact of the variables to be measured and evaluated inquire for the use of the appropriate data gathering tools. In this section, we aim at describing all the data collection tools and

techniques used in this study and clearly explain the relevant information and process pertaining to each instrument. In order to obtain appropriate data for the research questions and the research hypothesis, data from a range of resources were required.

The data collection tools were designed with the help of the literature overview and the real context of the study. Therefore, we opted for designing a questionnaire which was administered to students during the pilot study, in addition to a structured interview with six (06) purposefully selected teachers before starting the experiment. Moreover, the experiment entailed the design of a series of pre-tests for both groups 'control group (CG)' and 'experiment group (EG)' before the experiment, and a series of post-tests to the same groups after having accomplished the experiment. By the end of the data analysis and interpretation of the results, we thought of raising the level of the validity and reliability of the recommendations of the research; thus, a teachers' questionnaire was administered to the same participant teachers in order to ask them about the extent to which the founded recommendations might be applied in the real context of teaching/learning the writing skill.

4.1 Description of the Students' Questionnaire

The students' questionnaire used in this research is simple and straight forward. It consists of 27 items grouped into three categories. Most questions, in the questionnaire, are close-ended questions in order to make it easy for the participants to answer. The coding and tabulation is straight forward and leaves no room for the ratter's subjectivity. Accordingly, the questions are referred to as 'objective' items. They are particularly suited for quantitative, statistical analyses. Dornyei, (2003) suggested that any task that requires over half an hour to complete and overpasses 4-6 pages long might be considered too much of an option. In this regard, the questionnaire consists of very few open-ended questions because such type of questions take more time, patience,

and concentration to answer. Another reason is to avoid these questions being kept unanswered by the participants (See Appendix A).

4.2 The Teachers' Interview

The teachers' interview was designed to provide information about the actual state of the students' writing performances, weaknesses and strengths, to what extent L1 transfer influences the process of writing and if there are any mother culture and SNS traces in the students' writings. Moreover, the interview gives insights on the major difficulties faced by students at the English department while writing in English as a foreign language, and what students and their teachers do in order to overcome these impediments (See Appendix B).

4.3 The Pre-tests

Pre-tests include eight (08) open questions structured to suit the major eight topics revealed by *'The Annual Topics and Trends Report from Facebook IQ'*(2018) where they curate their findings into eight categories: Beauty & Fashion, Commerce, Love, Entertainment, Food & Drink, Mind & Body, Friendship and Technology. In each, they revealed the larger trends taking shape across business models, social norms, personal health and digital experiences. These are the trends people are talking about, that the market is ready for. We considered these topics in our pre-tests because they represent different constituents of any culture where we will be allowed to clearly observe the cross-cultural influences through the students' writings. Another reason is to have a clear perception about the students writing performances according to Hedge's model (2005). The evaluation of the final essays was basically analytical (See Appendix C).

4.4 The Post-tests

Post-tests were designed in order to find out about the extent to which participant students' writing performances have been culturally affected after the numerous

informal discussions and interactions through the SNS Facebook. The post-tests consist of eight (08) open ended questions where the students were asked to develop an academic essay for each question. They are asked to discuss and analyze ideas related to the ones that have already been discussed on the SNS Facebook. The idea of keeping similar topics was an essential feature of the post-tests, which were administered to both groups EG and CG, for better understanding of the role of Facebook in the transmission mechanisms and strategies of the native culture's factors into the learners' written productions, and how these factors may affect the students' writing performances. (See Appendix D)

4.5 The Teachers' Opinionnaire

At the end of the experiment and the data analysis procedures, results were displayed in Chapter Four (04). Based on the discussions in the same chapter, the researcher could suggest different recommendations to help both learners and their teachers contribute to the enhancement of the English language teaching/learning in general and writing performances in particular for EFL learners. Hence, for the purpose of raising the validity and the reliability of the findings, we opted for designing a questionnaire to evaluate the research recommendations. The questionnaire was administered to the six (06) participant teachers, for their prior knowledge of the issue under scrutiny, which comprises of seventeen (17) items covering three important areas in order to provide as much feedback as possible. The responses were organized and analyzed to appropriately serve further research (See Appendix H).

5. Validity and Reliability of the Data Gathering Tools

In research methodology, checking the significance of the obtained research results is compulsory (Kramsh, 2011). Cohen et al. (2007) validity and reliability are two measures of the findings significance. They add that the quality of the quantitative

and the qualitative measures is determined through the means of investigation implemented; thus, it is highly required to assess the research instruments to be valid and reliable so as to qualify the research results to be more objective and thus scientific.

5.1 Validity

The research instruments employed in this study require for content and face validity measurement. Content validity, according to Cohen et al. (2007), refers to the content of the research instrument covering the full issues being measured in order to answer the research questions set earlier; in other words, “the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that a researcher could ask about the content or skills” (Creswell, 2007, p. 172). Face validity shows the extent to which a measuring instrument appears valid on its surface; and whether each question has a link to the research objectives. Gay Mills and Airasian (2006) stated that both content validity and face validity can be determined by expert logical thinking instead of statistical measurements.

In order to check the current research instruments validity and the representativeness of the different questions within each tool, we opted for piloting the questions before the administration of any research tool. Piloting feedback helped to make appropriate adjustments to overcome any ambiguity or difficulty for better understanding to the questions and the instructions.

5.2 Reliability

Reliability is defined by Gay et al. (2006) as the consistency of a test to measure what it is supposed to measure. Thus, reliability is considered to be an important issue in the research analysis. Kramsh (2011) stated that measuring the degree to which the closed items in each version of a questionnaire were related (internal consistency)

requires the statistical test (Cronbach's Alpha). This statistical measurement is used when the number of possible responses is more than two.

In the current study, checking the reliability of the research findings was initially based on the logical procedures and the detailed explanations of the conducted research circumstances; in addition to the triangulation of the data gathered through both quantitative and qualitative approaches. For better understanding to the research problem and in order to obtain relevant solutions, triangulation of the findings was done and cross-analysis was realised.

Another attempt to promote the research reliability was through measuring the instruments' reliability in both 'students' questionnaire' and the pre-test. SPSS 23.0 was used to help analyse and interpret the students' responses through a pilot study. Thirty (30) students were randomly selected from the target population and Cronbach' Alpha was calculated to examine the reliability estimation for items in each section; results are displayed in the table below:

Instrument	Likert Scale	Number of Items	Cronbach's Alpha
Student's	Section 02	07	0.721
Questionnaire	Section 03	10	0.823

Table 11. Reliability Analysis Using Cronbach's Alpha of the Students' Questionnaire

According to Cohen et al. (2007) the reliability coefficient (α) ranges from (-1) to (+1). If $\alpha > 0.7$, the internal consistency is strong, if $\alpha < 0.69$ the consistency is moderate and if $\alpha < 0.3$ the internal consistency is none or weak. As reported in *Table 11* above the reliability coefficient of the 07 and 10 item Likert scales in section 02 and 03 respectively were ($\alpha=0.721$) in section 02 and ($\alpha= 0.823$) in section 03 of the students'

questionnaire. In regard to the values of the correlation coefficient Cronbach's Alpha (α), it is concluded that the reliability analysis of the students' questionnaire yielded satisfactory results. The Cronbach's Alpha in each section is higher than the value (0.7); therefore, items of the questionnaire are strongly consistent and the questionnaire is reliable.

6. The Evaluation Tools

6.1 Scoring Rubric

Students' writings were evaluated in terms of different product factors (*table 12 below*). Writing samples also were assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different pre-tests and post-tests text structures and genres. This evaluation helped in identifying strengths and weaknesses, giving feedback, monitoring performance, and reporting changes in writing performances.

Components		Scale			
		Very Poor (00-4,99)	Poor (05-9.99)	Average (10-14,99)	Good (15 -20)
Content	- unity of the topic	Clearly unable to deal with topic; largely irrelevant or too brief.	partly irrelevant; limited in scope	some minor inaccuracies in summary of article; limited development of thesis; mostly relevant to topic, but lacks details	Clear and concise summary of article; thorough development of thesis.
Length	- form - paragraph number (03)	Only one paragraph	Number of paragraphs is less than 3, very short	Average paragraph length, limited number of sentences to	Adequate length to provide sufficient details that serve the main

			paragraphs.	cover the main idea.	ideas of the topic being developed
Style	<ul style="list-style-type: none"> - being aware of the audience - persuasive style 	Total absence of minor details, total unawareness of the reader	No clear support to the writer's major details. Unawareness of the reader.	Some minor details that help clarify and convince the reader.	Give reasons and justifications to make the readers believe the author's points of view in a persuasive way.
Organisation	<ul style="list-style-type: none"> - order of thoughts (cohesion) - linkage of thoughts (coherence) 	Organisation makes reading very difficult; little or no division into paragraphs; poor/inadequate introduction and/or conclusion.	outline of main ideas difficult to understand; introduction or conclusion may be inadequate	Some incompleteness or lack of clarity in the whole; minor inaccuracies in paragraphing and relating introduction and conclusion to main body.	Outline of main ideas easily intelligible to reader; paragraphs clearly marked; clear, thorough introduction (summary and thesis) and conclusion.
Handwriting	<ul style="list-style-type: none"> - manipulating the scripts - legible handwriting 	Very poor mastery of language scripts	Unsatisfactory mastery of language scripts.	Clear and Legible handwriting	Very clear, legible and artistic handwriting.
Accuracy	<ul style="list-style-type: none"> - word order - sentence structure - spelling - coherence 	No mastery of sentence construction rules; grammatical errors dominate.	Major problems in complex and simple constructions; frequent grammatical errors.	Effective simple structures, minor problems in complex constructions, several grammatical errors.	Effective simple and complex structures; almost no grammatical errors.
Complexity	<ul style="list-style-type: none"> - getting grammar 	Cohesion almost totally	unsatisfactory cohesion	Relationship between	Satisfactory use of

	<ul style="list-style-type: none"> - right developing sentence structure - linking ideas - mechanics 	<p>absent.</p> <p>So many inaccuracies in spelling; ignorance of conventions of punctuation.</p> <p>Poor mastery of grammar rules.</p>	<p>makes comprehension of parts difficult; rare use of connectives</p>	<p>sentences sometimes lack smoothness; some misuse of connectives.</p> <p>Some inaccuracies in spelling and punctuation.</p> <p>Simple sentence structure.</p>	<p>cohesion resulting in effective communication.</p> <p>Almost no inaccuracies in spelling and punctuation.</p> <p>Developed and varied sentence structure</p>
Range	<ul style="list-style-type: none"> - having a range of vocabulary 	<p>Frequent errors in word choice; very poor vocabulary.</p>	<p>Inadequacy in the appropriate word choice</p>	<p>some inadequacies in vocabulary</p>	<p>Almost no inadequacies in vocabulary; effective word choice.</p>

Table 12. Students' Writing Scoring Rubric

The total number of the scoring rubrics to be analysed is determined as follows:

- Pre-tests (CG): 08 essays × 35 students = 280 essays
 - Pre-tests (EG): 08 essays × 35 students = 280 essays
 - Post-tests (CG): 08 essays × 35 students = 280 essays
 - Post-tests (EG): 08 essays × 35 students = 280 essays
- }
= **1120 essays**

6.2 Observation Grid of Frequencies

The observation grid was required to measure the frequency of the appearance of the cultural elements in the students' writings after having answered the Pre-tests and the Post-tests questions. In addition to the appearance of the same cultural elements in the Facebook chats. The elements of culture were already defined in this chapter and are further determined in *Table 13 (P. 181)*. The chart below shows the model of observation grid for both experimental and control groups.

Components		Frequency	Very few	few times	many
			(00-02)	(03-09)	10 and more
L1transfer	- borrowing transfer	Pre-test			
	- cross-language implication	FB Chats			
	-	Post-tests			
Religious conformity	- Unity of belief	Pre-test			
	- Proverb usage	FB Chats			
	- Group orientation	Post-tests			
Cultural resistance to openness	- Openness to discuss all topics	Pre-test			
	- Propensity to explore	FB Chats			
		Post-tests			
The education background	- Supporting details	Pre-test			
	- Writing style	Chats			
		Post-tests			

Table 13. Observation Grid of Frequencies

The total number of the observation grids to be analysed is determined as follows:

- Pre-tests (CG): 08 essays \times 35 students = 280 essays.
 - Pre-tests (EG): 08 essays \times 35 students = 280 essays.
 - Post-tests (CG): 08 essays \times 35 students = 280 essays.
 - Post-tests (EG): 08 essays \times 35 students = 280 essays.
- } = **1120 essays**
- Facebook chats (EG): 8 topics \times 2 questions/topic \times 3 chats/student \times 35 students = **1680 chat**

6.3 Piloting the Data Gathering Tools

According to Cohen et al. (2007), validity and reliability are important features of good tests. Tests are supposed to test what they are designed for. Besides, they should guarantee the same results every time they are taken under the same conditions. Therefore, checking these features is necessary before eventually administering the tests. In this regard, piloting the data gathering tools would help refine them and better their efficacy.

In this study, the students' questionnaire was distributed to thirty (30) students enrolled in their 3rd year at the English department. Issac and Michael (1995) pointed that thirty participants is the appropriate number that would guarantee consistent results. Indeed, the students' responses uncovered some tough issues related to the understanding of some items that were refined and put into their final version. Concerning the interview with teachers, questions that were prepared to get data, actually, were not piloted before, simply because we were ready to explain and illustrate any ambiguity during the meetings with teachers.

7. Description of the Experiment

7.1 Before the Pre-test (The Pilot Study)

According to Babbie (2007), the pilot study is an essential component for good research design, it is conducted to explore whether the full-scale study is feasible or not. A pilot study must provide information about the feasibility of a whole research and lists down any recommended amendments to the research design, in addition to providing a support standing ground for the study about the existence of the problem in order to avoid any subjective evaluation of the situation; therefore, searching for more evidence to back up our claims. The researcher opted for administering a questionnaire

to a sample of students (120 third year students) at the level of the English department, in the academic year 2018/2019. Additionally, we conducted a structured interview with six (06) teachers at the same department.

7.2 Administering the Students' Questionnaire

A hundred and twenty (120) third (3rd) year students responded to the questionnaire's questions designed earlier to paint a more comprehensible picture of the participants' difficulties while writing in English language. Other purposes were to figure out about their cultural background and habits vis à vis the use of SNSs including important details about Facebook use. They responded also about how their native culture might interfere in the process of writing. The respondents, in three different classes, could answer the questionnaire before they started their courses in order to have their full attention. We asked for their teachers' permission to provide the questionnaire. As described earlier, the questionnaire was rich in MCQs in order to make it easy for them to react appropriately. Thus, all of the issue did not take more than 20 minutes response to twenty seven (27) items. Our presence in the classroom at the same time of administering the questionnaire has helped to clarify any ambiguity for the participants.

7.3 Conducting the Interview with Teachers

Participant teachers included those permanent instructors who assign written expression productions at the exam day, and used to instruct students in different forms (analyse, discuss, compare,...etc). The interview took place with each teacher individually. The main goal of the interview was to back up the students' claims pointing to their difficulties in terms of written expression. Indeed, the oral discussion conducted with teachers helped to unveil several information about the learners' writing difficulties and the cultural traces in their writings. We consider the participant teachers

as close colleagues that could facilitate our meetings and discussions which were so fruitful and to the benefit of the current study.

7.4 The Pre-Tests

In our research, the pre-tests were in a form of essays where the participants were asked to answer eight different kinds of questions in different topics.

Hedge (2005) stated that:

The definition of an essay is vague, overlapping with those of an article or a short story. In an academic context, most likely that of University, what defines essays is their purposes. Essays serve as a way to assess your understanding of specific ideas and your ability to explain and argue these to answer a given question. (P, 125)

In the same regard, the instructions in our pre-tests meant to inquire for an essay format similar to what the students used to produce in the official exams which includes an introduction, a body paragraph and a concluding paragraph. The provided topics were derived from the Annual Topics & Trends Report (2018).

The variety of the topics was intended to reach and cover the major common interests of all the participants so that they could write with more attention and interest. On the other hand, the students' writing performances are better observed in their writings in more than one piece of writing so, eight written productions could clearly reveal the distinct writing features per each student.

7.4.1 Administering the Pre-tests

On March 03rd, 2019, the pre-tests were administered to both groups (CG and EG). The tests were designed to get a clear evaluation of the writing performances of both groups. Moreover, the pre-tests were meant to diagnose to what extent the students' mother culture, residing in the four elements, can take place in the students' written productions.

Responding to the eight questions was compulsory for both groups. We met the seventy participants at the level of the English department for four successive days. In each day, students were asked to respond to two (02) questions. The time allotted for answering each question was one hour and half, similar to the common period of time allotted during their official exams. The reason behind calling students for four days was the difficulty to tackle all the topics at once for time and effort restraints, and in order not to frustrate the learners in taking part in such experiment. Luckily, all the participants took part in the initial stage of the experiment and responded to all the questions. The researcher kept encouraging the students in doing their best to respond to the questions as a means to improve their written expression performances and as a preparation to their forthcoming exams. These arguments helped to motivate them sufficiently to attend and respond successfully.

7.5 The Facebook Group of Discussions

The EG participants were invited to be members of the Facebook group 'Facebook and Writing' via their Facebook accounts. They were asked to read the instructions of the participation carefully (*see Figures 14/15 P187*). The researcher was the administrator of the group where he could manage the approval of the participation in the group. Members were not allowed to add or exclude any other members nor alter

the information in the group. Participants used their pseudonyms, and real identities were kept anonymous.

As the objective is to involve students in chats through Facebook in different topics, the topics are considered as the most frequent conversations that are growing at scale and taking hold in Facebook according to the Annual Topics & Trends Report (2018). Findings are grounded in real data and real insights from the 2 billion people across Facebook into eight categories: Beauty & Fashion, Commerce, Entertainment, Food & Drink, Mind & Body, Love, Friendship and Technology. In each, the report reveals the larger trends taking shape across business models, social norms, personal health and digital experiences, to name a few. The chats were selected, recorded and analyzed in terms of the elements of culture designated earlier; mother language transfer, religious conformity, cultural resistance to openness and the educational background of students.

7.6 Motivation

As far as the students' motivation is an important factor in the process of any experiment in order to proceed their participation with more focus and enthusiasm, the researcher took part in all the discussions to serve two main goals. The first of which is to encourage the participants and keep the level of enthusiasm and participation as high as possible for all the members, bearing in mind that the virtual experiment lessens the degree of motivation. The second reason is to avoid any misunderstanding of the instructions while interacting in the group. As learners were asked to use informal language in their discussions, the interventions of the researcher helped them understand the needed scope of discussion spontaneously.

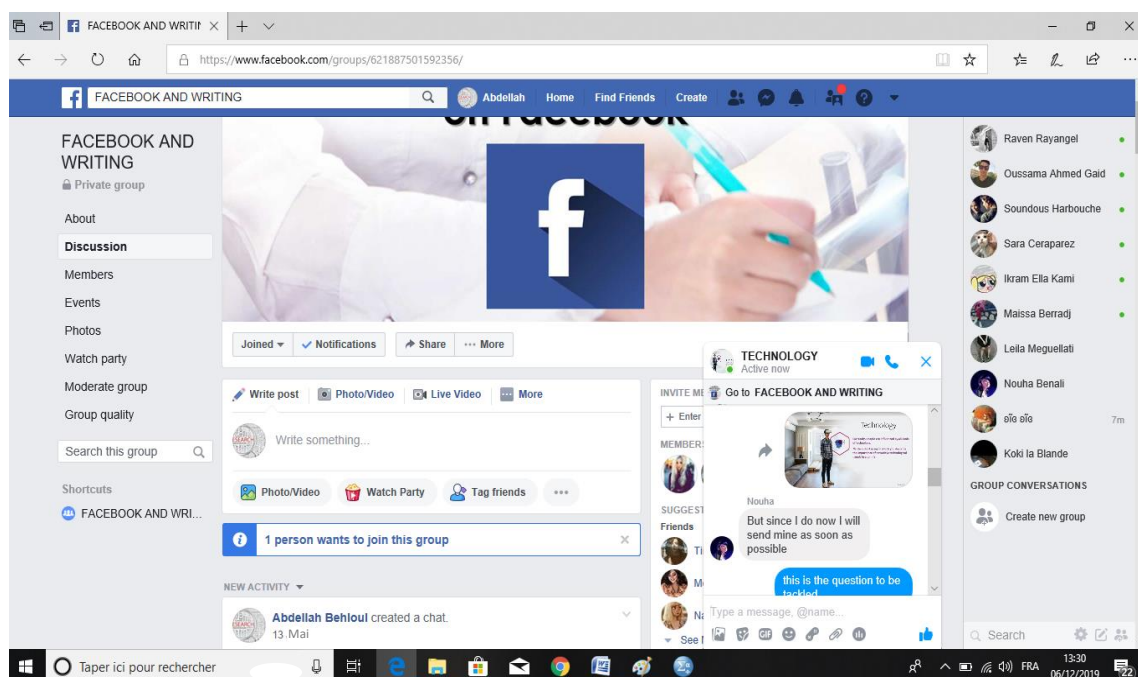


Figure 14. The Facebook Group of Discussions

INSTRUCTIONS

This is an experiment to collect information needed for an investigation on the cultural effects of Face book on the students' academic writing. Your contribution will help much and the *supplied information will remain anonymous*

F.B: Abdellah Behloul

Group: FACEBOOK AND WRITING

Number of the Topics to be Debated: 08

Frequency of the discussions:

- 01 topic / 10 days
- Instant discussion or by leaving your point of view for later debate

Additional activities: Handwritten topic / 11 days

Notes:

- The Supplied information will be kept anonymous.
- Each member has to be an active user among the group by taking part in all the discussions.
- Topics are referred to by titles within the group; all you need is to access to the discussion room related to the announced topic and respond to the questions you find or provide your own comments on the peers' responses.
- Please, feel free to use the language you use while chatting on Facebook with your friends. Eg: Arabic, English, French or any kind of dialect.
- It is not compulsory to use Academic English in your online responses.

Figure 15. Instructions for Students before Taking Part in the Discussions

7.7 The Post-Tests

Formality in experimental research entails administering post-tests at the end of the experiment. In the current research, data were gathered in order to measure the extent of the effect of the students' native culture on their writing performances through the SNS Facebook; thus, similar to pre-tests, post-tests took the form of essay writing. In order to cover all the areas of interest of students, we opted for asking eight (08) distinct questions, each of which deals with a specific topic. The chosen topics were again derived from the Annual Topics & Trends Report (2018).

7.8 Administering the Post-tests

7.8.1 The Experiment Group

The first discussed topic 'Technology' took place online through the Facebook group page 'Facebook and Writing' during the first week of the experiment. However, being a moderator variable, Facebook discussions were part of the students' natural daily chats but neither excessive nor condensed in use. Henceforth, the interventions of the whole participants did not take place only after one week. This reality entailed to set an average period of time of ten (10) days per each topic to accomplish the whole experiment within three months and to give enough time for all the participants to act and react.

The fact of having discussed each topic within ten days provided adequate responses by all the participants with, at least, five (05) comments per each student. By the end of each topic discussion, the participants were invited to go through a post-test related to the same discussed topic. The reason behind this procedure was to gather enough information from Facebook discussions and pour them in an academic written production in order to observe how Facebook may transmit and foster the native cultural elements in the students' academic writing. It is worth mentioning that before each post-

test, participants were asked to read the instructions (*Figure 18 P 190*) where they were invited to answer a question on a paper using academic English then send the answer to the researcher via a private discussion message after having pictured it. At this level, we assume that participants were responsible enough to answer all the questions in a formal manner with motivation similar to a real exam situation.

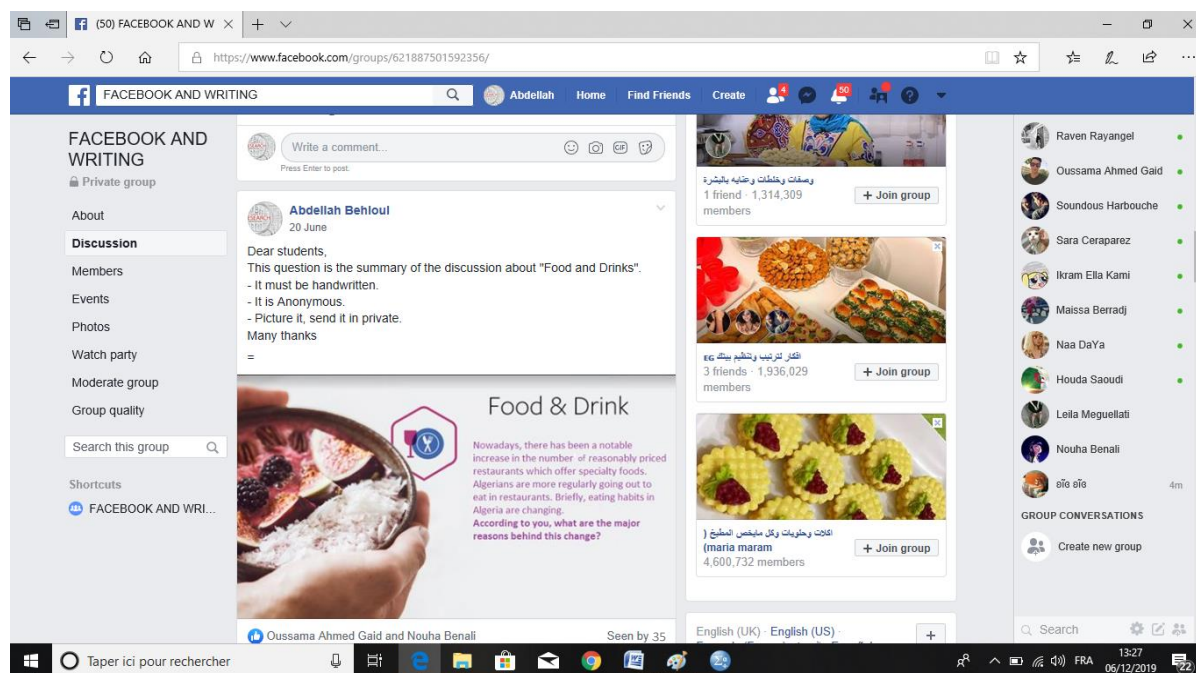


Figure 16. A Post-test Question Sample 1

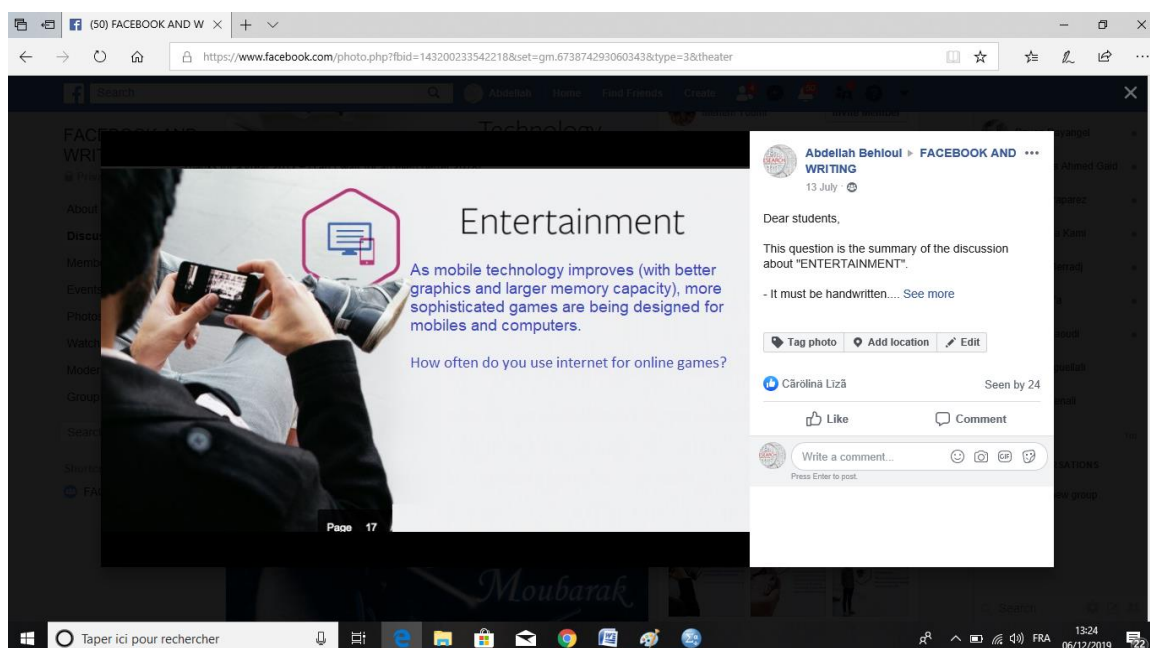


Figure 17. A Post-test Question Sample 2

INSTRUCTIONS

This is an experiment to collect information needed for an investigation on the cultural effects of Face book on the students' academic writing. Your contribution will help much and the *supplied information will remain anonymous*

Notes:

- Answer the following question in *Academic English*.
- The allotted time to respond is one hour and thirty minutes (1h30)
- Your answers should be on a paper.
- Once you finish, picture your paper then send it to me in a private discussion or via email.

Figure 18. Post-tests Instructions for EG Participants

7.8.2 The Control Group

On the other hand, the participants constituting the control group were contacted through phone calls to meet at the English department on Mai 26th, 2019 in order to sit for the post-tests. Similar to the experiment group post-tests questions, students in the control group were invited to answer the questions in a form of essays. Moreover, the researcher met the participants for four consecutive days where they answered two (02) questions per each day, the same reasons of the pre-tests' strategy, in order not to feel frustrated about the research. The answers were gathered and analyzed to establish comparisons between the experiment group results and those of the control group.

7.8.3 Teachers' Opinionnaire

The evaluation of the current research recommendations was conducted in order to scrutinise the extent to which teachers at the English department agree with the findings of this study. This research procedure aims at adding more reliability and validity to the findings. The questionnaire was administered to the same participant teachers (06) with whom we have conducted the pilot interview respecting to their prior

knowledge of the issue under investigation. The questionnaire included a mixture of open-ended and close-ended questions. Teachers were invited to provide their points of view concerning the recommended strategies and procedures so as to control and even diminish the intervention of the students' native culture in their writing performances. Protocols of using Facebook were also an area of evaluation in order to help learners decrease the negative effects and foster the positive effects of the SNS Facebook.

Figure 19 (p.192) displays the research outline including the different stages of the research design. It clearly demonstrates the overall approach of the current study in order to help the reader understands the methodological procedures adopted by the researcher.

8. The Experiment Procedures

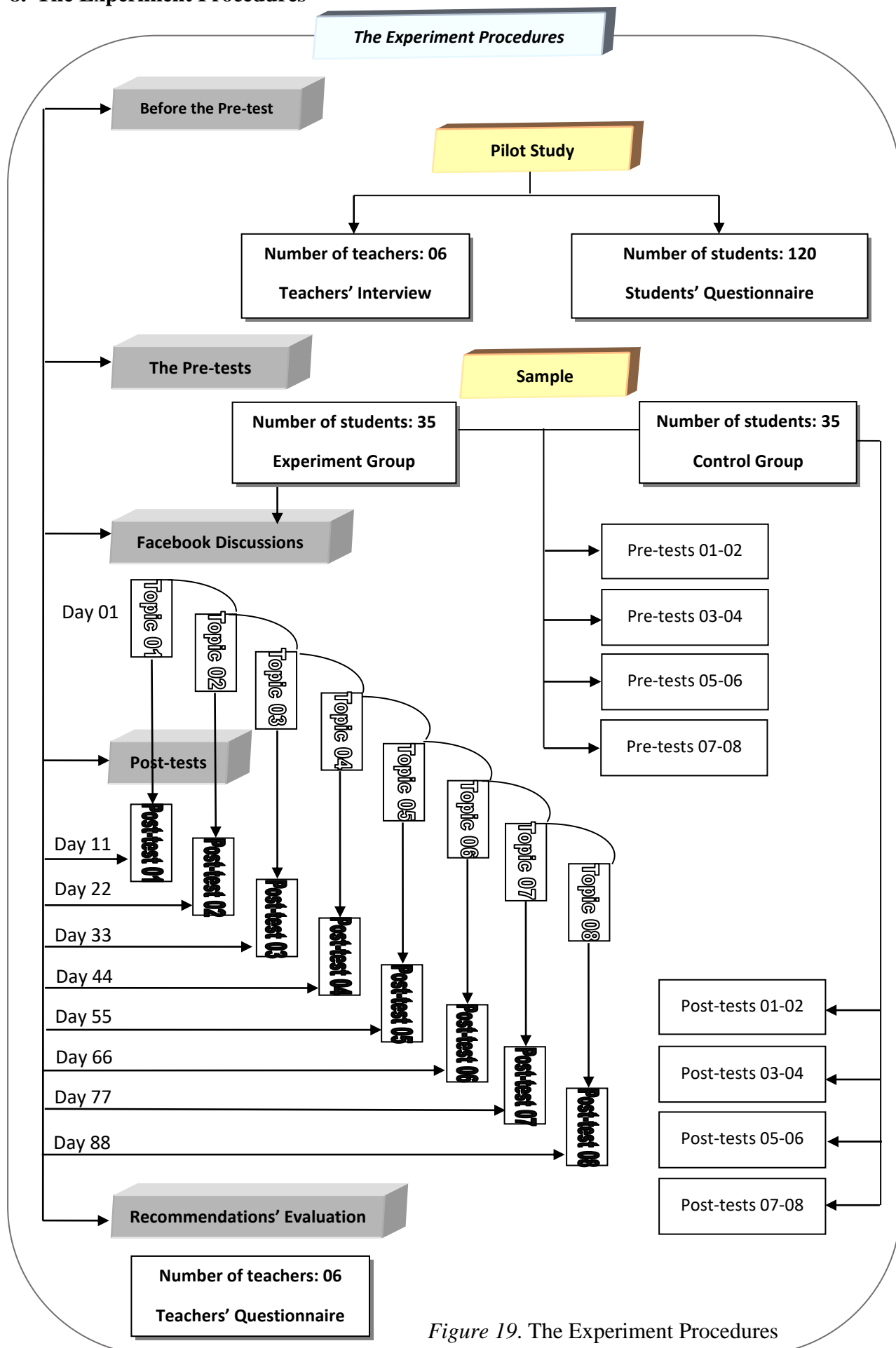


Figure 19. The Experiment Procedures

9. Data Analysis Procedures

Qualitative and quantitative research methods were employed to have a deep insight of the cultural influence of the SNS Facebook on the English writing performances at the English department-Batna 2 university. All the analysed samples were selected from each student portfolio and were evaluated and scored (see scoring rubric Appendix F). The data gathered were analyzed using the Statistical Package for the social Sciences (SPSS) 23.0 in addition to the Microsoft Excel (2016) in order to analyze the statistics and interpret the results.

The researcher analyzed the data in terms of form and content. Categories were established for analyzing the writing problems that stem from cultural influence. Basic frequency analyses were conducted using demographic information. The participants' responses were analyzed using descriptive statistical analyzing techniques. Descriptive statistics was another statistical technique which is used in this study to define the mean, minimum value, maximum value, and standard deviation for all the variables. For a valid and reliable testing of the hypothesis, we used a more advanced statistical analysis *t*-test in order to eliminate the probability of the null hypothesis and identify the relationship between variables.

The correlation and the factor analysis were performed so as to determine the relationship between the different elements constituting the concept of culture which helps measuring it. Accordingly, factor analysis is the statistical tool which helps measuring abstract variables and provides final evaluation through providing detailed measurement of the variable constructs. Descriptive analysis was also applied to the outcomes of the teachers' responses related to the research recommendations in terms of

their effectiveness to overcome the cultural influence of the SNS Facebook on the students' writing performances.

Conclusion

For the purpose of clarifying the most suitable methodology that best realize the current study; this chapter was set to lay essential theoretical foundations for the research design and explicitly display the methodology that was relevant to the study under investigation. Furthermore, it pinpointed a detailed description of the systematic steps of the experimental design as well as the data analysis tools. Subsequent sections of this chapter introduced a detailed description to the population and the sample undergone investigation. Likewise, it endeavoured to illuminate the distinct research instruments used in the data collection starting by the pilot study and during the experiment phase. It accounted for a thorough description to the characteristics of the questionnaires, pre-tests and post-tests used in data gathering. Special attention was given to the pragmatic shift throughout the experiment stages.

At the end of this chapter, validity and reliability considerations involved in the process of data collection were acknowledged and discussed. The next chapter will be dealing with the research results and findings analysis and interpretation in a thorough way.

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Introduction

This chapter presents the results of quantitative and qualitative data of the research related to the cultural effects of Facebook on the students' academic writing performances. The presentation and analysis of the findings has helped answer the distinct research questions and eventually test the research hypotheses.

This chapter displays the quantitative data in tables and figures, further explanation with summary comments is provided in respective sections. On the other hand, the qualitative data are presented in the form of textual, manageable categories, patterns and relationships. The findings obtained from the post-tests of the experimental group are contrasted to those of the control group in order to have a clear view of the research hypotheses and to measure the extent to which students' academic writing performances are influenced by the students' native culture. At the end of the data analysis, recommendations are drawn under the light of the findings; they are presented in Chapter 05.

1. Data analysis and Interpretation of the Pilot Study Questionnaire Administered to Students

Section 01: General Information:

Item 01: Gender

Sex	Number	%
Male	92	76.67%
Female	28	23.33%
Total	120	100%

Table 14. Students' Gender

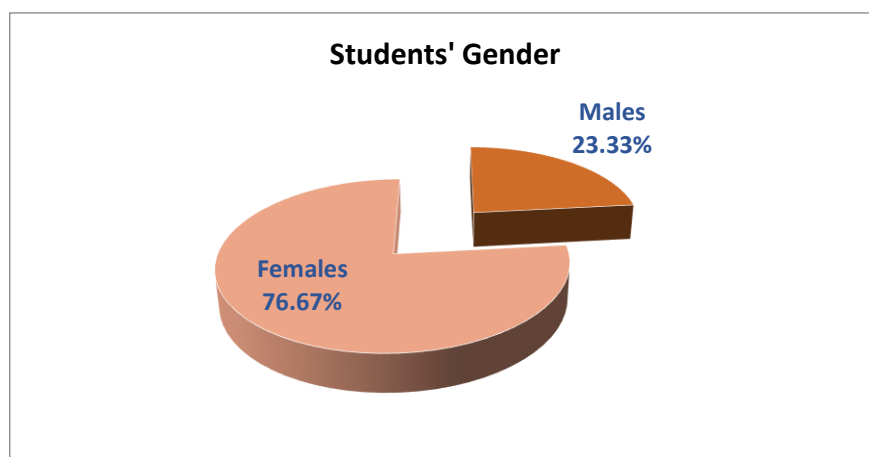


Figure 20. Students' Gender

The main purpose behind the above question is to know about the participants' gender. From *Table 14* above, it is clearly noticed that girls overpopulate boys. The overrepresentation of feminine on the detriment of masculine might be a considerable fact of this study as it shows the proficiency distinctions in writing performances according to the gender.

Item 02: Age

Age	Number	%
20	5	04,17%
21	51	42,50%
22	33	27,50%
23	23	19,17%
24	4	03,33%
25	3	02,50%
27	1	0,83%
Total	120	100%

Table 15. Age Distribution

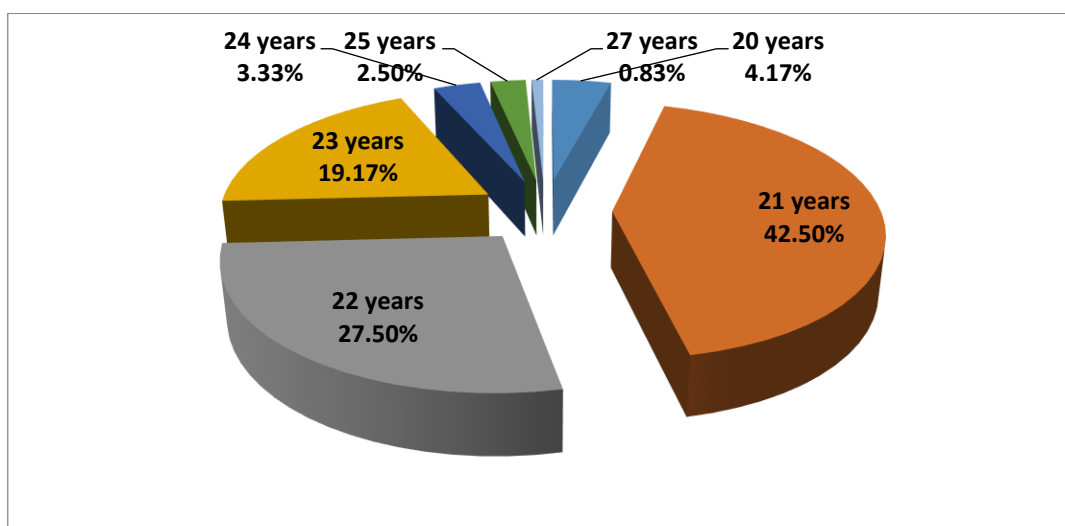


Figure 21. Age Distribution

The results show diversity in age distribution ranging from twenty to twenty seven years old. The average ages are twenty one and twenty two representing 42.50% and 27.50% respectively of the whole participants. The remained participants have different ages as shown in *Table 15 and Figure 21* above. This fact demonstrates the tendency of many youth towards learning foreign languages and this may convey the needed motivation to learn the English language four skills.

Item 03: Place of Birth

Place of Birth	Number	%
Batna Town	87	72,50%
Ain Touta	12	10,00%
Ariss	6	05,00%
Timgad	5	04,17%
Barika	4	03,33%
Ouled Fadhel	4	03,33%
Khenchela	2	01,67%
Total	120	100%

Table 16. Place of Birth

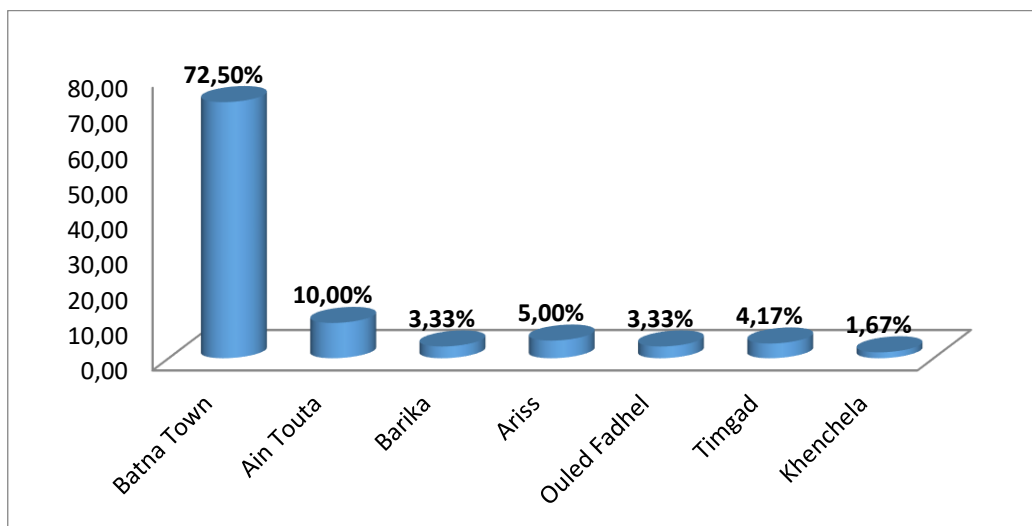


Figure 22. Place of Birth

We asked this question to know about the students' place of birth which reveals, to a certain extent, different information about the students' cultural background. As shown above in *Table 16* a great majority of the participants (72.50%) were born in Batna town. The rest were born in the suburbs of the same town. This fact reveals the common cultural norms relatively shared by those who were born in the same place.

Item 04: Are you living in the same place of birth?

Place of Birth	Yes	No	Total
Batna Town	83	4	87
Ain Touta	12	0	12
Barika	4	0	4
Ariss	4	2	6
Ouled fadhel	3	1	4
Timgad	2	3	5
Khenchela	0	2	2
Total			120

Table 17. Students Lived in the Same Place of Birth

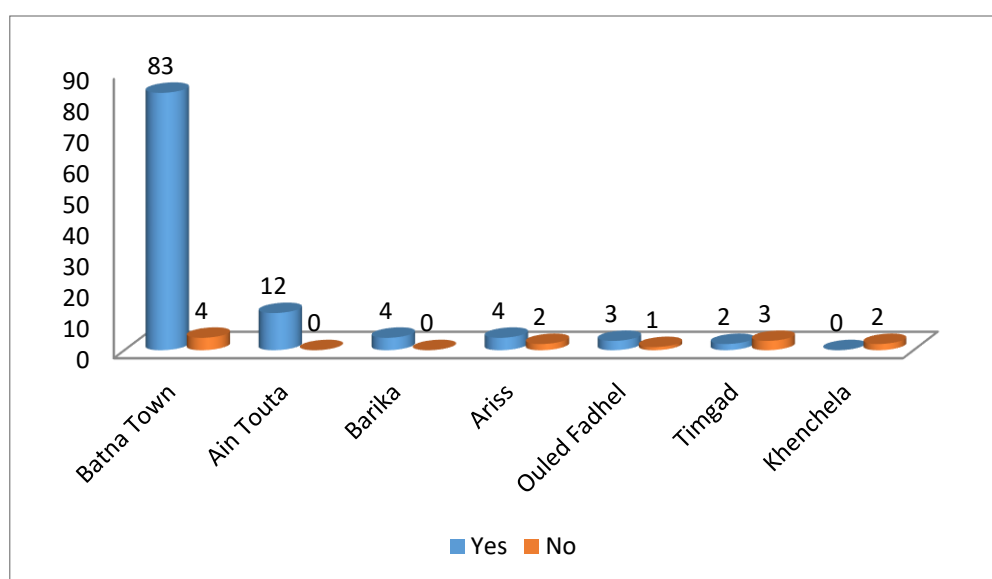


Figure 23. Students Lived in the Same Place of Birth

This question was asked as a complementary question to the third one. The great majority of students kept living in the same place of birth so far. This fact has helped us to select the participants in the experimental group from the list of students who were born in Batna town and kept living there. Here, we assume that people who did not change their habitat could share common cultural characteristics.

Item 05: What is your mother language?

	Algerian dialect	Berber	French	Other
Batna Town	83	4	0	0
Ain Touta	4	8	0	0
Barika	4	0	0	0
Ariss	0	6	0	0
Ouled Fadhel	0	4	0	0
Timgad	0	5	0	0
Khenchela	0	2	0	0
Total	91	29	0	0

Table 18. Students' Mother Language

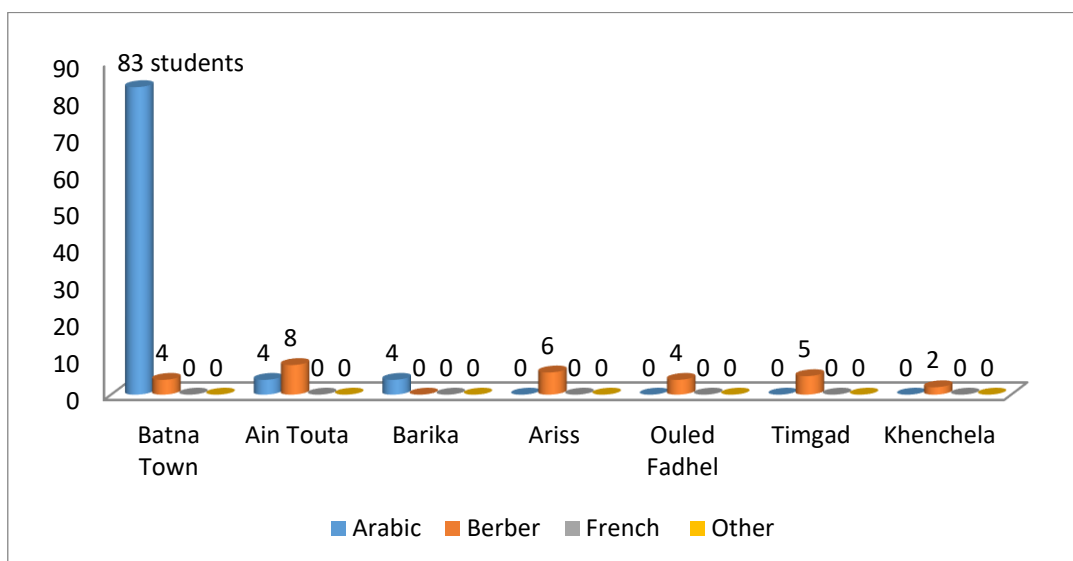


Figure 24. Students' Mother Language

Most of the students living in Batna town speak the Algerian dialect because it is considered as their mother language as shown in *Table 18* above. The Algerian dialect is a less prestigious form of the Arabic language sometimes mixed with French terminology or even few Berber words. It is quite logical that informants, who were born in the suburbs of Batna town, speak Berber as a mother language for it is well

known that the East of Algeria is of a Berber identity which is clearly seen in the suburbs. Except people from Barika who are not familiar with the Berber language for their Arabic identity.

Item 06: What is your religion?

Religion	Number	%
Islam	120	100%
Christianity	0	0%
Other	0	0%
Total	120	100%

Table 19. Participants' Religion

Being part of the Algerian community and being born in Algeria is a high reason to accept the result of total participants to be Muslims. As religion is a focal marker of culture, it may have a certain impact on the students' perspective of language learning and thus on their writing performances. Therefore, the main reason behind asking such question is to get the maximum of common characteristics among the experiment sample in order to create relatively homogenous experimental sample.

Item 07: Tick the appropriate education level that you accomplished:

Level	Major	Number	%
Kindergarten	/	50	41,67%
Primary school	/	120	100%
Middle school	/	120	100%
High school	/	120	100%
College	English	120	100%
	French	3	2,50%
	HSE	2	1,67%
	Biology	1	0,83%
Private institutions	French language	5	4,17%
	Computing	12	10,00%

Table 20. The Accomplished Education Level

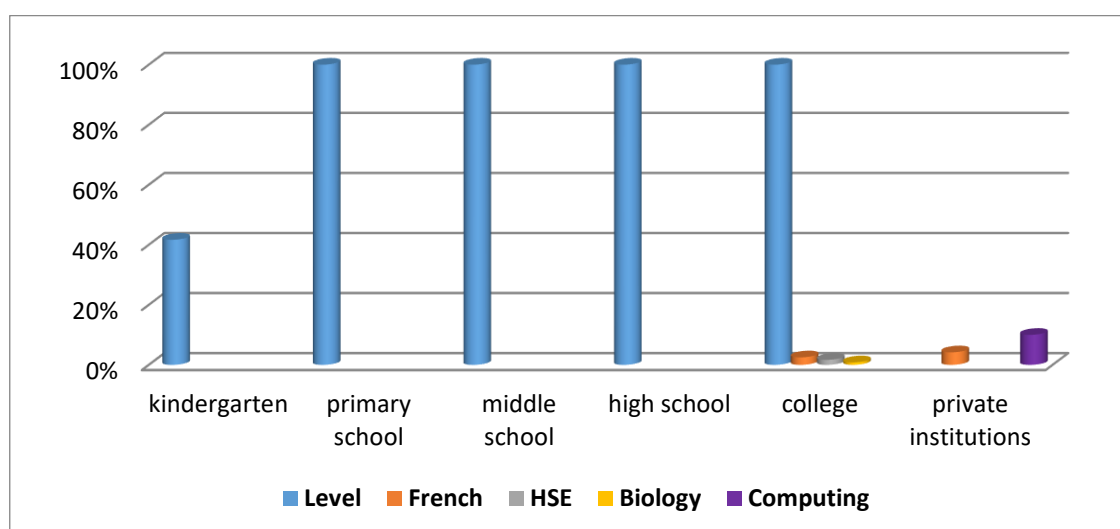


Figure 25. The Accomplished Education Level

Concerning the education background of the participants, all of them accomplished the primary school, the middle school, the high school levels and they are finishing their BA in English at the English Language Department according to the Algerian education system. However, (41.67%) of them have started their education with the kindergarten. Very few informants have accomplished a second major eg: French (3 participants), HSE (2 participants), Biology (1 participant). Nevertheless, 12 of the participants have followed computing courses in private schools, besides 5 others who attended French courses. Those with multi specialties are expected to have

additional knowledge and more experience that is to say they are more knowledgeable than those who ended up with only English language at college. This fact might help students be in a comfortable position while writing about specific topics related to fields that they are aware of.

Item 08: The choice of studying English was:

	Number	%
Personal	95	79,17%
Imposed	9	07,50%
Advised	16	13,33%
Total	120	100%

Table 21. English Language Choice

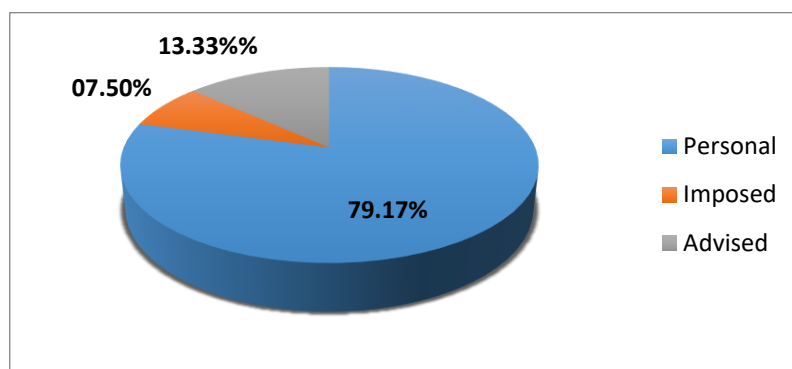


Figure 26. English Language Choices

A very high rate of students (79.17%) chose to study English as a personal choice while the rest admitted that being in the English department was either due to a piece of advice (13.33%) or an external imposition (07.50%). Having a high rate of students who are studying English because of personal choice can be considered as a sign of enthusiasm and motivation.

Item 09: How can you evaluate your motivation in studying English as a major?

	Number	%
Pretty well	10	8,33%
Well	90	75,00%
Fair	15	12,50%
Poor	5	4,17%
Total	120	100%

Table 22. Studying English Motivation

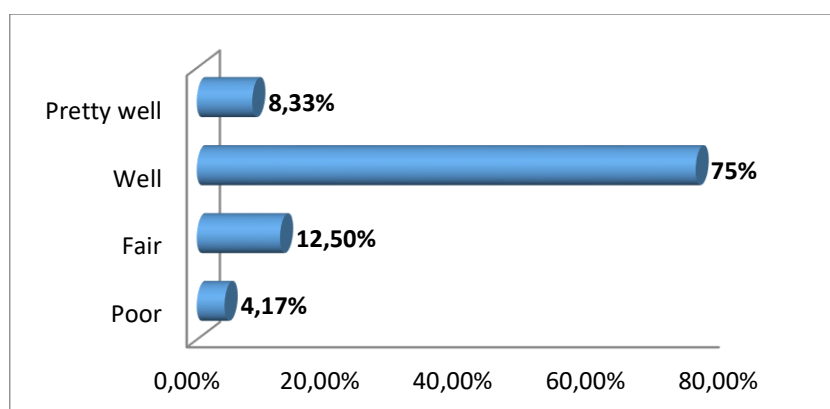


Figure 27. Studying English Motivation

According to the results displayed in *Table 22 and Figure 27*, a great majority of students (75%) are highly motivated to study English language as a major at university. The remaining participants vary from (12.50%) fair and (4.17%) poor motivation; whereas, (8.33%) of the participants express very high motivation in studying English language which might explain the elite category of students with high marks in different modules. As displayed in *Table 22* a great number of participants are highly motivated to improve their level in the four skills of the English language. Thus, this fact may eliminate the factor of motivation as a hinder to improve the learners' writing performances and to destruct any assumption restricted to explain the poor performance in writing is due to the lack of motivation. There might be lists of reasons that can play a role of counter weight to advance learners develop their written production.

Item 10: What is your major goal behind learning English?

	Number	%
To get a job	113	94,17%
To go for further studies	2	1,67%
To communicate well with people	5	4,17%
Total	120	100%

Table 23. The Goal behind Learning English

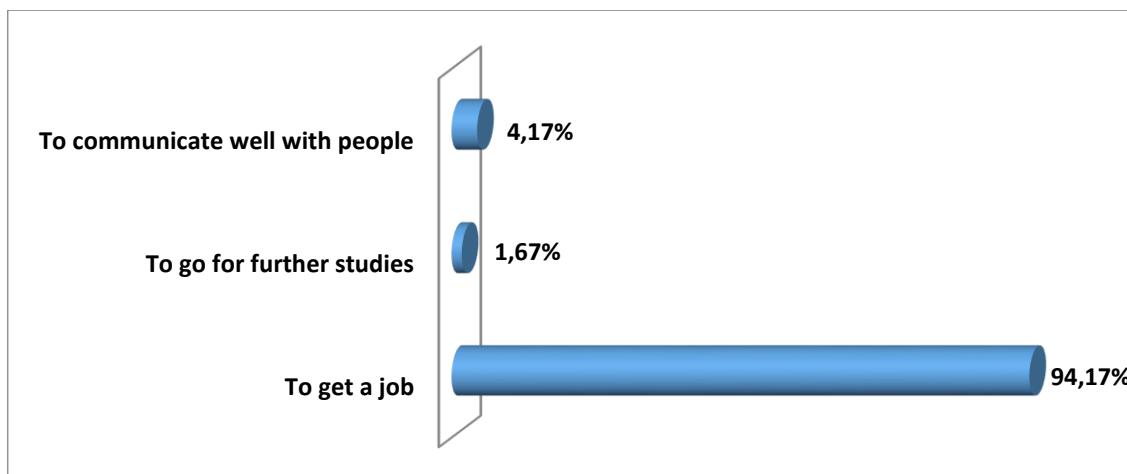


Figure 28. The Goal behind Learning English

Seemingly, the great tendency of the participants is to get a job. The results in *Table 23* show that (94.17%) of the participants confess that leaning English at university and getting a diploma may help pave the way to a flourishing career starting by getting a job. Their low interest in going for further studies might refer to their high interest in getting a job rather than sparing more time to proceed their studies. On the other hand, very few of the informants set their objective to learn English to communicate well with other people. They might be interested in making e-pals for there is no way to use English in the casual life in Algeria.

Section 02: Writing at College

Item 11: Are you used to write essays in English language?

	Number	%
Only when I answer exam questions	83	69.17%
At the department/with classmates	8	6.67%
At home	9	7.50%
Online	20	16.66%
Total	120	100%

Table 24. Writing Habits

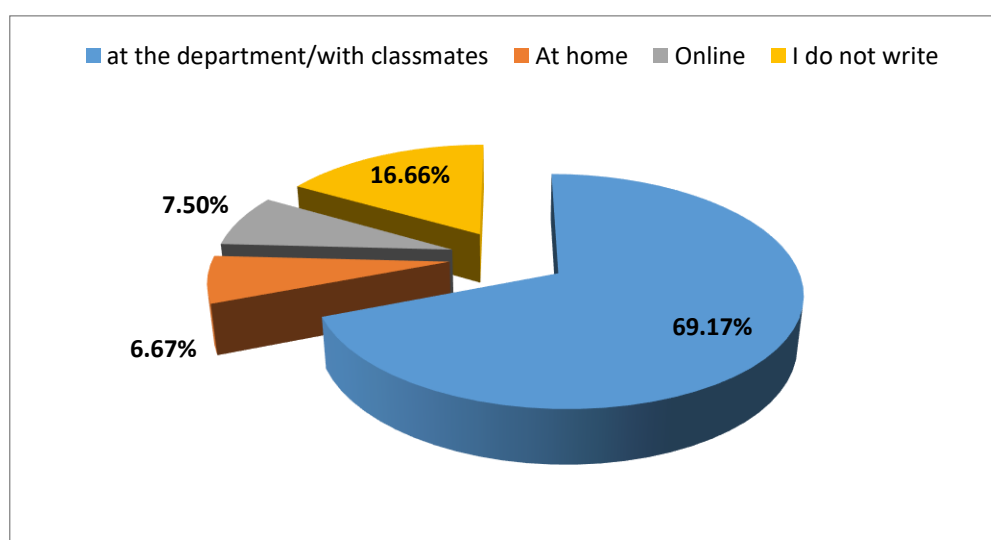


Figure 29. Writing Habits

This question was asked to figure out the students' writing habits and whether they make any efforts to write using academic English. Results in *Table 24 and Figure 29* show almost (70%) of students make efforts to write essays responding to the exam questions in the classroom. Others (6.67%), (07.50%) make efforts to prepare essays with friends at the department or at home as trials to improve their writing performances. On the other hand (16.66%) write online essays via typing. All in all, few students (31%) make efforts to train themselves on writing essays out of the classroom context.

Item 12: How often do you write essays?

Frequency	Number	%
Often	00	0,00%
Sometimes	25	20.83%
Rarely	12	10.00%
Never	83	69.17%
Total	120	100%

Table 25. Writing Frequency

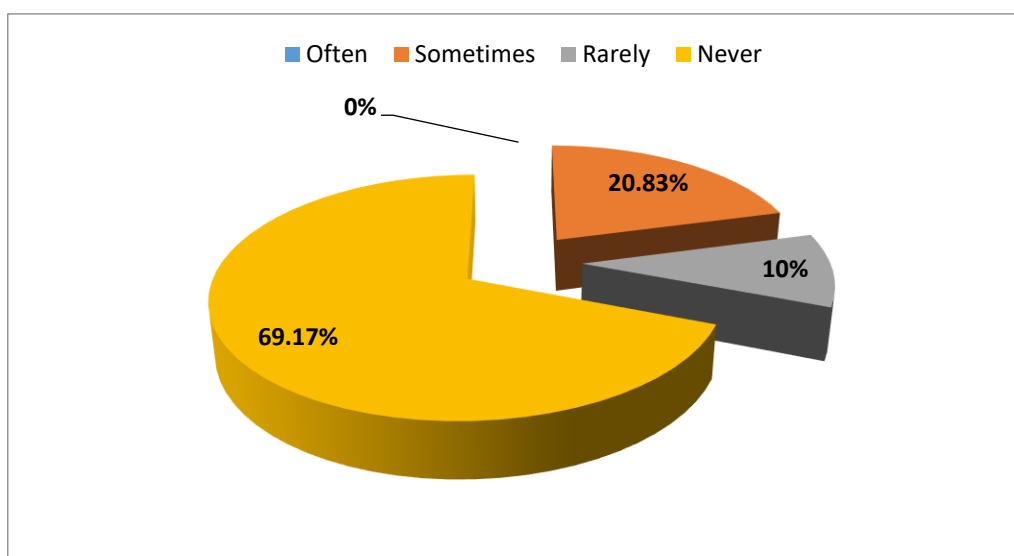


Figure 30. Writing Frequency

According to *Table 25 and Figure 30*, while the great majority never make efforts to write in order to improve their writing performances, few students (20.83%) write academic essays at an average frequency; whereas, very few (10%) barely write (rare). Though participants expressed their motivation to learn English, they do not practice enough to improve their level in the different language skills namely the writing skill. The reason behind this actual state may refer to the lack of teachers' supervision or to the alternative destructors such as social networking sites where the students are over indulged.

Item 13: While writing, do you make errors/ mistakes in:

	Number	%
Grammar	71	59,17%
Building sentences	65	54,17%
The choice of vocabulary	39	32,50%
Word order	46	38,33%
Spelling	89	74,17%
Punctuation	91	75,83%
Linking ideas	75	62,50%
Ordering ideas	79	65,83%

Table 27. Students' Writing Errors/Mistakes

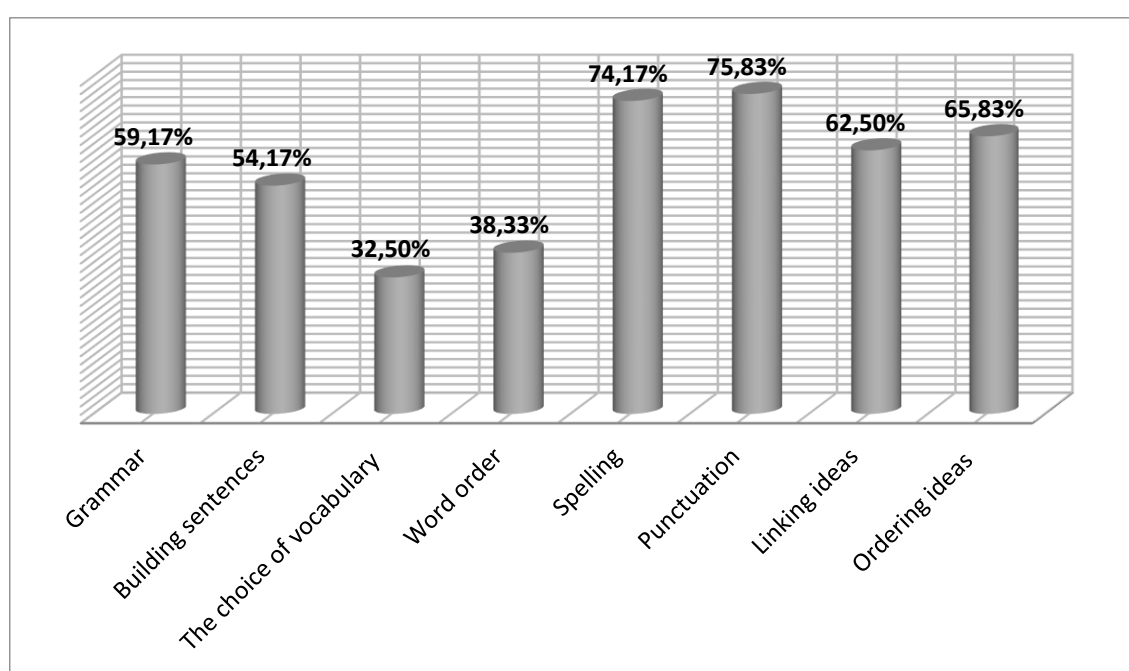


Figure 31. Students' Writing Errors/Mistakes

Table 27 above represents the students' declarations about the linguistic fields where they make mistakes while producing a piece of writing. In fact, students admitted to have serious problems in terms of punctuation (75.83%), spelling (74.17%), ordering ideas (65.83%) and linking ideas (62.50%). For them, grammar and sentence building did not highly annoy their written production (59.17%) and (54.17%) respectively. On the other hand few of the participants thought that the choice of vocabulary (32.50%) and word order (38.33%) might pose problems for them. Indeed, this question revealed

interesting information about the respondents' attitudes towards the distinct language difficulties they face while writing in English language. The analysis of the pre-tests will uncover the real writing troubles. Seeking one of the causes of these language lacks is the main thrust of this research.

Item 14: According to you, what are your writing difficulties in English?

Writing Difficulties	Number	%
Grammar	71	59,17%
Building sentences	65	54,17%
The choice of vocabulary	39	32,50%
Word order	46	38,33%
Spelling	89	74,17%
Linking ideas	75	62,50%
Ordering ideas	79	65,83%
Unity of the topic	80	66,67%
Form of the essay	20	16,67%
Style	107	89,17%
Handwriting	76	63,33%

Table 28. Students' Writing Difficulties

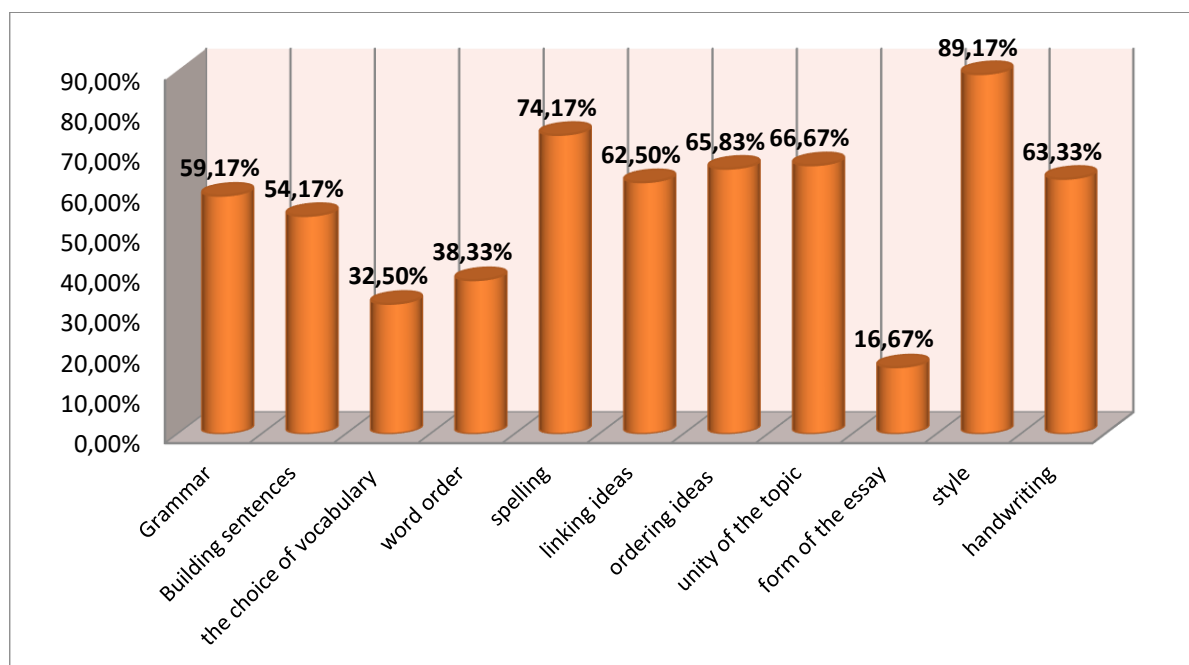


Figure 32. Students' Writing Difficulties

In a larger scale, this question offers more linguistic areas about which students usually complain. It is clearly noticeable in *Table 28 (p.212)* that our participants complain about their writing style; (89.17%) complain about facing convincing style difficulties while writing in English language. Spelling mistakes are ranked in the second position with (74.17%); spelling difficulties might reside in the lack of language practice.

Linking and ordering ideas were also an important source of trouble for our respondents. As a result, students' writing style and their ability to keep unity of the topic are affected. Surprisingly, (63.33%) of the participants are not satisfied about their handwriting. This latter could be attributed to deficiency in terms of the English language writing scripts mastery due to the lack of practice. Typing, using SNSs, rather than writing might be a direct cause of handwriting and spelling troubles.

Item 15: How would you classify your level in writing?

Level	Number	%
Pretty good	0	0,00%
good	13	10,83%
Fair	25	20,83%
Poor	82	68,33%
Total	120	100%

Table 29. The Students' Perception of their Writing Level

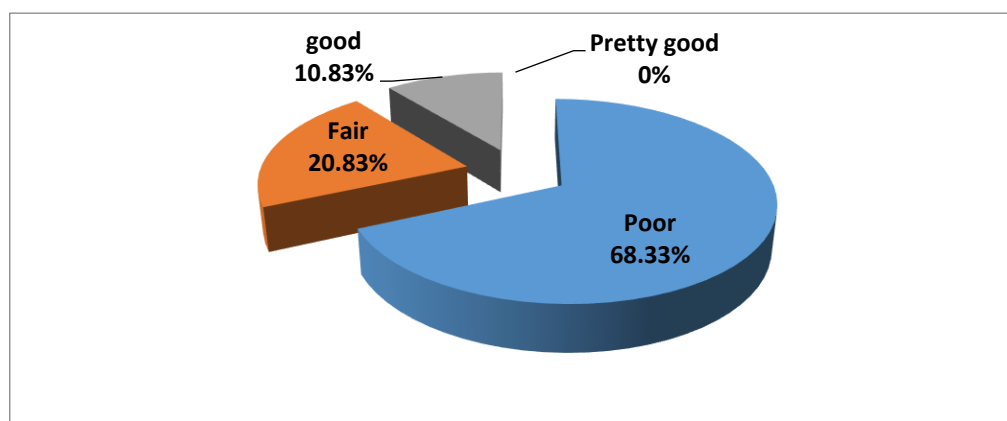


Figure 33. The Students' Perception of their Writing Level

Obviously from *Table 29* (p.213), (68.33%) of the participants consider their written production as ‘poor’ while (20.83%) claim that their level is fair. On the other hand (10.83%) of the informants consider their writing performances as good. In fact, students at this level (3rd year) are not really experts in written expression evaluation. Thus, their responses might be right to a certain extent. Further details about their writing level will be displayed in the pre-tests evaluation.

Item 16: While writing, do you use:

	Number	%
Simple sentences	32	26,67%
Compound Sentences	30	25,00%
Complex sentences	58	48,33%
Total	120	100%

Table 30. Types of Sentences Used While Writing

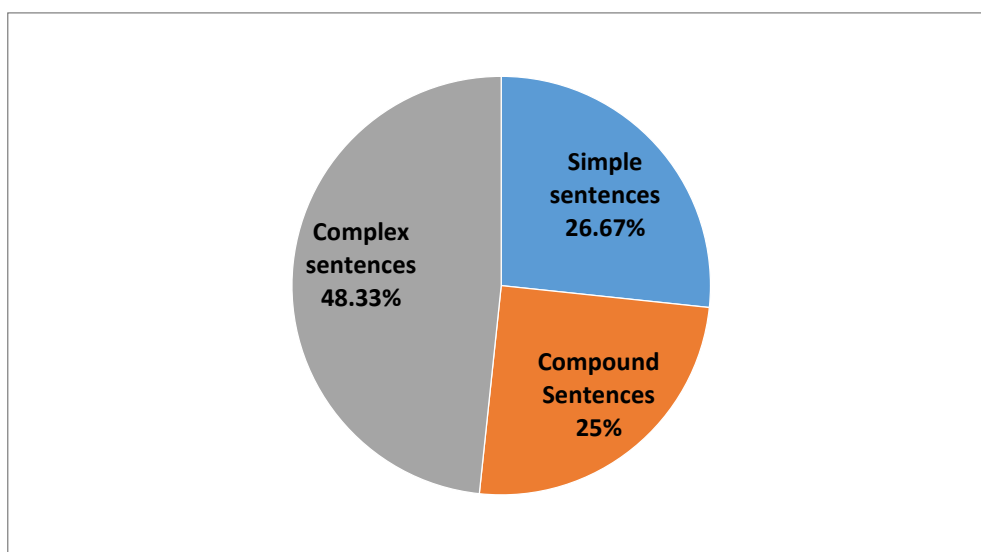


Figure 34. Types of Sentences used while Writing

This question was asked to figure out the different forms of sentences used while students write in academic English during official exams. Informants tend to express their ideas in using long sentences (compound sentence (25%), complex sentences

(48.33%). According to the literature review, this tendency might be attributed to the effect of the mother language and the reasoning mechanisms related to L1.

Item 17: Are you able to write about any topic even if it is considered as a taboo in your culture?

	Number	%
Yes	38	31,67%
No	82	68,33%
Total	120	100%

Table 31. Writing about Culturally Taboo Topics

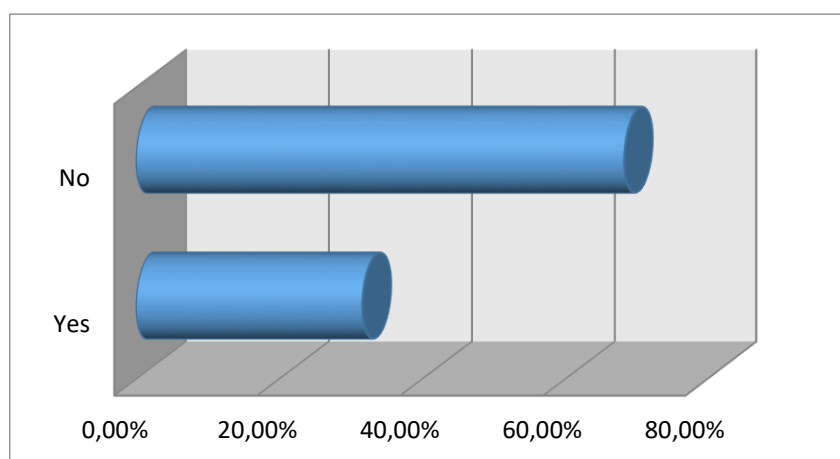


Figure 35. Writing about Culturally Taboo Topics

In fact, the majority of the respondents (68.33%) replied negatively towards discussing, through a piece of writing, any topic that is considered ‘taboo’ in their own culture. This might entail that cultural resistance to openness restricts the students’ responses through writing. It is highly possible that the minority who replied positively (31.67%) brought their acceptance to tackle taboo topics from inter-cultural contact.

Section 03: Social Networks and Facebook

Item 18: Do you use social media for communication?

	Number	%
Yes	116	96,67%
No	4	3,33%
Total	120	100%

Table 32. Social Media Use

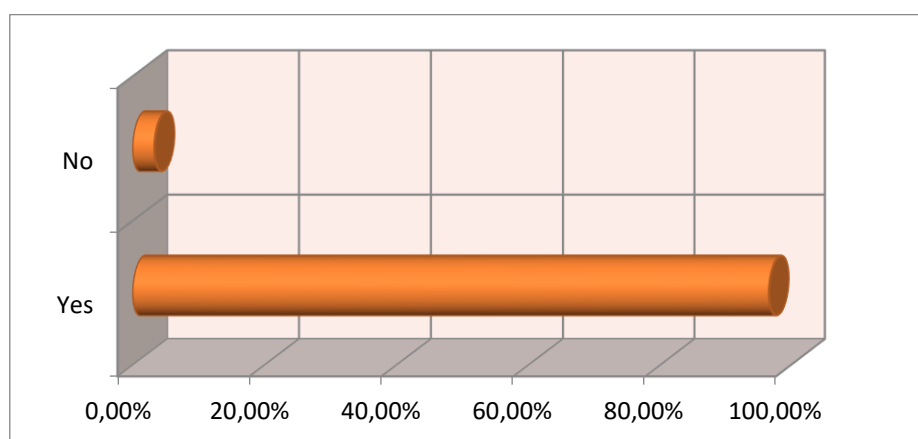


Figure 36. Social Media Use

This question was asked to have an idea about the number of students using social network websites. Undoubtedly, using social networks is part of the casual activities among youth including university students. Table 32 above displays the high rate of users of social networks (96.67%). Surprisingly, four (04) students among 120 participants do not use social networks. This fact might be due to unknown reasons. Something is worth mentioning here, the important number of university users of the different SNSs who continuously use these sites to satisfy their distinct needs leads to raise questions such as what are the effects of this use on the students' learning and educational practices? How is the writing skill affected by students' use of the SNSs?

Item 19: Please, *number* in order the social network sites you prefer to use most

Order	Social Network Site	Number	%
1	Facebook	116	100%
2	Viber	101	87.07%
3	Instagram	98	84.48%
4	Snapshot	63	54.31%
5	Twitter	25	21.55%

Table 33. Order of the most Used Social Network Sites

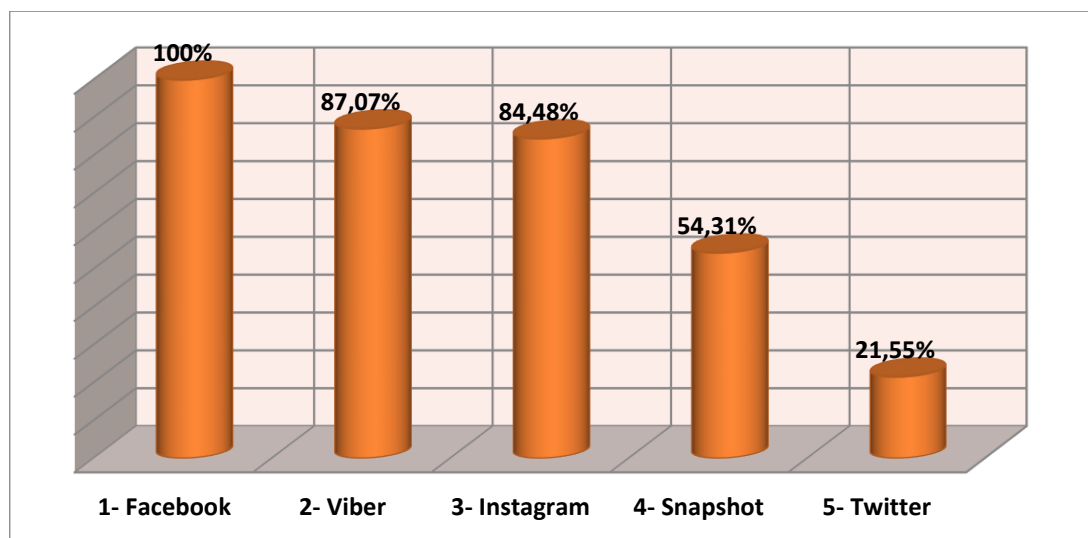


Figure 37. Order of the most used Social Network Sites

All of the users of the social network websites prefer to use the SNS Facebook for its undeniable fame and popularity. In addition to Facebook, the majority of social media users prefer 'Viber' as a second favourite SNS with (87.07%) user. In the third order and very close to Viber, (84.48%) of the SNS users prefer Instagram. On the other hand, Snapshot (54.31%) and Twitter (21.55%) are classified in the fourth and the fifth order respectively. The SNS 'Twitter' is popular among the intellectual zone; therefore, the discussed topics within twitter sessions are not of a great interest to our participants which explains the lower rate among its users in our participants.

Item 20: Which skill do you use most when you are online?

	Number	%
Speaking	30	25,86%
Writing	65	56,03%
Both	21	18,10%
Total	116	100%

Table 34. Favourite Used Skill while Using SNSs

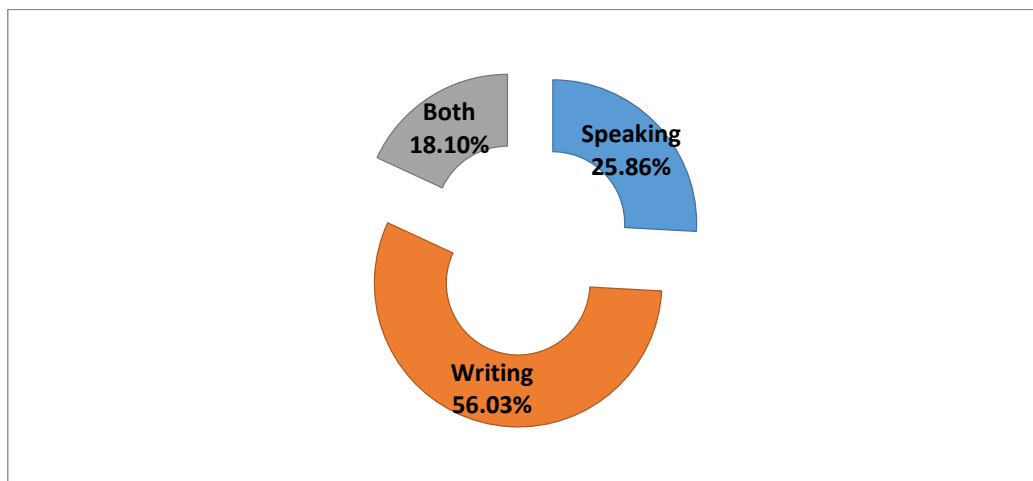
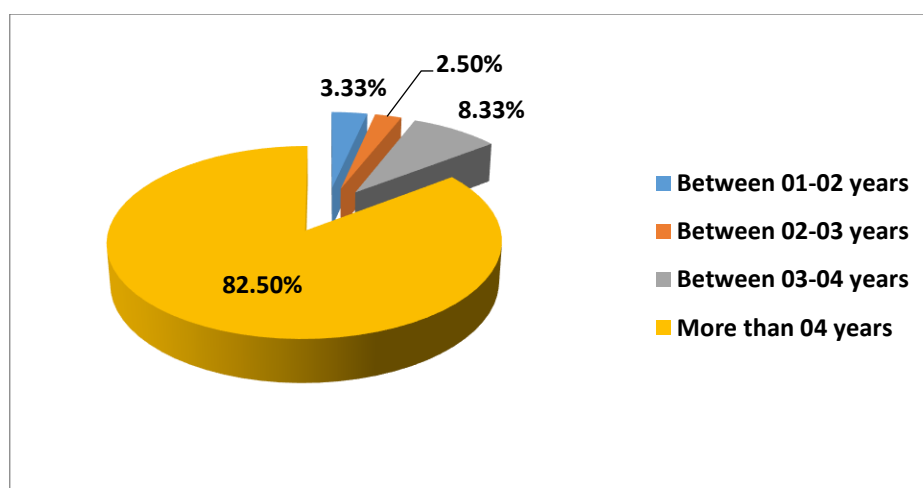


Figure 38. Favourite Used Skill while Using SNSs

According to the respondents, 'writing' is the most favourite skill for (65) users. (21) users prefer both skills 'speaking' and 'writing'; however, (30) users tend to prefer speaking in favour of 'writing'. This fact makes of the writing skill the most favourite skill for most of the SNSs users; a declaration that calls for thinking about the correlation between 'writing using SNSs' and 'writing in official exams'. We believe that both processes correlate somewhere. And using SNSs to communicate through writing may affect the students' academic writing.

Item 21: How long have you been using Facebook?

	Number	%
Between 01-02 years	4	3,33%
Between 02-03 years	3	2,50%
Between 03-04 years	10	8,33%
More than 04 years	99	82,50%
Total	116	100%

Table 35. Facebook Usage*Figure 39. Facebook Usage*

The great majority of the participants (82.50%) owned a Facebook account for more than (04) years. Therefore, we can consider the use of SNS Facebook is part of the students' habits. For the rest of the informants, they range between two to four years. Very few of the participants (3.33%) are new users of Facebook. In fact these findings are not surprising for a generation that grew up with technology. Students are in permanent contact with different kinds of websites including the SNSs which are considered as part of most of the students' lives. For this reason, we believe that the use of Facebook and other SNSs have an important influence on the students writing performances which will be discussed in the next section.

Item 22: To what extent do you think Facebook is important to you?

	Number	%
very important	12	10,00%
Important	71	59,17%
Not really	28	23,33%
Not important	9	7,50%
Total	120	100%

Table 36. Facebook Importance Rate

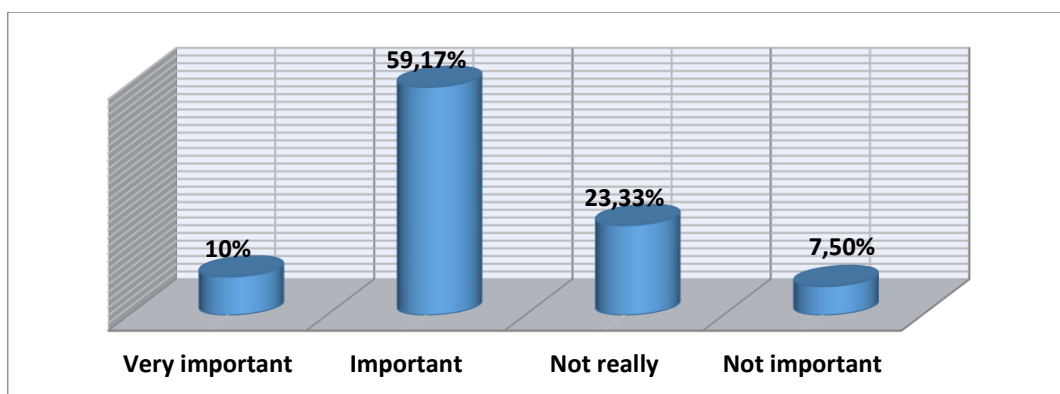


Figure 40. Facebook Importance Rate

This question was asked to have an idea of how important Facebook is to our participants in order to get sufficient data about Facebook use and academic writing. *Table 36* above shows that (59.17%) of the participants consider Facebook as an important element of their activities; whereas, one tenth tend to believe that Facebook is very important which might reveal the indispensability of Facebook in their lives. They are considered fully engaged users who share all parts of their lives on Facebook. They connect with family and friends, and they use it to make professional connections. They also interact with brands as consumers. On the other hand, 'Not really important' was the response of some informants (23.33%); but very few users (07.50%) think that Facebook is not an important means. Other people choose to display parts of their lives on Facebook, some do not make any professional connections; they just connect with family and friends.

Item 23: How often/long do you use your Facebook account?

Frequency	Number	%
Several times a day	97	83,62
Daily	12	10,34
Weekly	7	6,03
Rarely	0	0,00
Total	116	100%

Table 37. Facebook Usage Frequency

Duration/ session	Number	%
01 to 15 minutes	77	66.38%
16 to 30 minutes	25	21.55%
31 to 60 minutes	6	5,17%
more than 01 hour	08	6.90%
Total	116	100%

Table 38. Facebook Usage Duration/Session

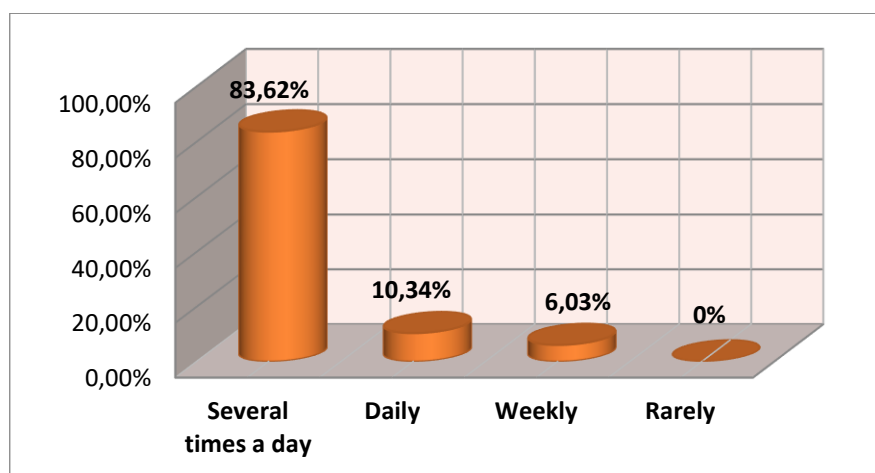


Figure 41. Facebook Usage Frequency

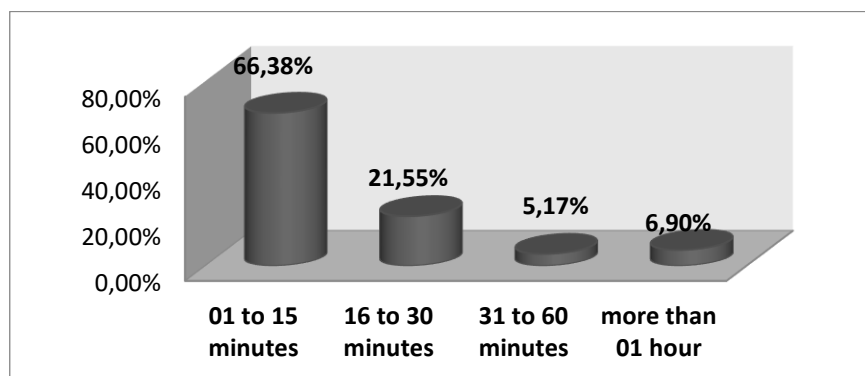


Figure 42. Facebook Usage Duration/Session

According to *Table 37* (p.221), more than three-quarters of users cannot go a day without logging in their Facebook accounts; they log in several times per day. Only (6.03%) of participant users log in weekly. These results may reflect great dependency to the extent of addiction to the SNS Facebook. *Table 38* shows the period of time that users spend on Facebook. (66.38%) of respondent users spend 01 to almost 15 minutes on Facebook while (21.33%) keep online between 15 to almost 30 minutes. (5.17%) confessed that they use Facebook for more than 30 minutes but less than one hour. More than one hour per session is spent by (6.90%) of users. This variance in the spent time on Facebook may refer to the distinct interests of the users.

Item 24: What do you use Facebook for?

	Number	%
Education	40	34,48%
Make new friends	60	51,72%
Chat with friends	102	87,93%
Surf for pleasure	95	81,90%
Do business	8	06,90%

Table 39. Areas of Facebook Use

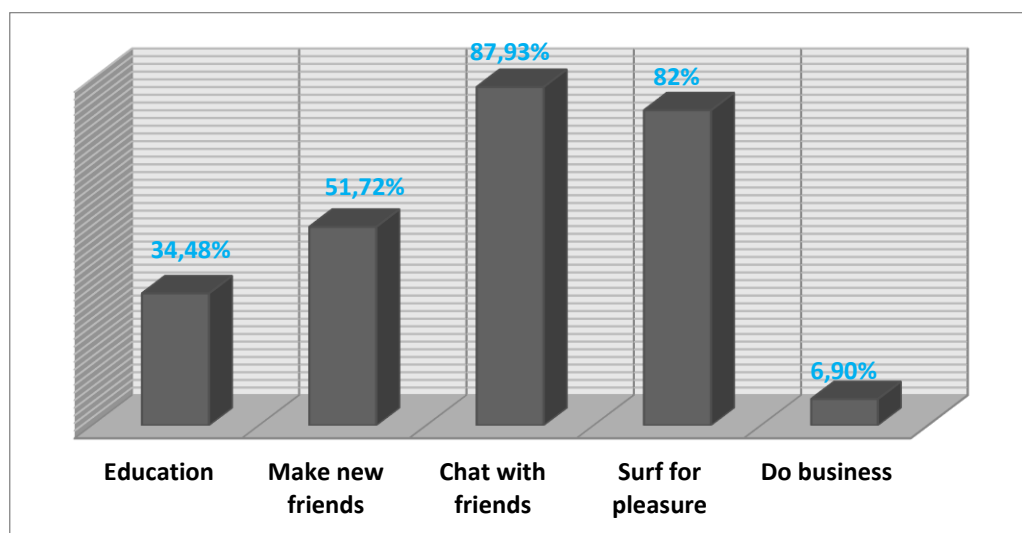


Figure 43. Areas of Facebook Use

According to the *Table 39* (p.222), our participants use Facebook for different reasons. (87.93%) use Facebook in order to chat with friends while (81.90%) prefer to surf for pleasure. Almost half of the participants tend to create new friendships (51.72%) while (34.48%) discuss educational matters. In fact, an innovative kind of social and inter-personal dynamics was created by the SNS Facebook. It has provided users with a domain where they could project their own identity in a very impersonal manner. They can have friends, acquaintances, which would have been pretty difficult to keep up with. In fact, one's identity is reflected through Facebook use. Online games, status updates, chats, birthday reminders, the LIKES, the comments are Facebook patterns that helped keep millions of users have daily access to their accounts.

Item 25: Do you use formal or informal language while using Facebook?

	Number	%
Formal language	7	6,03
Informal language	71	61,20
Both	38	32,75
Total	116	100%

Table 40. Formal and Informal Language

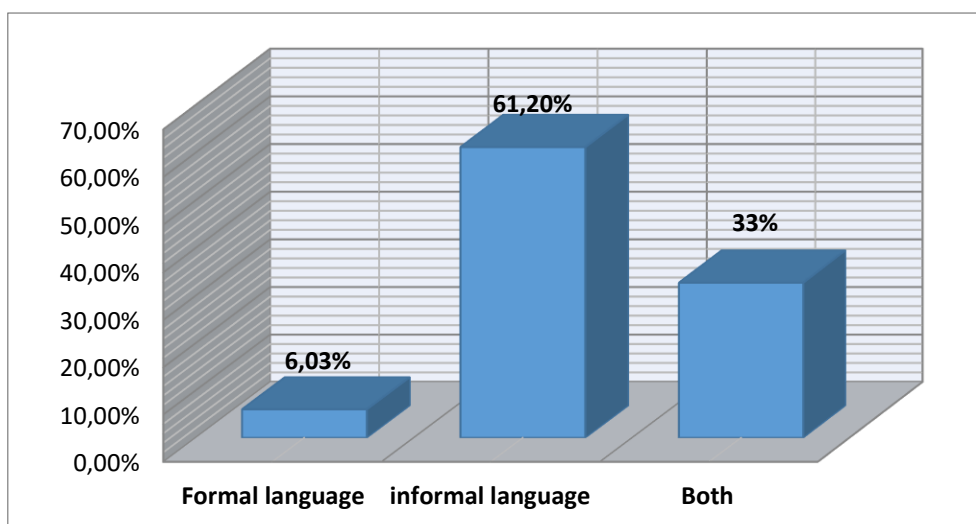


Figure 44. Formal and Informal Language

This question was asked to explore the form of language used by the participants while using Facebook. From *Table 40* (p.223), (61.20%) of the participants use informal language while (6.03%) use formal language. On the other hand, only (32.75%) of the respondents admitted using both language forms (informal and formal). Whatever the language used while using Facebook, it is necessary to know that its informal form may have negative consequences on the academic language use. Thus, we believe that among the important reasons behind the students' poor performances in written expression is the use of informal English language online.

Item 26: Which of the following acts do you commit while writing on Facebook/

(mark all that apply):

Item	Number	%
I do not worry about spelling mistakes (make spelling errors)	111	92,50%
I do not worry about punctuation (leave out commas and full stops)	109	90,83%
I overly punctuate sentences (use lots of exclamation marks)	62	51,67%
I leave out functional words (leave words like the/an out of sentences)	86	71,67%
I make excessive use of abbreviations and acronyms (LOL, C U...etc)	115	95,83%
I use the pronouns we/us when I express my opinion	119	99,17%

Table 41. Committed Acts while Using Facebook

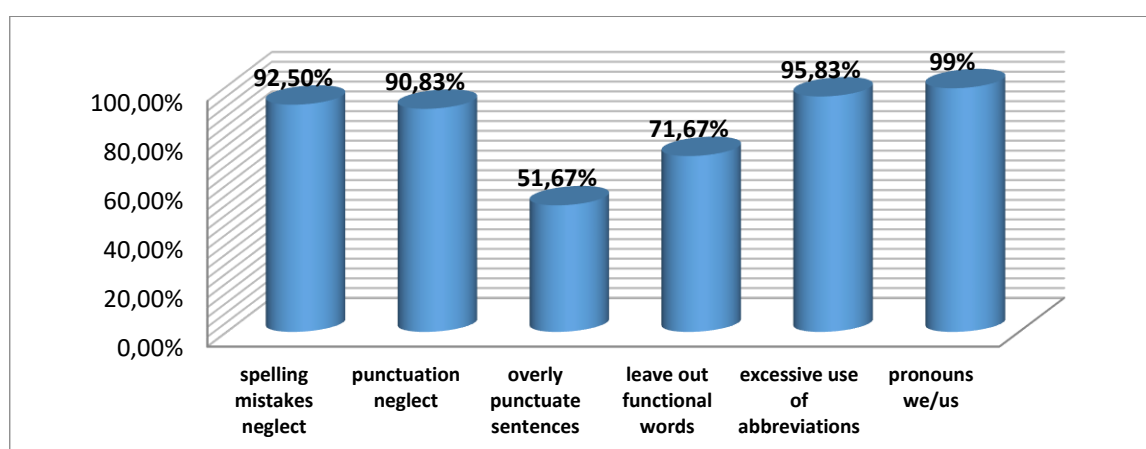


Figure 45. Committed Acts while Using Facebook

The actual question is meant to uncover the students' writing behaviours while using the SNS Facebook. Almost all the participants tended to express their views through a collectivism way rather than the individualism one. They pointed to their use of the pronouns 'we' and 'us' which can be explained by the adherence of the Arab culture to collectivism rather than individualism (Feghali, 1997).

(95.83%) of our participants admitted using excessive abbreviations and acronyms in their writing on Facebook. We assume that this habit is developed in order to send short form messages so as to gain time. Moreover, when students write on Facebook, (92,50%) of them do not care about committing spelling mistakes while (90,83%) do not worry about leaving out the punctuation marks. However, (51.67%) excessively punctuate their messages with lots of dots and exclamation marks. On the other hand, function words (prepositions, articles, conjunctions and pronouns) are neglected by (71.67%) of our participants. Careless use of punctuation marks and function words in a daily use of Facebook will probably have a severe effect over the students' writing performances at the exam day.

Item 27: Do you think that Facebook use has any effect on your academic writing performances?

Level	Number	%
Strongly agree	10	8,33
Agree	24	20,00
Neither agree nor disagree	6	5,00
Disagree	70	58,33
Strongly disagree	10	8,33
Total	120	100%

Table 42. Facebook has Positive Effects on Writing

Level	Number	%
Strongly agree	6	5,00
Agree	72	60,00
Neither agree nor disagree	8	6,67
Disagree	24	20,00
Strongly disagree	10	8,33
Total	120	100%

Table 43. Facebook has Negative Effects on Writing

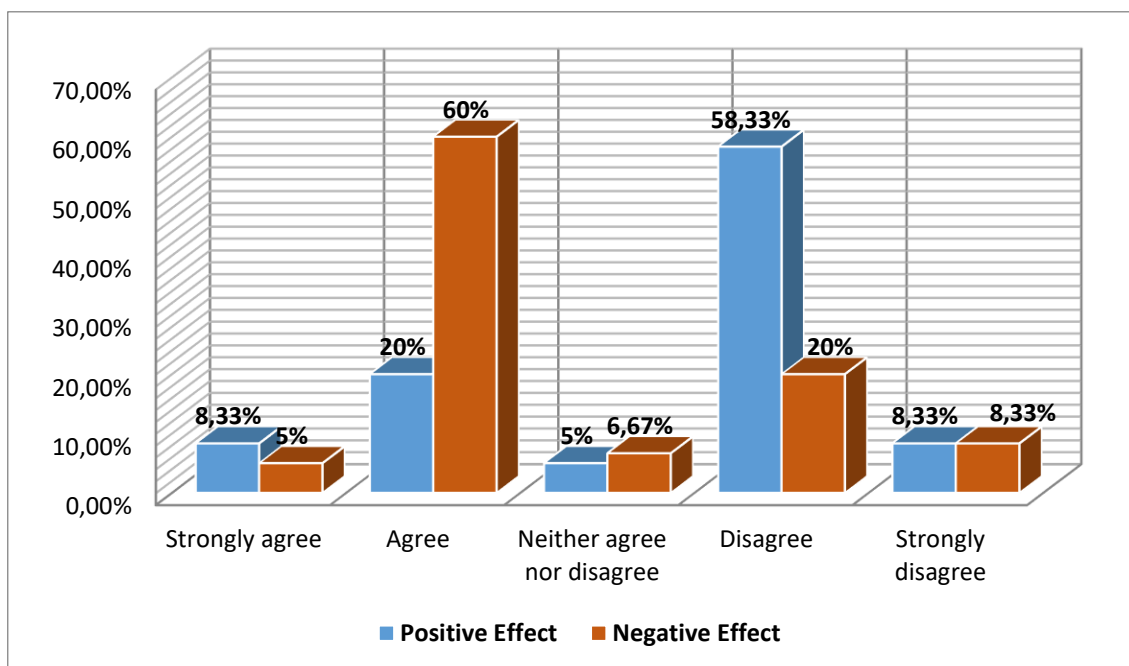


Figure 46. Facebook has Positive/Negative Effects on Writing

As displayed in *Figure 46* above, an important number of respondents (60%) agree that Facebook use has a negative effect on their academic writing while almost the same rate of students (58.33%) disagree that Facebook use has a positive effect. Whereas, few students believe that Facebook use has a positive effect rather than a negative one on their academic writing performances.

2. Data analysis and Interpretation of the Interview Conducted with Teachers

Item 01: How long have you been teaching?

The six participant permanent teachers, at the level of the English department Batna 2 University, have a teaching experience of nine (09) to twenty five (25) years. Four (04) of them hold Doctorate degree and the other two (02) teachers hold Magister degree and are preparing their doctorate degree. We believe that all of the participant teachers hold appropriate teaching experience that allows professional evaluation and assessment of the written productions of students. Besides, they are aware enough of the writing obstacles that their students face while writing in English language.

Item 02: Which levels do you teach?

One of the biggest decisions teachers have to make is the grade level, or grade range that they would like to teach. There are even different teaching credentials required to teach certain level or certain module at college. In our participant teachers' case, they have an important teaching experience ranging from first year level to master degree. In the current year (2018/2019) they are assigned to teach second year and third year students (our research population). At this level the teaching experience is highly required to teach sophisticated modules to final year students in order to help them develop their level in language performance.

Item 03: What subjects do you teach?

According to our participant teachers' declarations, they taught different kinds of modules namely Linguistics, Socio-Linguistics, Psycholinguistics, Phonetics, Grammar, Written Expression, Oral Expression, Psychology, Civilisation and Literature. For the current year (2018/2019) three (03) teachers are responsible for delivering courses in

Linguistics, Literature and Civilization, for the rest three (03) teachers of our sample they teach Written Expression, Psychology, Linguistics and Psycho-pedagogy. The variety in the modules they taught makes of our respondent teachers familiar with the students' abilities and their written expression capacities. This reality was the reason behind our choice of experienced teachers who teach different kinds of courses.

Item 04: What kind of instructions do you assign to your students in the examination?

All the participants admitted that 'assessment' provides teachers with evidence, numerical or otherwise, from which they can develop useful information about their students and also about themselves. These information may help make the suitable adjustments to the teaching/learning design to enhance the students' learning and development, professional effectiveness, and program quality. As far as the quality of the taught subjects is concerned, the modules under scrutiny require qualitative assessment where the students are asked to summarize, criticize, analyse, discuss or explain events or facts under the light of what has been seen throughout their lectures.

According to our participant teachers, all the exam tests designed to evaluate their learners are in a form of 'Essay Test'. A test that requires students to answer questions in a written form, where responses can be brief or extensive, tests for recall, ability to apply knowledge of a subject to questions about the subject. They added, for time restrictions and due to the great number of students, they, most of the time; adopt 'Holistic Method Assessment', by assigning a single score based on an overall evaluation of the learners' writing performance instead of providing analytical scoring method. "The whole is greater than the sum of its parts" (Aristotle, n.d) and so the

quality of a final product or performance is evaluated rather than the process or dimension of performance.

Item 05: How would you evaluate the level of your students in the writing skill?

When the participant teachers were asked about the students' level in writing, all the informants strongly confirmed that the students' level in writing, in general, is low. In fact, they added that most students are considered beginners in writing though they are accomplishing their final year as BA holders. Students are unable to express their ideas using acceptable English language. This means that their writing suffers at all levels, including morphology, syntax, vocabulary, spelling and punctuation in addition to issues related to the content, coherence and cohesion. According to them, the situation is worse than the previous years. These declarations correlate with the confessions of the students themselves ((68.33% of the participant students admit that they perform poorly in written productions).

Item 06: According to you, what are the reasons of students' weaknesses in the writing skill?

In fact, the informants provided various reasons behind the students' weaknesses in the writing skill. According to them, the major reasons are related to the teachers, the learner and the learning atmosphere. Concerning the teachers, the lack in service training is one of the factors hindering teaching writing because some teachers are not aware of the different learning theories as well as the teaching writing theories.

The second major type of reasons, stated by the participant teachers, is related to the learners themselves; students' lack of reading hinders their writing development. They stressed on the strong relation between reading and writing, it is through reading that learners acquire necessary language constructs such as grammatical structures and

discourse rules of writing and facilitate the process of language acquisition. Unluckily, they proceed; very few students are interested in reading. Thus, reading activities should be incorporated in the writing process and it is the teachers' duty to encourage students to read more and more.

The third kind of reasons is attributed to the learning/teaching circumstances. Crowded classes hinder the collaborative work in order to help learners be confident and later autonomous. The participants added that it is too difficult to provide feedback to all students in such overcrowded classes. Besides, the alternative means of self-expression via social network websites which might be a source of disturbance to the academic writing style. Finally, the informants pointed to the inadequacy of the written expression allotted time at the level of the department. Two sessions of written instruction is barely sufficient.

Item 07: In your point of view, do you think that the students' native language has any impact on their writing performances? What about their native culture?

Our respondent teachers think that every English language teacher has had experience with native language interference in the students' writings. Interference is the negative influence of the mother language (L1) on the writing performances of the target language learner (FL). They added, research on foreign language acquisition has long acknowledged the important role of this linguistic influence. Along their teaching and assessment of the students' writings, they revealed frequent grammatical, lexical, semantic, and syntactic errors brought about by the transfer of Arabic linguistic structures into English.

Among the errors they mentioned, usually result from the negative transfer at various levels such as substance level, lexical level, syntax level and discourse level. Errors at lexical level are the biggest difficulty that college students faced in their

writings. The error at syntactic level is also a problem for students in their English writing. For instance, learners performed unfavourably in participle forms of the verb, word order and so on. Moreover, Arab thinking patterns to some extent influence the discourse development. All these directly result in various errors in their compositions. The final one is the substance errors, which usually relate to the errors that should be completely avoided such as errors in punctuation and capitalization.

Concerning the effects of native culture, our participant teachers admitted that the negative effect of the students' native culture on their writing performances; simply because of the cross-cultural differences between the Arabic language, Berber language and the target language. Thus, students commit serious errors that teachers as experts could figure them out namely L1 transfer, religious issues, identity matters basically revealed in the paragraph writing, the sentence structure, and the arguments building. Therefore, the overall writing style of our students is shaped by their native culture rather than the target language culture.

Item 08: Do you think that the use of Facebook has any negative/positive effect on written expression performances?

To our informant teachers, Facebook is an efficient social capitalization tool. It helps keep connections with each other. Facebook associates can also join groups based on common interests, see what things they have in common, and learn from each others' hobbies and interests.

They also claim that few of the side effects of Facebook adversely affect students' academic performance, one of the biggest effects is too much time spent on the internet. Another dramatic change seen in students' behaviour is that they will not spend the required time on studies as they are asked to. Students tend to collaborate with their peers online. Aside that Facebook affects students' academic performances; it also has

an effect on students' writing performances. Students' excessive instant messaging leads to developing a new system of abbreviations used to write as much information as possible in a short time. This system, undoubtedly, appears in the students' written productions. Besides, the important amount of interactions in the different online topics and multi-messaging (chatting with more than one peer) might confuse the objective reasoning in their ideas organisation and linkage throughout their academic writings.

All in all, the respondents that we have interviewed were not so enthusiastic about any positive effects of the Facebook use towards the students' writing performances.

Item 09: Have you discovered any errors in the students' written works that could be attributed to Facebook usage?

The most remarkable errors that might be attributed to Facebook use are the abbreviations and acronyms where students use them in order to gain time and to facilitate the process of communication. Moreover, lots of spelling mistakes refer to the irresponsible care afford to spelling while communicating through Facebook. Another remark is devoted to the unprofessional handwriting; students do not practise the writing scripts due to the instant typing; therefore, their mastery of the writing scripts fades. Our informant teachers added that Facebook use might be the reason behind missing academic writing mechanics namely the punctuation marks and capitalization.

Item 10: According to you, what are the cultural effects of Facebook on students' academic writing?

This question was asked to figure out whether our participant informants are familiar with any cultural effect of Facebook on the students' writing performances. However, nothing much was revealed concerning this question from their part. They restricted the effect of Facebook in providing larger space for the interference of L1 in

terms of form; though some of them pointed to the nature of the talk on Facebook, which requires the implication of the learners' social, religious and educational background to build up argumentation.

Item 11: Do you think that new literacy associated with electronic media (e.g. Facebook chats) should be reflected or integrated as a means of teaching the writing skill at college?

What it means to communicate, create, and participate in society seems to change constantly as we increasingly rely on computers, smart phones, and the web to do so. Despite this change, our participant teachers revealed, for teacher educators and researchers is to be responsive to such changes in meaningful ways without abandoning the kinds of practices and principles that we as English educators have come to value and know to work. Therefore, new technologies should be considered only when it is clear how they can enhance, expand, and/or deepen engaging and sound practices related to literacy's instruction.

Technological means has given a very innovative ways to deal with the produced texts. Reading, writing and listening to textbooks through digital technologies are offered as a new opportunity in order to view, record, compose, and interact with both the texts themselves and with other people. Thus it is important to engage literacy as social practices by sponsoring students in digital writing and connected reading to collaboratively construct knowledge, participate in immersive learning experiences, and reach out to their own community and the global audience.

Item 12: What should students do in order to minimize or avoid the negative effects of their native culture on their writing performances?

The respondent teachers that we have interviewed suggested an urgent need for students to acquire more knowledge about the English language and its culture so as to enrich their input. Additionally, the students should minimize their excessive use of Facebook on mere unproductive matters such as boosting their social statuses through boastful and unnecessary posts. More attention should be attracted to this issue so as to minimize it to the largest extent. It might be useful for students to make trials of academic interactions instead of mere informal comments so as to avoid the excessive use of abbreviations, punctuation neglect and the misuse of grammar and discourse rules.

3. Summary of the Findings of the Pilot Study

3.1 The Students' Questionnaire

Our participant students represent 120 third year students enrolled at the English department-Batna 2 University. They make a representative sample of the whole population of the third year students at the same department. The dominant gender was the share of feminine with (76.67%). The informants ranged from 20-27 years old. They were born in different places of Batna city with (72.50%) informants in Batna town. 83 participants lived in the same place of birth. Concerning their mother language, Arabic was the dominant mother tongue of theirs. All of our participants are Muslims since birth.

In accordance with the undergone education background, our participants followed the same educational scale until the current year where they are accomplishing their BA in English language. However, very few of them accomplished other majors either at the level of university or at the private schools. Concerning the English

language as a major at university, (79.17%) of our participants pointed that the choice was their own which explains their motivation to learn the English language. This claim was supported by the informants' admission of high motivation to study English as a major at university since the majority seek to find a job after getting their BA.

In relation to the respondents' writing habits, results showed that our participants are not fans of writing. They only write essays at the exam days while few spare some time to write online. Even for those who make some effort out of the classroom, their writing frequency is very rare. According to the respondent declarations, punctuation and spelling mistakes make a major problem while writing. Difficulties also reside in ordering and linking ideas. Whereas grammar mistakes, building sentences, word order and the choice of vocabulary are the common areas of mistakes. Moreover, students pointed that they find difficulties in different levels of writing namely the writing style, spelling, unity of the topic, ordering and linking ideas grammar and sentence construction respectively. Students even complained about the hand writing difficulties. Due to the students' writing mistakes and difficulties, the majority consider their writing performances as poor one. These declarations are taken as evidence to clearly claim that students at the English Department-University of Batna 2 have a low level in the writing skill of the English language.

Concerning the topics of discussion, an important number of students were conservative regarding topics which are considered as taboo in their culture. This might refer to the cultural resistance to openness witnessed in some cultures. Besides, our participants pointed to the use of long sentences such as compound or complex sentences instead of mere simple ones, which is a sign of the influence of L1 transfer.

The participant students revealed that they use social media for many reasons namely surfing for pleasure and communicating with their peers. Facebook is the

paramount social network site used by our participants. Viber, Instagram, Snapshot and Twitter also are used but with less frequency than Facebook. While using SNSs, students tend to interact more often through writing. Some of them prefer speaking and a short number prefer both skills. Our questionnaire revealed that students are old users of Facebook to the extent that leads to addiction. The majority of students reported that Facebook is an important part in their lives. The frequency and the period of time they spend before Facebook are important proofs for this addiction. Our questionnaire also revealed that the majority of our participants use informal language once they use Facebook, where they worry neither about spelling nor about punctuation mistakes. They exaggerate in using abbreviations and acronyms. They, also, overuse the exclamation mark and the dots.

In fact, the way our students use the SNS Facebook is frightening. According to their declarations, they seriously think that Facebook negatively affects their writing performances in the academic context. We do share their point of view for the same reasons simply because the indulgence in informal way of writing influences the students' writing habits which contaminate their performances in the academic context.

3.2 The Teachers' Interview

The participant teachers were six of the most experienced elements of the English department personnel. These latter are full time teachers of different delivered modules and essential subjects related to the curriculum of second and third year students during the academic year 2018/2019. The informant teachers assign official tests in a form of essay writing; therefore, we consider our respondents as experts in the evaluation of students' writings.

The main thrust of any pilot study is to seek concrete evidence on the existence of the research problem under investigation so as to avoid any subjective judgements on

the students' writing level. So is our current interview, which provided us with crucial declarations from the part of the informant teachers admitting the low level of the students' writing performances. They added that students at the English department Batna 2 University are considered as beginners in writing though they are accomplishing their BA degree where they are expected to be of an advanced level.

Our respondent teachers pointed at the different reasons behind the poor writing of their students referring to the teachers themselves, the learner and the learning atmosphere. Moreover, they pinpointed to the influence of the students' L1 on their writings. Along their assessment of the students' writings, they revealed frequent grammatical, lexical, semantic, and syntactic errors due to the transfer of Arabic linguistic structures into English. Besides, cross-cultural differences between the Arabic language and the English language have contributed in decreasing the students' quality of writing thus the overall style of writing.

Despite the fact that our participant teachers acknowledge the social effect of the SNS Facebook, they denied its positive effects towards the enhancement of the students' writing performances in terms of content and form. This view was backed up by evident mistakes such as spelling, punctuation and capitalization mistakes in addition to the bad handwriting and disorganization of the discourse ideas that might be attributed to the influence of Facebook use.

In relation to the implication of technologies in teaching/learning the writing skill, our participant teachers showed great comfort to implicate new technology based literacy in the process of teaching provided that it proves clear enhancement to the learners writing performances. In order to decrease the effect of the students' culture on their writing performances, students are asked to indulge in learning more about the English language culture. Moreover, they are asked to minimize their excessive use of

Facebook on mere unproductive matters, more attention should be attracted to academic interactions instead of mere informal comments.

4. Data Analysis and Interpretation of the Findings of the Pre-tests in Both

Groups

The pre-tests were in a form of essays where the participants were asked to answer eight different kinds of questions in different topics. The obtained results revealed the following important data:

- The detailed level of the participants concerning the different writing elements.
- The occurrence frequency of the different cultural elements in the students' writings.

The participants' writings in both groups (EG & CG) were analytically and holistically scored respecting to the scoring rubric (See Appendix F) and the observation grid (See Appendix G). Mean values of the students' scores in the eight (08) essays were calculated and displayed in *Table 44 and 45* below.

4.1 The Experimental Group Pre-tests Scores

4.1.1 The Experimental Group Pre-tests Writing Scores

N°	Content	Length	Style	Organisa- tion	Handwri- ting	Accuracy	Complexity	Range	Average score/20
1	8	7	7	8	11	7	7,5	9	8,06
2	7	6	5	6	13	6,5	7	11	7,69
3	9	8	6	7	11	6	7,5	11	8,19
4	10	10,5	8,5	10	12	8	8,5	12	9,94
5	12	11	9,5	10,5	10	9	9	9,5	10,06
6	11,5	9	10	11	11	10	10,5	10	10,38
7	8,5	10	7	9,5	9	9	8,5	8,5	8,75

8	7,5	8	10	10,5	13	10	9,5	8,5	9,63
9	5	7,5	7	7	14	7,5	7	9	8,00
10	4	8	6	7	10	8	7	10	7,50
11	6	7	6	7	12	7	5,5	8	7,31
12	3,5	6	5	6	9	6	4,5	9	6,13
13	5	8	7	7,5	12	7,5	6,5	9,5	7,88
14	4	9	9	10	13	9	8,5	10,5	9,13
15	9	10,5	8	7,5	12	8	6,5	10	8,94
16	8	11	10,5	11	14,5	10	9,5	8,5	10,38
17	6,5	12	10	9,5	12,5	10	9	9,5	9,88
18	4,5	10	10	10	11	9,5	8,5	12	9,44
19	6	10,5	10,5	10	10,5	9,5	9	8	9,25
20	3	12	10	10,5	13,5	9,5	9,5	9	9,63
21	8	13	11	12	12	10	10,5	10	10,81
22	7	11,5	9,5	11	13,5	9	9	12,5	10,38
23	8	10,5	9	10	10	8,5	8	8	9,00
24	6	12	9,5	9	10,5	8	7	9	8,88
25	3	13	8	7,5	11	6	5,5	13	8,38
26	5	11	8	8	12,5	7	5	8,5	8,13
27	7	7,5	10	10,5	12,5	9,5	8,5	9,5	9,38
28	4	8,5	8	9	11,5	7	5	12	8,13
29	6	10	9,5	9	10	6,5	6,5	11,5	8,63
30	5	8	7	8	12,5	6	5,5	9,5	7,69
31	4,5	9	5,5	7	13	5	3	8	6,88
32	6,5	7	6	7	12,5	4	3,5	10,5	7,13
33	4	9	7	6,5	10,5	5,5	4	8	6,81
34	5	7	7	8	12,5	6	4,5	11,5	7,69
35	9	11	9	10	13,5	8	6,5	12,5	9,94
Mean	6.46	9.40	8.17	8.80	11.77	7.80	7.17	9.90	8.68
SD	2.2989	1.9659	1.7487	1.6636	1.4003	1.6459	2.0035	1.4892	1.1832

Table 44. The Students' Scores in the Different Academic Writing Elements (EG/Pre-test)

4.1.2 The Experimental Group Pre-tests Cultural Elements

Occurrence

N°	L1 transfer	Religious conformity	Cultural resistance to openness	The education background	Average
1	15,33	3,02	2,02	11,02	7,85
2	10,65	4,05	3,01	8,2	6,48
3	13,86	2,12	1,23	13,3	7,63
4	9,75	1,01	0,23	11,5	5,62
5	7,86	1,2	0,14	7,23	4,11
6	8,65	1,03	1,12	10,12	5,23
7	5,79	0,2	2,32	11,23	4,89
8	10,65	2,03	3,12	12,05	6,96
9	18,05	1,11	2,04	9,8	7,75
10	23,05	0	0	8,63	7,92
11	11,53	1,3	1,09	6,32	5,06
12	15,23	2,05	0,8	7,05	6,28
13	13,25	2,4	1,05	10,23	6,73
14	12,53	0,1	2,03	8,62	5,82
15	12,59	2,06	0	9,36	6,00
16	10,88	1,16	3,04	10,02	6,28
17	18,12	0	2,03	11,01	7,79
18	10,12	1,3	1,04	12,08	6,14
19	8,52	2,1	0	8,3	4,73
20	17,56	2,12	1	9,8	7,62
21	13,25	1,02	0	10,03	6,08
22	13,56	0,3	1	12,53	6,85
23	12,44	1,03	2,03	11,78	6,82
24	10,32	0,3	3,25	10,23	6,03
25	8,75	1,05	2,43	12,35	6,15
26	7,96	0	1	11,03	5,00
27	10,23	0	1,06	10,52	5,45
28	25,25	1,32	0	12,35	9,73

29	23,63	3,26	1	10,23	9,53
30	24,75	2,12	1,08	8,65	9,15
31	11,32	1,02	1,09	9,32	5,69
32	14,02	2,13	1,05	10,23	6,86
33	20,04	1,15	0	11,23	8,11
34	22,08	2,75	1,23	12,02	9,52
35	15,23	2,1	1	13,25	7,90
MEAN	13,91	1,43	1,27	10,33	6,73
SD	5,1767	1,0106	0,9668	1,7347	2,22

Table 45. The Cultural Elements Occurrence in the Students' Eight (08) written

Productions (EG/Pre-test)

4.2 The Control Group Pre-tests Scores

4.2.1 The Control Group Pre-tests Writing Scores

N°	Content	Length	Style	Organisa- tion	Handwri- ting	Accuracy	Complexity	Range	Average score/20
1	6	7,5	6,5	9	13	8	8	11	8,63
2	6	6,5	7	6,5	12	5,5	6,5	10	7,50
3	10,5	8	5,5	7,5	10	5,5	7,5	11	8,19
4	11	11,5	9	9	14	7	8,5	9	9,88
5	11	12	8	10	12,5	8	9,5	8,5	9,94
6	10,5	12,5	10,5	11,5	13	9,5	10,5	10	11,00
7	9	8	7,5	9,5	8	7,5	9	9,5	8,50
8	7	11	10,5	10,5	10,5	8	9,5	11	9,75
9	5,5	8	8,5	7,5	13,5	7	8	12,5	8,81
10	6	7,5	6,5	6,5	12,5	6,5	6,5	11	7,88
11	7,5	6,5	5,5	8,5	10	6,5	5	10	7,44
12	5	6,5	4,5	6	8	6	4,5	10	6,31
13	3	6	6,5	7	7,5	7,5	6	9	6,56
14	6,5	10	9	10,5	12,5	8,5	7,5	13,5	9,75
15	7	11	7,5	8	11	10	6,5	10	8,88
16	4,5	12,5	10	11,5	12	10,5	9	12	10,25
17	5	7,5	11	9,5	14	9,5	8,5	12,5	9,69

18	5,5	10,5	10,5	11,5	13	10	8	9	9,75
19	6,5	13	9	9,5	13	10,5	9,5	8	9,88
20	4	12,5	9,5	11	14	10	9,5	8	9,81
21	9	10	11,5	11	12	8,5	9	8,5	9,94
22	8,5	8,5	10	10,5	13	9	8,5	14	10,25
23	7	8,5	9,5	11	11	8,5	7,5	9,5	9,06
24	6,5	12,5	7,5	8,5	14	7,5	6,5	7,5	8,81
25	5,5	12	8,5	8	12	7	5,5	8	8,31
26	4	10	9	9,5	13	6,5	4,5	12,5	8,63
27	6,5	10,5	11	10,5	14	8	7,5	8,5	9,56
28	4,5	11	9	9,5	11	6	5	9,5	8,19
29	6,5	11	9	9	9	6,5	6,5	11	8,56
30	5	8	7,5	7,5	11,5	5,5	5,5	12	7,81
31	6,5	9	6	8	8	4,5	3,5	8	6,69
32	4,5	6,5	6,5	7,5	12	3	3,5	8,5	6,50
33	5	9	7	6	10,5	5,5	4,5	8,5	7,00
34	4,5	8,5	7,5	7,5	12,5	7	6	8,5	7,75
35	11	10	10	8	9,5	8	6,5	12	9,38
Mean	6.61	9.53	8.34	8.93	11.63	7.5	7.07	10.06	8.71
SD	2.1965	2.0967	1.7896	1.6456	1.9072	1.7657	1.8714	1.7438	1.2250

Table 46. The Students' Scores in the Different Academic Writing Elements (CG/Pre-test)

4.2.2 The Frequency of the Cultural Elements in the Control Group Pre-tests

N°	L1 transfer	Religious conformity	Cultural resistance to openness	The education background	Average
1	16,23	4,1	1	11,3	8.16
2	12,02	2,03	2,03	8,5	6.15
3	17,53	3,25	1	13,2	8.75
4	10,03	0,23	0	11,5	5.44
5	18,02	1,01	1	7,86	6.97

6	9,25	0	1	10,3	5.14
7	6,23	3,16	1,03	11,52	5.49
8	8,2	1,23	1	12,3	5.68
9	11,02	2,15	0	9,52	5.67
10	7,09	0,2	1,05	8,35	4.17
11	22,01	1,75	1,86	6,45	8.02
12	14,95	0	0	7,3	5.56
13	14,2	1,86	1,75	10,23	7.01
14	13,06	1,75	0	8,35	5.79
15	10,25	1,42	2,35	9,53	5.89
16	8,23	0,53	0	10,25	4.75
17	17,32	1,05	2,03	11,23	7.91
18	12,56	0	3,56	12,53	7.16
19	19,42	2,35	1,99	8,35	8.03
20	10,23	3,42	0	9,56	5.80
21	16,32	0	1,23	12,86	7.60
22	16,53	1,42	0	12,35	7.58
23	17,23	1,63	2,03	11,35	8.06
24	16,99	0,25	2,08	10,85	7.54
25	18,75	2,53	0,9	12,03	8.55
26	8,23	0	2,03	11,05	5.33
27	7,05	2,53	1	10,14	5.18
28	12,06	1,24	0	12,75	6.51
29	13,56	0	1	10,45	6.25
30	11,08	1,23	1,05	8,65	5.50
31	12,06	2,03	1,75	9,88	6.43
32	18,76	0	1,69	10,25	7.68
33	16,09	1,01	0	11,75	7.21
34	19,44	2,03	1,86	12,1	8.86
35	17,46	1,04	1	13,05	8.14
MEAN	13,70	1,38	1,15	10,50	6.68
SD	4,2478	1,1226	0,8765	1,7529	2.00

Table 47. The Cultural Elements Occurrence in the Students Eight (08) written

Productions (CG/pre-test)

5. Comparison of the Pre-test Mean Scores of the CG and EG in the Writing Components

PRE-TEST			
Writing Elements	Experimental Group	Control Group	Difference
Content	6,46	6,61	-0,16
Length	9,40	9,53	-0,13
Style	8,17	8,34	-0,17
Organisation	8,80	8,93	-0,13
Handwriting	11,77	11,63	0,14
Accuracy	7,80	7,50	0,30
Complexity	7,17	7,07	0,10
Range	9,90	10,06	-0,16
Mean	8,68	8,71	-0,03
SD	1.1832	1.2250	0.0418

Table 48. Comparison of the Pre-test Mean Scores of the CG and EG in the Writing

Components

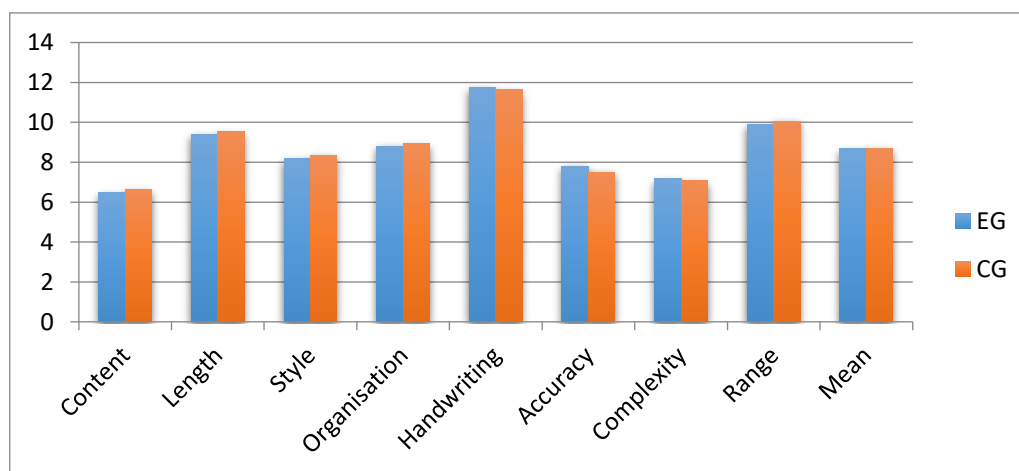


Figure 47. Comparison of the Pre-test Mean Scores of the CG and EG in the Writing

Components

As reported in Table 48 above and clearly pictured in Figure 47 and as far as the academic writing components are concerned, the pre-test results from both the EG and the CG showed very close results in the different writing components. With a difference of (-0.03) in the overall evaluation, students in both groups make extremely close level

in writing in academic English. However, the overall mean scores for both groups provide a lower than average level in writing; that is, less than the expected level of third year students.

6. Comparison of the Pre-test Mean Frequencies of the CG and EG in the Cultural Elements Occurrence

PRE-TEST			
	Experimental Group	Control Group	Difference
L1transfer	13,70	13,91	0,21
Religious conformity	1,38	1,43	0,04
Cultural resistance to openness	1,15	1,27	0,12
The education background	10,50	10,33	-0,17
Mean	6,68	6,73	-0,05
SD	2,00	2,22	-0,22

Table 49. Comparison of the Pre-test Mean Frequencies of the CG and EG in the

Cultural Elements Occurrence

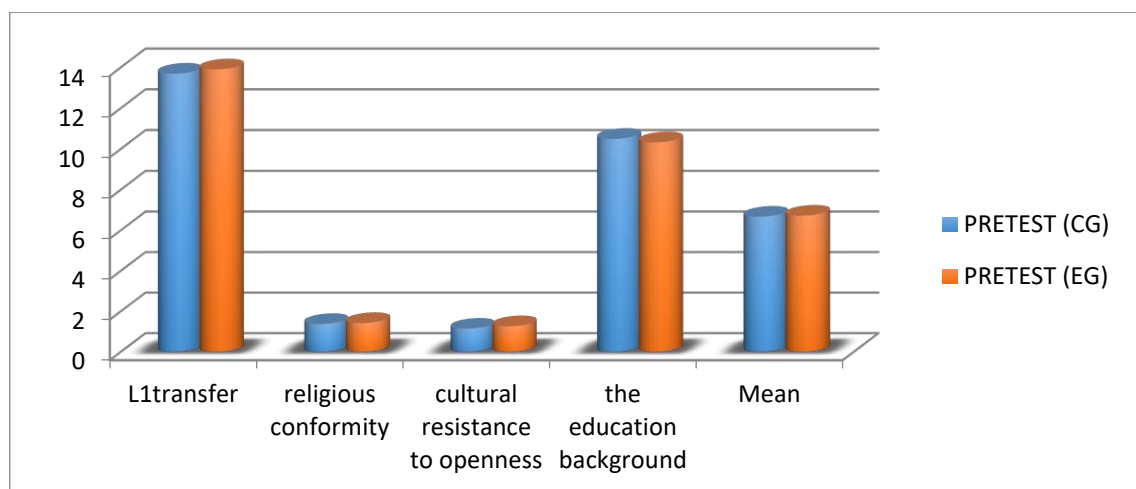


Figure 48. Comparison of the Pre-test Mean Frequencies of the CG and EG in the Cultural Elements Occurrence

In terms of our participants' pre-test occurrence of the distinct elements of culture, Table 49 and Figure 48 above indicate that the L1 transfer and the educational background are the most frequent elements. Whereas, the religious conformity and the cultural resistance to openness are less frequent. Despite this, the overall occurrence of

the culture in the students' writings was significant; the EG scored (Mean= 6.68) while the CG recorded (Mean= 6.73).

7. Data Analysis and Interpretation of the Findings of the Facebook Chats (EG)

N°	<i>L1 transfer</i>	<i>Religious conformity</i>	<i>Cultural resistance to openness</i>	<i>The education background</i>	<i>Average</i>
1	18,53	8,53	6,5	18,42	13,00
2	14,63	11,63	6,06	16,53	12,21
3	17,58	9,32	7,53	19,53	13,49
4	12,63	7,06	3,23	23,25	11,54
5	11,49	6,04	3,32	17,32	9,54
6	13,54	8,32	4,32	16,23	10,60
7	10,65	8,53	5,25	14,23	9,67
8	15,32	9,32	6,15	16,32	11,78
9	23,08	5,04	5,32	15,32	12,19
10	28,23	10,25	5,56	16,53	15,14
11	15,89	9,36	5,25	18,54	12,26
12	20,75	12,36	5,23	14,32	13,17
13	19,43	14,43	5,53	16,32	13,93
14	16,75	13,95	5,25	15,42	12,84
15	19,25	11,53	4,23	17,86	13,22
16	15,47	9,36	4,35	16,32	11,38
17	23,64	10,46	4,32	17,25	13,92
18	15,23	10,25	4,35	17,32	11,79
19	13,34	9,58	5,32	16,25	11,12
20	24,75	8,99	5,03	17,32	14,02
21	18,36	9,71	6,32	16,23	12,66
22	19,32	6,43	4,35	17,25	11,84
23	17,94	7,53	7,36	16,32	12,29
24	15,36	9,86	5,32	14,52	11,27
25	12,43	8,75	5,75	17,42	11,09
26	15,36	11,25	5,71	19,23	12,89

27	16,35	10,65	6,08	16,32	12,35
28	32,35	8,36	4,98	17,08	15,69
29	30,63	9,42	7,53	13,05	15,16
30	32,42	11,2	6,32	17,53	16,87
31	16,35	9,86	4,05	19,32	12,40
32	18,08	10,25	7,35	14,52	12,55
33	25,42	10,23	7,06	16,32	14,76
34	27,63	9,86	7,86	17,52	15,72
35	21,06	8,45	7,48	15,32	13,08
MEAN	19,12	9,60	5,59	16,82	12,80
SD	5,8505	1,9490	1,2310	1,8534	2,72

Table 50. Frequency of the Cultural Elements in the Facebook Chats

8. Comparison of the Pre-test and Facebook Chats Mean Frequencies of the EG in the Cultural Elements Occurrence

The cultural Elements	Experimental Group		
	PRE-TEST	CHATS	Difference
L1transfer	13,70	19,12	5,42
religious conformity	1,38	9,60	8,22
cultural resistance to openness	1,15	5,59	4,44
the education background	10,50	16,82	6,31
Mean	6,73	12,80	6,07
SD	2,22	2,72	0,50

Table 51. Comparison of the Pre-test and Facebook Chats Mean Frequencies of the EG in the Cultural Elements Occurrence

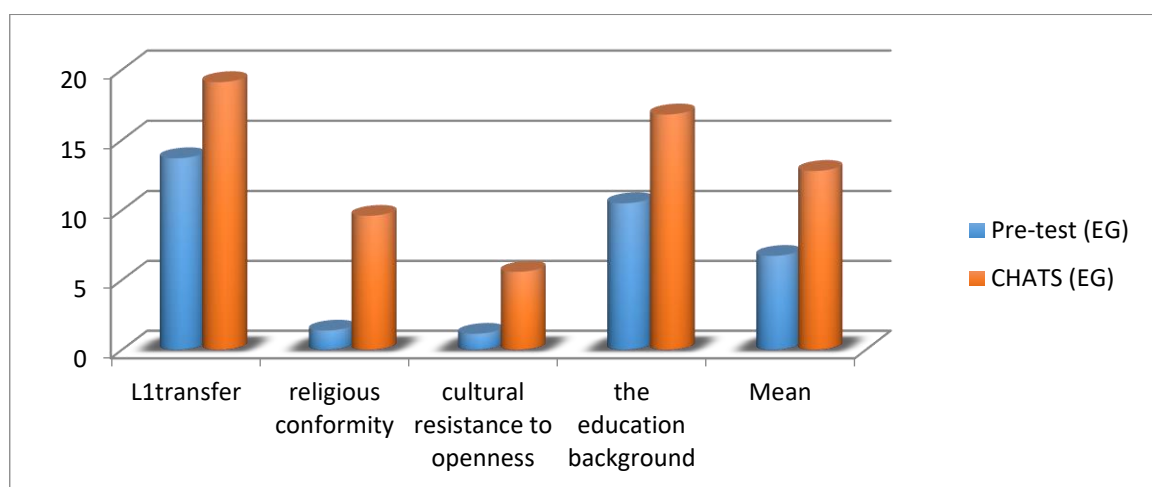


Figure 49. Comparison of the Pre-test and Facebook Chats Mean Frequencies of the EG in the Cultural Elements Occurrence

Table 51 and Figure 49 (p.247) demonstrate that mean frequencies of the different cultural elements made a spring in favour of the Facebook chats. Moreover, the contrasts of the overall mean frequencies of the native culture in the Facebook chats show a doubled frequency, pre-test (Mean= 6.73), Facebook chats (Mean=12.80). It is obvious that the indulgence of students in Facebook communication unleashes culture to the extreme.

9. Data Analysis and Interpretation of the Findings from the Post test in Both Groups

9.1 The Experimental Group Post-test Scores

9.1.1 The Experimental Group Post-test Writing Scores

N°	Content	Length	Style	Organisa- tion	Handwri- ting	Accu- racy	Comp- lexity	Range	Average Score/20
1	8	8	3	3	8	2,5	2,5	12	5,88
2	9	7,5	3,5	3	9	3	3,5	12	6,31
3	9	9,5	2,5	3,5	8	3	3	13	6,44
4	10	8,5	3	4	7,5	2,5	3	12	6,31
5	12	14	3	3	8,5	3	2	13,5	7,38
6	10	12	1,5	2,5	6,5	3,5	3,5	12,5	6,50
7	10	13	2	2,5	8	2,5	2,5	13	6,69
8	9	12,5	3,5	3	10	3	3	15	7,38
9	6	9	3	2	9	2,5	2,5	13	5,88
10	6	10	2,5	3,5	8	3	2,5	12	5,94
11	6	8	3	3,5	10	3	2,5	12	6,00
12	4,5	8,5	3	4,5	6,5	4	3	13	5,88
13	7	8	4	5	7,5	4,5	4,5	12	6,56
14	5,5	9,5	4,5	4,5	5,5	3,5	3,5	12,5	6,13
15	9	7	3,5	3,5	5	3,5	2,5	10	5,50
16	8,5	10,5	5	5	8,5	3,5	3	12	7,00

17	8	12	3	3	6	4	4	10	6,25
18	6	12	6	6	8	5	2,5	11	7,06
19	6,5	11	4	3,5	6	4	3	12	6,25
20	6	9	7	6,5	10	6,5	5	13	7,88
21	8	12	7,5	8,5	9	5,5	5,5	13	8,63
22	5	9,5	3	3	5	4	4	8,5	5,25
23	8	9	3	3	7	2	2,5	10	5,56
24	10	9	4	4	7	3,5	4	11	6,56
25	8	13	6,5	6	10	6	6	13,5	8,63
26	7	13	7	5	9	5,5	5	13	8,06
27	6	9	4,5	4,5	6,5	3,5	3,5	8	5,69
28	6	12,5	7	7	9,5	4,5	3,5	16	8,25
29	10	11	8	8,5	10	7	5	12	8,94
30	7	8	5	4	8	3,5	3,5	10	6,13
31	8	14	7	9	10	5	5	11	8,63
32	7	8,5	6,5	4,5	10	5	5	10	7,06
33	9	15	9	8	10	7	7	12	9,63
34	6,5	14	7	5,5	11	6	5	10	8,13
35	10	12	5	6	10	6	4	10	7,88

MEAN	7,76	10,54	4,59	4,61	8,21	4,11	3,71	11,81	6,92
SD	1,7755	2,2241	1,9610	1,8672	1,6418	1,3778	1,1899	1,6719	1,1349

Table 52. The Students' Scores in the Different Academic Writing Elements (EG/Post-test)

9.1.2 The Experimental Group Post-test Cultural Elements Occurrence

	L1 transfer	religious conformity	Cultural resistance to openness	The education background	Average
1	18,35	5,86	2,76	15,53	10,63
2	17,02	8,57	5,76	13,86	11,30
3	17,23	3,65	4,23	15,25	10,09
4	14,25	4,35	2,31	15,53	9,11
5	12,25	2,63	2,01	11,53	7,11
6	14,96	7,94	3,45	15,28	10,41

7	14,53	3,43	2,05	10,36	7,59
8	12,35	4,89	4,36	14,23	8,96
9	22,25	3,02	5,16	15,13	11,39
10	21,36	5,26	4,16	13,25	11,01
11	18,38	7,86	1,12	13,26	10,16
12	14,89	3,26	8,03	13,25	9,86
13	18,56	5,23	4,36	14,36	10,63
14	15,67	4,23	7,02	17,86	11,20
15	17,46	6,19	4,35	15,53	10,88
16	16,35	4,04	3,25	14,36	9,50
17	23,86	3,56	3,76	13,23	11,10
18	18,96	4,25	5,32	12,25	10,20
19	12,86	4,25	4,02	15,39	9,13
20	21,35	2,03	1,03	15,02	9,86
21	12,54	4,36	2,09	13,92	8,23
22	24,97	6,08	3,84	13,35	12,06
23	16,96	6,15	7,36	15,49	11,49
24	14,86	4,61	2,06	12,28	8,45
25	12,03	3,01	1,09	15,39	7,88
26	13,23	4,56	3,86	14,41	9,02
27	21,82	7,28	3,06	14,76	11,73
28	16,3	4,13	3,45	12,35	9,06
29	12,87	3,56	3,58	13,25	8,32
30	28,69	1,89	2,07	12,25	11,23
31	12,36	3,92	3,53	14,03	8,46
32	16,53	7,09	5,23	12,41	10,32
33	12,36	5,32	4,36	12,41	8,61
34	18,21	2,06	5,18	13,14	9,65
35	14,83	4,12	5,63	12,86	9,36
MEAN	16,90	4,65	3,85	13,91	9,83
SD	4,0658	1,7000	1,7122	1,4932	2,24

Table 53. The Cultural Elements Occurrence in the Students' Eight (08) written Productions (EG/Post-test)

9.2 The Control Group Post-test Scores

9.2.1 The Control Group Post-test Writing Scores

N°	Content	Length	Style	Organisa- tion	Handwri- ting	Accu- racy	Com p- lexity	Range	Average score/20
1	5,5	8	8,5	9	12	6,5	6	11,5	8,38
2	5	6	6,5	6,5	11	6,5	6,5	11	7,38
3	10	7	6	9	10	5,5	7	9,5	8,00
4	10	9,5	7,5	8,5	13,5	9,5	7,5	8,5	9,31
5	9	9,5	10	9,5	12,5	9	10	10	9,94
6	9,5	12	10,5	10,5	9,5	10,5	8,5	8,5	9,94
7	10,5	9,5	7,5	9	11	9	9	11	9,56
8	7,5	8,5	10,5	10,5	12	10,5	9,5	9,5	9,81
9	6	9,5	8	7	13	7	7	10	8,44
10	5	8	6,5	7,5	13,5	8,5	7	10,5	8,31
11	6	7,5	7,5	5	12,5	6,5	7,5	11,5	8,00
12	5,5	6	6	5,5	10,5	5,5	5,5	13	7,19
13	3,5	9	7,5	7	12,5	7	6	10,5	7,88
14	7	8,5	10,5	8,5	14	8	7,5	10,5	9,31
15	5	8,5	8	9,5	13	7,5	6	9,5	8,38
16	4,5	10,5	10,5	10	12	9,5	8,5	11	9,56
17	5	9,5	9	9,5	11	8,5	8,5	10,5	8,94
18	6,5	10	9,5	9	12	7,5	7,5	10,5	9,06
19	6,5	10,5	10,5	9,5	10,5	7	8,5	11	9,25
20	4,5	12	10	9	12	9,5	8	8,5	9,19
21	8	10	11,5	10	13,5	8,5	9,5	10,5	10,19
22	7,5	11	8,5	10,5	13,5	8	7	10	9,50
23	6,5	10	9,5	9,5	10,5	7,5	8,5	11	9,13
24	7	12	10,5	8,5	8,5	6,5	7	11	8,88
25	5	10	8	7	9,5	5,5	6	11	7,75
26	4,5	11	7,5	7,5	13,5	6,5	5,5	10,5	8,31
27	6	10	10	10,5	14	10,5	9	9,5	9,94

28	5	8,5	8,5	8,5	10,5	7	6,5	10,5	8,13
29	6,5	12	9	10	12,5	7,5	6	9	9,06
30	5,5	8,5	7,5	7,5	11	6	4,5	8	7,31
31	6	9	5,5	7	13,5	5,5	4,5	10	7,63
32	4,5	9,5	6,5	6,5	11,5	4	3	8,5	6,75
33	4	8,5	7	6,5	12	6,5	4,5	9	7,25
34	5	7,5	7,5	7,5	9,5	5,5	3,5	9	6,88
35	8,5	8,5	9	10,5	12	7,5	7	10	9,13
MEAN	6,33	9,30	8,47	8,49	11,81	7,47	6,96	10,11	8,62
SD	1,8349	1,5539	1,5901	1,5267	1,4506	1,6131	1,7123	1,0716	0,9667

Table 54. The Students' Scores in the Different Academic Writing Elements (CG/Post-test)

9.2.2 The Control Group Post-test Cultural Elements Occurrence

N°	<i>L1 transfer</i>	<i>Religious conformity</i>	<i>Cultural resistance to openness</i>	<i>the education background</i>	<i>Average</i>
1	15,86	4,35	1,25	12,53	8,50
2	13,86	1,89	2,95	10,56	7,32
3	16,79	4,62	1,53	12,35	8,82
4	12,86	1,35	0,23	10,45	6,22
5	16,94	2,39	1,35	8,56	7,31
6	11,32	0	1	12,74	6,27
7	5,36	1,86	1	8,42	4,16
8	7,59	2,95	1	11,69	5,81
9	10,75	2,68	0,32	8,23	5,50
10	6,94	2,31	1	7,56	4,45
11	17,5	0	1	5,75	6,06
12	16,35	0	0	8,12	6,12
13	16,75	1,76	0,86	11,25	7,66
14	12,35	2,31	0	9,56	6,06
15	12,75	0	1	7,58	5,33
16	10,98	0,86	0	8,63	5,12
17	15,32	0	3,25	10,23	7,20

18	13,36	0	1,25	10,35	6,24
19	17,94	3,65	0,95	9,75	8,07
20	12,68	1,06	2,32	9,56	6,41
21	14,56	0	0,96	10,35	6,47
22	15,36	1,3	0,12	10,85	6,91
23	13,75	0	1	10,69	6,36
24	23,37	0,86	1	11,52	9,19
25	16,84	1,32	1	9,25	7,10
26	10,76	0	1	10,69	5,61
27	8,64	0,79	1	9,65	5,02
28	10,86	0,94	1	10,36	5,79
29	13,65	0	1	12,84	6,87
30	14,86	0	3,56	10,69	7,28
31	13,65	1,96	0,25	8,75	6,15
32	18,95	0	2,09	9,86	7,73
33	13,95	1,01	0,13	9,71	6,20
34	17,58	0,86	0,23	10,75	7,36
35	20,67	0,64	0	12,39	8,43
MEAN	14,05	1,25	1,05	10,06	6,60
SD	3,81	1,29	0,88	1,62	1,90

Table 55. The Cultural Elements Occurrence in the Students' Eight (08) written Productions (CG/Post-test)

10. Comparison of the Pre-test and Post-test Mean Scores of the CG in the Academic Writing Components

Control Group			
	PRE-TEST	POST-TEST	<i>Difference</i>
Content	6,61	6,33	-0,29
Length	9,53	9,30	-0,23
Style	8,34	8,47	0,13
Organisation	8,93	8,49	-0,44
Handwriting	11,63	11,81	0,19
Accuracy	7,50	7,47	-0,03
Complexity	7,07	6,96	-0,11
Range	10,06	10,11	0,06
Mean	8,71	8,62	-0,09
SD	1.2250	0.9667	-0.2583

Table 56. Comparison of the Pre-test and Post-test Mean Scores of the CG in the

Academic Writing Components

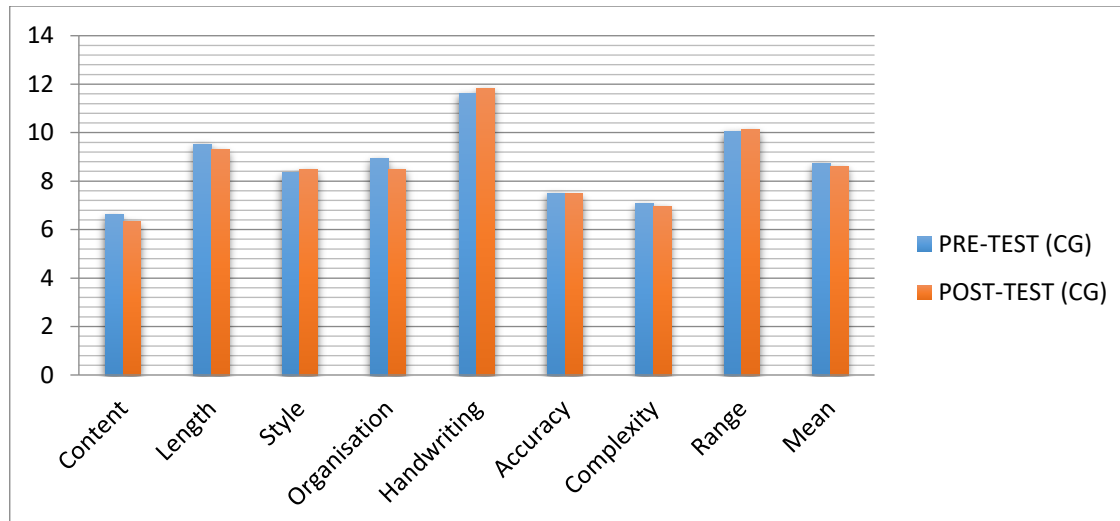


Figure 50. Comparison of the Pre-test and Post-test Mean Scores of the CG in the Academic Writing Components

Table 56 and Figure 50 display the mean scores and Standard deviation of both the pre-test and the post-test of the CG in terms of the different academic writing elements. The results indicate that the CG received an overall mean score of (Mean=

8.71) in the pre-test, and an overall mean score of (Mean= 8.62) in the post-test; the difference between the pre-test and the post-test is estimated at (MD= -0.09).

These results clearly show that there is no noticeable distinctive increase in terms of the overall achievement in the mean scores of the pre-test and the post-test concerning the academic writing components.

11. Comparison of the Pre-test and Post-test Mean Frequencies of the CG in Terms of the Cultural Elements Occurrence

	Control Group		
	PRE-TEST	POST-TEST	<i>Difference</i>
L1transfer	13,70	14,05	<i>0,35</i>
Religious conformity	1,38	1,25	<i>-0,13</i>
Cultural resistance to openness	1,15	1,05	<i>-0,10</i>
The education background	10,50	10,06	<i>-0,44</i>
Mean	6.68	6.60	<i>-0.08</i>
SD	2.00	1.90	<i>-0.10</i>

Table 57. Comparison of the Pre-test and Post-test Mean Frequencies of the CG in the Cultural Elements Occurrence

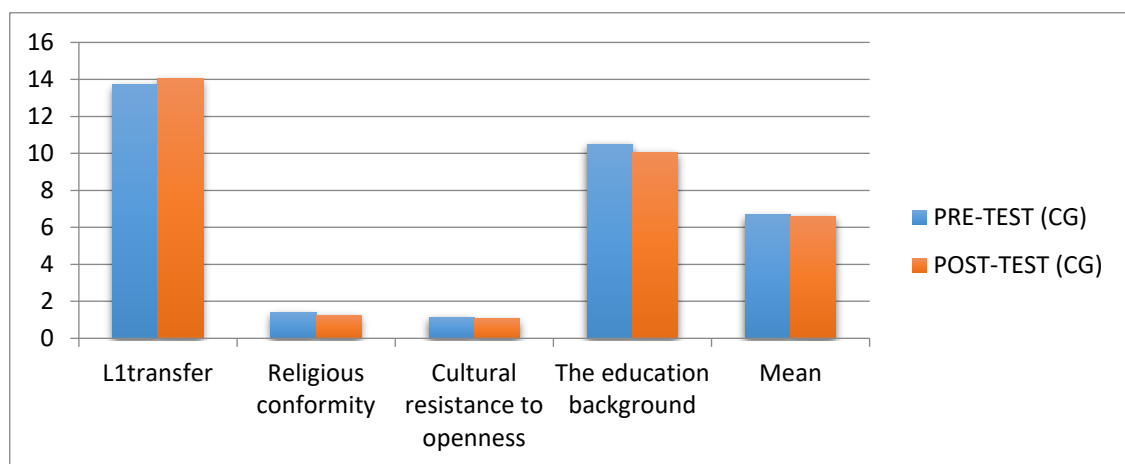


Figure 51. Comparison of the Pre-test and Post-test Mean Frequencies of the CG in the Cultural Elements Occurrence

Similarly, as displayed in *Table 57* and pictured in *Figure 51*, results demonstrate no significant difference at the level of the distinct cultural elements of the CG in both the pre-test and the post-test. The results indicate that the overall mean of the native culture occurrence in the pre-test (Mean= 6.68) is highly close to the mean of the post-test (Mean= 6.60). These static results could be the main reason behind keeping the same level of writing in both tests. Students have not experienced real stimulus to the aforementioned cultural elements.

12. Comparison of the Pre-test and Post-test Mean Scores of the EG in the Academic Writing Components

	Experimental Group		
	PRE-TEST	POST-TEST	<i>Difference</i>
Content	6,46	7,76	1,30
Length	9,40	10,54	1,14
Style	8,17	4,59	-3,59
Organisation	8,80	4,61	-4,19
Handwriting	11,77	8,21	-3,56
Accuracy	7,80	4,11	-3,69
Complexity	7,17	3,71	-3,46
Range	9,90	11,81	1,91
Mean	8,68	6,92	-1,76
SD	1.1832	1.1349	-0.0483

Table 58. Comparison of the Pre-test Mean Scores of the EG in the Academic Writing Components

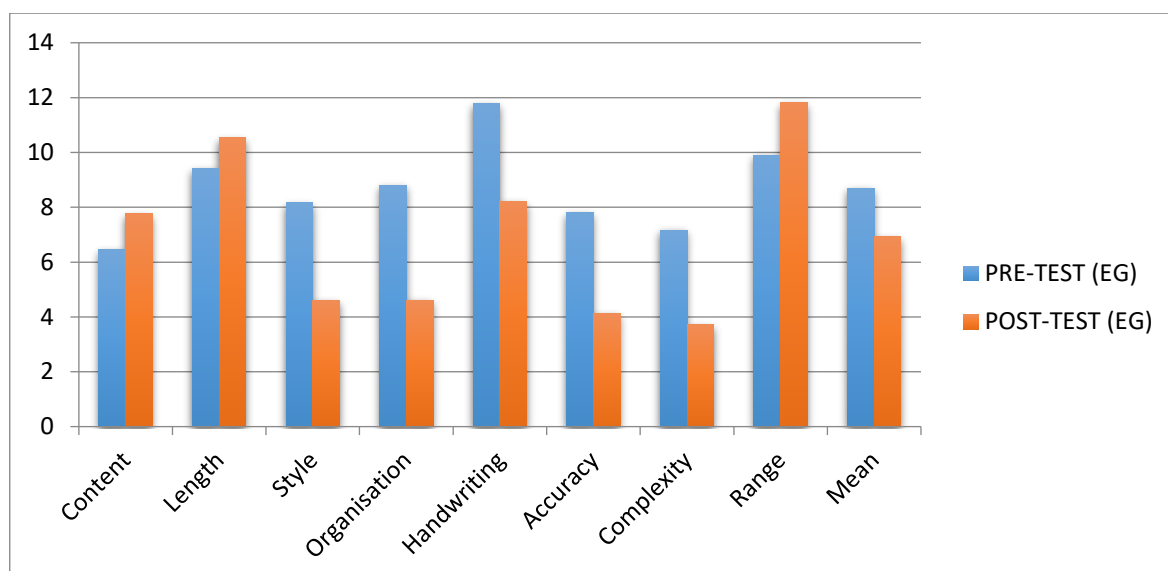


Figure 52. Comparison of the Pre-test Mean Scores of the EG in the Academic Writing Components

As shown in *Table 58 and Figure 52* mean scores and standard deviation for the EG in both the pre-test and the post-test have significantly changed. The results of the academic writing show that the EG achieved an overall mean score of (Mean= 8.68) in the pre-test and an overall score of (Mean= 6.92) in the post-test; the difference between the pre-test and the post-test is estimated at (D= -1.76); this value is significant as the level of the students in academic writing has considerably decreased at the time of the post-test compared to the pre-test.

In the *table 58 (p. 256)*, results indicate that there is a noticeable increase in terms of three components; content (D= 1.30), length (D= 1.14), and range of vocabulary (D= 1.91). However, the five potential elements are negatively affected; style (D= -3.59), organisation (D= -4.19), accuracy (D= -3.69), complexity (D= -3.46), and handwriting (D= -3.56).

Comparison between the EG results in both pre-test and post-test revealed significant decrease in the level of our participants in terms of the most important

components of the academic writing; whereas, some of the writing elements have positively increased.

13. Comparison of the Pre-test, Facebook Chats and Post-test Mean Frequencies of the EG in the Cultural Elements Occurrence

	Experimental Group			<i>Difference</i>
	PRE-TEST	FB CHATS	POST-TEST	
L1transfer	13,91	19,12	16,90	2.99
Religious conformity	1,43	9.60	4.65	3.22
Cultural resistance to openness	1,27	5.59	3.85	2.58
The education background	10,33	16,82	13.91	3.58
Mean	6.73	12.78	9.83	3.10
SD	2.22	2.72	2.24	0.02

Table 59. Comparison of the Pre-test, Facebook Chats and Post-test Mean Frequencies

of the EG in the Cultural Elements Occurrence

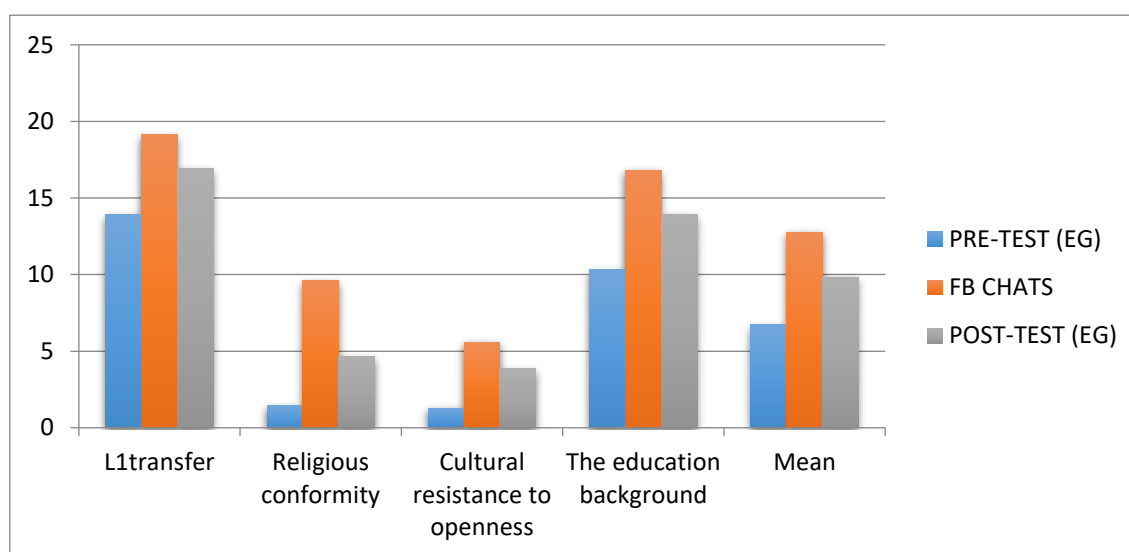


Figure 53. Comparison of the Pre-test, Facebook Chats and Post-test Mean Frequencies of the EG in the Cultural Elements Occurrence

As reported in *Table 59 and Figure 53* and as far as the cultural elements are concerned, the results demonstrate a considerable increase of all the components in both the Facebook chats and the post-test compared to the pre-test results. Despite this fact,

we notice a relative regression in terms of the post-test results compared to the Facebook chats results.

In terms of L1 transfer, the frequency mean in the pre-test is (mean= 13.91), in the Facebook chats is (Mean= 19.12), and (Mean= 16.90) in the post-test; the mean difference between the pre-test and the post test is estimated at (D= 2.99).

In the religious conformity, the frequency mean in the pre-test is (mean= 1.43), in the Facebook chats is (Mean= 9.60), and (Mean= 4.65) in the post-test; the mean difference between the pre-test and the post test is estimated at (D= 3.22).

In the cultural resistance to openness, the frequency mean in the pre-test is (mean= 1.27), in the Facebook chats is (Mean= 5.59), and (Mean= 3.85) in the post-test; the mean difference between the pre-test and the post test is estimated at (D= 2.58).

In the educational background, the frequency mean in the pre-test is (mean= 10.33), in the Facebook chats is (Mean= 16.82), and (Mean= 13.91) in the post-test; the mean difference between the pre-test and the post test is estimated at (D= 3.58).

On the other hand 'L1 transfer' and 'the educational background' elements of culture kept the advanced rank with high frequency of (Mean=16.90), (Mean= 13.91) respectively; compared to the other elements 'religious conformity' and 'cultural resistance to openness' with (Mean= 4.65), (Mean= 3.85) respectively.

The findings discussed above indicate that the cultural components in the EG significantly increased in both the Facebook chats and the post-test. The native culture dominates the students writing in the informal context (Facebook), it is stimulated to shift to the students writing in the formal context.

14. Descriptive Statistics of the Post-test of the CG and EG Mean Scores in the Academic Writing Components

POST-TEST			
	Control Group	Experimental Group	Difference
Content	6,33	7,76	1,43
Length	9,30	10,54	1,24
Style	8,47	4,59	-3,89
Organisation	8,49	4,61	-3,87
Handwriting	11,81	8,21	-3,60
Accuracy	7,47	4,11	-3,36
Complexity	6,96	3,71	-3,24
Range	10,11	11,81	1,70
Mean	8,62	6,92	-1,70
SD	0.9667	1.1349	0.1682

Table 60. Descriptive Statistics of the Post-test Mean Scores of the CG and EG in the

Academic Writing Components

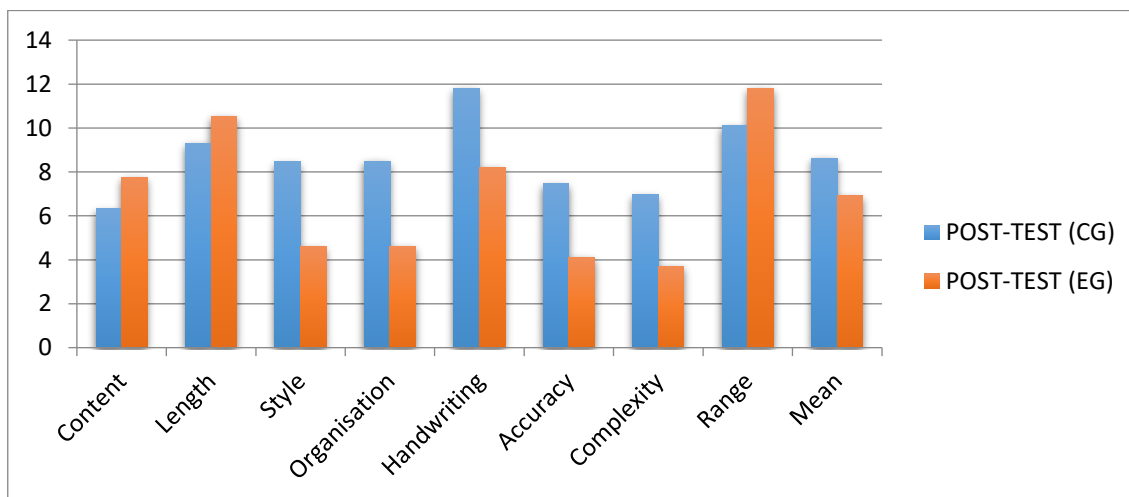


Figure 54. Descriptive Statistics of the Post-test Mean Scores of the CG and EG in the Academic Writing Components

As demonstrated in Table 60 and Figure 54 above, the mean scores and standard deviations of the CG and the EG in the post-test are displayed in details. The findings

showed that the EG achieved a post-test mean score of (Mean= 6.92) while the CG realised (Mean= 8.62) with a mean difference of (D= -1.70).

The post test scores reflect a noticeable decrease of the EG in the overall achievement mean score (M= 6.92) recording a difference of (-1.70). This decrease is due to the collapse in the different academic writing elements namely; Style (D= -3.89), Organisation (D= -3.89), Handwriting (D= -3.60), Accuracy (D= -3.36) and Complexity (D= -3.24).

However, in terms of three components, the post-test scores of the ‘Content’ component, the ‘Length’ component and the ‘Range of vocabulary’ component demonstrated a degree of development in favour of the EG. These latter increased with mean differences estimated at (D= 1.43), (D= 1.24) and (D= 1.70) respectively.

15. Descriptive Statistics of the Post-test Mean Frequencies of the CG and EG in the Cultural Elements Occurrence

	POST-TEST		
	Control Group	Experimental Group	<i>Difference</i>
L1transfer	14,05	16,90	2,85
Religious conformity	1,25	4,65	3,40
Cultural resistance to openness	1,05	3,85	2,81
The education background	10,06	13,91	3,84
Mean	6.60	9.83	3.23
SD	1.90	2.24	0.34

Table 61. Descriptive Statistics of the Post-test Mean Frequencies of the CG and EG in

the Cultural Elements Occurrence

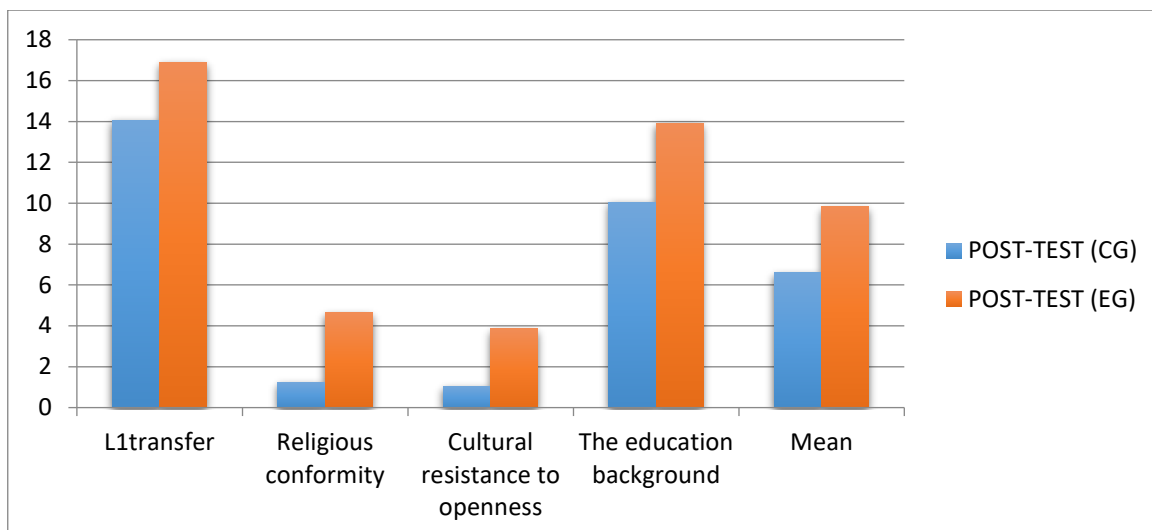


Figure 55. Experimental Group VS Control Group (Cultural Elements/Post test Scores)

Table 61 and Figure 55 report a comparison between the CG and the EG results in the post-test concerning the cultural elements occurrence in the students' writings. The results demonstrate a considerable increase of all the components in favour of the EG. The EG yielded mean frequency of (Mean= 9.83), (SD= 2.24) while the CG received (Mean= 6.60), (SD= 1.90) recording a considerable difference of (D= 3.23).

Figure 55 above clearly demonstrates the findings indicating that the cultural components in the EG significantly increased in the post-test. 'L1 transfer' and 'the educational background' elements of culture ranked high frequency with (Mean=16.90), (Mean= 13.91) respectively; compared to the other elements 'religious conformity' and 'cultural resistance to openness' with (Mean= 4.65), (Mean= 3.85) respectively.

16. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Academic Writing Elements)

	Control Group			Experimental Group		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
Content	6,61	6,33	-0,29	6,46	7,76	1,30
Length	9,53	9,30	-0,23	9,40	10,54	1,14
Style	8,34	8,47	0,13	8,17	4,59	-3,59
Organisation	8,93	8,49	-0,44	8,80	4,61	-4,19
Handwriting	11,63	11,81	0,19	11,77	8,21	-3,56
Accuracy	7,50	7,47	-0,03	7,80	4,11	-3,69
Complexity	7,07	6,96	-0,11	7,17	3,71	-3,46
Range of Vocabulary	10,06	10,11	0,06	9,90	11,81	1,91
Mean	8,71	8,62	-0,09	8,68	6,92	-1,76
SD	1.2250	0.9667	-0,29	1.1832	1.1349	-0.0483

Table 62. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Academic Writing Elements)

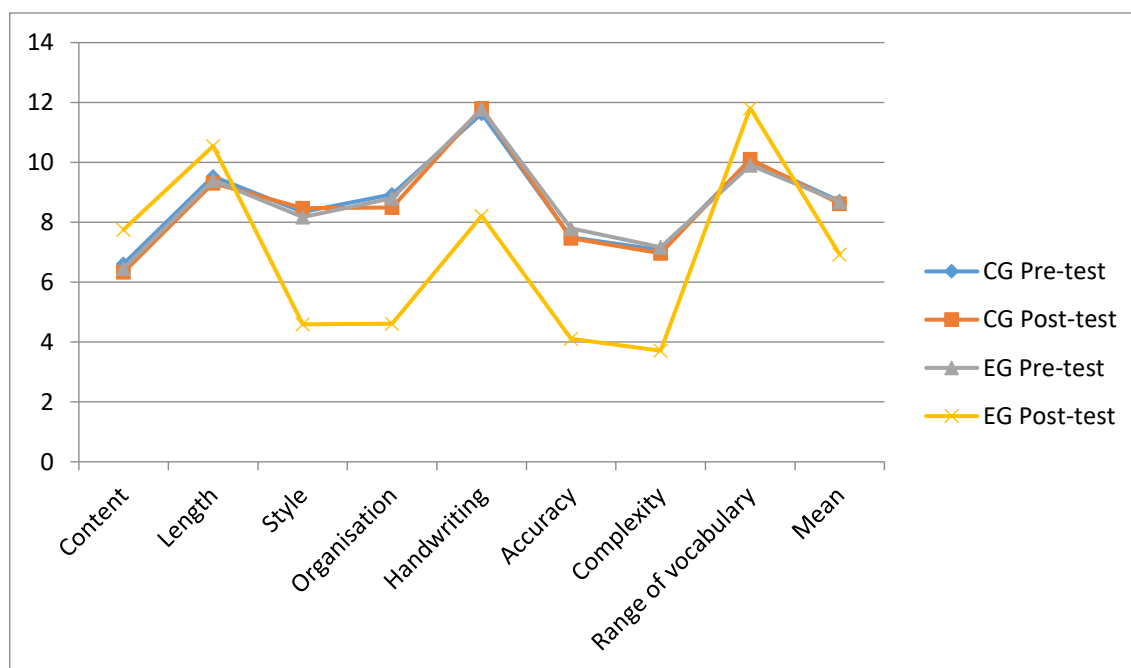


Figure 56. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Academic Writing Elements)

Table 62 and Figure 56 sum up the pre-test and the post-test results obtained by the CG and the EG students. Comparisons between the mean scores yielded from both groups in both tests reveal the following results:

- The pre-test scores reflect a slight difference between the CG and the EG in terms of the overall mean scores and the scores of the different elements of the academic writing.
- Identical to the observations made about the overall achievements and those related to the different writing components in the pre-test, the CG post-test scores remained very close to the EG and the CG pre-test scores. *Table 62* reflects the slight differences where CG and EG pre-test mean difference is estimated at ($D = -0.03$), the CG pre-test and post-test mean difference is estimated at ($D = -0.09$).
- On the other hand, the students' performances in writing in the post-test significantly decreased in terms of the overall results ($D = -1.76$) and at the level of five potential elements of writing; namely, the style, the organization, the handwriting, the accuracy, and the complexity of writing. However, findings showed higher performance in terms of the content, the length and the range of vocabulary.
- In relation to 'Content', both the CG and EG pre-test scores in addition to the EG post-test scores reflect the students' poor level in this area. Though the students' in the EG post-test performances in this area is still of a poor level, it showed a fair development with a mean difference estimated at (Mean= 1.30).
- In terms of 'Length', students in both groups showed an almost average level in terms of the essay length in the pre-test and the post-test (CG);

CG pre-test (Mean= 9.53), CG post-test (Mean=9.30), EG pre-test (Mean= 9.40). Whereas, students in the EG post-test (Mean= 10.54) showed a higher level (average level) with a mean difference of (D= 1.14).

- At the level of the writing component 'Style', the overall scores in CG pre-test (Mean= 8.34), CG post-test (Mean=8.47), EG pre-test (Mean= 8.17) demonstrate a poor performance where the students in the aforementioned tests did not have an adequate persuasive style. The EG post test students, on the other hand, performed very poorly with a mean of (Mean= 4.59) with a mean difference estimated at (Mean= - 3.59). This collapse in the participants' style could be attributed to the fall in other structural potential elements of writing.
- Regarding 'Organization', students in both groups demonstrated a poor level in terms of the organisation of ideas in the pre-test and the post-test (CG); CG pre-test (Mean= 8.93), CG post-test (Mean=8.49), EG pre-test (Mean= 8.80). Whereas, students in the EG post-test (Mean= 4.61) showed a significant fall with an important mean difference of (D= - 4.19).
- Concerning 'Handwriting', students in both groups performed an average level in terms of the English language scripts mastery in the pre-test and the post-test (CG); CG pre-test (Mean= 11.63), CG post-test (Mean= 11.81), EG pre-test (Mean= 11.77). On the other hand, students in the EG post-test (Mean= 8.21) were less performant in the same skill with a significant mean difference of (D= - 3.56).

- In terms of ‘Accuracy’, students in both groups showed a poor level in terms of the sentence construction rules and grammatical mastery in the pre-test and the post-test (CG); CG pre-test (Mean= 7.50), CG post-test (Mean=7.47), EG pre-test (Mean= 7.80). Whereas, students in the EG post-test (Mean= 4.11) showed a negative shift with a noticeable mean difference of (D= -3.69).
- At the level of ‘Complexity’, students in both groups demonstrated a poor level in terms of coherence, cohesion, grammar rules, spelling and punctuation in the pre-test and the post-test (CG); CG pre-test (Mean= 7.07), CG post-test (Mean= 6.96), EG pre-test (Mean= 7.17). However, students in the EG post-test (Mean= 3.71) showed a very poor level in the writing complexity with a considerable decreasing mean difference of (D= -3.46).
- In terms of ‘Range of vocabulary’, students in both groups showed an average level in terms of the range of vocabulary in the pre-test and the post-test (CG); CG pre-test (Mean= 10.06), CG post-test (Mean= 10.11), EG pre-test (Mean= 9.90). Whereas, students in the EG post-test (Mean= 11.81) marked a higher score (average level) with a mean difference of (D= 1.91).

In conclusion, the writing performances of our participants in the EG post-test are positively affected in terms of ‘Content’, ‘Length’, and ‘Range of Vocabulary’ but significantly negatively influenced in terms of five potential elements of academic writing ‘Style’, ‘Organisation’, ‘Handwriting’, ‘Complexity’, and ‘Accuracy’ which led to the overall fall in the level of the students’ writing scores in the post-test. However,

the CG post-test scores have barely changed. This affirms that it is the outcome of the intervention of Facebook use which led to these final results.

17. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Cultural Elements)

	Control Group			Experimental Group		
	Pre-test	Post-Test	<i>Difference</i>	Pre-test	Post-test	<i>Difference</i>
L1transfer	13,70	14,05	<i>0,35</i>	13,91	16,90	<i>2.99</i>
Religious conformity	1,38	1,25	<i>-0,13</i>	1,43	4,65	<i>3.22</i>
Cultural resistance to openness	1,15	1,05	<i>-0,10</i>	1,27	3,85	<i>2.58</i>
The education background	10,50	10,06	<i>-0,44</i>	10,33	13,91	<i>3.58</i>
Mean	6.68	6.60	<i>-0.08</i>	6.73	9.83	<i>3.10</i>
SD	2.00	1.90	<i>-0.10</i>	2.22	2.24	<i>0.02</i>

Table 63. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Cultural Elements)

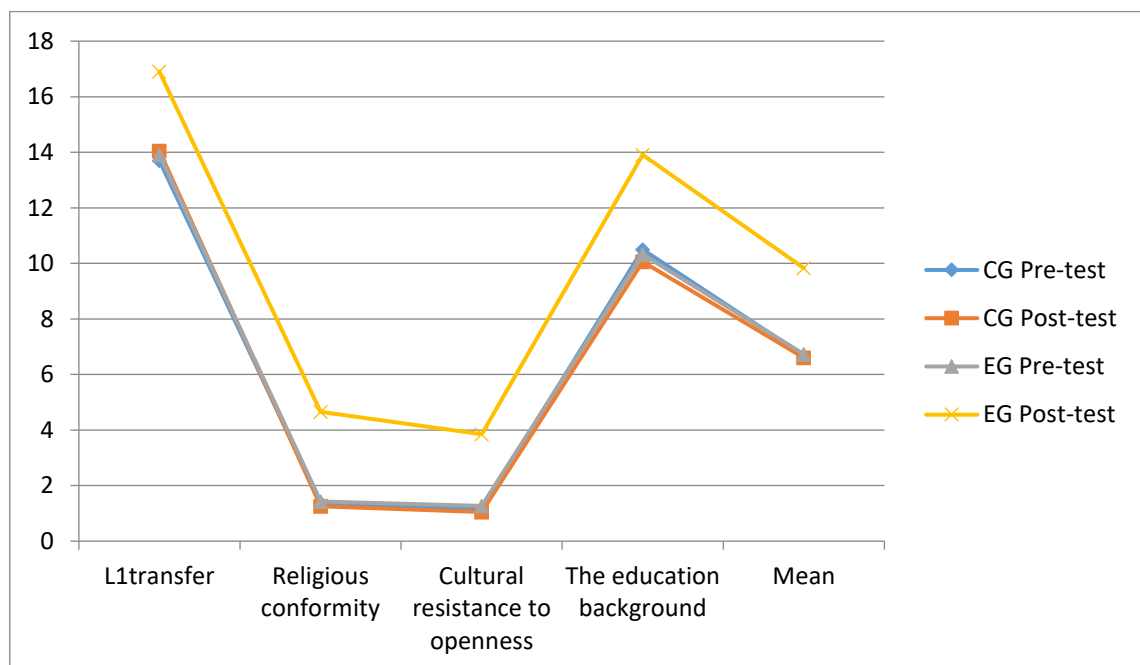


Figure 57. Comparison between the Control and the Experimental Groups Overall

Results in the Pre-test and the Post-test (Cultural Elements)

Table 63 and Figure 57 (p.267) summarize the pre-test and post-test mean scores of the cultural elements occurrence for both groups CG and EG. When comparing the different scores, the following results are noticeable:

- In the overall mean frequency, the CG pre/post test and EG pre-test scores show close values, CG pre-test mean score (Mean= 6.68), CG post-test mean score (Mean= 6.60), EG pre-test mean score (Mean= 6.73) where there was no significant changes in terms of the cultural elements values in the CG. However, an important appearance of the native culture in the students' writings is quite clear in the results of the EG post-test, EG post-test (Mean= 9.83) with a mean difference estimated at (D= 3.10).
- Regarding the cultural element 'L1 transfer', the findings of pre/post-test in the CG demonstrate the existence of lots of semantic and structural transfer from L1 to the English language from the part of students while expressing their ideas in writing. CG pre-test mean score (Mean= 13.70), CG post-test mean score (Mean= 14.05), EG pre-test mean score (Mean= 13.91). On the other hand, 'L1 transfer' frequency has clearly developed in the EG post-test, EG post-test (Mean= 16.90) with a noticeable mean difference estimated at (D= 2.99).
- Concerning the cultural element 'Religious conformity', the findings of pre/post-test in the CG showed the use of few expressions referred to the religious conformity element intervention. CG pre-test mean score (Mean= 1.38), CG post-test mean score (Mean= 1.25), EG pre-test mean score (Mean= 1.43). However, 'Religious conformity' frequency has obviously developed in the EG post-test, EG post-test (Mean= 4.65) with a noticeable mean difference estimated at (D= 3.22).

- In relation to the third cultural element 'Cultural resistance to openness', the findings of pre/post-test in the CG demonstrate different writing areas of conservative tendency to experience new discussions. CG pre-test mean score (Mean= 1.15), CG post-test mean score (Mean= 1.05), EG pre-test mean score (Mean= 1.27). On the other hand, 'Cultural resistance to openness' frequency has clearly developed in the EG post-test, EG post-test (Mean= 3.85) with a noticeable mean difference estimated at (D= 2.58).
- Concerning the fourth cultural element 'The education background', the findings of pre/post-test in the CG showed an obvious sense of argumentation based upon previous acquired knowledge known as 'Education background'. CG pre-test mean score (Mean= 10.50), CG post-test mean score (Mean= 10.06), EG pre-test mean score (Mean= 10.33). On the other hand, 'Education background' frequency has clearly developed in the EG post-test, EG post-test (Mean= 13.91) with a noticeable mean difference estimated at (D= 3.58).

At the end of this analysis, the overall mean frequency of the native culture has raised in a significant way. Students face the intervention of their own culture while writing in the English language academically. However, after having been exposed to the Facebook chats during three months, the effect of culture has noticeably raised in the participants' written productions; thus, this fact affirms the effect of Facebook use in strengthening the aforementioned cultural elements.

18. Factor Analysis of the Different Components of Culture

Factor analysis is a process of grouping together variables which have something in common in order to reduce them to a smaller number of underlying factors which account for as many variables as possible. Thus, it enables to detect commonalities in the relationships between variables that are addressing the same underlying concept (in our case 'Culture'). Principal Components Analysis (PCA) is the most widely used form of factor analysis to explore previously unknown groupings of variables, to seek underlying patterns, clustering and groups (Cohen, et al., 2007).

In the social sciences, some correlation is generally expected among factors, since behaviour is rarely partitioned into neatly packaged units that function independently of one another (Alrowithy, Alkhayyat & Algarni, 2019). PCA tries to indicate the underlying groups of factors (Latent variables) that can embrace different components. According to Kumar (2011), a factor is the underlying latent feature that embraces different variables; while a variable is an element that is included in the underlying factor. In our study here we have four (04) variables; L1 transfer, religious conformity, educational background and cultural resistance to openness. So as to reveal any latent variables that cause the manifest variables to co-vary, we conduct the following model:

- **Stage 1: Correlation for PCA**

The initial stage to carry out factor analysis is to prove that the correlation among variables does not have an issue of multi-co-linearity and there are patterned relationships amongst the variables. Bryman and Cramer (1990) suggest that the process requires a total of no fewer than 100 subjects in the total sample with 5 subjects (at least) per variable. This is to say that in the study sample there should be more subjects than variables.

Our data were gathered from 1124 student written copies based on their writing performances and frequency of the occurrence of the previous variables, our objective is to see how the variables above can be grouped. It is seen that the determinant matrix that exists under the table below is 0.01 and it is higher than 0.00001. This indicates that there is no multi-co-linearity among variable (Byram & Carmer, 1990).

Tabachnick and Fidell (2001, p. 129) stated that “if there are few correlations above 0.3, it is a waste of time carrying on with the analysis”; clearly in our study, we do not have that problem. Just by looking at the correlation matrix, researcher often can get a feel for what the factors are going to be and spot clusters of high correlations between groups of variables. Looking at the matrix dataset, all the correlations are significant at *P*-value less than 0.01. Moreover, all the variables seem to correlate in one way (positive); thus, they form one cluster. SPSS will be used to process this analysis and output.

		Correlations			
		l1 transfer	Religious conformity	Cultural resistance to openness	The educational background
l1 transfer	Pearson Correlation	1	,505**	,450**	,792
	Sig. (2-tailed)		,002	,008	,000
	N	35	35	35	35
Religious conformity	Pearson Correlation	,505**	1	,739**	,565**
	Sig. (2-tailed)	,002		,000	,001
	N	35	35	35	35
Cultural Resistance to openness	Pearson Correlation	,450**	,739**	1	,542**
	Sig. (2-tailed)	,008	,000		,000
	N	35	35	35	35
The educational background	Pearson Correlation	,792	,565**	,542**	1
	Sig. (2-tailed)	,000	,001	,000	
	N	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Table 64. The Variables Correlation Matrix

- **Stage 2: KMO and Barlett's Test of Sphericity**

The correlation test and determinant are counted not enough for recognizing how suitable the data to the factor analysis is. Henceforth, we are going to use **Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's test for Sphericity**. KMO is adopted as a test used for evaluating if the data is adequately appropriate and suitable to start the Factor Analysis. The relationship among the variable is signified through using higher KMO value (Kaiser, 1974). However, Beaumont (2012) pinpointed that if KMO value is more than (0.70), it will show that it is appropriate. Henceforth, it is required to remove variables with a MSA below 0.7. Bartlett's test is used for assessing the assumption of the statistical methods which shows the variances of population. Through this test we are looking for a small p -value indicating that it is highly unlikely for us to have obtained the observed correlation matrix from a population with zero correlation (an identity matrix). From the Anti-image Matrix Table (*Table 66, next page*), we can see that we have good values for all variables for the MSA with an overall value $KMO = .751$ (*Table 65 below*), which is an appropriate value that reveals middling degree of common variance among variables; this means that our sample is factorable.

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.751
Bartlett's Test of Sphericity	Approx. Chi-Square
	46,324
	df
	6
	Sig.
	.000

Table 65. SPSS output for KMO and Bartlett's Test

Bartlett's Test of Sphericity has an associated P -value (sig in the table above) of <0.001 as by default SPSS reports p -values of less than 0.001 as 0.000! That means the sample inter-correlation matrix did not come from a population in which the inter-

correlation matrix is an identity matrix. So, from the above results we know that we can now continue and perform a valid factor analysis.

		l1transfer	Religious conformity	Cultural resistance to openness	The educational background
Anti-image	l1transfer	,817 ^a	,322	,196	,051
Correlation	Religious conformity	,322	,710 ^a	,540	,178
	Cultural Resistance to openness	,196	,540	,722 ^a	,252
	The educational background	,051	,178	,252	,835 ^a

a. Measures of Sampling Adequacy(MSA)

Table 66. Anti-image Matrix

- **Stage 3: Extracting the Factor**

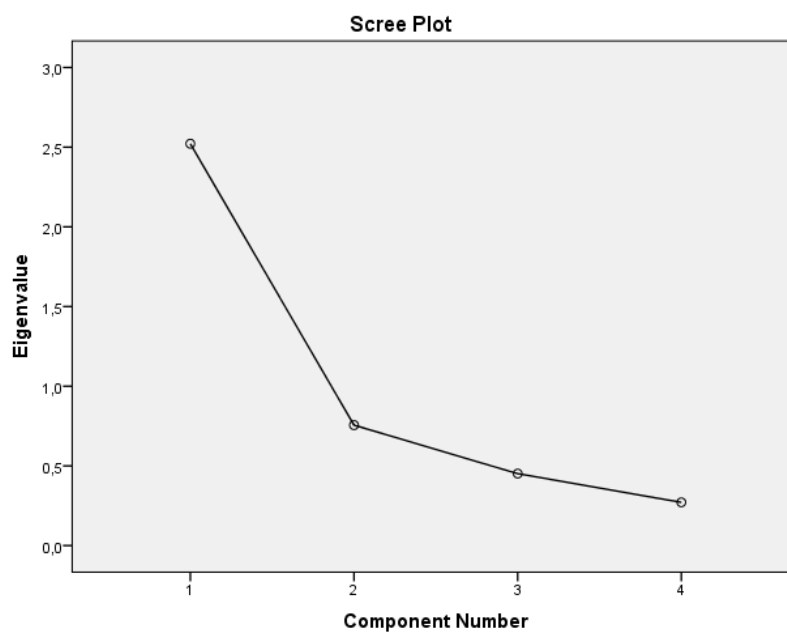
Table 67 (p. 274) displays the *Total variance explained* which indicates how much of the variability in the data has been modelled by the extracted factors. What is an acceptable level of variance explained by the model? Well, one would hope for the impossible which would be 100% often analyses are reported with 60-70%. There is one factor that explains 63.04% of the common variance between the 04 variables.

The factors are arranged in the descending order based on the most explained variance. The *Extraction Sums of Squared Loadings* is identical to the *Initial Eigenvalues* except factors that have eigenvalues less than 1 are not shown as the default in most statistical software packages is to retain all factors with eigenvalues greater than 1.0. Eigenvalues are measures of the variance between factors. Eigenvalues that are greater than 1 are accepted, since those that are smaller than 1 generally account for less than the variation explained by a single variable (see *Figure 58, P. 274*). SPSS automatically filters out for us the Eigenvalues that are greater than 1, using the Kaiser criterion (Velicer & Jackson, 1990).

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,522	63,042	63,042	2,522	63,042	63,042
2	,756	18,890	81,932			
3	,451	11,285	93,217			
4	,271	6,783	100,000			

Extraction Method: Principal Component Analysis.

Table 67. Total Variance Explained*Figure 58.* Factor Analysis Scree Plot**Component Matrix^a**

	Component
	1
l1transfer	,884
Religious conformity	,733
Cultural resistance to openness	,659
The educational background	,877

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Table 68. Component Matrix

Factor loadings for the PCA refer to the correlation between a specific observed variable and a specific factor (Tabachnick & Fidell, 2001). Higher values mean a closer relationship. These factor loadings are regarded as correlation coefficient among the factors and variables. This is similar to Pearson's r where the component loading is the variance percent which is the variable that is shown by the factor (Kumar, 2011). *Table 68 (p. 274)* represents the component matrix which explains the relationship between each variable, and the latent factor (Culture). L1 transfer is related to 'Culture' by 0.884. Religious conformity is related to 'Culture' by 0.733. Cultural resistance to openness is related to (Culture) by 0.659. Eventually, the educational background is related to the latent factor (Culture) by 0.877.

Communalities

	Initial	Extraction
L1 transfer	1,000	,781
Religious conformity	1,000	,537
Cultural resistance to openness	1,000	,435
The educational background	1,000	,769

Extraction Method: Principal Component Analysis.

Table 69. Variable Correlation with the Latent Factor 'Culture'

Communality for the PCA is the total influence on a single observed variable from all the factors associated with it. These values can be interpreted the same way as R squared values in multiple/linear regressions; that is, they represent the % of variability attributed to the model (Kumar, 2011). As it is apparent from *Table 69 above*, the proportion of variance in each variable represented by the loaded factor 'Culture' is not the same. It is found that the loaded factor 'Culture' contains all the communalities; that means, loaded variable (Culture) depends only on one factor that explains the variance among variables.

All in all, in this study, Principle Components Analysis was performed in order to facilitate finding the appropriate solution to lower the independent variable 'Culture' or

to limit it. The analysis demonstrated 04 variables decreased to 01 factor. This factor explains the percentage (63.042%) from the total variance. The different components of this latent factor 'Culture' include all the elements selected earlier with different covariance per each element. Thus, the analysis showed that 'L1 transfer' represents 78.1% of the covariance; Religious conformity represents 53.7% of the covariance. Cultural resistance to openness represents 43.5% of the covariance. Eventually, the educational background represents 76.9% of the covariance. It is important to note that there are other methods that can be used for extraction and contrasting the results next to the one used in this study.

19. Inferential Statistics and Hypothesis Testing

19.1 Inferential Statistics of the Correlation between Culture and Writing in the Pre-test and Post-test of the EG

The purpose of statistical evaluation of data is often to describe relationships between two variables or among several variables. In our case, we would like to know the association between the students' native culture and their writing performances. The variable to be explained (Academic writing performances) is called the dependent variable, or, alternatively, the response variable; the variable that explains it (native culture) is called independent variable or predictor variable.

As an initial impression, the extent of statistical dependence between variables is provided by measures of association. If the dependent and independent variables are continuous, as it is the case for writing and culture, then a correlation coefficient can be calculated as a measure of the strength of the relationship between them.

Linear regression is used to study the linear relationship between a dependent variable Y (Writing) and one or more independent variables X (culture). A scatter plot

(scatter graph) is always used to provide the initial judgment of a possible relationship between two continuous variables. As shown in *Figure 59 and Figure 61*, scatter plots are a way to represent two numeric variables which come from the same data set and their relationship to one another. Typically scatter plots are made in conjunction with correlation or regression analysis.

This type of plot will show whether the relationship is linear or nonlinear. If the relationship is linear, performing a linear regression makes sense, then. To do so, we used SPSS (23.0) to analyse the level of variance and regression between variables statistically in both the pre-test and the post-test of the experimental group.

Experimental Group					
PRE-TEST			POST-TEST		
N	Culture	Writing	N	Culture	Writing
1	7,85	8,06	1	10,63	5,88
2	6,48	7,69	2	11,30	6,31
3	7,63	8,19	3	10,09	6,44
4	5,62	9,94	4	9,11	6,31
5	4,11	10,06	5	7,11	7,38
6	5,23	10,38	6	10,41	6,50
7	4,89	8,75	7	7,59	6,69
8	6,96	9,63	8	8,96	7,38
9	7,75	8,00	9	11,39	5,88
10	7,92	7,50	10	11,01	5,94
11	5,06	7,31	11	10,16	6,00
12	6,28	6,13	12	9,86	5,88
13	6,73	7,88	13	10,63	6,56
14	5,82	9,13	14	11,20	6,13
15	6,00	8,94	15	10,88	5,50
16	6,28	10,38	16	9,50	7,00
17	7,79	9,88	17	11,10	6,25
18	6,14	9,44	18	10,20	7,06
19	4,73	9,25	19	9,13	6,25
20	7,62	9,63	20	9,86	7,88
21	6,08	10,81	21	8,23	8,63
22	6,85	10,38	22	12,06	5,25
23	6,82	9,00	23	11,49	5,56
24	6,03	8,88	24	8,45	6,56
25	6,15	8,38	25	7,88	8,63

26	5,00	8,13	26	9,02	8,06
27	5,45	9,38	27	11,73	5,69
28	9,73	8,13	28	9,06	8,25
29	9,53	8,63	29	8,32	8,94
30	9,15	7,69	30	11,23	6,13
31	5,69	6,88	31	8,46	8,63
32	6,86	7,13	32	10,32	7,06
33	8,11	6,81	33	8,61	9,63
34	9,52	7,69	34	9,65	8,13
35	7,90	9,94	35	9,36	7,88
MEAD	6,73	8,68	MEAN	9,83	6,92
SD	1,4345	1,1832	SD	1,2806	1,1359

Table 70. Descriptive Statistics of the Correlation between Culture and Writing in the

Pre-test and Post-test of the EG

19.1.1 Inferential Statistics of the Correlation between Culture and Writing in the Pre-test of the EG

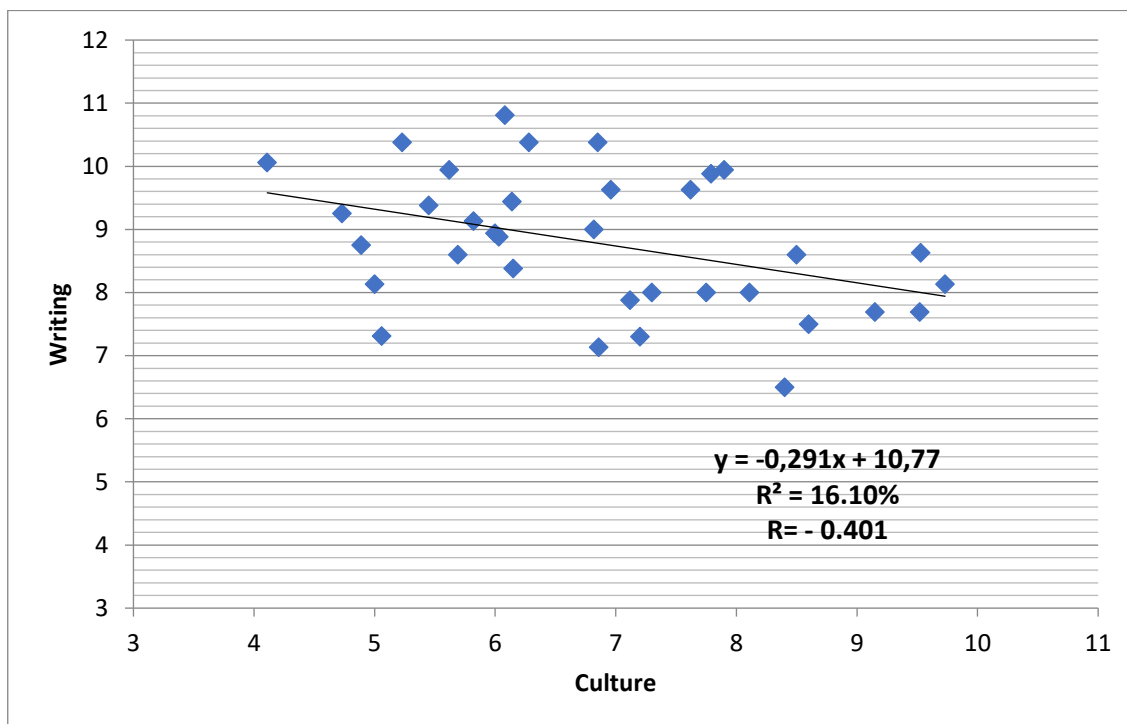


Figure 59. Inferential Statistics of the Correlation between Culture and Writing in the Pre-test of the EG

As shown in *Figure 59*, the scatter plot displays a relative relationship between culture and writing due to the linear spread of the observations. The slope of the line is slightly falling. This shows the non acute regression. However, it demonstrates a weak negative relationship between our variables. The correlation coefficient ($R = -0.401$) is an evidence of an almost average relationship because it is a bit far from the extreme value (-1). In order to write the equation of the correlation regression line, the slope coefficient is $\beta = -0.291$, the constant $\beta_1 = 10.77$ of the prediction in y ; thus the equation is: ($y = -0.291x + 10.77$). The value of the (R^2) provides the level of variance in the dependent variable explained by the independent variable.

Descriptive Statistics						
		Mean	Std. Deviation	N		
Writing		8,7791	1,08497	35		
Culture		6,8569	1,49263	35		
Variables Entered/Removed ^a						
Model		Variables Entered	Variables Removed	Method		
1		Culture ^b	.	Enter		
a. Dependent Variable: Writing						
b. All requested variables entered.						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,439	1	6,439	6,327	,017 ^b
	Residual	33,585	33	1,018		
	Total	40,024	34			
a. Dependent Variable: Writing						
b. Predictors: (Constant), Culture						
Model Summary ^b						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		,401 ^a	,161	,135	1,00882	
a. Predictors: (Constant), Culture						
b. Dependent Variable: Writing						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,778	,813		13,260	,000
	Culture	-,292	,116	-,401	-2,515	,017

a. Dependent Variable: Writing

Table 71. Regression Statistics of the Correlation between Culture and Writing in the Pre-test of the EG

Table 71(p. 279) includes different details about the correlation between Culture and Writing in the Pre-test of the EG. The table shows the t -statistic of the regression ($t_{sta} = -2.515$) and the correlation coefficient ' r ' ($r = -0.401$) with a p -value $p = 0.017$, necessary information to test the correlation significance.

- **The Level of significance**

Table 71 provides the t -test statistic for the distribution of possible t -statistics. Now, the correct critical value is required to be compared with our t -test statistic. By using our two tailed tests with the level of significance that is set at $\alpha=.05$, and $df = 33$, thus according to Fisher and Yates's table of critical values, the critical value of t -critical is ± 2.021 .

- **Alpha Level: $\alpha=.05$**
- **P -value: $p= 0.017$**
- **Degree of freedom: $df = 33$**
- **Observed value: $t_{sta} = - 2.515$**
- **Critical value = $t_{crit} = \pm 2.021$**
- $t_{sta} > t_{crit}$ ($|-2.515| > |-2.021|$).

As shown in Figure 60 below t -statistic falls in the rejection region; given the p -value $p = 0.017$; there is a concrete evidence of the correlation significance between the students' native culture and the academic writing performances.

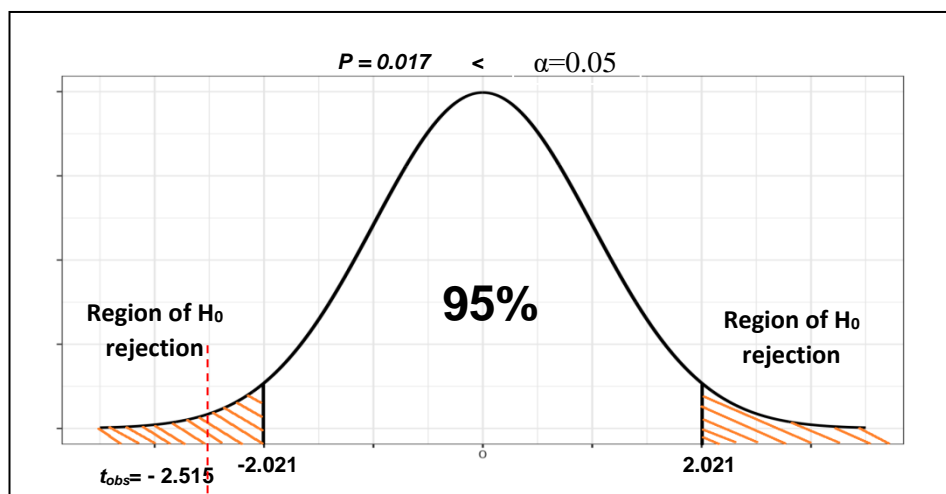


Figure 60. Critical Values of t Distribution

19.1.2 Inferential Statistics of the Correlation between Culture and Writing in the Post-test of the EG

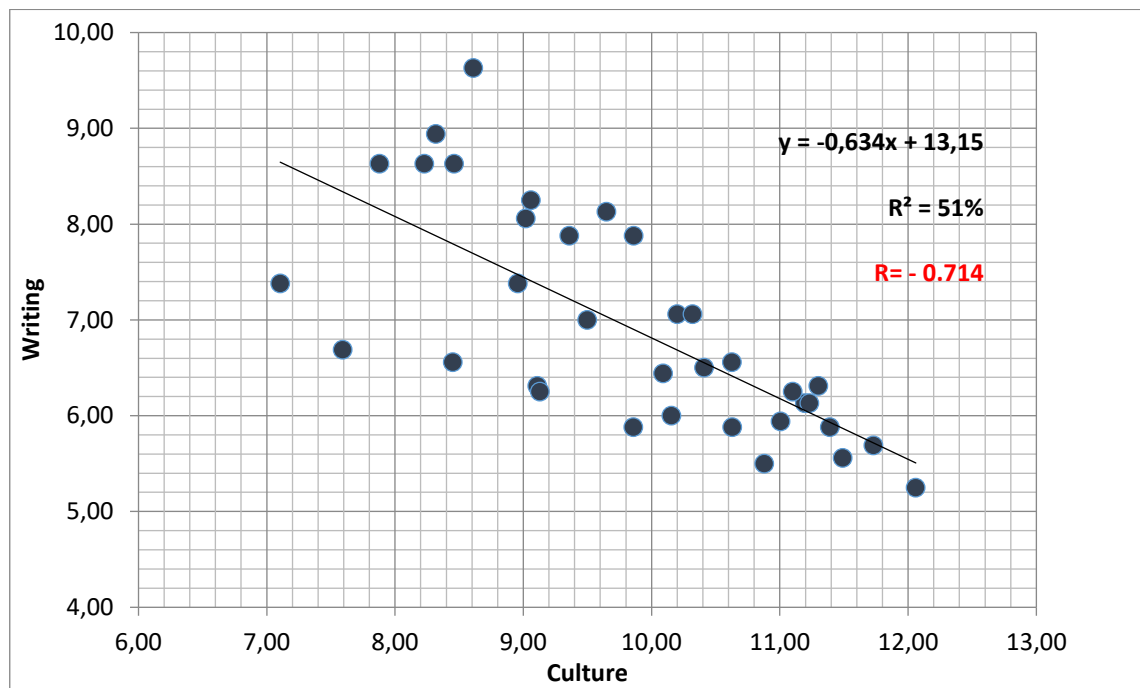


Figure 61. Inferential Statistics of the Correlation between Culture and Writing in the Post-test of the EG

Figure 61 above demonstrates the regression line that represents the linear relationship between Culture and Writing according to the post-test results. According to the scatter plot observations spread, the relationship looks strong and linear. Since the slope of the regression line is falling, the relationship between the two variables is clearly negative. Therefore, the higher the culture is, the lower writing performances are. Moreover, the negative coefficient $b < 0$, ($b = -0.634$) implies the negative relationship between culture and writing.

The regression line is used to see if the level of culture predicts the students' writing performances that is why the regression line is provided with a regression equation ($y = -0.634x + 13.15$). For any score of x we can predict the student's score in writing. In other words, the equation says that by one (1) occurrence of culture we expect the writing score at (Writing Score = $(-0.634 \times 1) + 13.15 = 12.516$).

The analysis of the correlation between the variables through SPSS (23.0) provided different analytical details in order to test our hypothesis. The analysis is displayed in the forthcoming tables.

- **Descriptive Statistics for the Post-test**

	Mean	Std. Deviation	N
Writing	6,9214	1,13591	35
Culture	9,8283	1,28056	35

Table 72. Descriptive Statistics for the Post-test

The descriptive statistics of the post-test results show the mean scores and standard deviation of writing (M= 6.9214, SD= 1.13591), and culture (M= 9.8283, SD= 1.28056).

- **Variables Table**

Model	Variables Entered	Variables Removed	Method
1	Culture ^b	.	Enter

a. Dependent Variable: Writing

b. All requested variables entered.

Table 73. Variables Table

The table of variables above shows what variables are being used to predict what varies. In our case, we can notice that the students' culture is used to predict the level of their writing performances.

- **The ANOVA Table**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22,403	1	22,403	34,439	,000 ^b
	Residual	21,467	33	,651		
	Total	43,870	34			

a. Dependent Variable: Writing / b. Predictors: (Constant), Culture

Table 74. The ANOVA table

The ANOVA table shows if our model is a significant one. What it means for a model to be significant is that our predictor (culture) is a good predictor for the outcome. We notice that sig (p -value) $p = 0.000 < .05$; therefore, our model is significant. $F(1, 33) = 34.439, p = 0.000$.

- **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.715 ^a	.511	.496	.80654

a. Predictors: (Constant), Culture

Table 75. Modal Summary

(r) Correlation tells us about the direction of a linear relationship shared between two quantitative variables. ($R = -0.715$) means that the relation between culture and writing is a significant negative relationship.

R^2 provides the level of variance in the dependent variable explained by the independent variable. In this case, we say that 51.1% of all the variability in our dependent variable (writing) can be explained by the students' cultural influence while the 48.9% is referred to the residual effect i.e the effect of unknown factors.

- **Regression Coefficient Table**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	13,151	1,070		12,287	,000	10,974	15,329
	Culture	-.634	,108	-.715	-5,868	,000	-.854	-.414

a. Dependent Variable: Writing

Table 76. Regression Coefficient Table

In order to write the equation of the correlation regression line, the coefficient slope culture is $\beta = -0.634$, the constant $\beta_1 = 13.151$ of the prediction in y ; thus the equation is: $(y = -0.634x + 13.15)$

Table 76 (p. 283) also shows the t -statistic for the regression ($t_{sta} = -5.868$) and the correlation coefficient ' r ' ($r = -0.715$) with p -value $p = 0.000$.

- **The Null Hypothesis and the Alternative Hypothesis**

- $(H_0): r = 0$
- $(H_1): r \neq 0$ (two tailed test)

- **The Level of significance**

According to (Brown, 1998), in human sciences and most of other sciences, α level of significance is set at ($\alpha = 0.05$). This means that only 05% chance in our results can be tolerated. That is the results significance is estimated at 95%.

Table 76 provides the t -test statistic for the distribution of possible t statistics. Now, the correct critical value is required to be compared with our t -test statistic. By using our two tailed tests with the level of significance that is set at $\alpha = .05$, and $df = 33$, thus according to Fisher and Yates's table of critical values, the critical value of the t -test is $t_{crit} = \pm 2.021$.

Given the critical value for a two tailed hypothesis test equals ± 2.021 with 33 degrees of freedom, we notice that our t -statistic is greater than the critical value. $t_{sta} > t_{crit} (|-5.868| > |-2.021|)$.

As shown in *Figure 62* (p285) t -statistic falls in the rejection region; given the p -value $p = 0.000$; we do believe that writing and culture do correlate; henceforth, the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted; that is to say, there is a significant correlation between the students' native culture and the academic writing performances drawn by the use of the SNS Facebook and not just by chance

which confirms our research hypothesis. Given the pre-experiment correlation coefficient $r^2 = 16\%$ and the post-experiment correlation coefficient $r^2 = 51\%$; therefore, the students' use of the SNS Facebook affects the relationship between the students' native culture and their performances in academic writing.

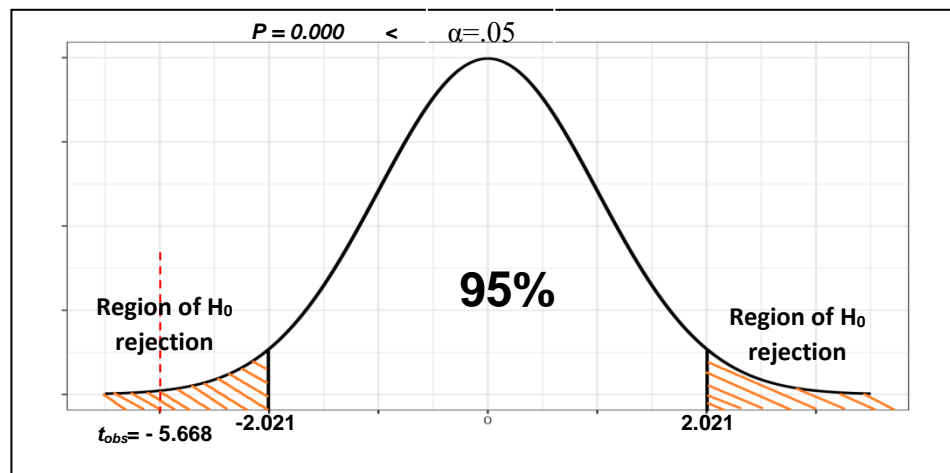


Figure 62. Critical Values of t Distribution

19.2 Comparing Group Scores (Independent t -test)

In social sciences, research inferential statistical tests are adopted in order to check if two or more averages are reliably different from each other. In fact, descriptive statistics show the mean difference; however, they cannot provide adequate evidence whether that is a reliable difference that is beyond chance. Inferential statistics such as the t -test make inferences about populations beyond our current data. Actually, inferential statistics answer different questions related to the reliability of the research results such as; did the experimental intervention really work or it is just a matter of fortune? How likely the difference between scores is reliable?

Our current research involves two separate groups of participants, the CG and the EG. In order to test the research Hypothesis (\hat{H}_0), comparison between scores obtained by the CG and the EG, in terms of the academic writing performances, is required. Thus, the independent sample t -test is the most relevant means of testing.

- **The Null Hypothesis and the Alternative Hypothesis**

- $(\hat{H}_0): \bar{X}_{EG} = \bar{X}_{CG}$
- $(\hat{H}_1): \bar{X}_{EG} \neq \bar{X}_{CG}$ (2 tailed)

- **The Level of significance**

According to (Brown, 1998), in human sciences and most of other sciences, α level of significance is set at ($\alpha = 0.05$). This means that only 05% chance in our results can be tolerated. That is the results significance is estimated at 95%.

- **The Critical value**

In order to run *the independent sample t-test*, the computer program SPSS (23.0) was used so as to provide reliability to the difference of means between both groups (CG and EG). Results are shown in the tables below.

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	35	8,6191	,96611	,16330
Experiment Group	35	6,9214	1,13591	,19200

Table 77. Group Statistics

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,935	,337	6,735	68	,000	1,69771	,25206	1,19474	2,20069
Equal variances not assumed			6,735	66,292	,000	1,69771	,25206	1,19451	2,20092

Table 78. Independent Samples Test

Table 78 (p. 286) provides the t - statistic for the distribution of possible t - statistics. We need to compare our t - statistic with the correct critical value. By using our two tailed tests with the level of significance that is set at $\alpha=.05$, and $df = 68$, thus according to Fisher and Yates's table of critical values, the critical value of the t -test is ± 2.000 .

Given the critical value for a two tailed hypothesis test ± 2.000 , with 68 degrees of freedom, we notice that our t -statistic is greater than the critical value. $t_{sta} > t_{crit}$ ($6.735 > 2.000$).

Figure 63 below shows (\hat{H}_0) testing claiming that there is no difference between the group means in our samples. If the test statistic meets or exceeds the critical value, the test statistic falls in the rejection region of (\hat{H}_0). As shown is Figure 67 t -statistic falls in the rejection region; henceforth, the null hypothesis (\hat{H}_0) is rejected and the alternative hypothesis is accepted; that is to say, students' poor performances in academic writing is probably due to the influence of their native culture.

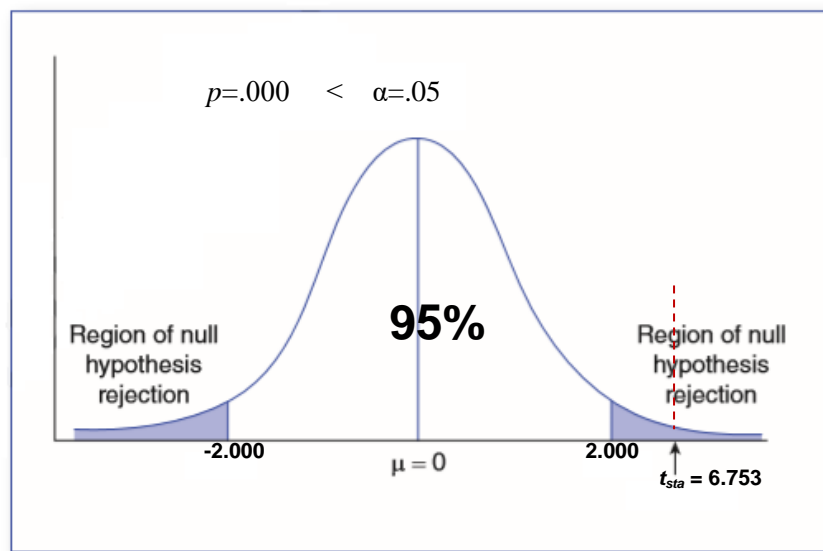


Figure 63. Critical Values of t Distribution

An additional evidence of the reliability of this finding is discussed through the p -value which provides information about how likely the statistical results were obtained

randomly. Therefore, p -value should be less than the level of significance (α) to avoid attributing the aforementioned results to merely the chance factor. In *Table 78*, the p -value is estimated at ($p = 0.000$), this value is much less than .05; therefore we can conclude that there is a statistically significant difference between the means of CG and EG in terms of the academic writing scores. This means that the difference between the writing means is not likely due to the chance factor and is probably due to the students' native culture.

- **Summary of the Inferential Statistics**

- **Necessary data for hypotheses testing:**

The necessary data needed for testing our hypothesis are the following:

Mean of each group: $M(EG) = 6.9214$, $M(CG) = 8.6191$

Alpha Level: $\alpha = .05$

P-value: $p = 0.000$

Observed value: $t_{sta} = 6.735$

Critical value = $t_{crit} \pm 2.000$

Degree of freedom: $df = 68$

Null hypotheses: $\hat{H}_0: \bar{X}_{EG} = \bar{X}_{CG}$

Alternative hypothesis: $\hat{H}_1: \bar{X}_{EG} \neq \bar{X}_{CG}$

- **Significance of these data**

Since the observed statistical value $t_{sta} > t_{crit}$, the null hypothesis is rejected. Having rejected the null hypothesis, and given p -value $< .05$, this means that there is very low probability that the observed difference in the group means, which represents the change on the dependent variable "D" (students academic writing performances), occurred by chance; and that more than 95% of it was due to the effect of the independent variable "ID" (students' native culture).

20. The Analysis of the Teachers' Opinionnaire

Based on the data analysis and interpretation, the researcher could suggest different recommendations in relation to language awareness, cultural awareness and Facebook effects awareness. These suggested recommendations aim at decreasing the negative cultural effects of the SNS Facebook on the students' writing performances. For the sake of raising the validity and the reliability of our recommendations, a questionnaire was addressed to six (06) already interviewed teachers in order to evaluate the suggested recommendations. The forthcoming items make up the analysis of the different insights of our participant teachers and their perceptions towards the suggested recommendations and the educational implications.

- **Language Awareness**

Item 01: To what extent would contrastive sample paragraphs analysis help students realize the differences between writing paragraphs in Arabic and in English?

All the participant teachers agreed on the significance of knowing the system of L1 writing in learning FL writing because the relationship between L1 and FL writing cannot be ignored. Using contrastive analysis in teaching writing to EFL students would be a prominent methodology for raising the students' cross-cultural and cross-linguistic awareness while writing in English as a Foreign Language in order to overcome L1 transfer.

Item 02: Do you agree with the following statement? Justify. 'Providing comprehensible English authentic materials would be very helpful to improve the students' writing performances.'

Teachers showed high enthusiasm to using authentic materials in teaching the writing skill as they are among the mainstays of the teaching/learning process.

According to all of them, the use of authentic materials offers language instructors the opportunity to expose the learners to authentic materials which are produced from real life contexts.

Item 03: Repetition and elaboration in EFL writing would be reduced by exposing our students to more texts in English. Do you agree? Justify.

Our participant teachers insisted on the importance of reading to improve the writing skill. Being an avid reader helps students in a lot of ways to improve their writing skills. Reading serves as the basis of quality writing. It helps acquire the different ways writers organize information, structure paragraphs, pique readers' interest, or wrap up their ideas in a satisfying conclusion. The more students read, the more they will notice which choices are effective and which ones are not. These observations will help them critique and improve their own writing because they will have a better sense of what effective writing looks like.

Item 04: Do you think that the focus on argumentation and persuasion as writing genres may help students improve their content of writing? Justify.

According to our respondent teachers, in order to help our students improve the content of their writing, writing instructors should not treat all genres of writing equally. Time and effort should be devoted more to unfamiliar genres such as argumentation and persuasion. This would probably help improve the students writing style objectively.

Item 05: To what extent do you believe that 'Error Analysis' would be useful in highlighting students' mistakes and errors?

Our informants think that 'Error Analysis' would be very useful because students will be provided with opportunities to think about their errors and the reasons behind

making such mistakes and errors so often. Thus, the quality of writing would tend to sound less dependent on L1 cultural transfer.

Item 06: Justify your view about this statement, ‘Academic writing should be more objective and depersonalized.’

The Participant teachers reported that writing instructors should consciously and constantly remind their students of the need for depersonalizing their writing by trying to less use the pronouns “I” and “we” in order to sound more objective.

Item 07: Does the preparation before writing make any contribution to the content of writing? Justify.

The participant teachers were all of the view that focusing on oral discussions (brainstorming) before starting any writing assignment is needed for our students. This may provide a clearer idea about what they are expected to write about.

Item 08: Do you think that the writing errors and mistakes’ sources admission would help reduce them? Justify.

Our respondent teachers think that the writing educators should be aware of the fact that the process of helping EFL students develop good pieces of writing in English is long and demanding. The fact of making our students familiar with the sources of the problems that face them would help better understand their mistakes and errors, and find appropriate strategies to deal with them.

- **Cultural Awareness**

Item 09: According to you, is it important for EFL teachers to review some literature about Arabic-Muslim culture interference in EFL learning? Justify.

Participant teachers pointed that it is recommended that EFL writing teachers review some literature about Arabic-Muslim culture and its effect on students writing.

By doing so, they will be aware of their students' cultural background and highlight any negative transfer from L1 culture to FL writing.

Item 10: To what extent do you think that cross-cultural awareness is important in the field of teaching/learning writing? Justify.

Our respondents think that with the expansion of the focus on multiculturalism, cross-cultural awareness is useful to familiarize the learners with the target language culture based on critical thinking. Understanding cross-cultural differences in writing sessions is essential in order to avoid any underestimation of the impact that cultural differences can have. Underestimating cross-cultural differences is the point at which things can start going wrong leading to bridging mother culture to the learners' written products in English.

Item 11: Do you think that it would be useful for both teachers and learners to classify any cultural non-formal English patterns in order not to influence the learners' writing performances? Justify.

Our respondent teachers reported that recognition and classification of what is considered to be culturally non-formal English patterns is an important step in the teaching/learning writing process. This step might help reduce the influence of religious conformity effect and adjust their argumentative style to be more dependent on the L2 writing style. This strategy would raise the awareness of EFL students for better academic writing focus.

Item 12: 'In order to improve the EFL students' writing performances, students are required to better the semantic level in their writing in English, this level of learning is called "conceptual learning," which is learning how native speakers

think and use a specific set of social and cultural conventions.’ Justify your agreement with the above statement.

Our respondent teachers argued the following: in order to achieve higher developmental levels in EFL learning, students need to understand conceptual uses of language within a particular cultural way of thinking. These kinds of semantic and pragmatic dimensions of EFL learning transcends the mere memorization of syntactic and grammatical rules and leads the learner to become bi-cognitive and bi-cultural, and ultimately emerge as a fluent bilingual.

- **Facebook Effects Awareness**

Item 13: Teachers should be familiar with the different social networks used by their students. To what extent do you agree with this statement?

Our informants insisted that teachers should be familiar with the different social networks used by their students for many reasons. The first reason is to understand the students’ social and cultural tendencies as they make up the cultural background of the students. The second reason is to make teachers able to keep track of their pedagogical strategies in order to cope with the students’ needs. Therefore, teachers may help students adjust their use of the social networks to reduce their negative effects.

Item 14: Do you agree with the following: ‘Students should minimize their excessive use of Facebook on mere unproductive matters.’ Justify.

All teachers agreed that students should minimize their excessive use of Facebook on mere unproductive matters. It is worth to use formal language while interacting with their peers in order to reduce the cultural effects of L1 on their writing and get disposed of any informal language features that would be transferred to their academic writing.

Item 15: According to you, can the use of the SNS Facebook be useful in teaching the writing skill? Justify.

Most teachers were not enthusiastic to the possible useful effects of social media and their educational rewards likely to stem from recognising their role in the life of students in the 21st century. Some teachers were of the opinion that new literacy such as Facebook should by no means be incorporated into the school syllabus. Their view is one that dismisses Facebook use as an unacceptable linguistic practice, and not as one that could perhaps be used creatively within a given social context. It is much awkward to use an informal means to teach a formal skill.

Item 16: Do you consider the mastery of the digital technologies necessary for teachers? Justify.

Our respondents think that teachers need to consider the influence of digital technologies in English language writing methods and courses so as to help foster their use of digital literacy to support their students' learning the writing skill appropriately. Thus, it would be better to join training sessions for teachers in order to enhance their knowledge about digital technologies/networks.

Item 17: Introducing the technique of 'Online Collaborative Writing Classroom', (OCWC) could help reduce the cultural effects of Facebook on the students' writing performances. Do you agree?

OCWC: Teachers plan online written expression sessions in the classroom where immediate messaging takes place. The teacher, with collaboration of his/her students, performs error analysis to students' written samples.

Our participant teachers highly welcomed the initiation of '*Online Collaborative Writing Classroom*' (OCWC) model for classroom use in the writing instruction which may critique immediate digital and network technologies texts. Through group correction, students may be aware of the distinct cultural interventions throughout their writings. Therefore, this technique can help adjust their usage of the SNS Facebook to alternatively better parameters of writing that are close to academic writing.

Conclusion

The current chapter demonstrates the analysis and interpretation of the research findings. The data collected from the students' questionnaire, the teachers' interview and from the pre-test and the post-test were submitted to analysis. The interpretation of the findings showed the extent to which the academic writing performances are affected by the different elements of culture.

Both teachers and their students showed significant consciousness towards the writing skill difficulties. Students were relatively aware of the writing areas where they could not perform well while teachers reported detailed information in relation to the student's writing difficulties; namely, style, complexity and accuracy.

The analysis of the experimental group post-test showed a significant negative correlation between the students' native culture and the academic writing performances drawn by the use of the SNS Facebook. Accordingly, the more the native culture intervenes in the process of writing, the less students perform in their written outcome. Moreover, descriptive statistics of the mean scores of the control group and the experimental group in terms of the writing skill revealed significant decrease at the overall level of students' writing performances. Further analytical details showed important regression in terms of the potential components of writing; namely, complexity, accuracy, style, handwriting and the ideas organization; whereas, few writing components like content, length and the range of vocabulary were positively affected.

In order to investigate these findings thoroughly and elicit further comments, highlight both theoretical and practical implications with the examination of the main recommendations for improvement and further studies will be the focus of Chapter Five.

Chapter Five

Discussion, Recommendations and Pedagogical Implications

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Introduction

The main thrust of the actual research is to investigate the cultural effects of the SNS Facebook on the students' academic writing performances. The exploration of both students' and teachers' perceptions towards this issue, in addition to the conducted experiment findings revealed prominent results in regard to the nature and the level of the effect of Facebook exercised on the different components of writing.

Based on the analysis of the obtained data, the present chapter endeavours to introduce the research findings in order to discuss the research questions set earlier. Also, to show the extent to which our work accomplished the preset objectives. It is hoped that these results will provide the basis for this final chapter and offer the formulation of their discussion in order to offer some interpretation of the research hypotheses.

Some recommendations that may sustain university educational institutions, teachers and students were suggested. Accordingly, the current chapter puts forward the main findings discussion of the research. It also presents some recommendations to teachers and students that are discussed based on the conclusions. Finally, this chapter will provide some guidelines for future research and conclude with the contributions of the study to the field of EFL intercultural learning and teaching

1. Discussion of the Findings

1.1 Discussion of the Research Questions

In order to thoroughly investigate the cultural effects of the SNS Facebook on the students' academic writing performances, this research endeavours to answer the following research questions:

- 1- What are the difficulties faced by students while writing in academic English?
- 2- What are the cultural elements that appear in the students' academic writing?
- 3- What are the cultural elements that appear in the informal writing of students in the Facebook communications?
- 4- How are the underlying cultural thinking patterns revealed in the linguistic aspects of the Algerian EFL learner's essays?
- 5- How are the cultural effects transmitted through Facebook to academic writing?
- 6- How do the cultural factors affect the students' academic writing?
- 7- To what extent does the students' native culture affect their performances in academic English writing?

- **Research Question 1**

The preliminary data, gathered from the questionnaire addressed to our participants and from the interview conducted with our participant teachers, were essential for understanding the participants' difficulties while writing in academic English.

According to the respondents' declarations, punctuation and spelling mistakes are a major problem while writing. Difficulties also reside in ordering and linking ideas. Whereas grammar mistakes, building sentences, word order and the choice of vocabulary are the common areas of mistakes; that is to say, writing difficulties are at

the level of grammar, lexis, syntactic grammatical constructions and meaning related forms. Students even complained about the hand writing difficulties. All in all, students consider themselves poor writers.

Teachers also share the same point of view of their students when they reported that committed errors and mistakes in the students' writings were frequently grammatical, lexical, semantic, and syntactic errors. According to our evaluation of the students' writings in the pre-test and post-test texts, we noticed different kinds of errors namely grammatical, lexical, semantic and syntactic.

- **Grammatical Errors:**

Among the grammatical errors made by our participant students are errors in agreement, articles and prepositions.

- **Articles**

In English language, in order to refer to an attribute, a quality or an idea, there is no need to use the definite article 'the'. Contrary to Arabic, abstract concepts are referred to by preceding the word with a definite article similar to 'the' which is 'ال'. Therefore, writing mistakes occur due to the misuse of the definite article 'the' in English. For instance, students write the following:

Eg: - *The marriage is a holy ceremony.* (الزواج احتفال مقدس)

Instead of: Marriage is a holy ceremony.

- *The persistence is necessary for the success.* - الثبات ضروري للنجاح

Instead of: Persistence is necessary for success.

- *The victims of the war are many.* (ضحايا الحرب عديون)

Instead of: The victims of war are many. (war here is general and not specific)

- Prepositions

Prepositions pose a great difficulty for EFL learners since there are various prepositions in English that have the same function. Henceforth, in case of uncertainty which preposition to appropriately use, students make comparisons with Arabic equivalence through providing literal translation of that Arabic preposition in English. Such translations are the cause of errors, especially in the case of the preposition 'in'.

Below are some examples:

- *I mean **in** this example.* (أقصد في هذا لمثالا)

***Instead of:** I mean **by** this example.*

- *Driving **in** a high speed.* (القيادة بسرعة عالية)

***Instead of:** Driving **at** a high speed.*

- *He is ready **to** the exam.* (هو جاهز للامتحان)

***Instead of :** He is ready **for** the exam.*

- *...**under** your disposal.* (تحت تصرفك)

***Instead of:** ...**at** your disposal.*

- *People show off intellectually, financially or anything **from** this sort.*

(الناس يتفاخرون فكريا، ماديا أو أي شئ من هذا القبيل)

***Instead of:** People show off intellectually, financially or anything **of** this sort.*

- Singular vs. plural

Plural form in English causes some troubles for EFL learners. Some words ending in 's' are actually singular in number while other indicate both singular and plural form (Kinneavy & Warriner, 1993). Faced with this complexity of the English number, it is only natural that EFL students resort to literal translation from Arabic when determining

whether a certain English word is singular or plural. The following sentences were written by the students:

- *Statistics **are** often calculated to determine the increase in economy.*

(الإحصائيات غالباً ما تحسب من أجل تحديد الزيادة في الاقتصاد)

Instead of: *Statistics **is** often calculated out to determine the increase in economy.*

In this example, the word 'statistics' ends with the plural form 's' and is also a plural word in Arabic which justifies why students often mistake it for a plural word in English.

- *We have **a lot of homeworks** for today.*

لدينا العديد من الواجبات اليوم

Instead of: *We have **a lot of homework** for today.*

- *The administration has **informations** on all university faculties.*

ةالادار لديها معلومات حول جميع كليات الجامعة

Instead of: *The administration has **information** on all university faculties.*

The two words 'homework' and 'information' have a plural form in Arabic and are countable nouns.

• Lexical Errors

Due to their limited English vocabulary, our EFL learners frequently translate words from Arabic to express a certain idea in English, unaware of the English collocations.

Therefore, the following lexical errors are made by EFL students:

*Eg: - Doctors **describe** medications for their patients.*

الأطباء يصفون الأدوية لمرضاهم

Instead of: *Doctors **prescribe** medications for their patients.*

- *Man and woman **continue each other**.*

المرأة و الرجل يكملون بعضهم البعض

Instead of: *Man and woman complete each other.* (Since in Arabic, the equivalent of 'continue' is used in this context.)

- **Semantic Errors**

Semantic errors occur when students use literal translation to convey in English flowery (exuberant) Arabic expressions, idioms or proverbs. Via this, they hope, will enrich their writings. The outcome is as follows:

- *I cut a promise on myself.* (قطعت وعدا على نفسي)

Instead of: *I promised myself.*

- *He fell in the fault.* (وقع في المحذور)

Instead of: *He made a mistake.*

- *One cannot develop himself between one night and the other.*

(الإنسان لا يستطيع أن يطور نفسه بين ليلة و ضحاها)

Instead of: *One cannot change overnight.*

- *After we cutting distance of 300 kilometers.* (بعدما قطعنا مسافة 300 كيلومتر)

Instead of: *After we travelled for 300 kilometers.*

- **Syntactic Errors**

- **Word order**

As a result of L1 transfer, a frequent committed syntactic word is the faulty word order. In English language, usually, adjectives precede the words they qualify while in Arabic, adjectives generally come after them (Kinneavy & Warriner, 1993). Therefore, Arabic grammatical rules, in relation to word order, make some confusion to EFL learners and lead them to produce sentences like the following examples:

- *Here are three rules very helpful.* (هذه ثلاث قواعد جد مساعدة)

Instead of: *Here are three very helpful rules.*

Arabic EFL learners face another kind of language transfer trouble which resides in ‘adverbs use’. In English language, adverbs are considered as modifiers of adjectives or other adverbs and usually precede the words they modify (Kinneavy & Warriner, 1993). Once again, in Arabic, this is not the case. Hence, students write the following:

- *Every person **almost** has a car.* (كل شخص تقريبا لديه سيارة)

Instead of: *Almost every person has a car. (Following the Arabic word order.)*

- Relative Clauses:

Students had difficulty constructing adjective clauses correctly. The following errors in English relative clauses were made by our students:

- *When students stay with people have bad habits, this can have influence on their characters.*

Instead of: *When students stay with people **who** have bad habits, this can have influence on their characters.*

- *Sometimes the country needs someone who studied in a branch that the country doesn't have it.*

Instead of: *Sometimes, the country needs people with special majors.*

• **Research Questions 2 and 3**

In regard to the cultural elements that appear in the students' writings, teachers agreed on cross-cultural differences between the Arabic language and the English language. These latter contribute in decreasing the students' quality of writing; thus the overall style of writing. Teachers noticed, throughout the students' writings, repetition of arguments and paraphrasing in an exaggerated way. Teachers also pinpointed to the

influence of the students' L1 on the students' writings. On the other hand, students were not aware of any cultural effects on their writing performances.

The evaluation of the students' papers, in the pre-tests and post-tests, uncovered facts about cultural transfer. Students tend to write long English sentences with repetition of content and form. In Arabic, repeating ideas and phrases is used for the sake of persuasion by using their pre-acquired knowledge in order to build convincing arguments. The educational background was a dominant cultural factor in the students' writings (MD= +3.58). Repetition is expressed by writing more synonyms in the same sentence to convey emphasis.

This fact reflects exaggeration and assertion derived from L1 transfer. Students even used expressions related to Islamic culture by pointing to the Prophet Mohammed (Peace be upon him), some proverbs from Arabic culture translated to English which asserts the religious conformity effect on writing.

Concerning the informal online discussions through the SNS Facebook, a quite noticeable freedom in writing was demonstrated by our participants. The informal context has helped the learners to express their ideas at ease using an extremely casual language. In such a context no barriers could control the L1 transfer at all levels; syntactic, grammatical and semantic. The nature of the discussed topics required a high sense of argumentative style where students depended on their educational background including religious knowledge. Statistical analysis showed significant progress in all the cultural factors means in the students' informal writings throughout their discussions on Facebook compared to the pre-test results. Most of the students were reluctant once their talks were oriented to some specific gender related topics. As known about Algerian culture, we are limited in the scope of discussions when it comes to culturally taboo topics. Therefore, we believe that the cultural resistance to openness is an

impediment towards experiencing fields tied up by gender discrimination and cultural restrictions.

These examples show cultural occurrence in the students' writings:

Cultural Element	Example
L1 transfer	<i>I am not understanding...</i>
Religious conformity	<i>As cited in Quran/...</i>
Cultural resistance to openness	<i>No comment/ I don't know/...</i>
The educational background	<i>We were taught that...</i>

- **Research Question 4**

In this research, the evidence of influence of the native culture on the students' English writings has been explained in the significant variance in the students' formal writings, the tendency for exaggeration and assertion in order to sound convincing was pointed to by (Kaplan, 1966). EFL students do not write the way they are expected to do which should be native like. This does not reflect that the writing was wrong only in terms of grammar, but in terms of the discourse requirement and the writing reasoning, it was different.

Kaplan's diagram (*see Figure 12, P 151*) represented the pattern of thoughts of Semitic language group (Jewish, Arabic, Armenian) represented through zigzagged lines to present the parallel proposition. Semitic paragraph development consists of complex series of parallel constructions. In other words, arguments are embedded in stories not in hierarchical progression. For native readers to the Semitic paragraph, it is hard to decipher the focus of a written composition mainly a fairly long one owing to the parallel construction of arguments. According to Thompson-Panos and Thomas-

Ružić (1983), only an occasional instance of ‘really’ or ‘very’ to modify adjectives suggests exaggeration in the writing samples. Our findings from the experiment revealed important tendency of the students’ over-exaggeration in conveying meaning, an obvious evidence of the Semitic thinking pattern which involves L1 cultural effect contrary to the English linear thinking pattern.

- **Research Question 5**

The current investigation revealed that our sample students are frequent users of the social network site SNS Facebook. The majority of them have been exposed to Facebook for a minimum of one year and daily use it for different purposes.

The interesting result regarding this fact was that the virtual context created a relaxing communication atmosphere for the participants where language parameters were not taken into consideration by students to express themselves. This could arguably be due to the students’ will to be productive regardless the language form, or as was no representation by teachers’ comments. Thus, freedom for L1 transfer at all levels is fostered. Students also tended to back up their points of views via providing arguments from the acquired knowledge throughout their studies from primary school or even the kindergarten to the college, which has helped in their acculturation, appears in their writings. Thus, the overall style of writing is shaped by their educational background. Noticeably, these latter cultural components are the most dominant elements in the students’ writings which markedly traced higher emergence in the post-test written productions compared to the pre-test ones but less than their appearance in the Facebook chats. The interpretation of the statistics shows that the less frequent emergence of such cultural components in the post-test is due to the students’ trials to control their writings to sound more formal. However, the fact of keeping the occurrence ratio in the post-test higher than the pre-test refers to the unconscious

appearance of the cultural elements after having been fostered by the use of Facebook, then transmitted to the students' writings unconsciously.

The virtual context clearly uncovered the students' religious conformity to Islam. Students were very enthusiastic to use quotations related to Quran verses, the Prophet Mohammed (PBUH), some poetic verses or old Arabic sayings in order to support their ideas. The appearance of such symptomatic patterns reflects the religious identity and its influence on expressing one's ideas. In addition, an indication of the *group oriented culture* is reflected in the students' use of the possessives like "ours" and "our" and pronouns such as "we" and "us" to express their feelings or wishes. The following two examples from Facebook discussions and the post-test writings reflect the tendency of collectivism:

- *...this will introduce us to the way how to improve our citizenship because our instructors are teaching us the different methods ...*
- *...We were working on specific subjects that we are going to face in the future.*

Additionally, being Muslims, students have the unity of belief which means the straight path. For Muslims, there exists only one path, one way. The following instances illustrate our students' unity of belief. A student wrote systematically "*under the name of God*" on the top of the written production. Another student wrote at the end of the paragraph that success is brought with, "*God willing*". Other examples of unity of belief were also quoted from some students' writing samples.

- *..., I request from God to gather me and my parents with our prophet in paradise with God willing...*
- *...as Arabs, this suits me and other students....*
- *I believe that it will teach us the way to be good citizens in the soon future*
- *I wish to be a successful student with high competence, God Willing.*

However, some participants were reluctant in discussing specific topics related to usual social issues, or those that were restricted to gender nature. Other participants did not participate either in religious matters or at culturally taboo issues. The impediment towards discussing such issues would be attributed to the cultural resistance to openness. Though, at the level of post-test academic writings, such reluctance has noticeably diminished. Therefore, Facebook language has made a visible negative cultural impact on the learners' written academic work, admitted by teachers themselves. Both qualitatively and quantitatively obtained data throughout our assessment of the students' essays sustain our claim.

Data that yielded interesting results were the fact that the learners demonstrated poor writing performances due to the cultural effect of the SNS Facebook which raises important concern. This occurrence is due to the language features established as typical on Facebook because of the cultural interference, which coincide with an inability to convey meaning effectively in written academic work. This indicates limited exposure to more standardised forms of formal English as it is used in formal contexts, and extensive exposure to a form that integrates mixed, informal and non-standard forms. This is to say that this fact makes the role of Facebook quite clear in strengthening the emergence of cultural elements in students' formal writing which obviously negatively affects their academic written performances.

- **Research Questions 6 and 7**

The research experiment provided prominent findings in regard to the correlation between the native culture and writing performances. The correlational study revealed a negative relationship between the research variables. Therefore, the higher the culture, the lower writing performances are; providing that, 'writing' is the dependent variable. Moreover, the correlation is provided with a regression equation in order to predict the

writing scores in relation to culture. In other words, the equation says that by one (01) occurrence of culture, we expect the writing score at (*Writing Score = (- 0.634 × 1) + 13.15 = 12.516*). Additionally, statistical analysis of the correlation revealed the level of variance in writing performances to (51.1%) attributed to the intervention of the native culture. However, (48.99%) remaining variance is attributed to other unknown factors.

In regard to research question 6, the research experiment also demonstrated a detailed description to the significant change in the writing performances between the EG pre-test and the post-test scores. The findings showed a significant decrease of the overall means of writing due to the important regression in five potential writing components namely, style, organisation, handwriting, accuracy and complexity; though we noticed a relative increase in the scores related to length, content and range of vocabulary.

The positive effect that was noticed in the range of vocabulary could be interpreted in the varied chats through the Facebook discussions which enriched the students' repertoire of terminology related to specific topics. Besides, Facebook discussions were rich in terms of ideas; therefore, we highly believe that this was the main reason behind the length extension in the students' essays in the post-test written productions. In relation to the content of writing which includes the core topic that is being discussed, it is a must that any written explanations or discussions focus on the main topic under discussion. Students showed relative progress in preserving this component in the written productions of the post-test. This can be explained by the extensive chats focusing on the same topic where students involve much of their L1 transfer and knowledge to the target language throughout the Facebook discussions.

Though the correlational study did not provide detailed relationships between the components of culture and those of writing in an item-to-item correlational study, factor

analysis revealed a significant positive correlation between the cultural components i.e. the combination of the four cultural components exercises an overall negative effect on the students' writing performances.

The analysis and interpretation of the students' questionnaire implies the lack of attention to spelling and punctuation mistakes when posting opinions on Facebook because friends care less about spelling and punctuation mistakes. Similar attitudes were observed while analysing the participants' Facebook messages. Since most respondents frequently use shortened forms of words used by their friends on Facebook, they tend to regularly use these short forms when posting information on Facebook. Teachers pointed that, frequently, students use the short forms of words in their formal writings in exams or tests with less attention to punctuation marks. These short forms negatively affect spelling mastery. We also noticed a special kind of 'borrowing' from the Arabic language; in spite of the distinction between the Arabic writing scripts and those of the English ones, students used Arabic words written in the English alphabet as a gap filling technique; whether consciously or unconsciously, this tendency negatively infected the students' formal writings and affected their writing structure.

The post-test recorded data indicate that the formal writing is less orientated on grammaticality, sentence structure, word order and style but focus more on factual content. The learners' lack of skills in formal language use and provision of more space to L1 transfer could contribute to an inability to convey meaning accurately, which destructs both the complexity and the accuracy of writing. The aforementioned claim was supported by the comments obtained in the teacher's interview regarding learners' language use. This fact is significantly noticed in the students' writing regression in the post-tests in terms of writing complexity (D= - 3.46), accuracy (D= - 3.69), style (D= - 3.59), organisation (D= - 4.19) and handwriting (D= - 3.56).

A very interesting finding in the study was the fact that the experiment group participants produced weaker writing results in the post-test than the control group did in their equivalent tests. One of the teachers argued that the reason for this phenomenon could be found in the mixed language forms and cultural interference on social applications such as SMS and Facebook.

The research findings do acknowledge what has been cited by (*Hamburgh, 2013*) in the quotation below;

Technology seems to have ruined our collective handwriting ability. The digital age, with its typing and its texting, has left us unable to jot down the simplest of notes with anything like penmanship. A third of us can't even read our own writing, let alone anyone else's, according to a survey by the not-entirely-unbiased print and post specialists Doc mail (*p. 23*).

With ($MD = - 3.56$), students demonstrated lower level in mastering the English language writing scripts. In addition to what has been said above by *Hamburgh (2013)*, we come up with a significant conclusion that texting and typing to interact, through the SNS Facebook and the like, have negatively influenced our students' handwriting as an important marker of the academic writing. Facebook has provided a free interaction atmosphere where no formal rules of writing are respected, students feel at ease expressing themselves in a mixed language form; thus, resistance to use the 'pen' increases leading to handwriting regression.

Self-reported features of Facebook by the learners emphasised that informal language was used overwhelmingly during visits to this SNS; importantly, this was recognised and acknowledged by the participants of our study, the teachers and by the researcher while analysing the Facebook texting messages. One of the most important

observations throughout online interactions was the ‘multi-tasking’ feature where users perform varied communications with different other users at once. Users get involved in distinct topics and ideas. Moreover, such kind of habit might be attributed to the cultural thinking patterns of L1 recognised by Kaplan (1966) in relation to Semitic thinking patterns. We do believe that this fact is a major reason behind the disorganisation of ideas transmitted to the students’ academic writing. Therefore, a significant decrease was noticed in the learners’ organisation writing component in the post-test assessment (Mean difference= - 4.19).

The overall non-formal language features identified in the Facebook group communications, comments and chats once again established a fertile terrain for the cultural elements to be further fostered to develop negative writing features rooted deeply through more indulgence in the use of the SNS Facebook. The statistics showed that non-formal language features that appear in the students’ writings are attributed to Facebook cultural effect.

1.2 Discussion of the Research Objectives

The gathered data yielded interesting results that helped achieve the research objectives. The investigation revealed that our case study students face different kinds of writing difficulties reflected in grammar, syntax and morphology, the writing complexity, accuracy, style, organization, handwriting, content, range of vocabulary and length of writing.

Regarding the second research objective which seeks to explore the cultural factors in the students’ academic writing, findings demonstrated that different cultural components occurrence was significant in the students’ pre-test writings, the Facebook chats and their post-test writings either. The most important components of culture that showed important interest in this research were the L1 transfer, the students’

educational background, the cultural resistance to openness and the religious conformity.

Concerning the third research objective, both qualitative and quantitative findings highlighted the high level of occurrence of the cultural factors in the students' Facebook discussions. Facebook provided freedom for the strengthening of the cultural elements witnessed in the students' semantic and structural transfer from L1 to express their ideas. Besides, they referred to their educational background and religious identity to back up their sense of argumentation.

The last research objective was fulfilled in providing statistical qualitative and quantitative data in relation to the different academic writing components variance in the students' post-test written productions. Ultimately, the conducted experiment and the attained findings have successfully achieved the research objectives in investigating the cultural effects of the SNS Facebook on the students' writing performances via providing a thorough diagnosis of the way the SNS Facebook influences the relation between culture and academic culture.

1.3 Discussion of the Findings in Relation to the Literature

The examination of the variance in the students' writings brought up an evidence of the influence of the native culture on the students' English writing. In their writings, we found that our students have the tendency of exaggeration and assertion due to L1 transfer; they also demonstrate their group orientation and unity of belief reflecting the influence of religious conformity. In addition, students tend always to back up their arguments with examples reflecting their educational background. On the other hand, some students were hesitant to get involved in discussions related to culturally taboo topics. These findings, obtained so far, are associated with the results of Abdulati

(1975) (cited in Al-Khatib (2000) and Abu Rass (1994)). In addition, the sound of group orientation, exaggeration and assertion have relevant traces in the students' writings. These cultural features back up the claims of Feghali (1997), Al-Khatib (2000) and Khuwaileh & Shoumali (2000) concerning the cultural transfer of Arab EFL learners to the English language writing.

Derrich & Gmuca (1985) argued that there is no room for doubt in Arab students' writing. This claim was noticed throughout our evaluation of the students' writings in the post-test. Actually, demonstrating the ultimate truth is the main objective of the writing process. Diversity of beliefs, ideas and perspectives are not valued since the Arabic-Islamic culture is based on the unity of belief (Glisenan, 1983; Johnstone, 1989 & Nydell, 1987). However, the current research results showed that Arab-Muslim students in Algeria are not 'totally' against openness to embrace new cultures; they do accept different perspectives providing that these latter do not abuse Islamic premises.

The extensive use of "God willing" and "In the name of God" shows that religion is the core for all paths and aspects of life among Muslims (Al-Khatib 2001 & 1994 & Feghali, 1997). Moreover, this fact may lead students who fail to consider the audience while writing in English to face other problems in their writing style. Because of the shared unity of belief in the students' culture, they assume that the reader agrees with their viewpoints and understands them easily; that is why, the students' style lacks the minor details that support the major details in order to sound more convincing. Error analysis of the students' written productions goes in line with the claims of Abu Rass (1994) & Glisenan, (1983). In fact, students expect to be spoon-fed by teachers rather than make some mind challenges because of patriarchal nature of their culture.

As a result of cultural transfer, Arab students fail to consider the audience when they write in English (Abu Rass, 1994). According to Khuwaileh and Shoumali (2000),

Arab students "*usually think and prepare their ideas in their native language and then translate them into English*" (p. 174). In his conclusion, Al-Khatib stated that the students' sociolinguistic background affects their writing performances. They do not take into account the addressee's sociolinguistic background. In her review of research, Feghali reported that Arab students share common patterns of communicative style which may create conflicts with other language styles: (a) repetition, (b) indirectness, (c) elaborateness, and (d) effectiveness which mean intuitive-affective style of emotional appeal.

2. Pedagogical Implications and Recommendations

The current research findings showed that helping students acquire the stylistics of English for developing their writing performances is not an easy task. It is a tough mission because of their native culture interference and due to the cultural impact of the SNS Facebook. Students use the writing style of their first language while writing in English language which is strengthened by the use of Facebook. The limited exposure to more standardised forms of formal English as it is used in formal contexts, and the extensive exposure to a form that integrates mixed, informal and non-standard forms, leads the students to develop some language writing features established as typical on Facebook, which makes of students unable to convey meaning effectively in written academic work. In fact, we think that it is not that easy to overcome these habits definitively but it is compulsory for educators to adopt appropriate strategies in order to lessen the cultural effects of Facebook. Thus, in the light of the results that the research has reached, in addition to the results obtained after the analysis of the teachers' opinionnaire, we recommend the following:

- **Language Awareness**

- Students should be aware of the differences between writing paragraphs in English and in Arabic. Contrastive analysis would consciously help them realize the differences in order to avoid making mistakes in the target language.
- Providing comprehensible English through exposing students to genuine use of authentic materials in English language through watching the news, reading short newspaper articles, discussing their contents and analyzing samples of good paragraphs would be very helpful.
- Repetition and elaboration in EFL writing would be reduced by exposing our students to more texts in English. This means that EFL learners may need to make more readings in the target language in order to acquire the writing code in English.
- To help our students improve the content of their writing, writing instructors should not treat all genres of writing equally. Time and effort should be devoted more to unfamiliar genres such as argumentation and persuasion.
- Error analysis would be very useful too because students will be provided with opportunities to think about their errors and the reasons behind making such mistakes and errors so often.
- Writing instructors should consciously and constantly remind the students of the need for depersonalizing their writing by trying to less use the pronouns “I” and “we” in order to sound more objective.
- Focusing on oral discussions (brainstorming) before starting any writing assignment is appropriate for our students. This may provide a clearer idea about what they are expected to write about.

- Writing educators should be aware of the fact that the process of helping EFL students develop good written products in English is long and demanding. Being familiar with the sources of the problems that EFL learners have would help the writing instructors better understand their students' mistakes and errors, and find appropriate strategies to deal with them.
- **Cultural Awareness**
 - It is recommended that EFL writing teachers review some literature about Arabic-Muslim culture and its effect on students writing in English. By doing so, they would be aware of their students' cultural background and its impact on the target language.
 - With the expansion of the focus on multiculturalism, cross-cultural awareness is useful to familiarize the learners with the target language culture based on critical thinking. Understanding 'culture' is essential for both teachers and learners in order to hinder any cultural interference in the process of writing in English.
 - Recognition and classification of what is considered to be non-formal English patterns is an important step in the writing teaching/learning process. This strategy will raise the awareness of EFL students for better writing focus.
 - In order to improve the EFL students' writing performances, it is required to develop the semantic level of learning, this level of learning is called "conceptual learning," which is learning how native speakers think and use a specific set of social and cultural conventions. EFL learners need to develop a bicultural identity in order to become fluent bilinguals, which results from modifying existing values and beliefs and incorporating parallel cultural ways of thinking from the target language and culture.

- **Facebook Effects Awareness**

- Teachers should be familiar with the different social networks used by their students to be able to keep track of their pedagogical strategies.
- Excessive use of Facebook on mere unproductive matters should be reduced by students. It is worth to use formal language while interacting with their peers in order to reduce the cultural effects of L1 on their writing and get disposed of any informal language features.
- Most teachers were not enthusiastic to the possible useful effects of social networks on the students' writing performances likely to stem from recognising the role of social media in the life of students nowadays. The experiment results demonstrated the negative correlation between culture and writing. Besides, the results showed that the cultural elements were fostered throughout the use of the SNS Facebook. Therefore, our standing is against the use of informal tools (Facebook) to teach a formal skill (academic writing). Rather, it is recommended to use Facebook by teachers so as to help learners model their use of social media to reduce their negative effects on the academic writing performances.
- Teachers need to consider the influence of digital technologies in English language writing methods and courses so as to help foster their use of digital literacy to support their students learning the writing skill appropriately.
- Initiating '*Online Collaborative Writing Classroom*' model for classroom use in the writing instruction may create and critique immediate digital and network technologies texts. We believe that it would be very useful in uncovering students' writing errors and L1 cultural interference through social media. Teachers plan online written expression sessions in the classroom where immediate messaging takes place. The teacher, with collaboration of his/her

students, performs error analysis to written samples of theirs. The cultural interference and the impact of social media would be reduced even out of the classroom due to the students' awareness of their mistakes and errors.

3. limitations and Further Research

3.1 Limitations

While we think there are many findings in this research that are relevant to understanding the relation between native culture and the academic writing performances, and how the academic writing components are influenced by the students' native culture, there are several limitations in this study:

- The focus of this study is limited to the use of Facebook and its cultural impact on students' academic writing performances where the concept of culture was restricted into the aforementioned components; thus, adopting other cultural elements could yield dissimilar results.
- The investigation of this phenomenon methodologies and research instruments were restricted to the tools mentioned in Chapter 03. Though they were carefully selected and designed, involving better refined designs might help get more accurate results.
- This study was constrained to only one Algerian university and only 70 subjects of the English department (3rd) year students who were under investigation. Due to the small size of our sample and the purposeful sampling technique, results can in no way be generalized onto the whole population neither to other populations.
- The respondents' attitudes and motivation might not be sufficient, careful, and serious. As a result, it might not show the true competence of the participants in the target language, since attitudes towards, and motivation in language learning

are affective variables that can positively influence EFL learners' cognition and the investigation itself.

- Since we have only utilized Facebook in the current research, we have only analyzed one social medium that was developed in the western world. Although it is advisable to rely on other social media from different cultures which could lead to other perspectives, given the amount of analysis required to work on other social media went against our will as it is a consuming process.

3.2 Further Research

- The above discussion could be an incentive for future work. Since our approach has been largely focused on investigating the influence of native culture, one possible point of departure for further research could be in a more nuanced investigation of the different aspects of the notion of culture.
- Also, further research could investigate how university students could reap the benefits from using Facebook in the Written Expression class in order to highlight and discuss the cultural effects of Facebook on the students' writing performances. The reason is to adjust the use of social media to the benefit of our learners' academic performances. This could be initiated with considering the efficacy of the technique of '*Online Collaborative Writing Classroom*'.
- We expect that as we took a closer look at specific native cultural elements, we will see additional interesting components and their effect on the students' writing skill.
- We also expect that the translation of online attitudes and behaviours to offline writing settings will be reduced. As a result, we expect that a closer examination of Facebook content in relation to different writing elements will uncover

interesting and important cultural influences on the use and behaviour on Facebook.

- It would also be interesting to examine if our hypotheses and findings are applicable in the context of other social networks such as LinkedIn, Twitter and Instagram. We think that cultural presence decreases with smaller and more specialized academic social networks. Using the same methodology on other social networks and comparing the results could provide additional insights.
- However, future work should not be limited to just other social networks but also should include investigations of other types of digital social media, such as forums and blogs. It would be interesting to examine the prevalence of culture on these digital media in comparison with the social networks.

Conclusion

The current chapter, based on the results of the experiment, aimed at providing the appropriate interpretation and explanation of the research questions set at the early beginning of the research. Moreover, it endeavours to suggest useful recommendations and teaching implications so as to try to overcome the effects of the students' native culture on their writing performances.

The Arab culture is ancient and deep. It is also influenced by Islam as a religion and deeply related to the history of geographical areas. On the other hand, the English language is not restricted to a specific region, it transverses boundaries, religion and cultures. Learners of English language are bounded with the language norms namely the writing rules. The present research revealed that many problems learners of English face stem from cultural transfer. Cultural interference is an obstacle for our students in acquiring English academic writing proficiency.

The explanation of the findings demonstrated how technology is invading our students' academic life. Social Networks namely Facebook are rooted within our students academic use. Though its social role cannot be ignored, it strengthens the effect of the cultural interference leading to an important decrease in terms of our learners' academic writing performances. Therefore, raising both students and teachers awareness concerning this negative role of Facebook is compulsory in order to pay more attention to every usage of this SNS.

General Conclusion

Social media are becoming an integral and fundamental part in our life. The number of Facebook users is rising each day. Students developed a new way of texting by using different new technologies. The present study explored the cultural impact of the social medium Facebook on a case study of Algerian EFL students writing performances. The influence takes place while writing informally in order to interact for social and educational matters. The current study was set to seek answers about the formulated research questions on the phenomenon of Facebook, culture and academic writing.

In fact, this research was reported in five chapters. Chapter One was devoted to the General Introduction. Chapter Two highlighted the relevant literature of the study which consists of three distinct sections. Section One shed light on the different perceptions of the concept 'culture' in accordance to the literature. Moreover, it explored the historical perspective towards the study of 'culture' as well as the inadequacy perceptions of the concept 'culture'. Accordingly, the investigation covered the distinct elements of culture and more precisely the relation between language and culture.

Section Two, on the other hand, highlighted the different kinds of SNSs, and texting around the world. It provided thorough details in relation to the historical development of the SNSs including Facebook. It also discussed the students' addictiveness to social media and their negative effects on the students' social and educational life.

In addition to what has been developed in Section Two about the SNS Facebook and writing, Section Three was primarily concerned with some concepts in relation with academic writing, writing system, types of writing, and components of the academic

writing ...etc. Since academic writing is a fundamental variable in our research, thorough exploration was conducted in terms of general overview to more specific namely the Arab writing style compared to other writing styles.

Chapter Three presents a description of the research methodologies, instruments used for data collection which proved to be valid and reliable, as well as a thorough operationalization of the variables under scrutiny. It also sets the foundations to the investigated population and sampling techniques. Students' writings were assessed through a selected scoring rubric and observation grid for the cultural elements frequency models. The chapter also provides a detailed description of the experiment stages and procedures as well as the analysis procedures.

Chapter Four is devoted to the analysis of the collected data from the students' questionnaire, the interview with teachers as well as the conducted experiment. This chapter uncovered interesting findings regarding the occurrence of cultural elements throughout the pre-test students' writings, Facebook chats and their post-test writings. Moreover, it clearly provided significant change in the academic writing components between the pre-test and the post-test. Part of the same chapter realised the factor analysis of the different elements of culture which proved to correlate at a significant level. On the other hand an important part was devoted to the inferential statistics and hypothesis testing. Statistics succeeded to reject (H_0) and (\hat{H}_0) to the favour of (H_1) and (\hat{H}_1) . In other words statistical analysis revealed significant negative relation between the native culture, represented in the four aforementioned elements, and the academic writing. Additionally, the change in students' writing scores in the post-test was significantly proved to be due to the intervention of the students' native culture manipulation through the SNS Facebook. This latter had a prominent role in strengthening the cultural elements.

Chapter Five included interpretations and explanations to the obtained results, recommendations and pedagogical implications, and finally suggestions for further research. In addition to being ancient and deep, Arab culture is determined by geographical identity and the religious seal of Islam. The English language, on the other hand, is becoming an international means of communication that is recognised around the world. Thus, learning English is a contemporary requirement for students at the university level. Be it part of the language skills, writing is also bounded by determined rules of performance. Therefore, the present research revealed that many problems that Arab learners of English face while writing stem from cultural transfer. This impact is further strengthened by the use of Facebook by students in different informal interactions. This fact contributes to the language features established as typical on Facebook which leads to an inability to convey meaning effectively in written academic work.

The main conclusion is that greater consideration should be given to culture when designing language programs by educators. L1 certainly has a certain impact on students' writing performances, but recognising the ethnicity and culture can lead to greater student success through consideration, understanding and acceptance. Social networking sites and texting became a must in a world of globalization and technological invention. To the best of our knowledge there is no logical means of integrating informal tools to teach formal writing. Since it is too hard to get disposed of Facebook use, it is the educators' responsibility to seek for relevant strategies to decrease its negative effects through concrete awareness of the students. Thus, the present study paves the way for further research and exploration about the effects of '*Online Collaborative Writing Classroom*' in diminishing the negative cultural effects of Facebook on the students' academic writing.

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Appendices

Appendix A

Pilot Study Questionnaire for Students

Dear students,

The actual questionnaire is part of an investigation about the cultural effects of Facebook on students' academic writing performances. Your contribution would be of a great help to us and be sure that your answers will be kept anonymous throughout the whole investigation.

Please, tick the appropriate answer or give your own.

Thank you for your collaboration.

Section1: General Information:

1. Gender: Male Female
2. Age: years old
3. Place of Birth:
4. Are you living in the same place of birth?
 Yes if No Specify:
5. What is your mother language?
 Arabic/Algerian dialect Berber French
English
6. What is your religion?
 Islam Christianity other specify:
7. Tick the appropriate education level that you accomplished:
 Kindergarten Middle School
 Primary School High School
 College (Major (s).....)
 Private institution (.....)

8. The choice of studying English was:

- Personal Imposed Advised

9. How can you evaluate your motivation in studying English as a major?

- Poor Fair well Pretty well

10. What is your major goal behind learning English?

- To get a job
 To go for further studies
 To communicate well with people

Section 2: Writing at College

11. Are you used to write essays in English language?

- Only in exams
 At the department /with classmates
 At home
 Online

12. How often do you write essays?

- Often
 Sometimes
 Rarely
 Never

13. While writing, do you make errors/mistakes in:

- | | |
|---|---|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Building sentences | <input type="checkbox"/> Word order |
| <input type="checkbox"/> The choice of vocabulary | <input type="checkbox"/> Punctuation |
| <input type="checkbox"/> Linking ideas | <input type="checkbox"/> Ordering ideas |

14. What are your major writing difficulties in English?

- | | |
|---|--|
| <input type="checkbox"/> Unity of the topic | |
| <input type="checkbox"/> Ordering ideas | <input type="checkbox"/> Linking ideas |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> The choice of vocabulary |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Word order |
| <input type="checkbox"/> Building sentences | <input type="checkbox"/> Having a convincing style |
| <input type="checkbox"/> Handwriting | <input type="checkbox"/> Form of the essay |

15. How would you classify your level in writing?

- Poor Fair Average Good Pretty good

16. While writing, do you use:

- Simple sentences
 Compound sentences
 Complex sentences

17. Are you able to write about any topic even if it is considered as a taboo in your culture?

- Yes No

Section 3: Social Networks and Facebook

18. Do you use social media for communication?

- Yes No

19. Please, **number** in order the social network sites you prefer to use most.

- | | | |
|-----------------------------------|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Twitter | |
| <input type="checkbox"/> Snapshot | <input type="checkbox"/> Instagram | <input type="checkbox"/> Other: |

20. Which skill do you use most when you are online?

- Speaking Writing Both

21. How long have you been using Facebook

- Between 01 and 02 years Between 03 and 04 years
 Between 02 and 03 years More than 04 years

22. To what extent do you think Facebook is important to you?

- Not important Not really Important Very important

23. How often/long do you use your Facebook account?

- Several times a day Daily Weekly Rarely
 01 to 15 Minutes/session 16 to 30 minutes/session
 More than 1 hour/session 31 to 60 minutes/session

24. What do you use Facebook for?

- Education Make new friends Surf for pleasure
 Chat with friends Other

25. Do you use formal or informal language while using Facebook?

- Formal Language Informal Language Both

26. Which of the following acts do you commit when writing on Facebook/ (mark all that apply):

- I do not worry about spelling (make spelling errors)
 I do not worry about punctuation (Leave out commas and full stops)
 I overly punctuate sentences (use lots of exclamation marks)

- I leave out functional words (leave words like the/an out of sentences)
- I make excessive use of abbreviations and acronyms
(e.g. “ROFL” for “rolling on the floor laughing”)
- I frequently use the pronouns ‘we/us’

27. Do you think that extensive Facebook use has any effect on your academic writing performances?

Positively	Negatively
<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Strongly Agree
<input type="checkbox"/> Agree	<input type="checkbox"/> Agree
<input type="checkbox"/> Neither agree nor disagree	<input type="checkbox"/> Neither agree nor disagree
<input type="checkbox"/> Disagree	<input type="checkbox"/> Disagree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Strongly Disagree

Appendix B

Teachers' Interview

Questions :

1. How long have you been teaching?
2. Which levels do you teach?
3. What subjects do you teach?
4. What kind of instructions do you assign to your students in the examinations?
5. How would you evaluate the level of your students in the writing skill?
6. According to you, what are the reasons of students' weaknesses in the writing skill?
7. In your point of view, do you think that the students' native language has any impact on their writing performances? What about their native culture?
8. Do you think that the use of Facebook has any negative/positive effect on written expression performances?
9. Have you discovered any problems in the students' written work that could be attributed to Facebook usage?
10. According to you, what are the cultural effects of Facebook on students' academic writing?
11. Do you think that new literacy associated with electronic media (e.g. Facebook chats) should be reflected or integrated as a means of teaching the writing skill at college?
12. What should students do in order to minimize or avoid the negative effects of their native culture on their writing performances?

Appendix C

Pre-Tests

Student I.D:

Section1: Technology

The Question: “Technology is getting better at adjusting to personal preferences for a more convenient world. With phone and smart technology advancements, consumer behaviors are becoming predictable”. In an *academic essay*, discuss the benefits of modern technology.

Section 2: Food and Drinks

The Question: With users sharing more and more photos of their eccentric and colorful meals, social networks have become a hub for inspiration when it comes to more adventurous and cultural cuisines. According to you, how does food represent the culture of users on social media?

Section 3: Entertainment

The Question: Entertainment and Leisure in the present time take different forms. People have fun individually or in groups using different kinds of instruments. How do you imagine the future of Entertainment and Leisure under the technological development?

Section 4: Friendship

The Question: Most of us have friends, or at least one friend; someone we spend time with, someone who knows us better than others do. It is been said that a friend is a gift that we give ourselves. Psychologists say that the language of friendship is not words but meanings.” In an academic essay, write about the importance of having a friend in your life.

Section 5: Beauty and Fashion

The Question: Rather than having one style of the times, users are inspired by the diverse styles of social media users across the globe. Facebook found that popular terms to describe jeans on Instagram, for instance, include “bell bottoms,” “capris,” and “mom jeans.” How can social network sites inspire designers for modern fashion?

Section 6: Commerce

The Question: Businesses that specialize in a limited number of products or designs have seen great success when they simplify the decision-making process for consumers. To what extent do you agree that convenience and simplification in today’s business are major buying influencers?

Section 7: Mind and Body

The Question: Analyze the following statement: “Varied approaches to health care are now adopted by people to keep both physically and mentally healthy.”

Section 8: Love

The Question: Marriage is a failure none but the very stupid will deny. One has but to glance over the statistics of divorce to realize how bitter a failure marriage really is. Name some reasons behind the failure of a relationship though it started with love.

Appendix D

Post-Tests

Student I.D:

Section 1: Technology

The Question: Currently, people are influenced by all kinds of technology. Write a short essay in which you describe the importance of technological trends in your life.

Section 2: Food and Drinks

The Question: Nowadays, there has been a notable increase in the number of reasonably priced restaurants which offer specialty foods. Algerians are more regularly going out to eat in restaurants. Briefly, eating habits in Algeria are changing. According to you, what are the major reasons behind this change?

Section 3: Entertainment

The Question: The internet has opened up free entertainment options, given instant access to many shows and movies and allowed more people to create entertainment and art for others to enjoy. In your point of view, how do you evaluate the use of internet as a source of entertainment and leisure to you?

Section 4: Friendship

The Question: There's no doubt that a friend adds to the fullness of life. Authenticity, honesty, and trust are qualities we expect to find in a friend. Yet, in many circumstances we hear about failure of the friendship relations. Discuss the different possible reasons for this noble relationship collapse.

Section 5: Beauty and Fashion

The Question: Comment on the following statement: “Throughout history, beauty and fashion mirror larger changes in culture. Now is no different. People are rewriting the rules of what is considered beautiful and traditional ideas of gender and discovering new routes to individuality.”

Section6: Commerce

The Question: E-commerce marketing is the method of making sales by creating and increasing awareness about an online store's product offerings and brand. Discuss the importance of E-marketing in raising the benefits of business.

Section7: Mind and Body

The Question: Discuss the following statement: “when it comes to health, mindfulness will matter more than ever. Rather than focusing on just the physical aspect, people are taking holistic approaches to finding internal peace, healing their bodies and strengthening relationships at work.”

Section 8: Love

The Question: The popular notion about marriage and love is that they are synonymous, that they spring from the same motives, and cover the same human needs. However, in reality, love is not all you need in marriage. Dante's motto said: “who enters here leave all hope behind.” Discuss.

Appendix E

Facebook Chats Questions

1- Technology

- a. What does technology mean to you?
- b. New technologies include head-mounted display, and mixed reality; to what extent are you interested in this kind of technology?
- c. Artificial intelligence at home is a modern technological trend, how do you perceive the influence of this technology in modern life?

2- Food and Drink

- a. How is the internet a convenient source of help in your kitchen?
- b. How do you evaluate the Algerian kitchen vis a vis the modern style cooking?
- c. How do you like sharing your recipes and pictures of your dishes with friends?

3- Entertainment

- a. What do you do in your leisure time?
- b. How do you use the SNS Facebook for entertainment?
- c. How do you like 'internet' as a means of entertainment?

4- Friendship

- a. Is it important to have a friend in your life? Why?
- b. What are the different genres of friends in Algeria?
- c. Would share, with us, a value you learned through friendship

5- Beauty and fashion

- a. There was once a time when beauty transparency just meant make up. But now, people openly discuss everything online, from skin augmentation to hair removal, a cooling treatment for the reduction of body fat, hair removal and tattooed or permanent make-up. To what extent, do you think you are influenced by this perception of beauty?

- b. Decades are often remembered by the shape of their jeans: People wore different kinds of jeans. (capris in the 50s, bell bottoms in the 60s and 70s, pegged jeans in the 80s, boot cuts in the 90s). In Algeria, young people are so supportive to this tendency, what about you?
- c. Could men wearing skirts be on the horizon? According to the New York Times, in the US they say traditional gender roles are becoming increasingly irrelevant; women in menswear and men in skirts may be on the frontlines of the next Cultural Revolution.

6- Commerce

- a. What are the best means of shopping for you?
- b. How do you like online shopping?
- c. E-markets are becoming an international trade for shopping, how do you evaluate their use in Algeria?

7- Mind and body

- a. How do you take care of your health?
- b. Which is more important for you, physical health or mental health?
- c. Is it possible for Algerians to be healthier? Why?

8- LOVE

- a. Do you believe in Love between couples? Why?
- b. Did 'love' change through time?
- c. How can you live the real love with your mate?
- d. Is 'sex' important for the success of a romantic relationship? Why?

Appendix F

Scoring Rubrics

Components		Scale			
		Very Poor (00-4,99)	Poor (05-9.99)	Average (10-14,99)	Good (15 -20)
Content	<ul style="list-style-type: none"> - unity of the topic 	Clearly unable to deal with topic; largely irrelevant or too brief.	partly irrelevant; limited in scope	some minor inaccuracies in summary of article; limited development of thesis; mostly relevant to topic, but lacks details	Clear and concise summary of article; thorough development of thesis.
Length	<ul style="list-style-type: none"> - form - paragraph number (03) 	Only one paragraph	Number of paragraphs is less than 3, very short paragraphs.	Average paragraph length, limited number of sentences to cover the main idea.	Adequate length to provide sufficient details that serve the main ideas of the topic being developed
Style	<ul style="list-style-type: none"> - being aware of the audience - persuasive style 	Total absence of minor details, total unawareness of the reader	No clear support to the writer's major details. Unawareness of the reader.	Some minor details that help clarify and convince the reader.	Give reasons and justifications to make the readers believe the author's points of view in a persuasive way.
Organisation	<ul style="list-style-type: none"> - order of thoughts (cohesion) - linkage of thoughts (coherence) 	Organisation makes reading very difficult; little or no	outline of main ideas difficult to understand; introduction	Some incompleteness or lack of clarity in the whole; minor	Outline of main ideas easily intelligible to reader;

		division into paragraphs; poor/inadequate introduction and/or conclusion.	or conclusion may be inadequate	inaccuracies in paragraphing and relating introduction and conclusion to main body.	paragraphs clearly marked; clear, thorough introduction (summary and thesis) and conclusion.
Handwriting	<ul style="list-style-type: none"> - manipulating the scripts - legible handwriting 	Very poor mastery of language scripts	Unsatisfactory mastery of language scripts.	Clear and Legible handwriting	Very clear, legible and artistic handwriting.
Accuracy	<ul style="list-style-type: none"> - word order - sentence structure - spelling - coherence 	No mastery of sentence construction rules; grammatical errors dominate.	Major problems in complex and simple constructions; frequent grammatical errors.	Effective simple structures, minor problems in complex constructions, several grammatical errors.	Effective simple and complex structures; almost no grammatical errors.
Complexity	<ul style="list-style-type: none"> - getting grammar right - developing sentence structure - linking ideas - mechanics 	<p>Cohesion almost totally absent.</p> <p>So many inaccuracies in spelling; ignorance of conventions of punctuation.</p> <p>Poor mastery of grammar rules.</p>	unsatisfactory cohesion makes comprehension of parts difficult; rare use of connectives	<p>Relationship between sentences sometimes lack smoothness; some misuse of connectives.</p> <p>Some inaccuracies in spelling and punctuation.</p> <p>Simple sentence structure.</p>	<p>Satisfactory use of cohesion resulting in effective communication.</p> <p>Almost no inaccuracies in spelling and punctuation.</p> <p>Developed and varied sentence structure</p>
Range	<ul style="list-style-type: none"> - having a range of vocabulary 	Frequent errors in word choice; very poor vocabulary.	Inadequacy in the appropriate word choice	some inadequacies in vocabulary	Almost no inadequacies in vocabulary; effective word choice.

Appendix G

Observation Grids

Components		Frequency	Very few	few times	many
			(00-02)	(03-09)	10 and more
L1transfer	<ul style="list-style-type: none"> - borrowing transfer - cross-language implication 	Pre-test			
		FB Chats			
		Post-tests			
Religious conformity	<ul style="list-style-type: none"> - Unity of belief - quotation usage - Group orientation 	Pre-test			
		FB Chats			
		Post-tests			
Cultural resistance to openness	<ul style="list-style-type: none"> - Openness to discuss all topics - Propensity to explore 	Pre-test			
		FB Chats			
		Post-tests			
The education background	<ul style="list-style-type: none"> - Supporting details - Writing style 	Pre-test			
		Chats			
		Post-tests			

Appendix H

Teachers' Opinionnaire

Dear colleague teachers,

Based on the data analysis and interpretation of the investigated topic, the researcher could suggest different recommendations in relation to language and cultural awareness, and Facebook effects awareness. The suggested recommendations aim at decreasing the cultural negative effects of the SNS Facebook on the students' writing performances. For the sake of raising the validity and the reliability of our recommendations, this questionnaire is designed to seek your evaluation to these proposed recommendations and pedagogical implication in education.

You are invited to tick the appropriate box for every question and justify your choice. Your contribution will be highly accounted for adding more insight to the research findings.

- **Language Awareness**

Item 01: To what extent would contrastive sample paragraphs analysis help students realize the differences between writing paragraphs in Arabic and in English?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 02: Do you agree with the following statement? Justify. 'Providing comprehensible English authentic materials would be very helpful to improve the students' writing performances.'

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 03: Repetition and elaboration in EFL writing would be reduced by exposing our students to more texts in English. Do you agree? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 04: Do you think that the focus on argumentation and persuasion as writing genres may help students improve their content of writing? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 05: To what extent do you believe that ‘Error Analysis’ would be useful in highlighting students’ mistakes and errors?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 06: Justify your view about this statement, ‘Academic writing should be more objective and depersonalized.’

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 07: Does the preparation before writing make any contribution to the content of writing? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 08: Do you think that the writing errors and mistakes’ sources admission would help reduce them? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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- **Cultural Awareness**

Item 09: According to you, is it important for EFL teachers to review some literature about Arabic-Muslim culture interference in EFL learning? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 10: To what extent do you think that cross-cultural awareness is important in the field of teaching/learning writing? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 11: Do you think that it would be useful for both teachers and learners to classify any cultural non-formal English patterns in order not to influence the learners' writing performances? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 12: 'In order to improve the EFL students' writing performances, students are required to better the semantic level in their writing in English, this level of learning is called "conceptual learning," which is learning how native speakers think and use a specific set of social and cultural conventions.' Justify your agreement with the above statement.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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- **Facebook Effects Awareness**

Item 13: Teachers should be familiar with the different social networks used by their students. To what extent do you agree with this statement?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 14: Do you agree with the following: ‘Students should minimize their excessive use of Facebook on mere unproductive matters.’ Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 15: According to you, can the use of the SNS Facebook be useful in teaching the writing skill? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 16: Do you consider the mastery of the digital technologies/networks necessary for teachers? Justify.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Item 17: Introducing the technique of ‘*Online Collaborative Writing Classroom*’ (OCWC), could help reduce the cultural effects of Facebook on the students’ writing performances. Do you agree?

OCWC: Teachers plan online written expression sessions in the classroom where immediate messaging takes place. The teacher, with collaboration of his/her students, performs error analysis to written samples of theirs.

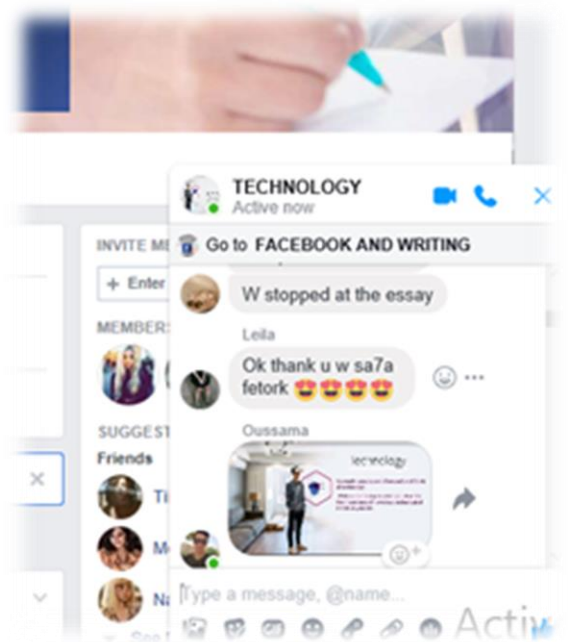
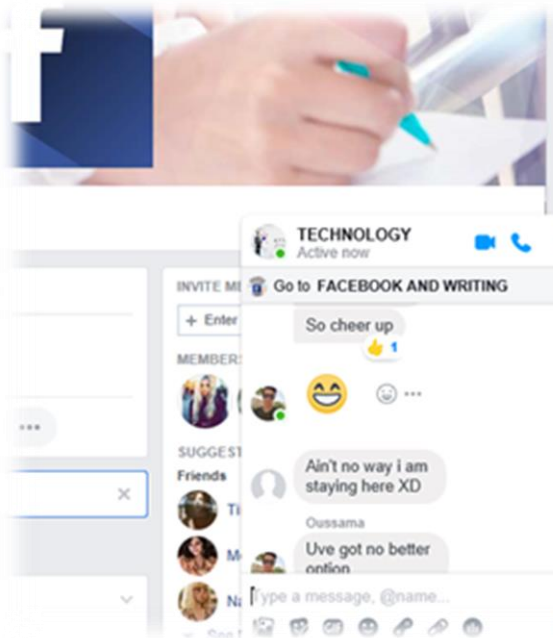
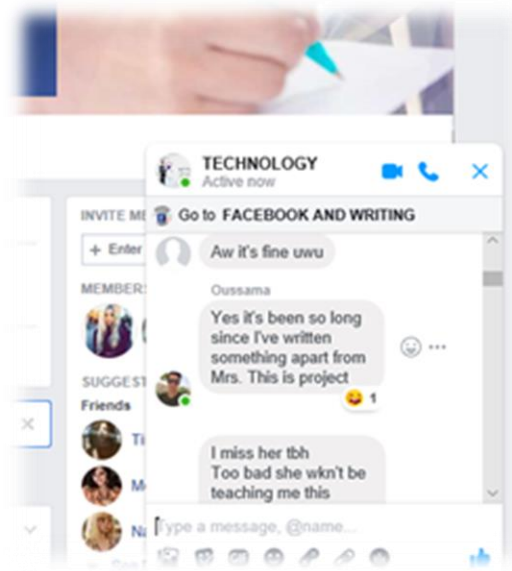
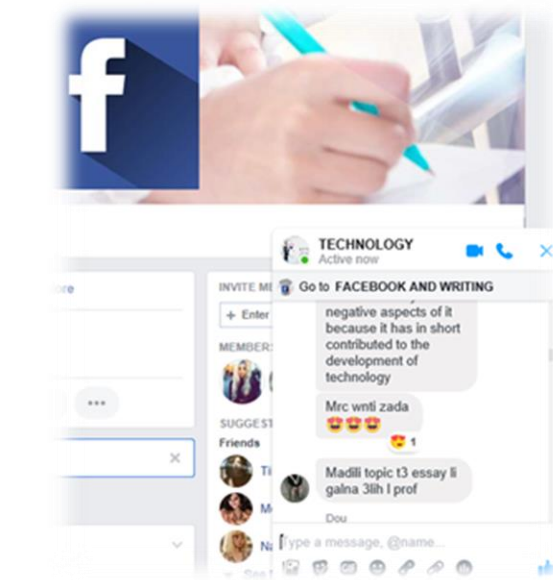
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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Thank you

Appendix I

Samples of Students' Facebook Communications



DESCRIPTION [Edit](#)
This group represents a sample of a research, it consists of a l... [See more](#)

GROUP TYPE
General

LOCATION [Edit](#)



English (UK) · English
Français (France) · العربية

Privacy · Terms · Adv
Cookies · More ·
Facebook © 2020

TECHNOLOGY   

Go to FACEBOOK AND WRITING
temporarily removed
because the sender's
account requires
verification.

I guess there already
are there these kind of
technologies, they help
so much but at the
same time they make
you become lazy

I think ppl around the
world are living it

DESCRIPTION [Edit](#)
This group represents a sample of a research, it consists of a l... [See more](#)

GROUP TYPE
General

LOCATION [Edit](#)



English (UK) · English
Français (France) · العربية

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Facebook © 2020

TECHNOLOGY   

Go to FACEBOOK AND WRITING

Cant ignor it

Selma
Of course
The problem is we are
lazy, we lack
motivation and support
from perhaps; our
families/government,
and also it depends on
where we're living

Being innovative is sth
related to a competence

You cannot reply to this conversation.

[See More](#)

DESCRIPTION [Edit](#)
This group represents a sample of a research, it consists of a l... [See more](#)

GROUP TYPE
General

LOCATION [Edit](#)



English (UK) · English
Français (France) · العربية

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TECHNOLOGY   

Go to FACEBOOK AND WRITING

I think that the smart
artificial at home
positively affects the
technology coming ,we
almost note the
existence of several
invetations made daily
did not find any
negative aspects of it
because it has in short
contributed to the
development of
technology

Mrc wnti zada

You cannot reply to this conversation.

DESCRIPTION [Edit](#)
This group represents a sample of a research, it consists of a l... [See more](#)


GROUP TYPE
General

LOCATION [Edit](#)



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Français (France) · العربية

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Cookies · More ·
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TECHNOLOGY   

Go to FACEBOOK AND WRITING

account requires
verification.

Selma
Manach te3 had l7wayj,
the majority of the
population would
misuse it

7na men bkri manach
hardworkers

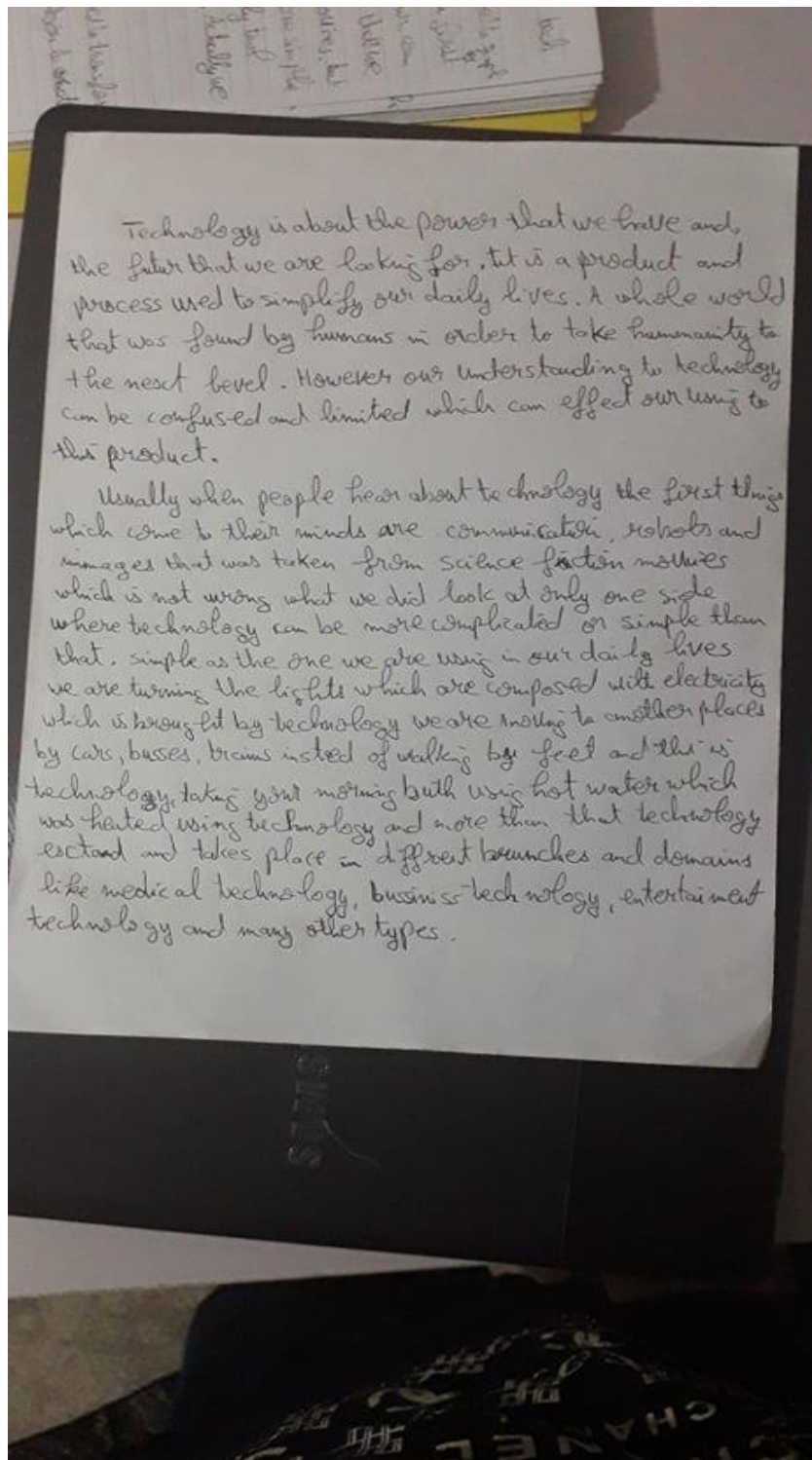
Oussama Ahmed Gaid

This message has been
temporarily removed

You cannot reply to this conversation.

Appendix J

Samples of Students' Post-test Writings



Technology -
currently, people are influenced by all
kinds of Technology.

Technology is the collection Techniques,
skills, methods, and processes used in
the production of goods services or in the
accomplishment of goods services or
in the accomplishment of objectives,
such as scientific investigation.

First, Technology has changed living.

Technology is important in Today's
world because it serves a variety of
functions in many of the most important
aspects of modern society, like education,
communication, business and scientific
progress, second, Technology has boosted
every industry, it used everywhere and
all the times, in ~~addition~~ addition Technology have
led to the evolution of newer and faster modes

Food is both a necessity and cultural aspect, that keeps changing over time. Algerian food habits is going through constant change according to the needs of individuals, so that it would fit their life style.

one of those changes is those exotic dishes that enters our culture and they belong to other cultures, and foreign cuisines like the French or Mexican or American cuisines such as the Mexican Casadita and the Japanese Nudels or sushi which are in trend now. Algerians are consuming them (in the) lately in the sake of trying new things and new flavors.

another changing habit is fast food. Algerians are consuming more and more fast food than the past for two reasons, either because prefer fast food, or to save time for doing other things instead of cooking.

Foods and Drinks

Pivotal to human life are foods and drinks for that they are the fuel with which we come physically and biologically alive. To some, foods and drinks are not just nutrition, they are culture and civilization signifiers. Foods and drinks may not only be in terms of consumption, but also in terms of being a way of life and thinking.

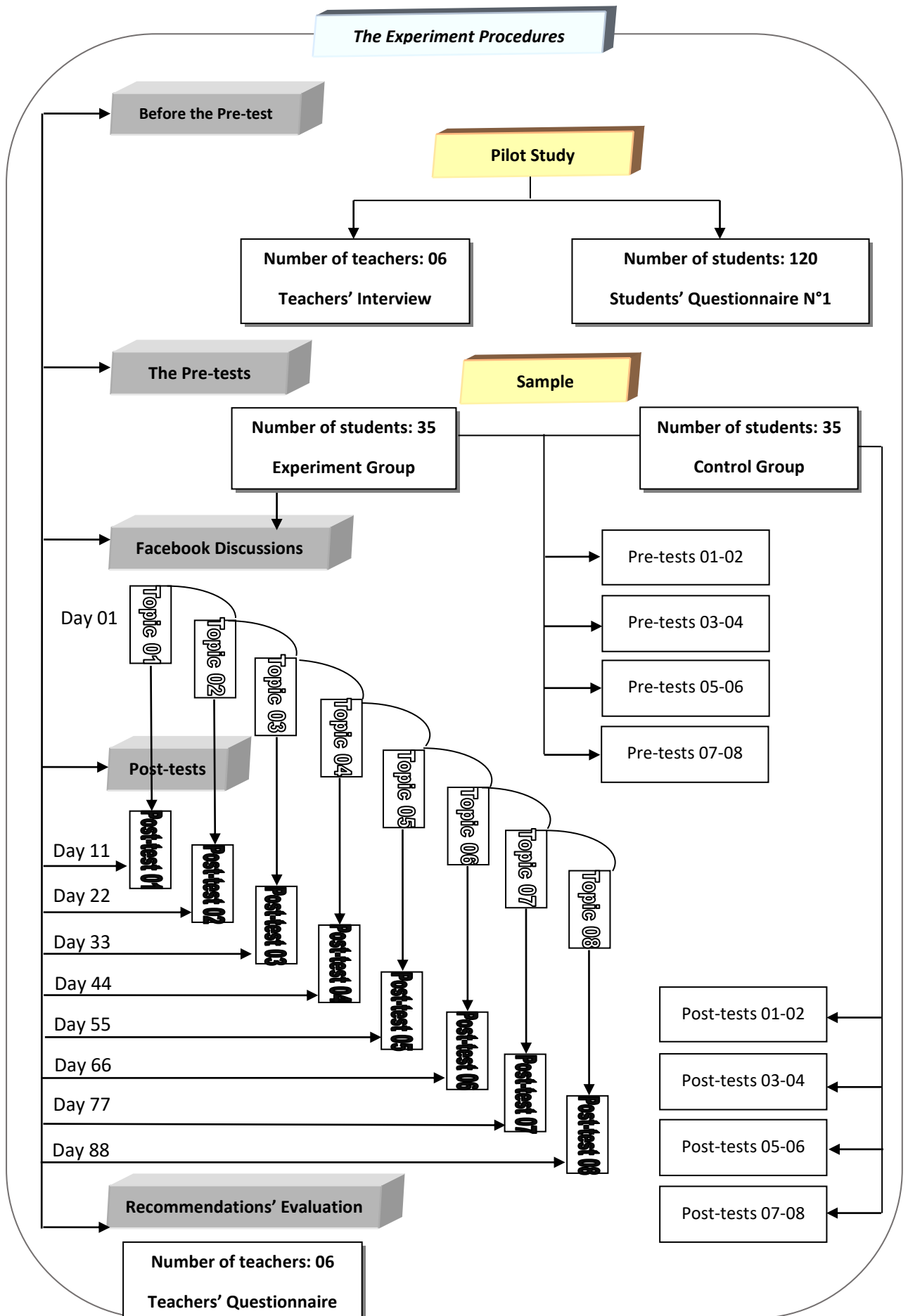
Throughout centuries, people in Algeria have experimented in making many dishes and myriads of beverages. These have been integrated to the Algerian tradition. And, although some food may be subjected to slight modifications, there are some which hold tight to their traditional formulas. Not surprisingly, new food habits have proliferated in our contemporary daily life, yet traditional meals and beverages are widely appreciated and are still held meritorious.

New and odd trends on foods and drinks have become prevailing nowadays - the "macking culture" which stipulates that people eat odd foods in large quantities. The macking culture is believed to be a social break off the rigid and archaic forms of victuals. Despite of its being interesting in a way, eating gigantic magnitudes of unmatching food is adversely severe on one's health.

Striking is the clash between today's different types of foods and drinks. However, one should be rational in trying new foods. Albeit, traditional food and drinks should be maintained in societies to which they belong. All in all, individuals and societies should be optimal in selecting foods and drinks styles.

Foods and drinks should not be alienated in the zone of being merely nutrition items. They are markers of culture and are defining elements of different social communities. It should come as no surprise that new foods and beverages would occasionally emerge, nonetheless, traditional food remain the most deferring.

Appendix K Outline of the Experiment Timeline



ملخص

تعتبر الكتابة عملية معقدة للتواصل اللغوي و هي أيضا عملية إبداع حيث يواجه الباحث خيارات بنائية و تنظيم للمحتوى بطريقة معقدة. لذلك، فإن تدريس التعبير الكتابي يعتبر مهمة صعبة لمعظم الأساتذة من اجل جعل الطلاب ينظمون متوجههم الكتابي بطريقة شبيهة للكتابة باللغة الانجليزية كلغة أم. هذا البحث يهدف إلى إبراز احد أهم العوائق نحو أداء أفضل في الكتابة الأكاديمية و ذلك لكل من الأساتذة و الطلاب ألا و هو ثقافة الطلاب الأم. إضافة إلى ذلك، إن البحث الحالي يهدف إلى استكشاف دور الفيسبوك كأحد ابرز مواقع التواصل الاجتماعي في تعزيز نقل أفكار الثقافة الأصلية. يقتصر نطاق دراسة الحالة على 70 طالب سنة ثالثة، تم اختيارهم بعناية من قسم اللغة الانجليزية بجامعة باتنة 02. يجمع هذا البحث بين المقاربات الكمية و النوعية، و يعتمد منهجية البحث الوصفي التجريبي. تمت الاستعانة في هذا البحث بوسائل متنوعة للبحث العلمي و هي استبيان قدم للطلاب، مقابلة مع مجموعة من الأساتذة بالإضافة إلى الاختبارات الكتابية الموجهة للطلبة قبل و بعد التجربة العلمية. تم تحليل البيانات الكمية و النوعية المتحصل عليها و تم عرض النتائج بالتفصيل. أظهرت النتائج التي تم الحصول عليها أن النقل من اللغة الأم، المطابقة الدينية، المقاومة الثقافية للانفتاح، و الخلفية التعليمية المضمنة في الثقافة الأصلية للطلاب هي عناصر الثقافة الرئيسية التي تؤثر على أداء الطلاب أثناء الكتابة. علاوة على ذلك، فإن موقع التواصل الاجتماعي فيسبوك يعتبر مولد هام للأثار الثقافية. تم اقتراح بعض التوصيات من اجل التقليل من الأثار الثقافية للفيسبوك على أداء الطلاب في الكتابة الأكاديمية كانعكاس لتصورات المدرسين و الطلاب ووفقا للنتائج التي تم الحصول عليها في البحث الحالي.

Abstrait

L'écriture est un processus complexe de communication linguistique et de pensée créative où l'auteur expérimente des options structurelles complexes et d'organisation du contenu. Ainsi, l'enseignement de l'écriture pour la plupart des enseignants est une tâche difficile, dont le but est de permettre aux élèves d'acquérir un style approprié d'écriture en anglais. Cette recherche vise à discuter l'un des obstacles les plus importants à l'acquisition des performances d'écriture académique appropriée en anglais pour les étudiants et les enseignants, à savoir la culture native des étudiants. De plus, la recherche actuelle étudie le rôle de SNS Facebook dans le renforcement des effets négatifs de la culture native. L'étude de cas limite son champ d'investigation à 70 étudiants de troisième année sciemment sélectionnés au département d'anglais de l'université Batna 2. Cette recherche combine des approches qualitatives et quantitatives et adopte une méthodologie de recherche descriptive, corrélationnelle et expérimentale. Une combinaison d'instruments de recherche a été mise en place : un questionnaire pour les étudiants, des entretiens avec les enseignants et un ensemble de tâches d'écriture de pré-tests et de post-tests. Les données obtenues ont été analysées et les résultats qualitatifs et quantitatifs ont été présentés en détail. Les résultats obtenus ont montré que le transfert L1 (langue native), la conformité religieuse, la résistance culturelle à l'ouverture et le background éducatif imprégné à la culture native de l'étudiant sont les principaux éléments culturels qui ont une incidence sur les performances d'écriture des étudiants. De plus, le SNS Facebook est un générateur sérieux d'effets culturels. Certaines recommandations ont été suggérées afin de surmonter ou du moins de réduire les effets culturels de Facebook sur les performances d'écriture des étudiants, comme une réflexion sur les perceptions des étudiants et de leurs enseignants et selon les résultats de recherche obtenus.

Mots-clés : Ecriture académique, Culture, Facebook, Réflexion, Eléments culturels