

## Towards a Digital World: Using Social Networks to Promote Learner's Language

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### Abstract

*The purpose of this study was to examine the possibility of using social networks to promote learners' English language. To do this the experimental research method was used. Data were collected through pre- and post-tests. The validity and reliability of both tests were computed first. Two groups of (80) subjects were randomly selected via simple random sampling. The data were analyzed with SPSS. The results showed a remarkable progress of the experimental group, which used social networks compared to the control group, which did not use these social networks. The main findings are: learning through social networks is more effective than traditional learning with no access to social networks, and collaboration is a useful learning strategy in improving one's second/foreign language. In the light of these findings it is recommended that new technology and the internet should be utilized so as to suit today's digital learners. The traditional classroom is no longer an ideal place for learning.*

**Keywords:** language learning, social networks, traditional language teaching

### 1. Introduction

Technology is an increasingly influential factor in people's life in general and in the field of education in particular. Digital devices are used both to complement established education aids and develop new ways of learning. Technologies are a diverse set of tools and resources used to communicate, create, disseminate, store, and process information. They namely include computers, the Internet, broadcasting devices and cell phones. The introduction of new technology into schools has determined changes in pedagogy where teachers are adopting new methods of teaching facilitated by the new technology. Technology offers powerful learning and teaching tools that demand new skills and understandings both from learners and teachers. This may provide better results of teaching effectiveness compared to traditional teaching methods. It creates a healthy environment regardless of time, place and pace which lead to self-study autonomous learning where language is always described as a self-study subject. The internet has created an effective new teaching context by means of Web-based collaboration which promotes classroom interaction so as to increase opportunities for students to offer English an authentic use and to create a learner-centred learning environment. Many social networks and means such as Wiggio, blogs, wikis, Facebook, twitter, Skype ,YouTube and many others are now used for various purposes. Of course such tools are also used by teachers to serve as a platform for teacher-student and student-student communication inside and outside classroom .They live in a digital era .This article attempts to examine the impact of the use of these digital devices on learners' English language. These tools and many others, are means to enhance language learning generally, and the oral communication skills in particular.

#### 1.1 Statement of the Problem

The situation of English language in the Arab world is not satisfactory. A lot of efforts have been exerted to improve it. The quality of English language produced by Arab learners in the productive skills is always below standards. Their abilities to understand written and spoken English are also poor. So this study is an attempt to find ways other than traditional instruction to enhance Arab learners' English language learning.

## 1.2 Aim

This study aims at investigating the effect of using social websites on English language learners' performance in English.

## 1.3 Questions

1. Can social networks be used as teaching and learning tools?
2. How does the use of social networks affect learners' English language performance
3. What effect does the use of social networks have on the roles of teachers and learners, and on the learning process?

## 1.4 Hypotheses

1. Social networks are free spaces that provide real life situations in which learners' language can be improve.
2. The use of social network can enhance language learning.
3. The utilization of social networks in teaching a foreign language does have a positive effect on the roles of both teacher and learners.

## 1.5 Significance of the Study

The study attempts to offer some practical solutions to the problems of English language teaching and learning in the Arab world. This might be accomplished through adopting new ways of teaching by using available digital tools which have become effective teaching and learning means. Teaching English is a key player in development not only in the field of education but also it affects other fields like economy, health, trade and industry. Thus development will be at a risk with no well-prepared university graduates in English language generally. So the study is expected to contribute to the field of teaching and learning English, to the area of syllabus design/ material development and textbook writing.

## 1.6 Delimitation

The study is limited to the application of some internet social networks (Face book, Skype) in learning and teaching English language skills. The investigation is in the Faculty of Education, in some Arab cosmopolitan university in the academic year 2012-2013.

The study is conducted to seventy English language students. They are purposively selected. The research will be carried out in three months (one semester) to avoid any other effects from longer period such as mental development of participants and much exposure to language resulting from other English language courses they might take.

## 2. Literature Review

This section provides an overview of the research studies that are related to the use of social networks to promote English Language learning. Eight studies that have investigated the benefits of applying digital tools to improve proficiency in English language are reviewed.

The first Study (2013) "Using Mobile Instant Messaging (MIM) to Leverage Learner Participation and Transform Pedagogy at a South African University of Technology" by Patient Rambe and Aaron Bere, was a study published in the British Journal of Educational Technology. It aimed at investigating mobile instant messaging to create alternative contexts for students' collaboration and engagement in informal spaces in response to the very limited lecture contact time and the little students' participation. The researchers selected 163 third year Information Technology students at Central University of Technology (CUT) and used interviews and a questionnaire to collect data using WhatsApp as a learning and teaching tool in different contexts to achieve academic benefits. The researchers have found that Whats App positively influence students' ability to participate and engage with peers online at any time.

WhatsApp online discussion interaction forums, are flexible in comparison to face to face lectures and have changed pedagogy by enhancing social constructivist environments. Teachers' roles have been changed from instructors to facilitators whereas learners' roles have changed from information receivers, to collaborators, to generators and group leaders.

**The Second Study "Using Facebook to Enhance Students' Writing Skills"** is an MA degree conducted by Ahazeej Abdulateef at Sudan University of Science and Technology, March 2013.

This study aimed at giving room for student-centered activities and chose Facebook to allow learners a wide variety of activities and experiences that can support learning away from the limited time of the classroom. A sample of 13 EFL students from Ahfad University for Women (majored in English) sat for Pre-test by writing an essay using pen and paper. Then a Facebook group called “Let us write” was created where the sample was taught a course on writing essays on a Facebook page followed by a post test and a questionnaire to check students’ attitude using Facebook for writing practice. Students were oriented to the writing mechanics available on Facebook such as spelling checker. They were asked to write about different topics on the Facebook pages and to comment on each others’ writing while the researcher commented on their writings. Results of the Facebook test showed great progress when compared to the paper and pen test and the questionnaire showed positive attitudes in using Facebook to practice the writing skill. Students were highly motivated to practice English writing informally that gave them more freedom and time rather than the limited time and restricted context of the formal instruction. Moreover, they greatly benefited from their peer comments and feedback.

**The Third Study “*History, Development and Implementation of CALL Courseware Programs on Learning and Teaching English*”** is a PhD research study . It was conducted by Hassan Hamad Mohammed Ahmed at Nile Valley University Sudan. The research aimed at investigating technology used in teaching and learning English language skills as well as measuring the impact of CALL programs on the achievement of EFL reading classroom.

The participants were 74 secondary school students in Khartoum and divided into two groups of 37 each. The first was CALL- based group, the other was a traditionally instructed one and both of them were taught by the same teacher using the same topics through four months. Data were collected by two questionnaires, one for teachers, the other for students and they were analyzed by ANOVA. Another tool was interviews which were content analyzed. The findings showed that CALL class performance gave positive results benefiting from the collaboration and interaction offered by computer environment.

The Fourth Study “Exploratory Case Study of the Participation and Interaction Among Elementary School English Language Learners and Native Speakers in Online Discussions. University of Toronto, the Department of Curriculum, Teaching and Learning, 2009. .” was an MA. It attempted to study the participation and interaction of elementary school students and native speakers in online discussions. It was to investigate each group share in turn taking during interactions and the quality of discourse functions used. The research was conducted at a public elementary school in Toronto where two groups in two different places ( one in the lab and the other in the library) were to talk together using synchronous computer mediated communication. The participants were 6 Chinese students and 5 Canadians (native speakers) chosen from grade 8. The data was collected from chat transcripts, questionnaires and interviews over a two week-period. The researcher found that the study sample members believed that online discussions helped them to interact effectively with one another. Elementary students confirmed successful communication with native speakers and they also practiced self-access, self-evaluation and feedback.

**The Fifth Study “*Informal Mobile Podcasting and Learning Adaptation*”**, a part of a published research project that investigated the impact of podcasting on students’ learning. The work was published in a book called “Podcasting for learning in Universities” edited by Gilly Salmon and Palitha Edirisngha, Open University Press 2008. The project has a web site that updates news about it, ( [www.impala.ac.uk](http://www.impala.ac.uk) ). The project aimed at applying a pedagogical model of podcasting for students learning at tertiary level. It was to check whether students’ learning supported by podcasting differs from their learning onsite processes and how it would help students’ motivation and make learning more flexible, easier and successful.

The first part was conducted by the university of Leicester, UK in 2006 as a pilot study to investigate how best to integrate podcasts into online learning.

Ten research studies were implemented by five universities in the UK: Leicester, Kingston, Gloucestershire, Nottingham, and Royal Veterinary College, applied through six disciplines: Chemistry, Engineering, English Language and Communication, Geography, Genetics, and Veterinary Sciences. They investigated the impact of podcasting on students’ learning through two semesters during the academic year 2006-2007. The participants were approximately 500 students and 20 educators. In a follow-up questionnaire, students showed the good results that podcasts contributed to their learning.

The main findings reached by the study showed that podcasts can be considered as an educational tool and they can be integrated into online courses to provide good links between materials and activities. Moreover, they can be recorded as fresh updated material as well as feedback and future use. They can be downloaded, saved and played onto portable devices such as MP3 players with creating a rich digital source of podcasts for both teachers and learners.

**The Sixth Study** “*Micro blogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence, Distance Education College of Shanghai Jiao Tong University, China 2007*” is a paper presented by the researchers Kerstin Borau, Carsten Ullrich, Jinjin Feng and Ruimin Shen. In this paper, the researchers described how they used Twitter with students of English at the Distant College of Shanghai, Jiao Tong University to practice communicative competence. They analyzed the students’ messages and showed how the usage of Twitter improved the communicative and cultural competence of learners. It acted as a supplement in the lecture “English Listening & Speaking”. During the course, about 90 students made a total of almost 5580 updates. The participants who formed a community, sent and received short messages from their mobile devices, a Web page, from Instant Messengers and desktop in the period of seven weeks and two days in the summer term 2007. A bilingual questionnaire (English/Chinese) was answered by the students to give their opinion about Twitter and they showed that they could communicate with native speakers. Twitter community gave the individuals the sense of belonging to a group. The participants clearly liked using twitter and they even asked to continue using it after the project ended because it offered them a free space to use English. It also proved that Micro blogging is useful for learning languages inside and outside classroom and it contributed to the research on using Web 2.0 tools for learning.

**The Seventh Study** “*Cyperdiscourse Analysis: An approximation in the Making, Special Reference to Synchronous Chat room Netspeak*” was an MA thesis by Tag Elsir Hassan Bashom at the Faculty of Education, Hasahisa, University of Gezira, in April 2006. Bashom’s study, examined the emergence of new software and hardware that opened the door for new tools of communications that influenced language. It investigated the relationship between electronic and real life communication in their written and spoken forms. It is to answer the question how communication works through the internet and how it will affect or be affected by language learning and teaching. The importance of the study comes from that it deals with newly emerging language in communication and the importance of English variety used in Netspeak. The research is considered among the first studies of its kind. The researcher limited his study to the chat rooms and their influence on language and on the processes of communication. Data were collected from fourteen cases of chat rooms- restricted to chat through English on Yahoo chat room (text-based). Chatters typed out their utterances as well as reading the utterances of their co-communicators. The researcher found that Netspeak (internet communication) is a different way of conversation that can be measured according to the degree of interactivity. There were unique linguistic features of spelling and grammar, a lot of acronyms and abbreviations, (nicknames) to represent chatters. The researcher recommended that chat rooms can be exploited as tools of communication because they provide interactive environments for learning.

**The Eighth Study** “*Skype-Based Tandem Language Learning and Web 2.0.*” It was a paper published in the reference Handbook of Research on Web 2.0 and Second Language Learning by Michael Thomas, at Nagoya University of Commerce and Business, Japan.

The study investigated ways that online voice tandem interactions using Skype could be used in a class curriculum, and how Web 2.0 technologies can support the learners’ exchanges. Skype tandem exchange was conducted between Tsuda College, Tokyo(60 students) and San Diego State University(14 students) during the Fall semester of the 2006 school year as a pilot study to discover the main advantages and disadvantages in exploiting Skype as a tool for tandem exchange. Participants from SDSU were all Japanese language majors. Participants from Tsuda College were first year computer science students taking a compulsory English class and all participants on both sides had studied their target language for approximately 6 years with very little actual conversation experience. Data were collected from students when introducing themselves to each other as well as their exchanges in describing their partner’s home town, hobbies, likes and dislikes. A final questionnaire investigated the participants’ impressions about the exchanges which were recorded and analyzed.

Students reported that they had enjoyed the opportunity to communicate with native speakers of their target language which proved that using Skype to carry out tandem exchanges supported by task-based approach was an important and possible way to enable language students to get use of communicative interaction with native speakers of their target language.

### 3. Methodology

The experimental research method was used in this study. Pre- and post- tests were the data gathering tool. These tools were supported by a descriptive method using two questionnaires to collect additional data that could enrich the study. Thus both qualitative and quantitative data analysis were used to provide a better chance to attain reliable findings.

#### 3.1 Subjects

The purposively selected sample was students at college level in the first semester of the academic year 2013. The total number was 70, thirty of them constituted the control group and forty the experimental group. Both groups were in their third semester in which they began their first semester in English. The samples were purposively chosen to achieve the study main objective that assumed the possibility of using Social Network Sites to help in improving the English language skills. Moreover, this selection was based on that those participants were at their first semester of specializing in English which would indicate that any progress in their English would greatly be due to the training they would receive during the period of the study implementation. Furthermore, the two groups were similar in many aspects because both of them took English as their major subject, both were at the third semester and both were at the beginning of their specialization in English and they were almost the same age as well as having the same background knowledge of English.

#### 3.2 Tools

The study used two data collection tools. Firstly, there were two achievement tests: pre and post tests. Secondly, there were two questionnaires, one was for students and written in their native language (Arabic). The other was for university faculty and written in English. Both questionnaires investigated the use of Social Networks and digital devices to improve English language skills.

##### 3.2.1 Validity

The tests components and the questionnaires items were refereed by six experts in the field of English Language teaching from different universities who rated them as clear, applicable and made some minor changes which were incorporated.

##### 3.2.2 Reliability

The pre-test was piloted at a Faculty of Education and a Teachers' College, (second level, semester four). Five students were chosen from each group and the results were used to compute the reliability using Pearson's Product Moment Correlation coefficient,  $R = 0.88$ .

#### 3.3 Procedure

Both the control group and the experimental one sat for the four tests in September and December 2013, with teaching in between. The questionnaires were distributed to six Arabic-speaking faculties from different parts of the Arab World. This was to guarantee views from all directions covering urban and rural areas in the Arab World. Both the tests and questionnaires were chosen because they could offer a good chance to collect numerical and non numerical data where tables, figures and narrative could be used for data analysis.

### 4. Data Analysis

#### 4.1 Control Group

When comparing the results of the pre and post tests results, it was found that the control group did not experience any progress. This might be due to the traditional way of instruction as can be seen from table (3).

**Table (3): The Control Group Tests Analysis**

Control Group	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	09.26	30	2.791	00.510
posttest	09.56	30	2.763	00.504

When comparing the pre-test and the posttest results of the control group there was no obvious difference because the significance was greater than 0.05. The means are almost the same (9.26 - 9.56) A very slight difference which was not statistically significant.

**Table (4): Control Group Pre-Test and Posttest Means**

Test	Speaking Pre-Test	Speaking Posttest	Mean Difference	Percentage
Mean	9.26	9.56	0.3	3.24%

Table (4) Shows the means difference which was only (0.3) forming just three percent of progress with very little development.

#### 4.2 Experimental Group

**Table (5): Analysis of the Tests Results of the Experimental Group**

Experimental Group	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test.	08.95	40	2.160	.341
posttest	11.90	40	2.734	.432

When analyzing the results of the experimental group in the pre and post tests, it was found to be equal to the level of significance (.000), which is less than (0.05), that indicates an improvement in the group performance.

**Table (6): The Differences in Means of Speaking Tests of the Experimental Group**

Test	Speaking Pre-Test	Speaking Posttest	Mean Difference	Percentage
Mean	08.95	11.9	02.95	33%

When comparing the two means of the pre and post tests results of the experimental group, there was a significant statistical difference of almost three points representing 33% of progress. This indicates an improvement in the level of the group performance.

#### 4.3 Both Groups

**Table (7): A Comparison of the Pre- Test Results between the Two Groups**

Group	Test	N	Mean	Std. Deviation	Std. Error Mean
Control	Pre -Test	30	09.26	02.791	00.510
Experimental	Pre-Test	40	08.95	02.160	00.341

When comparing the differences between the two groups using the means, the difference in the pre test results was almost not-existed because it is equal to (0.3), and this shows that the level the two groups was almost the same.

**Table (8): The Means Differences in the Pre Test Results of Both Groups**

Test	Control Group Speaking Pre-Test	Experimental Group Speaking Pre-test	Mean Difference	Percentage
Mean	09.26	08.95	00.31	03.46%

From table (8) it can be seen that a very slight difference is shown.

## 4.4 Analysis of Questionnaire Data

### 4.4.1 Faculty's Questionnaire

**Table (1): Faculty's Questionnaire Objective Items Responses**

Question	YES		NO	
	No.	%	No.	%
Q6: Have you ever used a webpage, blog or wiki to present teaching material?	12	32%	26	68%
Q7: Have you ever used power point in your lectures?	24	63%	14	37%
Q8: Have you used E-mail to send learning materials?	22	58%	16	42%
Q9: Have you ever used video or audio conferencing to teach English?	17	45%	21	55%
Q11: Have you ever trained your students in the listening skill using any social networks?	6	16%	32	84%
Q12: Have you ever trained your students in the speaking skill using any social networks?	7	18%	31	82%
Q13: Have you ever contacted your students or colleagues through Facebook, twitter, WhatsApp or e-mail?	18	47%	20	53%
Q14: Have you ever used an online discussion Forum to share ideas with colleagues or learners?	12	32%	26	68%
Q15: Have you ever used any means other than the mentioned above?	7	18%	31	82%
Q16: Have you uploaded any material for assessment on line?	11	29%	27	71%
Q17: Have you used a computer- based examination?	9	24%	29	76%
Q18: Have you marked any test electronically?	3	8%	35	92%
Q19: Have you analyzed test results by computer?	6	16%	32	84%
Q20: Have you used any social network web site to study English?	20	53%	18	47%
Q21: Have you obtained any certificates on line?	5	13%	33	87%
Q22: Have you received any kind of training through the internet?	6	16%	32	84%

The first survey was the faculty's questionnaire which was divided into five sections and consisted of 22 items covering the possession and use of social networks as learning and/or teaching tools. The questionnaire was distributed to (6) universities. All of them received it via e-mail.

Thirty eight university faculty members responded to all items of the questionnaire. It was sent back through public transport as it was filled in using hard copies. Those universities were purposively chosen to represent different areas in the Arab World so as to collect comprehensive data.

**Question five** which investigated social network accounts, 25 respondents reported having Facebook accounts, 8 for twitter, 15 for Skype, 6 for linked in and only 5 owned WhatsApp accounts. This was a strong indication that university educators know about the main social network sites. But in question 6 only (6) reported that they used them in educational activities this proves hypothesis (4) assumption that neglecting web 2.0 tools deprives learners of collaboration. 24 respondents used power point in presentation while 22 used e-mail to send materials. This showed that more than 50% of the educators use modern technology in their teaching.

**Questions (6) and (7).** Have you ever used PowerPoint and e-mail in your profession? Only 32% reported yes while 63% said they used only PowerPoint. This showed that a large number of staff members used PowerPoint which was not an interactive tool for teaching like other Social Network Sites and affects collaboration.

**Question (8)** Question (8) asked about the use of e-mail to send learning materials. 58% participants responded positively which indicated the electronic means used by more than half of the them.

In **question (9)** 45% reported that they used audio and video conferences in their instruction. But in responding to **questions 11 and 12** only 16% and 18% used social networks to train their students in listening and speaking skills respectively. This showed that approximately 82% of university teachers do not use Social Networks in training students in English language skills.

**Question 13** asked about using Facebook, Twitter, WhatsApp or e-mail to communicate with students and colleagues. Only 47% did so which might show that less than half of the participants might be familiar with these. This minimizes the chances of exploiting these networks.

**Questions 15, 16, 17 and 18** were concerned with administering, marking and assessing examinations electronically. The result showed negative responses ranging between 71% to 92%. This indicates that testing still dealt with in a traditional way which does not help self evaluation and feedback. This would deprive digital natives (today's learners) of learning on their own to benefit from collaboration ( a 21<sup>st</sup> century learning strategy).

**Questions 14 to 22** investigated the means of professional development. The responses were negative and showed that the staff members did not use the internet or did not have access to its applications.

## Conclusion

Thus these results indicate that more than half of the subjects at higher education institutions may still do not use or lack access to educational technology.

### 4.4.2 Students' Questionnaire Quantitative Analysis

**Table (2): Students' Questionnaire Objective Items Responses**

Question	YES		NO	
	Number	Percent	Number	Percent
Q3: Are you satisfied with your level of English?	124	53%	108	47%
Q4: Do you experience difficulties in learning English?	158	68%	74	32%
Q9: Have you ever learned the English language using the internet?	59	25%	173	75%
Q14 (a): Do you use any of the social networking web sites mentioned earlier in learning?	139	60%	93	40%
Q14 (b): if yes have they help you in developing English language listen and speaking?	86	37%	146	63%

In **Question (3)** almost 50% of the respondents said that they were not satisfied with their level of English and they needed more improvement. 68% faced difficulties in learning English. This may be because they were taught and assessed traditionally (as their tutors showed that in response to staff's questionnaire).

The responses to **Question (9)** indicate that 75% of the respondents did not use the internet to learn English. This means to that many students still depend on traditional ways for learning the language.

In **question (14)** 37% responded that they could develop their language skills using social web sites.

### 4.4.3 Faculty's Questionnaire: Qualitative analysis

In response to **question (6)** to specify the use of blogs and wikis, one teacher reported that he used a blog to prepare lectures. Another teacher used the websites, [www.garneteducation.com](http://www.garneteducation.com), a third educator reported using Facebook to enhance the writing skill.

In response to **question (10)**, teachers used means other than (PowerPoint, e-mail, conferencing, Facebook), a teacher mentioned using You Tube and DVDs. Another one downloaded movies relevant to the course materials of his/her students.

In response to **question (11)** a teacher advised his/her students to watch English channels to improve their listening.

In answering **question (12)** on how to train the students in speaking skills, the participants reported that they did not use Social Network Sites.

One teacher encouraged students to practise speaking after showing some video clips on a screen. Then gave them the chance to discuss what they had watched.

In answering **question (15)** using other means than Facebook, twitter, WhatsApp, one teacher reported attending seminars, using e-mail and phone to contact colleagues to share teaching ideas and lesson plans.

### 4.4.4 Students' Questionnaire Qualitative Analysis

In response to **question (1)** Why students considered English as an important subject, the responses had the common vision that English is an international language and it is important for human communication and it is the prevailing language of the fields of knowledge. This proves the importance of this study to enhance speaking, one vital aspect in human communication and interaction.

In response to **question (4)** concerning the difficulties that faced students, one participant reported that English needed much practise. Some reported difficulties in grammar, limited vocabulary, poor pronunciation, spelling problems and difficulties in building the correct sentences as well as lack of speaking practice because the university was not a healthy context to do so. In addition to that teachers do not care for students' improvement and there is no specific course to train listening and speaking and there is no application and use of language functions beyond the classroom.

As for **question (8)** some students mentioned watching movies, downloading audio files that contain dialogues and short stories and reported that they were of great benefits for their English language skills promotion.

In answering **question (10)**, only one participant mentioned using the internet to improve English through listening to songs and reading lyrics as well as chatting with other mates. This indicated the assumption that using more than one medium to practise English is more beneficial.

Some Students reported working on their own using the electronic dictionary to learn English pronunciation, using some sites to translate new words as well as using Google to search for websites to learn English.

In answering **question (15)**, the participants said they listened to songs, watched some educational video clips and used the internet to plan some research that helped them study English.

### **5. Conclusion**

English language today has experienced some learning and teaching problems that worry tertiary level students in the Arab World. The students' standard in English is declining in the 21<sup>st</sup> century in spite of facilities and the multi-channels of learning.

This study has attempted to test the hypothesis that social networks can be exploited to solve the learners' problems in mastering English language.

Traditional methods of language teaching are no longer suitable for today's learners. The alternative could be a free platform, materials and activities beyond lecture rooms provided by Social Networks and the modern digital devices. Learning via Social Networks is a continuous process of learning and assessment, that never ends and give a real chance to practice the language beyond the walls of classrooms.

The following are the main findings

- 1- Using multi-media (text, audio, video) is more effective than the traditional medium (book).
- 2- Social Networks offer a chance for learners to get rid of the tension of classroom activities due to the fear of making mistakes or any negative behavior.
- 3- Language assessment that still uses pen and paper (one medium) does not suit the ways through which present-day generation gain knowledge.
- 4- Language learning/ acquisition need authentic materials and a lot of practice .
- 5- Traditional ways of instruction in most cases may be boring and useless and will put learners in isolation and deprive them from discoveries, innovations and technology applications of the rich and healthy environment of the Digital World.
- 6- Collaboration is a vital strategy in language learning because individual work does rarely help learning language.
- 7- Traditional direct instruction has no effect on language skills because it lacks interactivity.
- 8- The traditional classroom is no longer a practical context to master the language skills.
- 9- Traditional language learning in the Arab World ceases by the end of the semester in preparation for examinations. It is exam-oriented.
- 10- Online learning is learner-centered, and achievement directed for the sake of better performance.
- 11- This study agrees greatly with the main indications of the theories of constructivism which assume that any individual is not a blank page but rather has some background knowledge on which instructors can scaffold to construct knowledge.
- 12- It also agrees with the theory of connectivism that beginning to prevail as a result of this new Digital World , information age, internet applications and the new ways and multi-media through which digital natives receive, send information and gain knowledge.
- 13- Nowadays learners live amidst many digital tools and software applications and they own computes and portable devices such as smart phones with their ever renewable applications at hand every minute.
- 14- The huge amount of information and the critical need for 21<sup>st</sup> century knowledge and skills encourage the present young generation to work quickly, collaboratively and as one team so as to survive.

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