

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

People nowadays more than ever before, have stated to use a new system of pedagogy with the emergence of a new multimedia and online communities. Because, of this teaching and learning have shifted away from traditional modes that have long been in use into more technological approaches to enhance the efficiency of teaching and learning foreign language.

Recently, in the field of language teaching multi-mediate approaches to learning are now mediating between teaching and learning. Pedagogically, teachers and students could possible interact online in a manner not less important than physical interaction. The use of Social Network to enhance effective learning among students in different aspects of their experience with EL has only now begun to study. The growth of Social Network ' influence on how students experiences teaching and learning via online contexts have not been discussed in enormous detail in the literature and certainly extent to which Social Network affects students' reading comprehension abilities and this is what the study is trying to explore .

Social networking services has been broadly defined as internet- or mobile-based social spaces designed to facilitate communication, collaboration, and content sharing across networks of contacts. They allow users to manage, build, and represent their social networks online. They are usually (but not always) made up of other individuals; they might also include the profiles of events, companies, even political parties. They may let you add both parties have agreed anyone in the network as your “friend” or contact, or they might ask for all connections. They typically support the public display of networks - although they may offer privacy restrictions, or facilitate closed communities.

Social Media create a new community where teachers and students do not have to communicate by means of the traditional face-to-face classroom environment. The brand-new changing way of teaching-learning environment definitely brings about impacts. The teaching-learning styles, teacher-student roles, and affective-attitudinal effects reflect the impacts of Social Media for teaching and learning.

"Using technology in everyday life is not that new to us because we grow up with technology" Datta, a sophomore said. In today's modern life, cell phones learning revolution is alive and growing popularly every day. When universities move toward Social Network teaching tools in the classroom, they can take advantage of electronic devices such as tablets and Social Network that offer portability and ease use. Social Network teaching tools technologies can offer teachers a flexible approach to learning with their students in a variety of locations, and encourage this learning to continue at home. The development of Social Network technologies has generated considerable amount of excitement among practitioners and academics because it results in shifting the academic environment from traditional setting to use Social Network teaching setting. Increasing numbers of institutions of higher education offer courses using Social Network technologies as alternative teaching and learning tools. However, regardless of such interests in Social Network technologies in higher education, there is lack of academic research on the use of Social Network at university level setting.

1.1 Statement of the Study Problem

Reading comprehension is a very vital academic and life skill. As such, for the learners, has developed sufficiently in order for them to succeed in their university life and in their future career. However, it has observed that this skill does not receive enough attention from researcher and textbook. Moreover, the traditional resources nowadays do not come up with the abilities and

technological skills of the new teaching. This has made it necessary to look for new modes that can appeal to this generation. In spite of, universities administrations applying the new and old methods for improving students reading skills, but it does not take into their account the use of social networks as 'Social Network' as an a method to improve their skills.

1.2 Questions of the Study

The study will provide answers for the following questions:

1. To what extent that using Social Network in developing English reading comprehension is a potential and productive online aid?
2. How far does that Social Network asa seminal future aid enhance teaching and learning a foreign language?
3. To what extent are learners able to predict and infer meaning from texts written on Social Network?

1.3 Hypotheses of the Study

The study has the following as its hypotheses:

1. It is assumed that using Social Network in developing English reading comprehension is a potential and productive online aid.
2. Social Network is a seminal future aid in enhancing teaching and learning a foreign language.
3. Learners may be able to predict and infer meaning from texts written on Social Network.

1.4 Objectives of the Study

The study tries to realize the following objectives:

The main objective of the study is to investigate the impact of social net work via 'Social Network' on developing reading comprehension skills of English language, and to achieve the following:

- 1- Encourage the use of Social Network in the field of English language teaching and learning.
- 2- Identify the advantage of social networks particularly Social Network in pedagogical contexts.
- 3- Develop the learner's performance in reading comprehension through Social Network.

1.5 Significance of the Study

This study is considers significant for the following reasons:

The significant of this study stems from the fact that Social Network might be a useful mode that can be use pedagogically.

This study will attempt to give insight to the ways Social Network offers for teachers to address the difficulties of reading that their students encounter.

The study attempts to encourage teachers who are involved in English Language Teaching (ELT) to make maximum use of multimedia and social networks like Social Network to enhance their teaching.

1.6 Limits of the Study

This study is restricted to the potential use of Social Network in developing English reading skills at university students. The setting is Ahfad University for Women. The study will be conduct during the academic year (2015-2017).

1.7 Summary of the Chapter

This chapter explains introduction to the thesis main hypotheses, objectives, questions of the study, significant and limit. of the study.

CHAPTER TWO: LITERATURE REVIEW AND PREVIOUS RELATED STUDIES

2.0 Introduction

This chapter show out line theoretical framework of the research, the resource of the study and previous studies, the researcher give general information about the research.

2.1 Overview

According to Ludlow and Duff (2009), the Internet has had a more dramatic influence on education than any previous technological innovation because it has allowed individuals of all ages to access education and training programs. However, the most dramatic changes have come most recently with the introduction of Web2.0. Web 2.0 is a set of web-based applications that are fluid in nature.

Mobile phones have become a crucial part of our daily life nowadays. Everyone has a personal cell phone of his / her own. Mobile phones have been developing very fast since 1995 (Chowdhury, 2012).

They are been used not only for making calls and messaging, but also for play music, watch a movie; access internet and a variety of applications. To give more functionality in mobile phones, many operating systems are developed such as Windows Mobile, Symbian and Android. Android is grabbing more and more user attention and thousands of Android applications are been currently being developed. The applications are WhatsApp (WA), Skype and, which are the most popular messenger applications among the college students (Jadhav, Bhutkar, & Mehta, 2013).

(Lorenzetti, 2009). Its basic elements are communication and collaborative technologies that involve voice, video, social networking, and content their users establish sharing; the direction and content of these applications.

Web 2.0 technologies add a new dimension to online teaching and learning and provide opportunities for instructor-to-student as well as student-to-student real-time and time-delayed collaboration. These technologies have shifted the role of instructors from deliverers of instruction to that of facilitators of learning and have made learners the center of attention.

“Askov & Bixler, 1998; Beldarrain, 2006; Gunga & Ricketts, 2008). Falvo and Johnson (2007) note that Web technologies are been viewed as tools that will elevate teaching, learning from the structured and linear learning management system (LMS) environment to a dynamic, multi-dimensional environment. Social networking sites (SNSs) have become increasingly popular with the rise of Web 2.0, providing increased collaboration and sharing among users through applications like wikis, blogs, podcasts, and RSS feeds. SNSs such as MySpace, Friend steer and, most recently, Facebook (FB), are been used by a great variety of people, both for social and professional purposes; youth, in particular, use these new technologies to communicate and stay connected (Castells, 2007). This popularity should help SNSs act as natural supports for educational activities if they are been used effectively”.

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2.2 Use of the internet

Dutton Helsper & Gerber (2009). Use of the internet and social media has grown substantially over the last decade, and the use of these new web-based technologies for work related activities has been a major part of that. In 2009, a face-to-face survey of 2013 individuals randomly selected from UK households found that 70 per cent of the populations were using the internet, an increase from 59 per cent in 2003, based on a response rate of 62 per cent. Among employed internet users, 61 per cent made some use of the internet at work, spending on average seven hours a week online at work (Dutton Helsper & Gerber 2009). Around 91 per cent of businesses with ten or more employees have internet access (ONS 2010). While internet usage has grown, the way people are using the internet has also changed. More interactive online technology such as blogs, social networking sites such as Twitter and Facebook and other innovations which are part of greater interactivity and user-generated content that characterize so-called 'Web 2.0' – i.e. sites allowing users to interact and collaborate with each other in a social media dialogue – have become more prominent. 49 per cent of internet users engage in social networking online, up from 17 per cent in 2007 (Dutton Helsper & Gerber 2009). Facebook, the most prominent social networking site, is second only the Google web search engine in terms of internet traffic according to the Alexa internet rankings (Alexa 2011), with over 500 million users worldwide and 26 million UK users (BBC 2010). YouTube follows Facebook in terms of traffic and Twitter, a micro blogging site begun in 2007, is tenth in the Alexa rankings, with around 3.7 million users in the UK (Optix 2010). This suggests that use of social networking has grown significantly, but does not provide information on are purpose and whether there are implications for employment issues.

2.3 Usability Evaluation of Messenger Applications for Android Phones

According to (Jadhav et al., 2013), the usability evaluation of messenger applications on Android phones using Cognitive Walkthrough leads to the identification of several important usability problems. These problems mainly include lack of provision for multiple smiley selection, no confirmation message for file transfer, ineffective „Search“ functionality, and absence of legends for sent messages. The messenger applications – WhatsApp, Skype, and GOSMS Pro are popular. It is imperative continuously improve the usefulness, usability, and user experience of these applications.

In future, the awareness about identified usability problems should be increase and these problems should be resolved to improve the experience of millions of mobile users.

2.4 The Structure of Social Networks

(Buzzetto-More, 2012). I now turn to discussing what is known about social networks in terms of their basic structure and how they can be usefully quantized. These issues are of interest from a pure social science perspective to those studying how humans self-organize, as well as a basic toolbox for those wishing to further study the role of network structure in economic interactions.

Whether or not a network is directed or undirected depends on the application. In applications where mutual consent is required to maintain a relationship (friendships, alliances, partnerships, contracts, and so forth) it will often be most appropriate to represent these as an undirected graph, while there are other applications where unilateral relationships are possible (such as one author citing another or a web page linking to another).

Modeling the Impact of Networks

As discussed in the introduction, network structure is important because it affects behavior and ultimately the welfare of a society. In understanding,

modeling and measuring these sorts, it is useful to distinguish between two sorts of situations. In one sort of situation, the Impact on behavior is somewhat mechanical and not strategic. For example, in understanding the discussion of a disease or an idea, or information about jobs, and so forth, network structure matters mainly as a conduit, and the transmission can be model probabilistically. In other situations, such as the trade of goods and services, the adoption of a technology, the provision of local public goods, and other decision making that is impudence by friends and acquaintances, network structure also matters but with the added features of strategic interactions between networked agents. In the first case where a network serves mainly asa conduit, much of the resulting behavior can be trace directly to network structure, attributes, and some information about the process of discussion or interaction. In the secondcase, the interaction between network structure and outcomes can be more complicated requiring some dynamic and/or equilibrium analysis. Let me discuss some of the issues in analyzing these sorts of effects and process, partly in the contexts of some more septic applications.

“How does one define Web-based social networking? In its simplest form, social network services are computer applications that support the complex arrangement of connected nodes (people) with tools for storing and presenting information as well as communicating, connecting, and interacting with others (Buzetto-More, 2012)”.

Social networking technologies are monumental in scope. The numbers, while growing exponentially, are unquestionably impressive. YouTube is the second largest search engine on the Web; 3.5 billion pieces of content are share each week on Facebook and Twitter supports over 65 million tweets per day. In the U.S. 96% of 18-35 yr, olds are on a social network, and 25% of search results for the World’s top 20 largest brands link to user generate content (Morejon, 2010). Further, more than 67% of the global online population regularly visits a

social network site, and social networking sites now collectively account for one in every eleven minutes people spend online

(Kazeniak, 2010). Experian reported the top 10 social networking sites by market share for March of 2012. According to the data, Facebook holds a 63.28% market share, followed by YouTube (20%), and Twitter and Yahoo!

2.5 Using mobile instant messaging to leverage learner participation and transform pedagogy

(Rambe & Bere, 2013). One of the most complicated academic endeavors in transmission pedagogies is to generate democratic participation of all students and public expression of silenced voices. While the potential of mobile phones, particularly mobile instant messaging, to trigger broadened academic participation is increasingly acknowledged in literature, integrating MIM into classrooms and out-of-the-classroom tasks has often been confronted with academic resistance. Academic uncertainty about it is often predictable on its perceived distractive nature and potential to trigger off-task social behaviors (Rambe & Bere, 2013). WhatsApp was adopted for an information technology course at South African university with a view to heighten lecturer–student and peer-based participation, and enhance pedagogical delivery and inclusive learning informal (lectures) and informal spaces. Rambe and Bere (2013) suggested heightened student participation, the fostering of learning communities for knowledge creation and progressive shifts in the lecturer’s mode of pedagogical delivery. However, the concomitant challenge of using MIM included mature adults’ resentment of the merging of academic.



Figure (2.1): Facebook

2.6 Facebook is an online social networking service headquartering in Menlo Park, California. Its website was launched on February 4, 2004, by Mark Zuckerberg with his Harvard College roommates and fellow students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities and later to high-school students. Since 2006, anyone who is at least 13 years old was been allowed to become a registered user of the website, though the age requirement may be higher depending on applicable local laws. Its name comes from the face book directories often given to American university students.

After registering to use the site, users can create a user profile, add other users as "friends" exchange messages, post status updates and photos, share videos and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends." Facebook had over 1.18 billion monthly active users as of August 2015. Because of the large volume of data, users submit to the service, Facebook has come under scrutiny for their privacy policies. Facebook, Inc. held its initial public offering in February 2012 and began selling stock to

the public three months later, reaching an original peak market capitalization of \$104 billion. On July 13, 2015, Facebook became the fastest company in the Standard & Poor's 500 Index to reach a market cap of \$250 billion. Following its Q3 earnings call in 2015, Facebook's market cap soared past \$300 billion.

2.6.1 What is Facebook?

Founded in February 2004, Facebook is a social network that helps people communicate more efficiently with their friends, family, coworkers, and acquaintances. The company develops technologies that facilitate the sharing of information through the digital mapping of people's real-world social connections. Anyone can sign up for Facebook, and in fact, 400 million people are on Facebook. The average user spends more than 55 minutes per day on Facebook. So, what are these users doing for 55 minutes per day? More importantly, how can conservative activists use this network to find like-minded activists and organize around a cause digitally? We are going to tell you, so read on!

2.6.2 Who started Facebook?

Mark Zuckerberg founded Facebook with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes while he was a student at Harvard University.

The website's membership was initially limited to Harvard students, but it later expanded further to include any university student. In late 2005, it was open to high school students, and finally, in 2006, Facebook became available to anyone aged 13 and over with a valid e-mail address.

Facebook was once only available through a computer, however; in 2006 applications became available that make Facebook available through mobile phones, PDAs, iPods and other mp3 devices. There are more than 65 million active users currently accessing Facebook through their mobile devices.

2.6.3 History of Facebook

Main articles: History of Facebook and Timeline of Facebook 2003–2005: The Facebook, Thiele investment and name change Zuckerberg wrote a program called Facemash on October 28, 2003, while attending Harvard University as a sophomore (second year student). According to The Harvard Crimson, the site was comparable to hot or not and used "photos compiled from the online Facebook of nine houses, placing two next to each other at a time and asking users to choose the 'hotter' person"

To accomplish this, Zuckerberg hacked into protected areas of Harvard's computer network and copied private dormitory ID images. Harvard did not have a student "Facebook" (a directory with photos and basic information) at the time, although individual houses had been issuing their own paper Facebook since the mid-1980s, and Harvard's longtime Freshman Yearbook was colloquially referred to as the "Freshman Facebook". Facemash attracted 450 visitors and 22,000 photo-views in its first four hours online.

The site was quickly forward to several campus group list-servers, but was been shut down a few days later by the Harvard administration. Zuckerberg faced expulsion and was charge by the administration with breach of security, violating copyrights, and violating individual privacy. Ultimately, the charges were drupe. Zuckerberg expanded on this initial project that semester by creating a social study tool ahead of an art history final exam. He uploaded 500 Augustan images to a website, each of which was feature with a corresponding comments section. He shared the site with his classmates, and people started sharing notes.

The following semester, Zuckerberg began writing code for a new website in January 2004. He said he was been inspired by an editorial about the Facemash incident in The Harvard Crimson. On February 4, 2004, Zuckerberg launched "The Facebook", originally located at thefacebook.com. Six days after the site

launched, three Harvard seniors—Cameron Winklevoss, Tyler Winklevoss, and Divya Narendra—accused Zuckerberg of intentionally misleading them into believing he would help them build a social network called HarvardConnection.com. They claimed that he was instead using their ideas to build a competing product. The three complained to The Harvard Crimson and the newspaper began an investigation. They later filed a lawsuit against Zuckerberg, subsequently settling in 2008 for 1.2 million shares (worth \$300 million at Facebook's IPO).

Membership was initially restricted to students of Harvard College; within the first month, more than half the undergraduates at Harvard were been registered on the service. Eduardo Saverin (business aspects), Dustin Moskovitz (programmer), Andrew McCollum (graphic artist), and Chris Hughes joined Zuckerberg to help promote the website. In March 2004, Facebook expanded to the universities of Columbia, Stanford, and Yale. It later opened to all Ivy League colleges, Boston University, New York University, MIT, and gradually most universities in the United States and Canada.

In mid-2004, entrepreneur Sean Parker — an informal advisor to Zuckerberg — became the company's president. In June 2004, Facebook moved its operations base to Palo Alto, California. It received its first investment later that month from PayPal co-founder Peter Thiel. In 2005, the company dropped "the" from its name after purchasing the domain name facebook.com for US\$200,000.

Mark Zuckerberg, co-creator of Facebook, in his Harvard dorm room, 2005.

In May 2005, Accel partners invested \$12.7 million in Facebook, and Jim Breyer added \$1 million of his own money. A January 2009 Compete.com study ranked Facebook the most used social networking service by worldwide monthly active users. Entertainment Weekly included the site on its end-of-the-decade "best-of" list saying, "How on earth did we stalk our exes, remember our

co-workers' birthdays, bug our friends, and play a rousing game of Scrupulous before Facebook?"

A high-school version of the site was been launched in September 2005, which Zuckerberg called the next logical step. (At the time, high-school networks required an invitation to join.) Facebook also expanded membership eligibility to employees of several companies, including Apple Inc. and Microsoft. 2006–2011: public access, Microsoft alliance and rapid growth On September 26, 2006, Facebook was been opened to everyone at least 13 years old with a valid email address. In late 2007, Facebook had 100,000 business pages (pages that allowed companies to promote themselves and attract customers). These started as group pages, but a new concept called company pages was plane. Pages began rolling out for businesses in May 2009. On October 24, 2007, Microsoft announced that it had purchased a 1.6% share of Facebook for \$240 million, giving Facebook a total implied value of around \$15 billion. Microsoft's purchase included rights to place international advertisements on the social networking site. In October 2008, Facebook announced that it would set up its international headquarters in Dublin, Ireland. Almost a year later, in September 2009, Facebook said that it had turned cash flow positive for the first time.

Traffic to Facebook increased steadily after 2009. The company announced 500 million users in July 2010 making it the largest online social network in the world at the time. According to the company's data, half of the site's membership use Facebook daily, for an average of 34 minutes, while 150 million users access the site by mobile. A company representative called the milestone a "quiet revolution." In November 2010, based on Second Market Inc. (an exchange for privately held companies' shares), Facebook's value was \$41 billion. The company had slightly surpassed eBay to become the third largest American web company after Google and Amazon.com.

Facebook headquarters entrance sign at 1 Hacker Way, Menlo Park, California

In early 2011, Facebook announced plans to move its headquarters to the former Sun Microsystems campus in Menlo Park, California. In March 2011, it was been reported that Facebook was removing approximately 20,000 profiles offline every day for violations such as spam, graphic content, and underage use, as part of its efforts to boost cyber security. Release of statistics by Double Click showed that Facebook reached one trillion page views in the month of June 2011, making it the most visited website tracked by Double Click. According to a Nielsen Media Research study, released in December 2011, Facebook had become the second-most accessed website in the U.S. behind Google.

2012–2013: IPO, lawsuits, and one-billionth user

Main article: Initial public offering of Facebook. Facebook eventually filed for an initial public offering on February 1, 2012. Facebook held an initial public offering on May 17, 2012, negotiating a share price of US\$38. The company was valued at \$104 billion, the largest valuation to date for a newly listed public company.

Facebook Inc. began selling stock to the public and trading on the NASDAQ on May 18, 2012. Based on its 2012 income of \$5 billion, Facebook joined the Fortune 500 list for the first time in May 2013, ranked in position. Facebook filed their S1 document with the Securities and Exchange Commission on February 1, 2012. The company applied for a \$5 billion IPO, one of the biggest offerings in the history of technology. The IPO raised \$16 billion, making it the third largest in U.S. history. The shares began trading on May 18; the stock struggled to stay above the IPO price for most of the day, but set a record for the trading volume of an IPO (460 million shares). The first day of trading was been marred by technical glitches that prevented orders from going through; only the technical problems and artificial support from underwriters prevented the stock price from falling below the IPO price on the day.

In March 2012, Facebook announced App Center, a store selling applications that operate via the site. The store was to be available on iPhones, Android devices, and mobile web users. Billboard on the Thomson Reuters building welcomes Facebook to NASDAQ, 2012 On May 22, 2012, the Yahoo! Finance website reported that Facebook's lead underwriters, Morgan Stanley (MS), JP Morgan (JPM), and Goldman Sachs (GS), cut their earnings forecasts for the company in the middle of the IPO process. The stock had begun its freefall by this time, closing at 34.03 on May 21 and 31.00 on May 22. A "circuit breaker" was used in an attempt to slow down the stock prices decline. Securities and Exchange Commission Chairman Mary Schapiro, and Financial Industry Regulatory Authority (FINRA) Chairman Rick Ketchum, called for a review of the circumstances surrounding the IPO. Facebook's IPO was consequently investigated, and was compared to a pump and dump scheme. A class-action lawsuit was filed in May 2012 because of the trading glitches, which led to botched orders. Lawsuits were filed, alleging that an underwriter for Morgan Stanley selectively revealed adjusted earnings estimates to preferred clients. The other underwriters (MS, JPM, and GS), Facebook's CEO and board, and NASDAQ also faced litigation after numerous lawsuits were filed, while SEC and FINRA both launched investigations. It was believed that a Facebook financial officer, who used the information to cash out on their positions while leaving the public with overpriced shares, communicated adjustments to earnings estimates to the underwriters. By the end of May 2012, Facebook's stock lost over a quarter of its starting value, which led the Wall Street Journal to label the IPO a "fiasco."

Zuckerberg announced to the media at the start of October 2012 that Facebook had passed the monthly active users mark of one billion Facebook defines active users as a logged-in member who visits the site, or accesses it through a third-party site connected to Facebook, at least once a month. Fake accounts were not mentioned in the announcement, but the company continued to remove

them after it found that 8.7% of its users were not real in August 2012. The company's data also revealed 600 million mobile users, 140 billion friend connections since the inception of Facebook, and the median age of a user as 22 years. 2013–present: site developments, A4AI and 10th anniversary On January 15, 2013, Facebook announced Facebook Graph Search, which provides users with a "precise answer," rather than a link to an answer by leveraging the data present on its site. Facebook emphasized that the feature would be "privacy-aware," returning only results from content already shared with the user.

The company became the subject of a lawsuit by Rembrandt Social Media in February 2013, for patents involving the "Like" button. On April 3, 2013, Facebook unveiled Facebook Home, a user-interface layer for Android devices offering greater integration with the site. HTC announced the HTC First, a Smartphone with Home pre-loaded. On April 15, 2013, Facebook announced an alliance across 19 states with the National Association of Attorneys General, to provide teenagers and parents with information on tools to manage social networking profiles. On April 19, 2013, Facebook officially modified its logo to remove the faint blue line at the bottom of the "F" icon. The letter F moved closer to the edge of the box. Following a campaign by 100 advocacy groups, Facebook agreed to update its policy on hate speech. The campaign highlighted content promoting domestic and sexual violence against women, and used over 57,000 tweets and more than 4,900 emails that caused withdrawal of advertising from the site by 15 companies, including Nissan UK, House of Burlesque and Nationwide UK. The social media website initially responded by stating that "while it may be vulgar and offensive, distasteful content on its own does not violate our policies". It decided to take action on May 29, 2013, after it "become clear that our systems to identify and remove hate speech have failed to work as effectively as we would like, particularly around issues of gender-based hate."

On June 12, 2013, Facebook announced on its newsroom that it was introducing clickable hash tags to help users follow trending discussions, or search what others are talking about on a topic. A July 2013 Wall Street Journal article identified the Facebook IPO as the cause of a change in the U.S.' national economic statistics, as the local government area of the company's headquarters, San Mateo County, California, became the top wage-earning county in the country after the fourth quarter of 2012. The Bureau of Labor Statistics reported that the average weekly wage in the county was US\$3,240, 107% higher than the previous year. It noted the wages were "the equivalent of \$168,000 a year, and more than 50% higher than the next-highest county, New York County (better known as Manhattan), at \$2,107 a week, or roughly \$110,000 a year."

Russian internet firm Mail.Ru sold its Facebook shares for US\$525 million on September 5, 2013, following its initial \$200 million investment in 2009. Partly owned by Russia's richest man, Alisher Usmanov, the firm owned 14.2 million remaining shares prior to the sale. In the same month, the Chinese government announced that it would lift the ban on Facebook in the Shanghai Free Trade Zone "to welcome foreign companies to invest and to let foreigners live and work happily in the free-trade zone." Facebook was first blocked in China in 2009. Facebook was announced as a member of The Alliance for Affordable Internet (A4AI) in October 2013, when the A4AI was launched. The A4AI is a coalition of public and private organizations that includes Google, Intel and Microsoft. Led by Sir Tim Berners-Lee, the A4AI seeks to make Internet access more affordable so that access is broadened in the developing world, where only 31% of people are online. Google will help to decrease Internet access prices so that they fall below the UN Broadband Commission's worldwide target of 5% of monthly income.

A Reuters report, published on December 11, 2013, stated that Standard & Poor has announced the placement of Facebook on its S&P 500 index "after the close of trading on December 20." Facebook announced Q4 2013 earnings of \$523 million (20 cents per share), an increase of \$64 million from the previous year, as well as 945 million mobile users.

By January 2014, Facebook's market capitalization had risen to over \$134 billion at the end of January 2014; 1.23 billion users were active on the website every month. The company celebrated its 10th anniversary during the week of February 3, 2014^[94] in each of the first three months of 2014, over one billion users logged into their Facebook account on a mobile device.

In February 2014, Facebook announced that it would be buying mobile messaging company WhatsApp for US\$19 billion in cash and stock. In June 2014, Facebook announced the acquisition of Pryte, a Finnish mobile data-plan firm that aims to make it easier for mobile phone users in underdeveloped parts of the world to use wireless Internet apps.

At the start of July 2014, Facebook announced the acquisition of LiveRail, a San Francisco, California-based online video advertising company. LiveRail's technology facilitates the sale of video inventory across different devices. The terms of the deal were undisclosed, but TechCrunch reported that Facebook paid between US\$400 million and \$500 million. As part of the company's second quarter results, Facebook announced in late July 2014 that mobile accounted for 62% of its advertising revenue, which is an increase of 21% from the previous year. Alongside other American technology figures like Jeff Bezos and Tim Cook, Zuckerberg hosted visiting Chinese politician Lu Wei, known as the "Internet czar" for his influence in the enforcement of China's online policy, at Facebook's headquarters on December 8, 2014. The meeting occurred after Zuckerberg participated in a Q&A session at Tsinghua University in Beijing,

China, on October 23, 2014, where he attempted to converse in Mandarin—although Facebook is banned in China, Zuckerberg is highly regarded among the people and was at the university to help fuel the nation's burgeoning entrepreneur sector. A book of Chinese president Xi Jinping found on Zuckerberg's office desk attracted a great deal of attention in the media, after the Facebook founder explained to Lu, "I want them [Facebook staff] to understand socialism with Chinese characteristics."

Zuckerberg fielded questions during a live Q&A session at the company's headquarters in Menlo Park on December 11, 2014. The question of whether the platform would adopt a dislike button was raised again, and Zuckerberg said, "We're [Facebook] thinking about it [dislike button] ... It's an interesting question," and said that he likes the idea of Facebook users being able to express a greater variety of emotions. In October 2015, Zuckerberg said that instead of creating a dislike button, Facebook is testing emotive reactions as an alternative to the 'like' button. As of January 21, 2015, Facebook's algorithm is program to filter out false or misleading content, such as fake news stories and hoaxes, and will be supported by users who select the option to flag a story as "purposefully fake or deceitful news." According to Reuters, such content is "being spread like a wildfire" on the social media platform. Facebook maintained that satirical "content," intended to be humorous, or content that is clearly label as satire, will be taken into account, and should not be intercepted. The algorithm, however, has been accused of maintaining a "filter bubble," where both materials the user disagrees with and posts with a low level of likes, will also not be seen. In 2015 November, Zuckerberg prolonged period of maternity leave for father from 4 weeks to 4 months.



Figure (2.2): Social Media

2.7 History of WhatsApp

WhatsApp Inc., was founded in 2009 by Brian Acton and Jan Koum, both former employees of Yahoo!. After Koum and Acton left Yahoo! in September 2007, the duo travelled to South America as a break from work. At one point, they applied for a job at Facebook but were been rejected. For the rest of the following years Koum relied on his \$400,000 savings from Yahoo! In January 2009 after purchasing an iPhone and realizing that the seven-month-old App Store was about to spawn a completely new industry of apps. He started visiting his friend, Alex Fishman in West San Jose where the three would discuss "...having statuses next to individual names of the people," but this was not possible without an iPhone developer, so Fishman introduced Koum to Igor Solomennikov, a developer in Russia that he had found on RentACoder.com. Koum almost immediately chose the name "WhatsApp" because it sounded like "what's up," and a week later on his birthday, on February 24, 2009, he incorporated WhatsApp Inc. in California. However, early WhatsApp kept crashing or getting stuck and at a particular point, Koum felt like giving up and looking for a new job, upon which Acton encouraged him to wait for a "few

more months". In June 2009, Apple launched push notifications, letting developers ping users when they were not using an app. Koum updated WhatsApp so that each time the user changed their statuses, it would ping everyone in the user's network. WhatsApp 2.0 was released with a messaging component and the active users suddenly swelled to 250,000. Koum visited Acton, who was still unemployed while managing another unsuccessful startup and decided to join the company. In October Acton persuaded five ex-Yahoo! friends to invest \$250,000 in seed funding, and as a result was granted co-founder status and a stake. He officially joined on after months at beta stage, the application eventually launched in November 2009 exclusively on the App Store for the iPhone. Koum then hired an old friend who lived in Los Angeles, Chris Peiffer, to make the BlackBerry version, which arrived two months later.

WhatsApp was then switched from a free to paid service to avoid growing too fast, mainly because the primary cost was sending verification texts to users. In December 2009, WhatsApp for the iPhone was updated to send photos. By early 2011, WhatsApp was in the top 20 of all apps in Apple's U.S. App Store.

In April 2011, the founders agreed to take \$7 million from Sequoia Capital on top of their \$250,000 seed funding, after months of negotiation with Sequoia partner Jim Goetz. According to Goetz, the venture capital firm originally discovered WhatsApp through an App store tracking system they developed called 'early bird', at a time when the app was much more popular in other countries than in the US. However, it took months for the VC firm to track down Koum and Acton, given that the company did not have a publicly available address or signage at the time. All Goetz knew was that they were located in Mountain View, and Sequoia partners "literally walked the streets of Mountain View to see if [they] could intersect with [Koum and Acton]."

By February 2013, WhatsApp's user base had swollen to about 200 million active users and its staff to 50. Sequoia invested another \$50 million, valuing WhatsApp at \$1.5 billion.

In a December 2013 blog post, WhatsApp claimed that 400 million active users use the service each month. As of April 22, 2014, WhatsApp had over 500 million monthly active users, 700 million photos and 100 million videos are been shared each day, and the messaging system handles more than 10 billion messages each day. On August 24, 2014 Koum announced on his Twitter account that WhatsApp had over 600 million active users worldwide. WhatsApp added about 25 million new users every month or 833,000 active users per day. With 65 million active users, about 10% of the total worldwide users, India are the largest single country in terms of number of users.

In January 2015, WhatsApp was the most globally popular messaging app with more than 600 million active users. In April 2015, WhatsApp reached 800 million active users. By September 2015, the user base had grown up to 900 million.

2.7.1 Educational benefits of the WhatsApp platform

Students at universities and major institutions of higher education use mobile communication based text messaging and instant messaging.

Texting is based on short messages service (SMS) between students through mobile devices (Kasesniemi & Rautiainen, 2002). Instant messaging is based on sending brief, typed messages over the Internet between two workstations or computers. Students use both texting and instant messaging in higher education (Johnson 2007; Kennedy et al. 2008; Smith, Salaway, and Caruso 2009). Furthermore, the majority of the institutions of higher learning

are willing to use both text and instant messaging for educational purposes (Jeong 2007; Kennedy et al. 2008).

Motiwalla (2007), in his research related to the use of instantmessaging for educational purposes, suggests that popularity and support for mobile devices within the student population is great and that the majority of students at universities benefit from texting through mobile learning devices.

Other research in this field found that students in universities are oriented and positive about using mobile learning in educational fields, this argues for why researchers in this domain should investigate how mobile learning technology can be best utilized in education Litchfield et al.(2007). Moreover, studies in the field of principal factor influencing students' motivations to engage in social interactions. Cheung et al (2008) confirmed the principal role of online social presence in determining students' engagement through mobile technologies.

2.8 LinkedIn/ ,lɪŋkt.'m/

LinkedIn is a business-oriented social networking service. Founded in December 2002 and launched on May 5, 2003, it is mainly use for professional networking. As of 2015, most of the site's revenue comes from selling access to information about its users to recruiters.

In 2006, LinkedIn increased to 20 million members. As of October 2015, LinkedIn reports more than 400 million acquired users in more than 200 countries and territories.

The site is available in 24 languages, including Arabic, Chinese, English, French, German, Italian, Portuguese, Spanish, Dutch, Swedish, Danish, Romanian, Russian, Turkish, Japanese, Czech, Polish, Korean, Indonesian, Malay, and Tagalog. As of 2 July 2013, Quant cast reports LinkedIn has 65.6 million monthly unique U.S. visitors and 178.4 million globally, a number that as of 29 October 2013 has increased to 184 million. In June 2011, LinkedIn

had 33.9 million unique visitors, up 63 percent from a year earlier and surpassing MySpace. LinkedIn filed for an initial public offering in January 2011 and traded its first shares on May 19, 2011, under the NYSE symbol "LNKD."



Figure (2.3): Twitter

2.9 Twitter

Twitter, a micro blogging service, has emerged as a new medium in spotlight through recent happenings, such as an American student jailed in Egypt and the US Airways plane crash on the Hudson River. Twitter users follow others or are been followed. Unlike on most online social networking sites, such as Facebook or MySpace, the relationship of following and being follow requires no reciprocation.

A user can follow any other user, and the user is being followed need not follow back. Being a follower on Twitter means that the user receives all the messages (called tweets) from those the user follows. Common practice of responding to a tweet has evolved into well-defined markup culture: RT stands for retweet, '@' followed by a user identifier address the user, and '#' followed by a word represents a hash tag. This well markup vocabulary combined with a strict limit of 140 characters per posting conveniences users with brevity in expression. The retweet mechanism empowers users to spread information of their choice beyond the reach of the original tweet's followers.

How people are connecting on Twitter? Who are the most influential people? What do people talk? How does information diffuse via retweet? The goal of this work is to study the topological characteristics of Twitter and its power as a new medium of information sharing. We have crawled 41:7 million user profiles, 1:47 billion social relations, and 106 million tweets

We begin with the network analysis and study the distributions of followers and followings, the relation between followers and tweets, reciprocity, degrees of separation, and homophile. Next, we rank users by the number of followers, PageRank, and the number of rewets and present quantitative comparison among them. The ranking by rewets pushes those with fewer than a million followers on top of those with more than a million followers. Through our trending topic analysis, we show what categories trending topics are classified into, how long they last, and how many users participate. Finally, we study the information diffusion by retweet. We construct retweet trees and examine their temporal and spatial characteristics. To the best of our knowledge, this work is the first quantitative study on the entire Twitter sphere and information diffusion on it. This paper is organized as follows. Section 2 describes our data crawling methodology on Twitter's user profile, trending topics, and tweet messages. We conduct basic topological analysis of the Twitter network in Section 3. In Section 4 we apply the PageRank algorithm on the Twitter network and compare its outcome against ranking by retweet. In Section 5 we study how their popularity rises and falls among users over time. In Section 6, we focus information diffusion through retweet trees. Section 7 covers related work and puts our work in perspective. In Section 8 we conclude.

2.9.1 Twitter space crawl

Twitter offers an Application Programming Interface (API) that is easy to crawl and collect data. We crawled and collected profiles of all users on Twitter starting on June 6th and lasting until June 31st, 2009. Additionally, we collected profiles of users who mentioned trending topics until September 24th, 2009. On top of user profiles, we also collected popular topics on Twitter and tweets related to them. Below we describe in detail how we collected user profiles, popular topics, and related tweets. A Twitter user keeps a brief profiles about oneself. The public profiles includes the full name, the location, a web page, a

short biography, and the number of tweets of the user. The people who follow the user and those that the user follows are also listed. In order to collect user profiles, we began with Perez Hilton who has over one million followers and crawled breadth-first along the direction of followers and followings. Twitter rate-limits 20; 000 requests per hour per white listed IP. Using 20 machines with different IPs and self-regulating collection rate at 10; 000 requests per hour, we collected user profiles from July 6th to July 31st, 2009. Crawl users not connected to the Giant Connected Component of the Twitter network, we additionally collected profiles of those who refer to trending topics in their tweets from June to August. The final tally of user profiles we collected is 41.7 million. There exist 1.47 billion directed relations of following and being followed.

2.10 New Tools for Distance Learning

Beldarrain (2006) predicted that the use of new tools by online educators would foster learning environments that will produce global collaborations among students and make them lifelong learners.

That is exactly what is now taking place in the field of distance education. Faculty members are using asynchronous and synchronous collaboration tools, including text, audio and video conferencing, to help create a borderless learning environment in which students are encouraged to think critically and learn collaboratively through global partnerships.

Gunga and Ricketts (2008) found that use of these tools in e-learning can compete with face-to-face learning in terms of psychosocial and emotional flexibility. They added, however, that there is a need to enhance LMS audio-visual and interactive capabilities to compensate for the sensory and emotional loss. Asynchronous tools bring the online experience a step closer to being face to face.

According to Palloff and Pratt (2007), recent enhancements in synchronous technology highlight the usefulness of this technology in community building

and delivery of online courses. However, Newman's (2007) study indicated that there was no significant difference in online communication, online learning, or online community when a synchronous communication tool was added to an online course. Newman investigated potential preservice teacher education students who enrolled in the College of Education at the University of Nevada, Reno (UNR). His study describes the effects of adding a synchronous communication tool to online courses.

2.11 Using mobile instant messaging to leverage learner participation and transform pedagogy

One of the most complicated academic endeavors in transmission pedagogies is to generate democratic participation of all students and public expression of silenced voices. While the potential of mobile phones, particularly mobile instant messaging (MIM), to trigger broadened, academic participation is increasingly being acknowledged in literature, integrating MIM into classrooms and out-of-the-classroom tasks has often been confronted with academic resistance. Academic uncertainty about MIM is often predicated on its perceived distractive nature and potential to trigger off-task social behaviors.

(Rambe & Bere, 2013). WhatsApp was adopted for an information technology course at a South African university with a view to heighten lecturer–student and peer-based participation, and enhance pedagogical delivery and inclusive learning in formal (lectures) and informal spaces. Rambe and Bere (2013) suggested heightened student participation, the fostering of learning communities for knowledge creation and progressive shifts in the lecturer's mode of pedagogical delivery. However, the concomitant challenge of using MIM included mature adults' resentment of the merging of academic and family life occasioned by WhatsApp consultations after hours. Students also expressed ambivalence about MIM's wide-scale rollout in different academic programmes.

2.12 Social Networking

Boyd and Ellison (2007, p. 2) define social networks as “web-based services that allow individuals to:

(1) Construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system.” FB is the most current and widely used social network. FB was originally design for college students, but is now open to anyone 13 years of age or older. FB users can create and customize their own profiles with photos, videos, and information about themselves. (Conole, 2010).

Mark Zuckerberg at Harvard University created Facebook (FB), in 2004. The name for FB came from the publications that some colleges pass out to students at the beginning of the year to help students get to know each other better. FB, synonymous with social media among school and university students, could be described as the most popular social networking tool in history (Omar, Embi, & Yunus, 2012). It has the highest number of visitors among all the social networking tools available in Web 2.0, with approximately a billion active users worldwide(Facebook, 2012).

Like most online social networking sites, FB’s mission is to make the world more open and connected. People use FB to stay connected with friends and family, to discover what is going on in the world, and to

Share and express what matters to them (Bosch, 2009).

Students, particularly female students, may be inherently motivated to feel connected to others within a virtual environment (Cheung & Lee, 2011). Creating a virtual community of students is therefore likely to improve their

intention to use the online learning technology. Cheung and Lee also found that attitude of female students has the strongest direct effect on their behavioral intention to use an Internet-based learning medium. They concluded that perceived enjoyment influences attitude more strongly for female students than it influences male students. A social network is a social structure made up of a set of social actors (such as individuals or organizations) and a set of the dyadic ties between these actors. The social network perspective provides a set of methods for analyzing the structure of completely social entities as well as a variety of theories explaining the patterns observed in these structures. The study of these structures uses social network analysis to identify local and global patterns, locate influential entities, and examine network dynamics. Social networks and the analysis of them is an inherently interdisciplinary academic field, which emerged from social psychology, sociology, statistics, and graph theory. Georg Simmel authored early structural theories in sociology emphasizing the dynamics of triads and "web of group affiliations." Jacob Moreno is credit with developing the first socio grams in the 1930s to study interpersonal relationships. These approaches were mathematically formalized in the 1950s and theories and methods of social networks became pervasive in the social and behavioral sciences by the 1980s. Social network analysis is now one of the major paradigms in contemporary sociology, and is also employed in a number of other social and formal sciences. Together with other complex networks, it forms part of the nascent field of network science. In criminology and urban sociology, much attention has paid to the social networks among criminal actors. For example, Andrew Papachristos has studied gang murders as a series of exchanges between gangs. Murders can be seen to diffuse outwards from a single source, because weaker gangs cannot afford to kill members of stronger gangs in retaliation, but must commit other violent acts to maintain their reputation for strength. Diffusion of ideas and innovations studies focus on the spread and use of ideas from one actor to

another or one culture and another. This line of research seeks to explain why some become "early adopters" of ideas and innovations, and links social network structure with facilitating or impeding the spread of an innovation. In demography, the study of social networks has led to new sampling methods for estimating and reaching populations that are hard to enumerate (for example, homeless people or intravenous drug users.) For example, respondent driven sampling is a network-based sampling technique that relies on respondents to a survey. The field of sociology focuses almost entirely on networks of outcomes of social interactions. More narrowly, economic sociology considers behavioral interactions of individuals and groups through social capital and social "markets". Sociologists, such as Mark Granovetter, have developed core principles about the interactions of social structure, information, ability to punish or reward, and trust that frequently recur in their analyses of political, economic and other institutions. Granovetter examines how social structures and social networks can affect economic outcomes like hiring, price, productivity, and innovation and describes sociologists' contributions to analyzing the impact of social structure and networks on the economy. Analysis of social networks is increasingly incorporated into health care analytics, not only in epidemiological studies but also in models of patient communication and education, disease prevention, mental health diagnosis and treatment, and in the study of health care organizations and systems.

Human ecology is an interdisciplinary and Transdisciplinary study of the relationship between humans and their natural, social, and built environments. The scientific philosophy of human ecology has a diffuse connectionsto geography, sociology, psychology, anthropology, zoology, and natural ecology. Studies of language and linguistics, particularly evolutionary linguistics, focus on the development of linguistic forms and transfer of changes, sounds, or words, from one language system to another through

networks of social interaction. Social networks are also important in language shift, as groups of people add and/or abandon languages to their repertoire. Computer networks combined with social networking software produces a new medium for social interaction. A relationship over a computerized social networking service can be characterized by context, direction, and strength. The content of a relation refers to the resource that is exchanged. In a computer mediated communication context, social pairs exchange different kinds of information, including sending a data file or a computer program as well as providing emotional support or arranging a meeting. With the rise of electronic commerce, information exchanged may also correspond to exchanges of money, goods, or services in the “real” world. Social network analysis methods have become essential to examining these types of computer-mediated communication.

2.13 The value of Online Social network for Academic Purposes

Sonja and de Villiers (2010) note that online social networking, especially Facebook, has numerous pedagogical advantages for both lecturers and students. "Social Networking can support students' indirect sharing of resources, thoughts, ideas, productions, writing, notes, etc. This kind of sharing can provide students with insights into the workings of other students".

Extremely important for students for students to establish a social foundation between them and their peers before they engage in online group work. Facebook clearly provides a social utility that has been identified as having academic potential in the form of internal network and groups. It is important that the time students spend between and after class, be utilized for academic purposes via technology. For example, if students are encouraged to take part in group work or online discussions on Facebook, the chance are there that they might utilize Facebook for academic purposes and not only for social purposes.

This can benefit their leaning and motivate them to engage in academic work before and after classes. The availability of Facebook via mobile phone also helps increased interaction and support for students outside of the classroom.

2.14 Using Facebook in Education

Petrovic and et al (2012) show that the rapid development of information and communication technologies brought changes in various pedagogical and technological applications and processes. Currently, social networks are being adopted rapidly by millions of users most whom are students with a great number of purposes in mind. Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information, and resource sharing, and critical thinking possible. Students today demand more autonomy, connectivity, interaction, and social-experiential learning contexts.

Because students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more strong learning and teaching opportunities.

Facebook has quickly become the social network site of choice by secondary school students and an integral part of the “behind the scenes” school experience. The sudden increase of social technologies has created a culture in which teenage participate more in creating and sharing content, thus completely changing the way students communicate, interact, and learn.

2.15 How to Use Facebook as tool in Teacher Education

Munze and Towner (2012), note that instruction in using Facebook should be an integral part of teacher education programs, particularly with so many different

types of social networks emerging. As Voithofer (2007) notes, instructing teacher education students on social networks encourages them to consider: The technical and pedagogical characteristics of educational technology, The social aspects of educational technology, How do you think about emerging technologies in relation to teaching?

In addition to what was mentioned, Facebook can be effective tool that allow teachers to integrate courses and pedagogical materials; this is what is going to be discussed below:

Levels of Course Integration

Munoz and Towner (2012) also provide an overview of the different ways that Facebook can be integrated into a course. The profile page is the simplest option to implement, whereas the integration of Facebook applications (in conjunction with the other method illustrated) is the most comprehensive.

Profile Page: An instructor can chose to create a profile page for him/her. The profile page can be used to communicate with students via Facebook email, or posting on the wall. In addition, relevant videos, images, and websites can also be included. Students could also be exposed to relevant and educational Facebook groups.

Creating a Group Page a Class: A separate page can be created specifically for a course. Students can virtually find other classmates through this page, learn about their classmates, communication with their classmates and professor, and post/discuss relevant class information. Professors can send an announcement to the entire group, set up and remind students about events.

Replacing/Duplicating web course function on Facebook: Discussions that traditionally have taken place on web course boards can also occur on Facebook discussion board. Instant messaging functions are also available online. Instruct

can post information and websites on their profile and group page for students to download and use for class.

Integration of Facebook Application there is a number of useful applications that will expand the suitability of Facebook for class. However, using these applications requires that students download the as well.

2.16 Strategies for Online Reading Comprehension

Before the beginning to discuss reading comprehension strategies through online as cited by Hodgson (2012), perhaps it would help first examine the ways in which the two reading environments differ and how is traditional class reading different from online reading these ways:

2.17 Traditional Reading (in school)

Texts are mostly narrative (e.g. novels, short stories, plays, poem). Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level. Writers/sources are usually considered authoritative by virtue of being published. Information typically consists only of text, sometimes with images. Information typically flows sequentially (from the first word of the book to the test). Reading is focused on one page at time choice of the reader is limited.

2.17.1 Online Reading

Texts are mostly informational.

Reading is more individualized, often with one student at one computer.

Because it is easy for anyone to publish online, authority of information typically deserves more evaluation.

Hyperlinks, images, audio, and video are usually part of the reading experience.

Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).

Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).

It seems that educators (teachers) need to find ways to teach their young people how to process the information they are finding, and how to find it with more precision and understanding.

2.18 Reading Strategies

Here are some strategies as suggested by Hodgson that be effective tools of online reading: Combine online reading into meaningful chunks of information, in which the whole classroom spend a lot of time talking about how to summarize a text by finding appropriate points and casting them in one's own words. The same strategy can also work synthesizing information form a web page. Use a reader's ability effectively scans a page, as opposed to reading every word. It often gives little to the ability to scan, but it is a valuable skill on many levels. Using one's eye to go through key words and phrases allows a reader to focus on what is important.

Avoid distractions as much as necessary. Readability is one tool that can make this possible. Advertising-blocking tool are anther effective way to reduce unnecessary and unwanted content from a web page.

2.18.1 Definition of Reading

Salih and et al (2004) define reading as active process a language skill of predicting, checking and asking oneself questions. It just means, to understand the message in text, that is reading is an interaction between the reader, the text, and its write.

Macnaughton provided another definition and Williams (2004) who claims that reading is to comprehend the meaning of (something written or printed) by looking at and interpreting the written or printed characters.

2.18.2 Pre-Reading

Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and feel authorized to engage with the form and content of the text. What all-successful pre-reading activities have in

common is that they are student-centered. The instructor has to identify the potential problems of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties.

English language learners (ELLs) have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students, such as recreational activities at the beach if students have never been to the beach before. Pictures, drawings, or short skits can help develop relevant background information.

Students need to know at least 90% to 95% of the words they read if they are going to comprehend the text. Therefore, it is important to use several strategies to build background knowledge that leads to better reading comprehension and overall achievement for ELLs. It does not hurt to review many words we often take for granted not only for the benefit of ELLs, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences.

Pre-reading strategies to increase comprehension

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students' comprehension of the text. Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students' potential knowledge of these concepts, including your ELLs. Decide how you might best make these concepts relevant and accessible to all of your students. This might be through a film, discussion, student-reading assignment, or a text read by you. Try using a combination of three or four of the following strategies: Do motivating activities you can use any activity that interests

students in the text and motivates them to read it. For example, you can bring a real frog to class before reading a frog story.

Activate students' prior knowledge of a topic so that they can consciously use it as they read their text. For example, before reading a text with a jungle as the setting, ask students what they already know about jungles and discuss. Relate to students' lives this is a powerful way to motivate students to read and to help them understand what they will be reading. Before reading a story about winning and losing a race, for example, you might want to have your students reflect on the times they have won or lost a race or a contest. In addition to pre-teaching traditional vocabulary words, include words that convey concepts that ELLs already know. For example, students may know the concept of finding something, but do not know the word find or finding. Write these words on the board and review with the class. There are times when not only ELLs but also all students need to learn new and possibly difficult ideas or concepts. For example, the concepts of democracy or envy may be difficult for all young children to understand at first. Give examples that your students can relate to. Predicting and direction setting you can focus students' attention on what is important to look for as they read their text. Making predictions about what might happen in the book gives students a purpose for reading. Setting a direction means using questions that peak students' interest. It also means focusing students on the purpose for the reading. For example, "Today we are going to read about differences in climates and regions. Let's read first about the climate in our community." Suggest comprehension strategies before reading the text, make students aware of what they should be looking for. If you want them to identify cause and effect, point out several examples of this beforehand. How pre-reading relates to ELLs.

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Pre-reading Strategies What you bring to the printed page will affect how you understand what you read, and may be what is most important in understanding what you read. Organize yourself before you read.

Strategies to activate your prior knowledge:

Brainstorming: Examine the title of the selection you are about to read. List all the information that comes to mind about this title. Use these pieces of information to recall and understand the material. Use this knowledge to reframe or reorder what you know, or to note what you disagree with. Further, research

Group discussions: Group discussions in and out of class will help you to discover what you bring to your reading, what your fellow students bring. As well as shared experiences. If you find they have new background information, ask for more information from them.

Concept or mind mapping: This is a type of brainstorming where you place the title/subject as the main idea, then develop a "mind map" around it.

English language learners (ELLs) have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students, such as recreational activities at the beach if students have never been to the beach before. Pictures, drawings, or short skits can help develop relevant background information.

Students need to know at least 90% to 95% of the words they read if they are going to comprehend the text. Therefore, it is important to use several strategies to build background knowledge that leads to better reading comprehension and overall achievement for ELLs. It doesn't hurt to review many words we often

take for granted not only for the benefit of ELLs, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences. Before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students' comprehension of the text.

Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students' potential knowledge of these concepts, including your ELLs. Decide how you might best make these concepts relevant and accessible to all of your students. This might be through a film, discussion, student-reading assignment, or a text read by you. Try using a combination of three or four of the following strategies: Do motivating activities you can use any activity that interests students in the text and motivates them to read it. For example, you can bring a real frog to class before.

Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and feel authorized to engage with the form and content of the text. What all-successful pre-reading activities have in common is that they are student-centered. The instructor has to identify the potential problems of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties.

Two pre-reading activities are very commonly used in tandem:

Brainstorming: Students pool what they know about the topic of a text and share their knowledge in the native or target language. The goal is to activate the learners' horizon of expectation, and help learners identify what the text. Pre-reading exercises can take different forms, but ideally, they are learner-centered rather than teacher-centered. For example, if the text is a film review, and only one student has seen the film, that student can tell the others about the plot or other notable features of the film.

2.19 Pre-reading Strategies

- **Pre-questions**

Often chapters in texts provide organizing questions. You can also write out a series of questions you expect to be answered when reading.

2.20. While reading

Mark up the text while reading

This involves much more than highlighting or underlining passages that you think are significant. You should write notes in the margins to help you think about what you are reading and begin to process the material into your long-term memory. Note where the text differs from the lecture or maybe includes a useful example to complement the lectures. If you disagree with the author, note it in the margin. Write quick notes in your own words to summarize a passage or to note an example that will help you remember a concept.

If an author is covering a series of points within a long passage, you can mark each point in the margin with a number. Then brief statement in your own words. This will help you create a structure for the material.

Writing a summary in your own words after reading a passage is a powerful way to remember the material. Write the summary without referring back to the reading. If you cannot do so, then go back and read the passage again.

Learning to write effective summaries will take practice. You want to include enough information to capture the argument or significant points, but do not want to simply copy the text.

Use active reading strategies to connect new information with prior knowledge. There are two kinds of active reading strategies: Elaboration and Organizational. Typically, you will use elaboration strategies while you are reading and organizational strategies after you have completed the reading:

2.20.1 Brainstorming

Examine the title of the selection you are about to read List all the information that comes to mind about this title use these pieces of information to recall and understand the material use this knowledge to reframe or reorder what you know, or to note what you disagree with, for further research.

2.20.2 Concept or mind mapping

This is a type of brainstorming where you place the title/subject as the main idea, then develop a "mind map" around it. It can be effective either in a group or by you.

2.21 Post-reading

Post-reading activities offer the students the opportunity to make connections with the text(s) and their own experiences, self-expression, and creative responses in light of having read and analyzed the text. These activities enable students to

Apply a more global understanding and interpretation of the text and integrate information from different parts of the text .A great way to build student comprehension of a text is to provide students with pre-, during, and post-reading strategies. In order to actively engage students in their text, you will need to provide students with an array of teaching strategies, as well as remind them that reading requires them to think with their minds before, during, and after reading.

After or post-reading strategies provide students a way to summarize, reflect, and question what they have just read. They are an important component of the pre-, during, and post-reading strategy and is the core of good comprehension. Here are three post-reading teaching strategies to try in your classroom today.

Exit Slips

The exit slip after reading strategy is used to help students reflect what they have just learned. It helps them process concepts and express how or what they

feel about the content learned. This strategy requires students to think critically (a skill that is essential in today's world) .

Exit slips are great because they only take students a few minutes to do, and educators get a quick informal assessment of how well the students understood what they have just learned.

Think about the key concept you want students to get out of the reading or lesson. Right after the lesson, distribute the exit slips to students. You can choose to differentiate the exit slips according to your students' needs, abilities.

Once students write down their responses, be sure to collect the slips. Review the slips to determine how to meet the needs of all students. Examples:

Write one thing that you have learned today. Discuss one that you learned today that could be used in the real world. Discuss one thing that you learned today that you would like to learn more about. One thing that surprised the most today is ... Rate your understanding of today's topic from 1-10.

Frame routine is a classroom strategy that employs using a graphic organizer to assist students in organizing topics, main ideas, and key details of what they have just read. This technique helps students summarize what they have learned from the text they have just read.

2.21.1 How to Use the Strategy

Select the topic. The topic is usually the title of what you just read. Determine the main idea. Students then record the key ideas of the topic. Discuss the details. Students write essential details in the appropriate boxes. Develop the main or big idea of the text. Students write a brief summary of the conclusion that they have drawn. Review the information on the frame. Once the information is clearly stated and organized on the frame, the teacher evaluates it and plans follow-up activities to extend students learning.

2.22 How to Conduct Reading

As Setlla (1989) stated "SQ3R is an acronym stands for: Survey, Question, Read, Review; the five steps in the reading process. It is a useful approach to most kinds of reading; whether a text book, an article or single passage or letter." He discusses SQ3R as follows:

- Survey; always survey the text document critically; title , substituteetc. to make sure oneself that has taken all the basic information. For instance, to make a summary for a certain passage or text is better than to skip it.
- Question; you need to ask yourself questions about what you expect to find in a book to keep your reading active helps you to concentrate. For example, what do I want to find out from this? You should keep up with the process of questioning while you read.
- Read; reading is the third not the first and last stage in active reading, the preliminaries are not waste of time. You will find that you read more efficiently once you have pinpointed what you are going to read and why you are reading it. You need to vary the way you read and your reading speed; you do not make notes while you are reading; you need to focus on understanding.
- Recall; whatsoever the text was! Set out the main points as readers remember them and check with the text if the readers are not sure. Then, give guidance on note taking.
- Review; there are two parts to the review: First, look back over the text to make sure you can answer the questions you set yourself and not to miss anything essential or distort the information in the passage.

2.23Types of Reading

Due to the important role, that reading plays in shaping the readers' knowledge and attitudes. Setella (1989) describe reading with its classification as follows:

2.23.1 Intensive Reading

Classroom activity is done through the teacher's guidance. It takes more the shape of silent reading than loud reading. In this type, we read for details, more slowly, taking the information or even making a mental note some of the details to tell the reader about later.

2.23.2 Silent Reading

It is for comprehension or understanding. It requires the teacher's guidance and assistance in the early stages of learning languages. It is usually introduced after learning new words and expressions. It should be followed by comprehension question; i.e. yes/no or true/false, information questions (wh. Q), why or who questions, question which require forming views and opinions which require the understanding of what the passage denotes.

2.23.3 Loud Reading

It is for checking pupil's pronunciation, word stress, intonation, and understanding. The passage, for this activity, should be short, complete, thematic, and clear.

Reading aloud comes only after silent reading, after presenting new words, structures, and expression. To avoid killing other more important language skills, reading aloud is not being carried on for a long time.

2.23.4 Extensive Reading

This is the way when students usually are reading for pleasure, perhaps a novel, or a play. It is usually done at home for pleasure or for acquiring general knowledge and information.

2.23.5 Skimming

It is a rapid reading of a text to find out the core or the gist of the text. When we skim, we just pass our eyes over headlines, titles, topic sentence, and summaries.

Therefore, skimming is effective in improving the student's ability at getting information (general sense or the gist) within a short period.

2.23.6 Scanning

Salih et al (2004) state that scanning is a form of skimming in the sense that, it is a rapid reading of text to find out a specific piece of information which is noticeable in the text such as a number, date, a quantity, person's name or a place. In other words, readers scan the page until they find what they are looking for. Readers usually in pleasure reading neither skim nor scan, but read for main ideas without paying close attention to details. Hence, they can use a text to practice more than one type of reading approach.

Ellis (2008) adds more about scanning stating that scanning is a type of speed-reading technique. Its purpose is to examine closely and rapidly a piece of printed or written material. This technique is used when the reader wants to find a particular piece of information or fact without necessarily understanding the whole passage or script. The reader, for example, may scan by reading a chapter of a book as rapidly as possible in order to find out information about a particular date, name, figure, or amount. Scanning as compared to others is easier than skimming because the reader knows ahead of time what he wants to find. Scanning is used widely in the following situations:

- ❖ Looking up a number in telephone directory.
- ❖ Looking up a name in a list.
- ❖ Looking up days and dates in schedule.
- ❖ Looking up a word or an idiom in the dictionary.
- ❖ Looking up a reference in a book.
- ❖ Looking up a question in a research paper, e.g. looking up a subject in an index of book.
- ❖ Looking up an author's name or a title of a book in a library card catalogue.

2.24 Integrating Strategies

Although at times you may provide such instruction with a focus on only one strategy, include the use of other strategies as they naturally occur, particularly known strategies that have previously been introduced. Good readers do not just use one strategy when reading; they use multiple strategies in integrated ways and know what strategy to use in a particular reading situation.

As each strategy is introduced add it to the repertoire of other strategies as soon as possible, talking about which one to use at different points in the reading and how this varies with different texts and your students' knowledge of the topic or text type. Do not think of comprehension as just a list of strategies.

There are still some issues about using routines with multiple strategies that still require more research (Stahl, 2004). It may be too cognitively demanding for some younger students who are not yet fluent readers, although research done to study the effects of one year of weak grade 2 students involved in transactional strategies instruction showed they became much better readers than students in control classrooms (Brown, Pressley, Van Meter, & Schuder, 1996). With transactional strategies, instruction there is a strong emphasis on self-regulated use of the strategies and it is emphasized that choosing an appropriate strategy is important and that different strategies apply in different situations.

Also, Reciprocal Teaching, which typically involves the use of four strategies: predicting, clarifying, questioning, and summarizing, can be used effectively with all grade levels, with good and poor readers, and in small-group and whole-group contexts (Rosenshine & Meister, 1994). You will find information on Reciprocal Teaching and transactional strategy instruction such as SAIL in the Think aloud module on this CD-ROM.

You may also like to find out information about a reading framework named "concept-orientated reading instruction" (CORI) developed by John Guthrie (2002) and others, which integrates a number of strategies and has been found to

be successful with low-achieving, multicultural students in the later elementary grades.

2.25 Previous studies

2.25.1 Effects of Social Networking on Adolescent Education

Miah et al

Data 2013

Southern University at New Orleans

New Orleans, LA 70126, USA

In recent years, the use of social networking sites has grown tremendously especially among the teens and high school students. However, very little is known about the scale of use, the purpose, how students use these sites, and, more specifically, whether these sites help or hurt their academic progress. This study investigates how high school students in Rapides Parish, Louisiana, are using social networks for school- or education-based work. The study measures the usage, time spent on social networking sites, the specific websites that are being accessed, and the subjects being studied while on social networking sites, and tries to find out if these are helping or hurting the students' academic progress. The purpose of this research is to help education administrators, teachers and parents to discover how and whether social networking sites helping their students in their learning process. The study also provides recommendations to make the use of social networking sites effective and beneficial for the students.

Keywords: social networking, adolescent education, academic progress.

Introduction

Social Networking is the new wave of communication, whether it is for personal use, business, and education and/or employment opportunities. Thanks to the growth in technology, individuals or groups in any area of the world can now access someone's information and connect through social networking sites

(SNS). The users of social networking websites continue to grow rapidly. According to the Nielsen Company, global consumers spent more than five and a half hours on social networking sites like Facebook and Twitter in December 2009, an 82% increase from the same time in the previous year when users were spending just over three hours on social networking sites. In addition, the overall traffic on social networking sites has grown over the last three years (Nielsen Wire Blog Page, 2010). Facebook (FB) currently leads the social networking sites in the number of users. Although anyone can freely become a member of other websites, FB is the leader of its kind. “We had 845 million 2012 Proceedings of the Information Systems Educators Conference ISSN: 2167-1435 New Orleans Louisiana, USA v29 n1927 monthly active users at the end of December 2011. Approximately 80% of our monthly active users are outside the U.S. and Canada. We had 483 million daily active users on average in December 2011” (Facebook Newsroom, 2012).

All things have their positive and negative aspects. Even with social networking, there can be advantages and disadvantages of using the sites. Some advantages from using social networks are that one can be in touch with someone who is over a great distance within a few seconds as long as they have Internet access and a networking device such as a computer, cell phone, net books, tablets or game consoles like the Xbox and Wii. Another advantage is that one can easily communicate a message to a wide audience to view. For example, when a user posts a message on his or her Facebook wall, it is available for all of the user’s friends to view. It is a great tool for marketing and getting a message out without sending multiple messages. One can also choose to send a private message for one person to view or to a specific group to view. The overall advantage of social networking is that it does what it is made for, which is communication. Although these things seem great, one must keep in mind the disadvantages of having such freedom and mobility in order to communicate.

A major disadvantage of using social networking websites is that most folks are not aware of the dangers they undergo once they display their personal information on these websites. Strangers, stalkers, and hackers are able to possibly use someone's personal information for unethical reasons. For example, hackers can place a link on Facebook displaying information that a user may find interesting. The user who clicks on the hacker's link, may compromise personal information leaving the user's networking device open to pollution by spam, viruses and worms. Hacking is one of the main factors leading to identity theft. A person should never store their passwords, credit cards, or personal information on their computer. It is important to have a good firewall installed on the computer if one chooses to engage in social websites to prevent such a cause. Hacking accounted for the largest number of compromised personal records in the last 12 months, involving an estimated 43 million in America (Computer Hacking and Identity Theft, 2012). Viruses can cause one to lose every piece of information on their computers, causing one to have to pay money to get their computer back up and running; however, sometimes the important files stored on an infected computer can be lost forever. Another disadvantage is more personal. Since the rise of the popular social websites like Facebook and Twitter, users are constantly logging on to the websites to update their status, check their messages, add pictures, update locations and chat with another person online. This has caused many conflicts in the workplace, especially those that have not blocked social networking websites. Since one can now use a phone to log on, accurately monitoring workplace productivity is almost impossible, which can cause a company to suffer. The same can occur with students in grade school, who have many obligations to meet daily. Young teens are being affected the most because they are still learning what it is to be responsible. Predators are targeting them and the academic progress of some may suffer because of it.

Teens continue to be avid users of social networking websites – as of September 2009, 73% of American teens of ages 12 to 17 used an online social network website, a statistic that has continued to climb upwards from 55% in November 2006 and 65% in February 2008 (Lenhart, Purcell, Smith, & Zickuhr, 2010). The question in hand remains how students are using these social networks in connection with doing schoolwork and/or anything educationally connected. Although the educational side of technology is defined through the National Technology Plan, there is no definition in social networking as it relates to education and how it should be used. Social networking has become one of the biggest forms of communication since the growth of technology. This wave of technology is affecting the new generation of communicators beginning with adolescent scholars. Most are not aware of how posting something is personal or even posting something that is inappropriate can compromise their security.

This study examines the decisions that teenagers are making with the use of social networking websites in terms of personal use and educational use. From that information, recommendations are provided as to what provisions may need to be made by parents, teachers, students, administrators, and information technology departments of local schools. The rest of the paper is organized as follows: Section 2 provides the literature review; Section 3 describes the research methods, 2012 Proceedings of the Information Systems Educators Conference ISSN: 2167-1435 New Orleans Louisiana, USA v29 n1927 Section 4 analyzes the data and provides the results, Section 5 describes the recommendations, Section 6 is the conclusions, and Section 7 provides the references.

2.25.2 Facebook off Limits? Protecting Teachers' Private Speech on Social Networking Sites

Lumturiye Akiti

Introduction

Imagine that every year Lisa, a middle school English teacher in her late twenties, takes a trip to the Bahamas with a group of her closest girlfriends from college. When she returns from the trip, she posts a photo of herself standing on the beach holding an alcoholic beverage on her Facebook profile. There is nothing revealing or inappropriate about the photo; however, a student's parent gains access to Lisa's Facebook profile and contacts Lisa's principal, voicing her concern regarding Lisa's recent posting. The next day, Lisa is called into the principal's office where the principal asks her a series of questions regarding her Facebook use. Shortly thereafter, Lisa is dismissed from her teaching position at the middle school for "immoral misconduct."

Now, take another hypothetical. This time, imagine Michelle, a high school teacher in her mid-twenties, who posts a similar photo to the one that Lisa had posted.² Michelle is on the beach, in a bathing suit, holding an alcoholic beverage. However, one of Michelle's male students, who is friends with Michelle on Facebook, comments, looking sexy, on the photo. In response, Michelle sends her student a message via Facebook composed of explicit, sexual references. The conversations between Michelle and her student progress to a physical level and ultimately result in a sexual relationship. The student's parents uncover the Facebook messages between Michelle and their son and contact both the principal and the police. Like Lisa, Michelle is dismissed from her high school teaching position.

Although these two situations are similar in respect to teachers' use of Facebook, the two teachers were dismissed for very different reasons. In the first situation, the teacher was dismissed because a parent gained access to the teacher's profile and saw a seemingly innocent photograph posted to a Facebook wall. However, in the second situation, the teacher was dismissed because of the inappropriate conduct between the teacher and one of her minor students. Should these two teachers be treated the same based on their use of a popular social media website? Each instance resulted in the dismissal of the individual from her

teaching position; however, many would argue that dismissal in the first case was unwarranted. Indeed, some contend that dismissal in the first situation infringes on a teacher's First Amendment free speech rights, rights that must be protected.⁴ Due to the inappropriate conduct of the teacher in the second scenario, it is easy to determine that dismissal from her position was warranted.

These situations briefly highlight the issues that arise when teachers use social networking websites like Facebook. Districts, school boards, and administrators have dealt with problems that have surfaced from teachers' use of social networking sites. One way that school boards have combated this problem is by implementing district-level school board policies and acceptable use agreements, which restrict the use of social networking sites. In fact, one state has gone so far as to prohibit parents, who are also teachers, from "friending" their children, who are students, on Facebook. In light of such existing measures, teachers have been dismissed, suspended, and even coerced into resignation for what school administrators consider inappropriate use of social networking sites. In response, teachers have threatened and filed claims in district.

2.25.3 Social Networking Tools for Teacher Education

Betül Özkan, Ph.D.

Long Island University

Betul.Ozkan@liu.edu

Barbara McKenzie, Ph.D.

University of West Georgia

bmckenzi@westga.edu

The emerging social networking tools that are ready to incorporate in educational settings and their popularity among younger generations make them compelling applications for higher education faculty. The interest and growth in social networking do not only represent new emerging technologies that may

possibly be used in education, but they also refer to the networks where communication and interaction affect the way we know and learn things. This paper first reviews the literature on social networks and then discusses their possible adoption in teacher education. It is the authors' hope that the paper provides insight to teacher educators so the integration process would be seamless in teacher education programs.

One of the buzzwords in education nowadays is Web 2.0 technologies, social networking services, and a variety of open social software programs that go into the education market almost daily. Often times all of these terms are used interchangeably. Web 2.0 is “a term often applied to a perceived ongoing transition of the World Wide Web from a collection of websites to a full-fledged computing platform serving web applications to end users.

It refers to a supposed second-generation of Internet-based services—such as social networking sites, wikis, communication tools, and folksonomies—that emphasize online collaboration and sharing among users.”

(Anonymouse, 2007). Solomon and Schrum (2007) state Web 2.0 is “an invented term” that was used for the first time by Tim O'Reilly in 2004. It involves the collection of new and emerging Web-based tools that are oftentimes free of charge, social in nature, and encourage users to express themselves in ways that are useful to them. In a few short years, the number of Web 2.0 tools has increased significantly. This may be attributed to the fact that users find it appealing because it is web based, collaborative, involves a multitude of individuals who collaborate, and has shared content. The “All things Web 2.0” (www.allthingsweb2.com/) directory lists thousands of tools that are available and it even ranks them for their popularity.

Open social software is defined as software that enables people to collaborate, interact and connect with each other using software whose source code is public and so can be used, modified or re-distributed by its users.

On the other hand, social networking websites function like an online community of internet users and focus on members who have a common interest in topics. When they are given access to the social networking site, they socialize by reading profile pages of members and interact with selected members by using the software (Anonymous c, 2007). For social networks to work, certain software should be used. Although the notion of social networking is not a new concept (for instance, Use nets in 1980s), a number of services have begun to flourish in recent years (e.g., MySpace, Facebook, Friendster, EduSpaces, Yahoo! 360° and LinkedIn). The Pew Report's (2005, January) findings are quite striking to understand the future of social networks.

2.25.4 Exploring Facebook and WhatsApp As Supporting Social Network Applications For English Learning In Higher Education

Adhi Susilo

Facebook (FB) and WhatsApp (WA) has become the “communication portal” for social networking, which has rapidly transformed the way people communicate. It attempts to shed light on an information-sharing activity conducted via online discussion using FB and WA groups. This study investigated students' participation in the online discussion and their feedback on the use of FB's and WA's groups as the platform for the activity. It explores ten domestic workers' use of FB and WA as students in their English course at the Open University of

Indonesia (UT). Drawing on virtual ethnography, this article relies on qualitative data that shows there are potential positive benefits to using FB and WA for teaching and learning, particularly for the development of educational portable-communities. It is concluded that a FB'sand WA's group has the potential to be used as online tutorial complements. They have pedagogical, social, and technological affordances, which allow putting up announcements, sharing ideas and resources, and implementing online discussions. Using a FB'sand WA's

group as an online tutorial complement, however, has certain constraints. Participation of tutors and the role of admin of FB's and WA's group are crucial to realize its potential.

Mobile phones have become a crucial part of our daily life nowadays. Everyone has a personal cell phone of their own. Mobile phones have been developing very fast since 1995 (Chowdhury, 2012).

They are used not only for making calls and for messaging, but for play music, watches a movie; access internet and a variety of applications. To give more functionality in mobile phones, many operating systems are developed such as Windows Mobile, IOS, Symbian and Android. Android is grabbing more and more user attention and thousands of Android applications are currently being developed. The applications are WhatsApp (WA), Skype and GO SMS Pro, which are also, the most popular messenger applications among the college students (Jadhav, Bhutkar, & Mehta, 2013).

According to Ludlow and Duff (2009), the Internet has had a more dramatic influence on education than any previous technological innovation because it has allowed individuals of all ages to access education and training programs. However, the most dramatic changes have come most recently with the introduction of Web 2.0. Web 2.0 is a set of web-based applications that are fluid in nature (Lorenzetti, 2009). Its basic elements are communication and collaborative technologies that involve voice, video, social networking, and content their users establish sharing; the direction and content of these applications. Web 2.0 technologies add a new dimension to online teaching and learning and provide opportunities for instructor-to-student as well as student-to-student real-time and time-delayed collaboration. These technologies have shifted, the role of instructors from deliverers of instruction. Facilitators of learning and have made learners the center of attention (Askov & Bixler, 1998; Beldarrain, 2006; Gunga & Ricketts, 2008). Falvo and Johnson (2007) note that Web 2.0 technologies are viewed as tools that will elevate teaching and

learning from the structured and linear learning management system (LMS) environment to a dynamic, multi-dimensional environment.

Social networking sites (SNSs) have become increasingly popular with the rise of Web 2.0, providing increased collaboration and sharing among users through applications like wikis, blogs, podcasts, and RSS feeds. SNSs such as MySpace, Friendster and, most recently, Facebook (FB), are used by a great variety of people, both for social and professional purposes; youth, in particular, use these new technologies to communicate and stay connected (Castells, 2007). This popularity should help SNSs act as natural supports for educational activities if they are used effectively.

The study focused on use of the FB as a social networking site and WhatsApp for distance education at an Indonesian distance university, the Open University of Indonesia (Universities Terbuka or UT). It investigated students' participation in online discussions and their feedback on the use of FB and WhatsApp groups as the platform for the activity. Its subjects were Indonesian domestic workers living and working overseas, individuals that can benefit significantly from education but are challenging to engage and sustain in their learning efforts. The overall purpose of the study was to add to our understanding of the potential and challenges of educational applications that involve FB and WhatsApp-supported information sharing.

2.26 Summary of the Chapter

Chapter two talk about, overview of the research, theoretical framework also previous studies for the research.

CHAPTER THREE:

METHODOLOGY

3.0 Introduction

This chapter describes the methodology of the study. It particularly, presents the target subject, research methodology, and procedures for data collection. Then it goes further to present validity and content of the three

tools: questionnaire and interviews. The researcher has adopted Statistical Packages for Social Sciences (SPSS) to analyze data.

3.1 Method

The research's tools used for collecting data:

- Questionnaire.
- Pre-test.
- Post-test.

The idea behind this particular section is to reveal the rationale for the research methodology, the method, and strategy adopted in collecting data for the research. This part also seeks to reveal how the researchers conducted the research to be able to investigate the impact of social networks on the performance of students at universities.

This study aims to understand the impact of social network sites learning on the achievements and attitudes of female students compared with face-to-face learning activities when students are in the classroom. Social network sites mobile learning activities are administered to the experimental group, while the face-to-face learning approach is administered to the control group.

3.2 Sample of the Study

Study participants are from faculty of female students of Ahfad University for women and specialized in the study of general English.

During the 2015 academic year, the researchers completed experimentation with experimental. The experimental group was composed of 20 female students; 20 female students were been assigned to the students. The researcher administered face-to-face learning to the control group and the Social network sites learning

program for the experimental group. Students of the groups female students from the field of education and have approximately similar levels of training in computer.

3.3 Validity of the Tools

3.3.1 Validity of the Test

Each test consists three questions. All the questions designed randomly. The researcher used simple and clear language in order to help students express themselves and provide the required data.

3.4 The Content of the Tools

3.4.1 The Contents of the Test

The researcher designed three questions. Question one aimed at checking the students' comprehension ability. Question two was intended to check the students focus ability. As for question three, it aimed at testing students' ability to work out the meaning of items from the context or post.

3.4.2 The Content of the Questionnaire

The researcher designed a questionnaire into three parts according to the hypotheses of the study, to check the statements and the questions of the questionnaire.

3.5Checking instrument Validity

For ensuring the test (instrument face-validity, it was researcher to a validation jury)"see appendix two" .The jury has recommended some modifications and the final version of the instrument was adopted.

- i. Dr. Atif Ahmed Sideeg : University of Kassala Headquarter of English Language Department.
- ii. Dr. Omer Mohamed : Ahfad University for Women UPP department.

- iii. Ustaz Hisham Asadig Adam Mogtarabeen University English Language Department.

3.6 Checking instrument Reliability

For checking instrument reliability, the researcher selected another sample of (27) students from the sample population for piloting the instrument before being given to the study sample (the 50 teachers). However, the pilot sample was always online through Facebook with the researcher in the same manner as the study sample did. The pilot sample was given the same version of the instrument, which was originally prepared for the study sample.

The technique applied was test – retest the scores of the pilot sample for each student in test and retest were correlated using person product moment correlation coefficient, the coefficient reliability resulted was (76) which was high positive correlation. For testing each significance, the computed P-value was compared with the significance level at (0.05). The result was $P < (0.05)$ which insured instrument reliability.

3.7 Research Procedures of Data Collection

The researcher followed the following steps:

1. The researcher first has the experience of dealing with website and Facebook in particular.
2. Then the researcher has purposively created a Facebook group called "EnglishLanguageSocietyTeacherOmer" <https://www.facebook.com/groups/380541415401838/>
3. The researcher made use of some Facebook applications in teaching reading comprehension such as post for writing the lessons and test; notifications to notify students for any kind of work, apology in case of delay, salutations, and finally events, to remind students to any coming work or activity.

4. The researcher used the data collected from the students' participations to develop the instrument, which is the test and focus group.
5. The test was been handed to two experts to measure its validity, suitability and its appropriateness.
6. The researcher had made the final draft of the test after collecting the test from the experts and measured its reliability.

Table (3.1) Reliability

Notes		
Output Created		13-Jun-2017 16:24:35
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=VARIANCE CORR.
Resources	Processor Time	00:00:00.016

Table above(3.1) shows not about the processor and comments of the frequency.

3.8 Summary of the Chapter

This chapter explains methodology of the research the tools that has been used to collected the data, the contents of test and also questionnaire.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

The research dealt with the identification and investigation of the potential that social network might have in enhancing the reading comprehension skills at universities students. The main reason for choosing such a topic is the crucial need for such a new method of teaching and learning English language nowadays is pervasive almost the fields of knowledge; consequently, teachers and students of English are in need of the modern and effective equipment and techniques necessary for teaching and learning English. Therefore, the researcher aimed at looking into this technology as

a means of teaching and
learning, hoping to suggest new and effective techniques
of and learning of English.

Table (4.1) Frequencies of the Pretest and Posttest

Notes		
Output Created		14-Jun-2017 01:27:28
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Pretest Posttest /STATISTICS=STDDEV VARIANCE MEAN MEDIAN /BARCHART FREQ /ORDER=ANALYSIS.
Resources	Processor Time	00:00:01.404
	Elapsed Time	00:00:01.853

Table above(4.1) shows note about the processor and comments of the frequency of pretest and posttest.

Table (4.2) Statistics of the Pretest and Posttest

Statistics			
		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		15.0000	20.1500
Median		16.0000	20.0000
Std. Deviation		2.99122	3.73145
Variance		8.947	13.924

Table 4.2 above shows statistical result of the pretest and posttest .

Table (4.3) T-Test of the Pretest and Posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	15.0000	20	2.99122	.66886
	Posttest	20.1500	20	3.73145	.83438

This table illustrates the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher: 15.0000 vs. 20.1500.

Table (4.4) Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.797	0.000

With the reference to the table (4.4) shows the correlation between the two variables. The Sig. (0.000) is less than 0.05. This means that there is a strong positive correlation. Students did well on the pre-test also did well on the post-test.

Table (4.5) Paired Samples Test

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-5.15000	2.25424	.50406	-6.20501	-4.09499	-10.217	19	0.000

According to this table (4.5) $t = -10.217$, $P = 0.000$. The table shows that the level of Sig. is 0.000, which is less than 0.05. This indicates that there is strong evidence that teaching reading through social network approach has considerably enhanced the learning outcome for the students. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis. There is a difference between the mean of the scores in the two variables.

Table (4.6) Descriptive Statistics of the Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	9.00	19.00	15.0000	2.99122
Posttest	20	14.00	26.00	20.1500	3.73145
Valid N (listwise)	20				

Table (4.6) above shows descriptive statistical analyses of the posttest and pretest.

Table (4.7) Case Processing Summary of the Pretest and Posttest

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pretest * Posttest	20	100.0%	0	.0%	20	100.0%

Tale (4.7)above shows the percent case processing summary of the pretest and posttest.

Table (4.8)Frequency of Posttest

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	5.0	5.0	5.0
	15	2	10.0	10.0	15.0
	17	3	15.0	15.0	30.0
	18	2	10.0	10.0	40.0
	20	3	15.0	15.0	55.0
	21	1	5.0	5.0	60.0
	22	3	15.0	15.0	75.0
	23	1	5.0	5.0	80.0
	25	2	10.0	10.0	90.0
	26	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Taleabove (4.8) shows posttest degree percent.

Table (4.9) Frequency of Pretest

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	5.0	5.0	5.0
	10	1	5.0	5.0	10.0
	12	3	15.0	15.0	25.0
	13	2	10.0	10.0	35.0
	14	1	5.0	5.0	40.0
	15	1	5.0	5.0	45.0
	16	4	20.0	20.0	65.0
	17	3	15.0	15.0	80.0
	18	1	5.0	5.0	85.0
	19	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Table above (4.9) illustrated pretest degree percent.

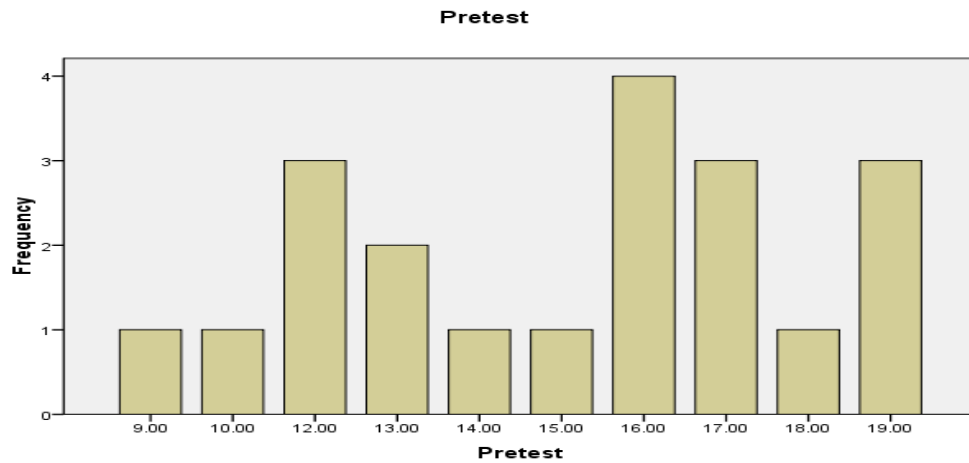


Figure (4.1): Frequency of Pretest

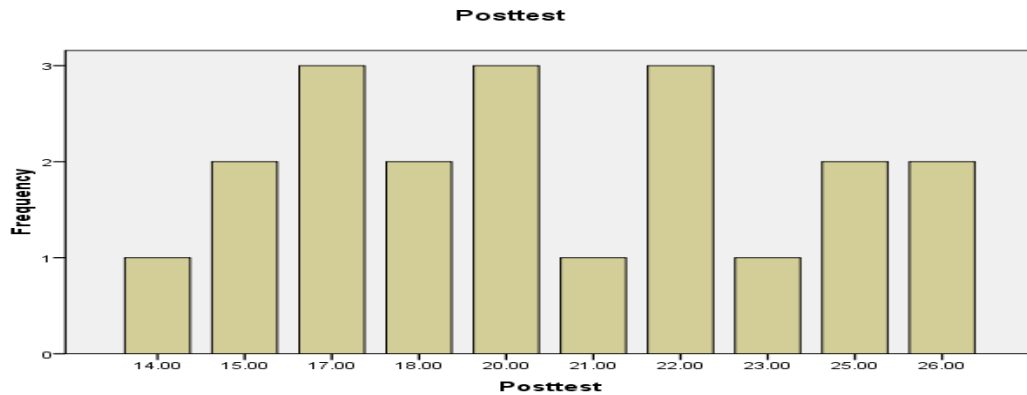


Figure (4.2) Frequency of Posttest

Table (4.10) Case Processing Summary of the Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	35	70.0
	Excluded	15	30.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Table above (4.10) shows questionnaire case processing summary

Table (4.11) Reliability Statistics of the Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.568	0.523	15

Table above (4.11) shows the Reliability Statistics Cronbach's Alpha

Table (4.12) Summary Item Statistics of the Questionnaire

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.633	.197	1.711	1.514	8.701	.196	15
Inter-Item Correlations	.068	-.627	.703	1.330	-1.123	.084	15

Table above (4.12) shows summary item statistics of the questionnaire.

In Bar chart: these number stand for

1.00 Strongly agree.

2.00 Agree

3.00 Uncertainly

4.00 Strongly disagree

5.00 Disagree

Frequency Tables of the Questionnaire

Table (4.13) Using social networks are developing English reading?

Using social networks are developing English reading?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	36.0	37.5	37.5
	Agree	25	50.0	52.1	89.6
	Uncertainly	3	6.0	6.2	95.8
	Strongly disagree	1	2.0	2.1	97.9
	Disagree	1	2.0	2.1	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.13) above shows that the majorities (86.0%) of the teachers believe that using social networks are developing English reading; we can say the teachers strongly agree and agree.

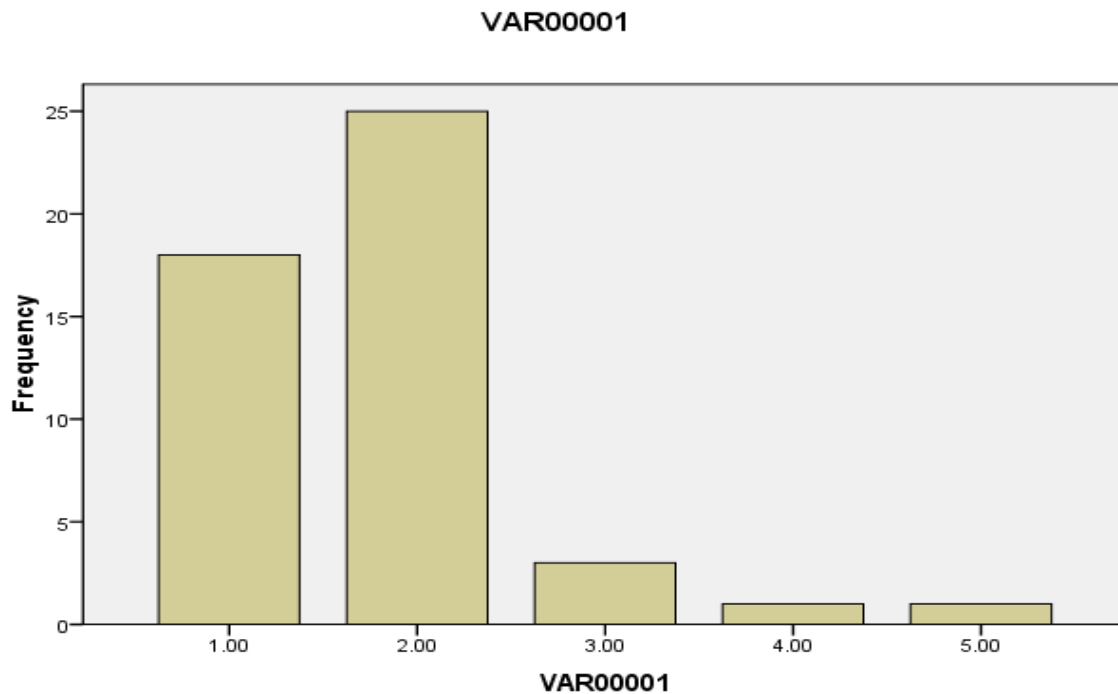


Figure (4.3): Frequency of Using social networks are developing English reading?

Table (4.14) Social networks are productive online aid.

Social networks are productive online aid.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	58.0	60.4	60.4
	Agree	19	38.0	39.6	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.14) above shows that the great majorities (92.0%) of the teachers think that Social networks are productive online aid; we can say the teachers strongly agree and agree.

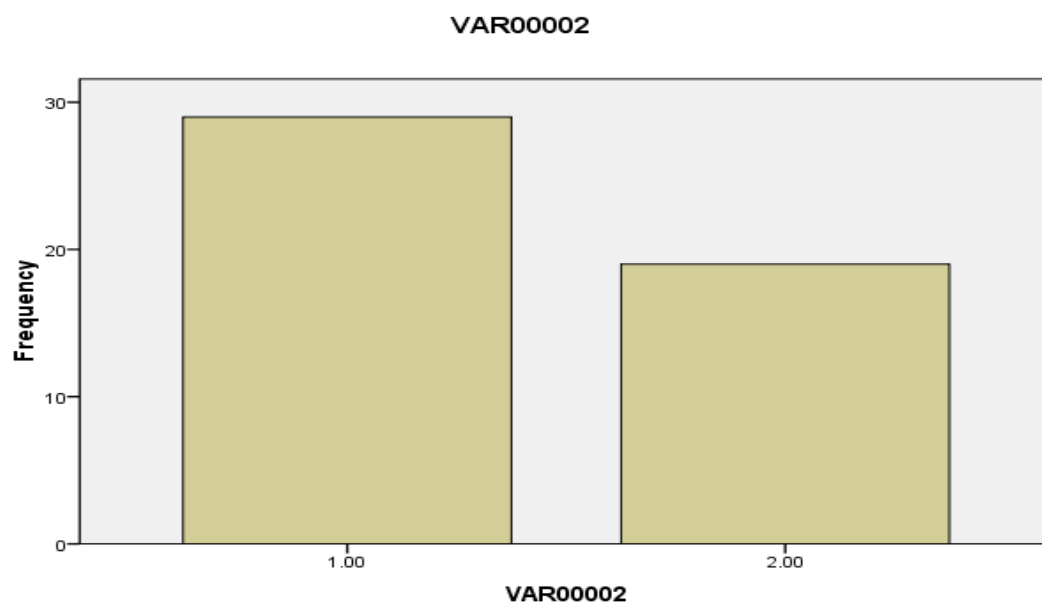


Figure (4.4): Frequency of Social networks are productive online aid.

Table (4.15) Do you think students at university use online social network?

Do you think students at university use online social network?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	30.0	30.6	30.6
	Agree	24	48.0	49.0	79.6
	Uncertainly	7	14.0	14.3	93.9
	Strongly disagree	3	6.0	6.1	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Table (4.15) above shows that majority (88.0%) of the teachers strongly agree and agree that think students at university use online social network. We can say the teachers strongly agree and agree. In addition to, (14.3 %) of the teachers uncertainly.

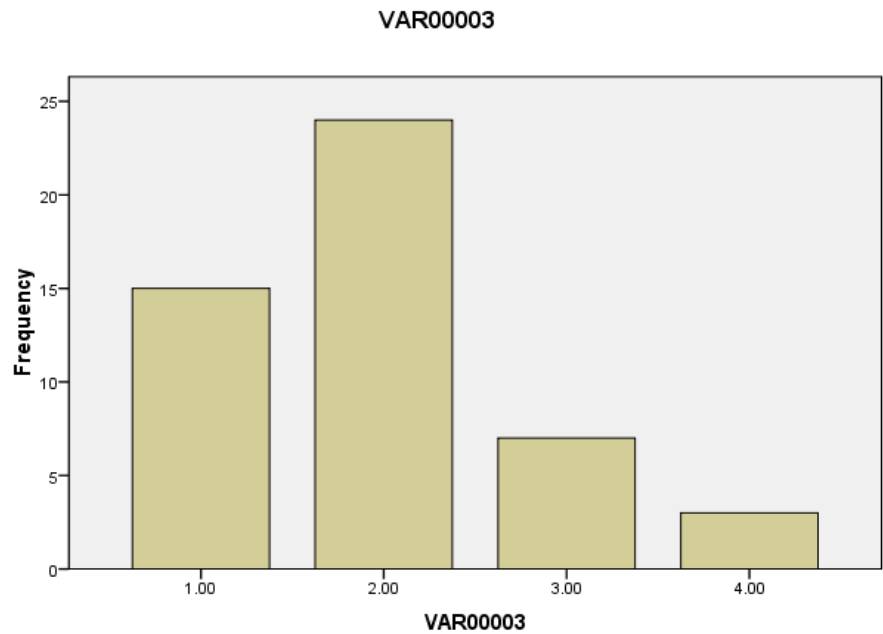


Figure (4.5): Frequency of Do you think students at university use online social network?

Table (4.16) Students at university well had known how to use social network.

Students at university well had known how to use social network.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	36.0	37.5	37.5
	Agree	23	46.0	47.9	85.4
	Uncertainly	3	6.0	6.2	91.7
	Strongly disagree	4	8.0	8.3	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.16) above shows that majority (84.0%) of the teachers strongly agree and agree that students at university well had known how to use social network. We can say the teachers strongly agree and agree. In addition to, (6.3 %) of the teachers uncertainly.

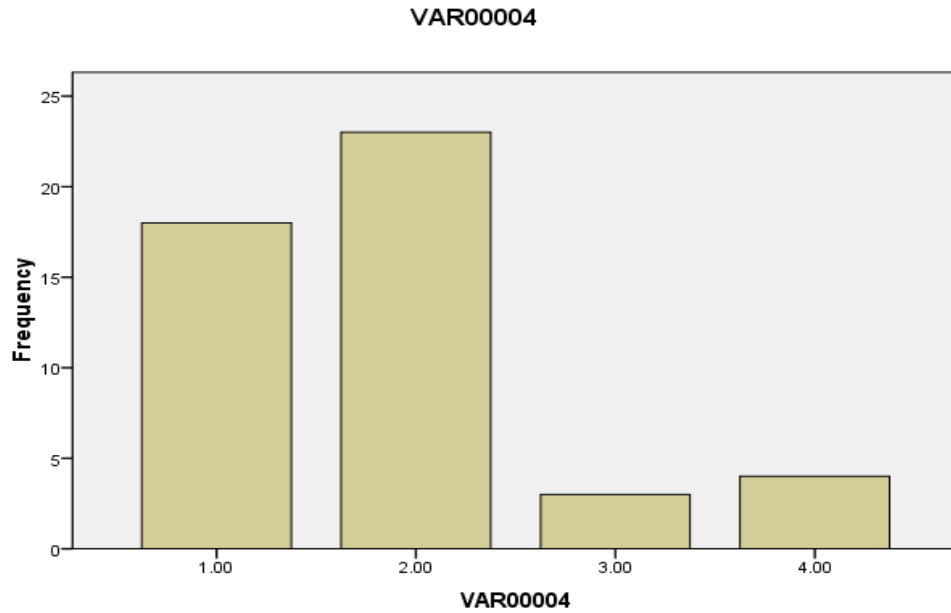


Figure (4.6): Frequency of Students at university well had known how to use social network.

Table (4.17) Students at university spend most of the time in Social network.

Students at university spend most of the time in Social network.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	32.0	33.3	33.3
	Agree	21	42.0	43.8	77.1
	Uncertainly	7	14.0	14.6	91.7
	Strongly disagree	4	8.0	8.3	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.17) above shows that (76.0%) of the teachers believe that students at university spend most of the time in Social network. Also (14.6 %) of the teachers uncertainly.

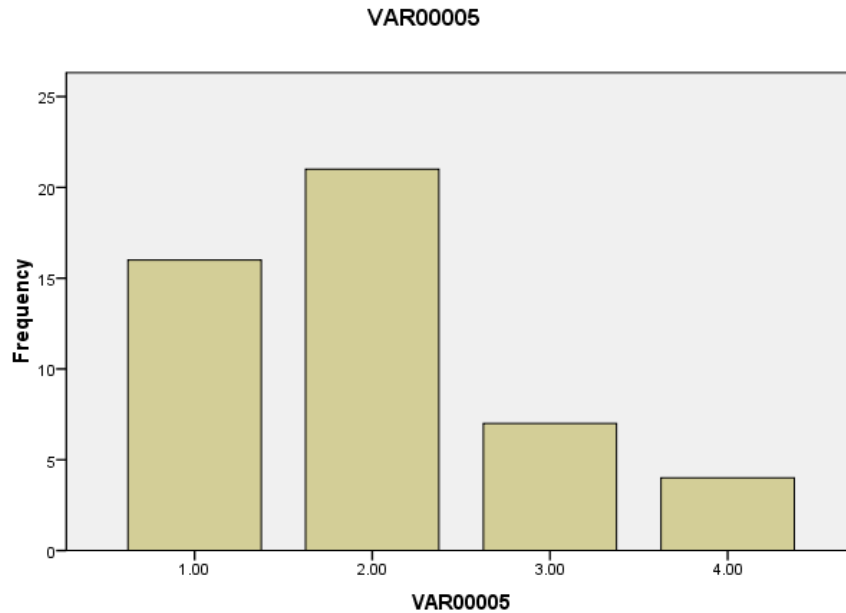


Figure (4.7): Frequency of Students at university spend most of the time in Social network.

Table (4.18) Do you think that students miss use social networks?

Do you think that students miss use social networks?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	2.0	2.0	2.0
	Uncertainly	7	14.0	14.3	16.3
	Strongly disagree	24	48.0	49.0	65.3
	Disagree	17	34.0	34.7	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Table (4.18) above shows that majority (84.0%) of the teachers strongly disagree and disagree that observe that students miss use social networks. We can say the teachers strongly disagree and disagree. Also, (14.3 %) of the teachers uncertainly.

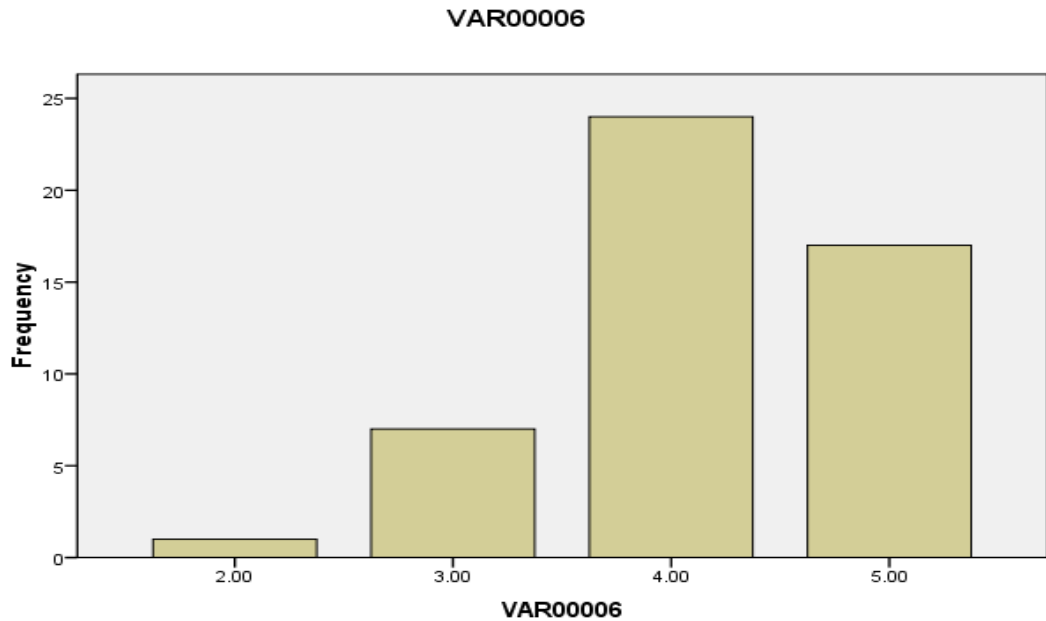


Figure (4.8):Frequency of Do you think that students miss use social networks?

Table (4.19) Social Network is a seminal future aid in enhancing teaching is it.

Social Network is a seminal future aid in enhancing teaching is it.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	38.0	38.8	38.8
	Agree	29	58.0	59.2	98.0
	Uncertainly	1	2.0	2.0	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Table (4.19) above shows that the great majorities (96.0%) of the teachers think that social network is a seminal future aid in enhancing teaching is it; we can say the teachers strongly agree and agree.

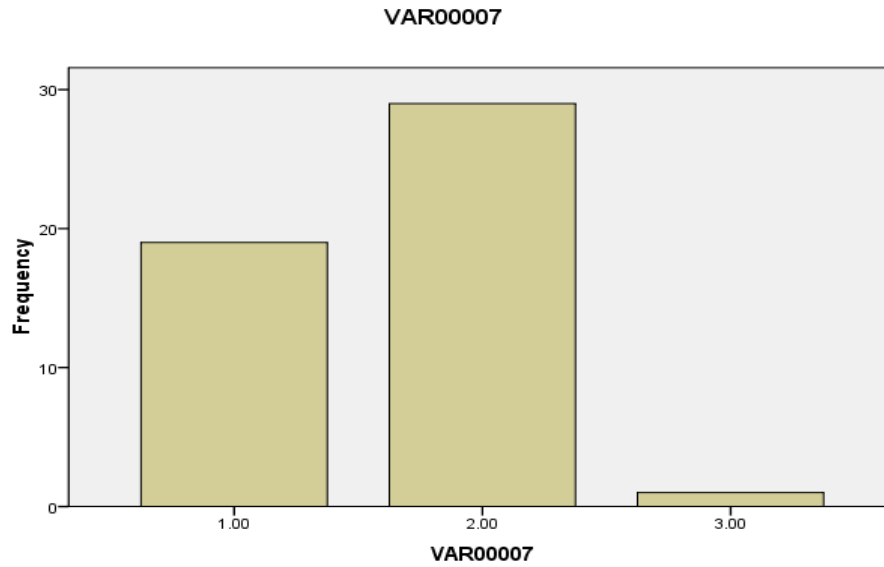


Figure (4.9): Frequency of Social Network is a seminal future aid in enhancing teaching is it.

Table (4.20) Teachers must use modern technology in pedagogic.

Teachers must use modern technology in pedagogic.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	38.0	38.8	38.8
	Agree	14	28.0	28.6	67.3
	Uncertainly	6	12.0	12.2	79.6
	Strongly disagree	5	10.0	10.2	89.8
	Disagree	5	10.0	10.2	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Table (4.20) above shows that (66.0%) of the teachers believe that teachers must use modern technology in pedagogic. Also (12.0%) uncertainly we can say the teachers agree.

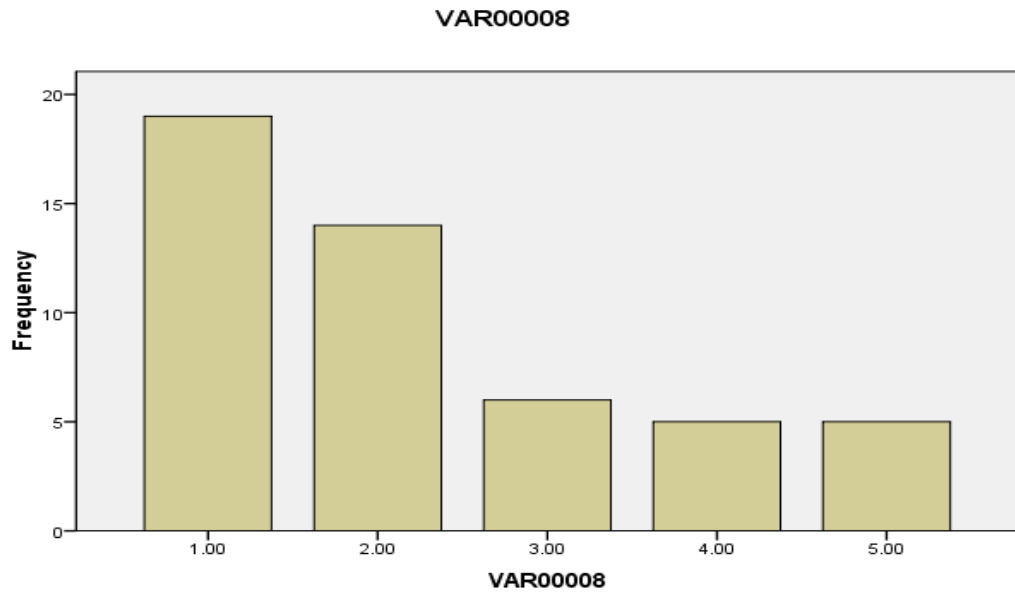


Figure (4.10): Frequency of Teachers must use modern technology in pedagogic.

Table (4.21) Many teachers teach don't know how to use social network.

Many teachers teach don't know how to use social network.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	30.0	31.2	31.2
	Agree	17	34.0	35.4	66.7
	Uncertainly	9	18.0	18.8	85.4
	Strongly disagree	4	8.0	8.3	93.8
	Disagree	3	6.0	6.2	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.21) above shows that (66.0%) of the teachers believe that many teachers teach do not know how to use social network. Also (15.0%) are agree we can say the teachers agree.

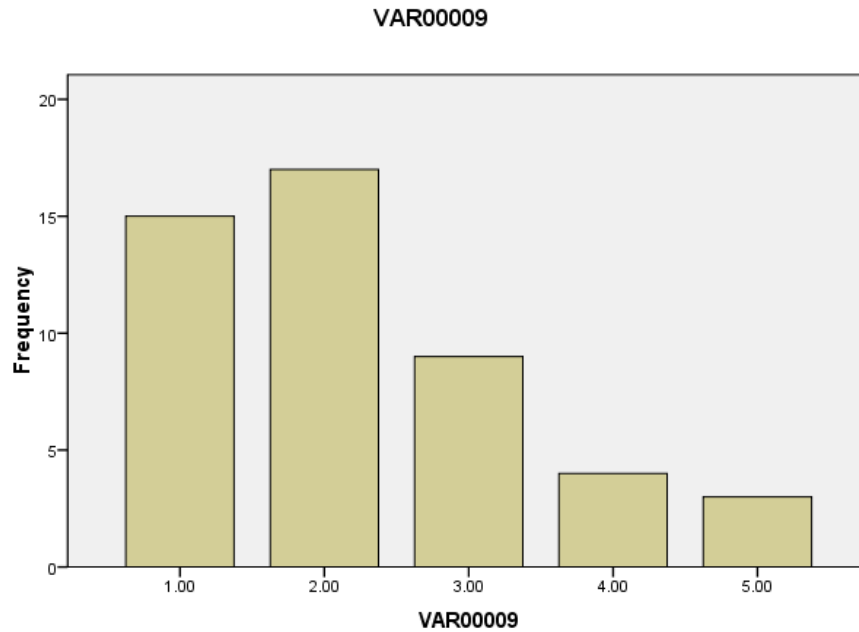


Figure (4.11): Frequency of Many teachers teach don't know how to use social network

Table (4.22) Social networks are the future of language teaching and other science.

Social networks are the future of language teaching and other science.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	38	76.0	76.0	76.0
	Agree	10	20.0	20.0	96.0
	Uncertainly	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table (4.22) above shows that the great majorities (96.0%) of the teachers think that social networks are the future of language teaching and other science; we can say the teachers strongly agree and agree.

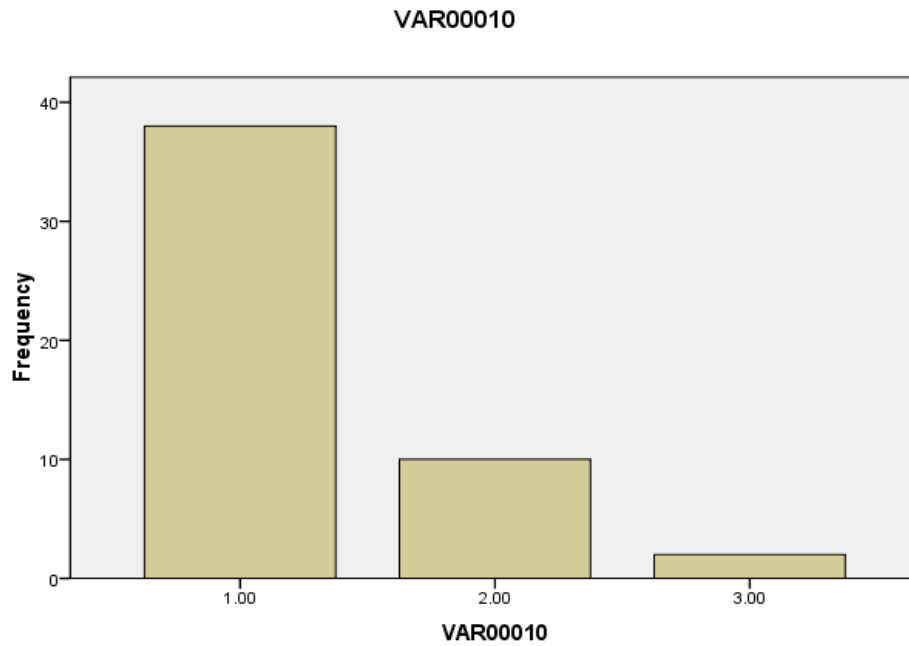


Figure (4.12): Frequency of Social networks are the future of language teaching and other science.

Table (4.23) Are students use social network able to predict meaning from the text?

Are students use social network able to predict meaning from the text?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	6.0	6.0	6.0
	Agree	38	76.0	76.0	82.0
	Uncertainly	4	8.0	8.0	90.0
	Strongly disagree	2	4.0	4.0	94.0
	Disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table (4.23) above shows that the majorities (82.0%) of the teachers think that students are use social network able to predict meaning from the text; we can say the teachers strongly agree and agree.

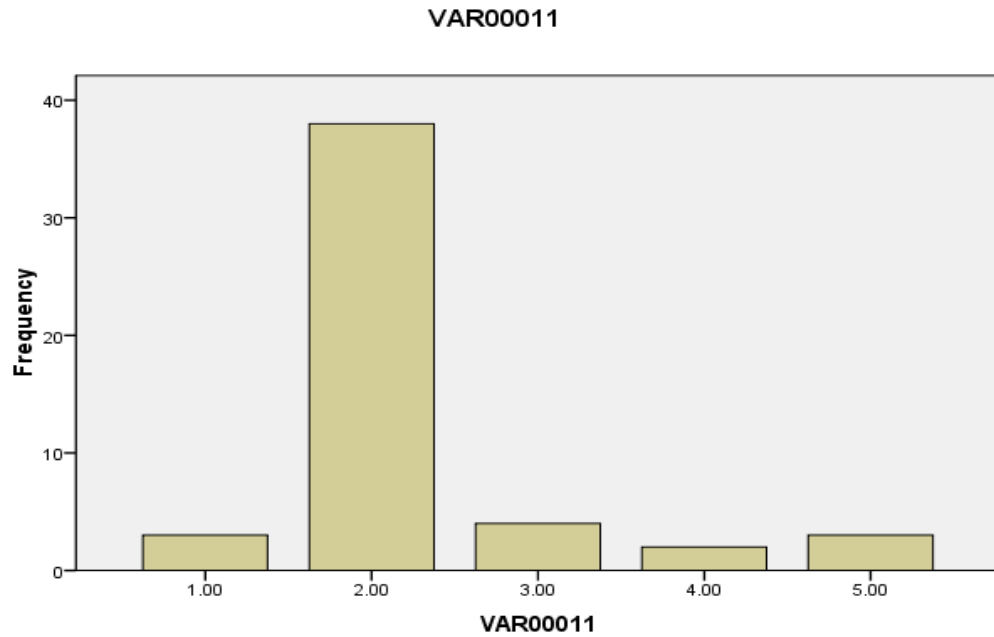


Figure (4.13) Frequency of Are students use social network able to predict meaning from the text?

Table (4.24) Do you observe that students find difficulties in using social network?

Do you observe that students find difficulties in using social network?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	4.0	4.0	4.0
	Agree	3	6.0	6.0	10.0
	Uncertainly	5	10.0	10.0	20.0
	Strongly disagree	37	74.0	74.0	94.0
	Disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table (4.24) above shows that (80.0%) of the teachers strongly disagree and disagree that observe that students find difficulties in using social network. We can say the teachers strongly disagree and disagree.

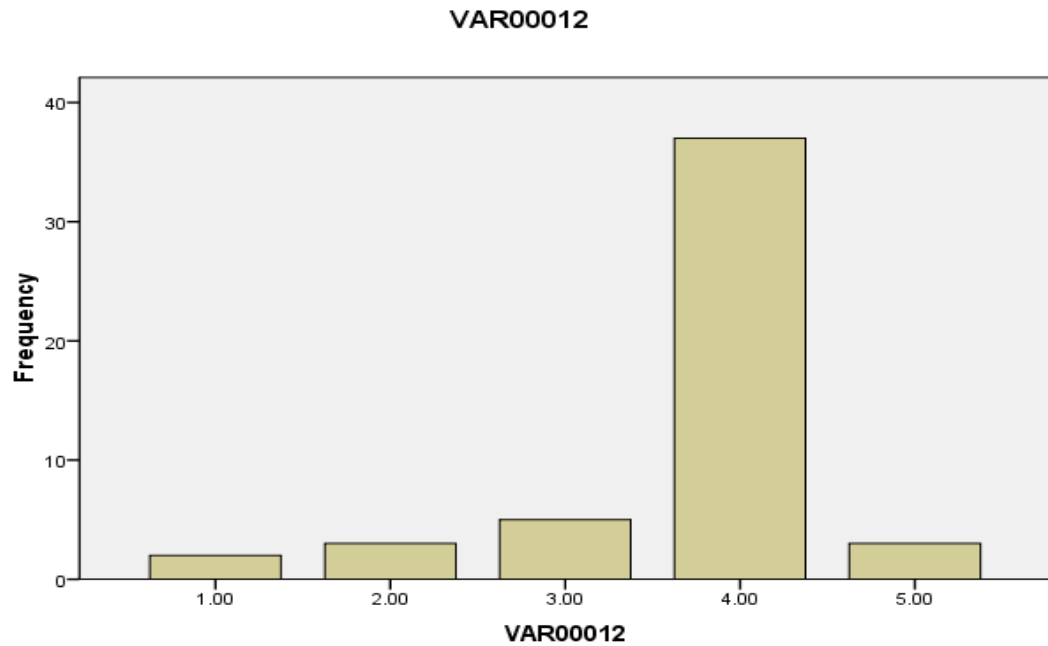


Figure (4.14) Frequency of Do you observe that students find difficulties in using social network?

Table (4.25) Students find no difficulties in using social network

Students find no difficulties in using social network.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	44.0	44.9	44.9
	Agree	24	48.0	49.0	93.9
	Uncertainly	3	6.0	6.1	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Table (4.25) above shows that the great majorities (92.0%) of the teachers think that students find no difficulties in using social network; we can say the teachers strongly agree and agree.

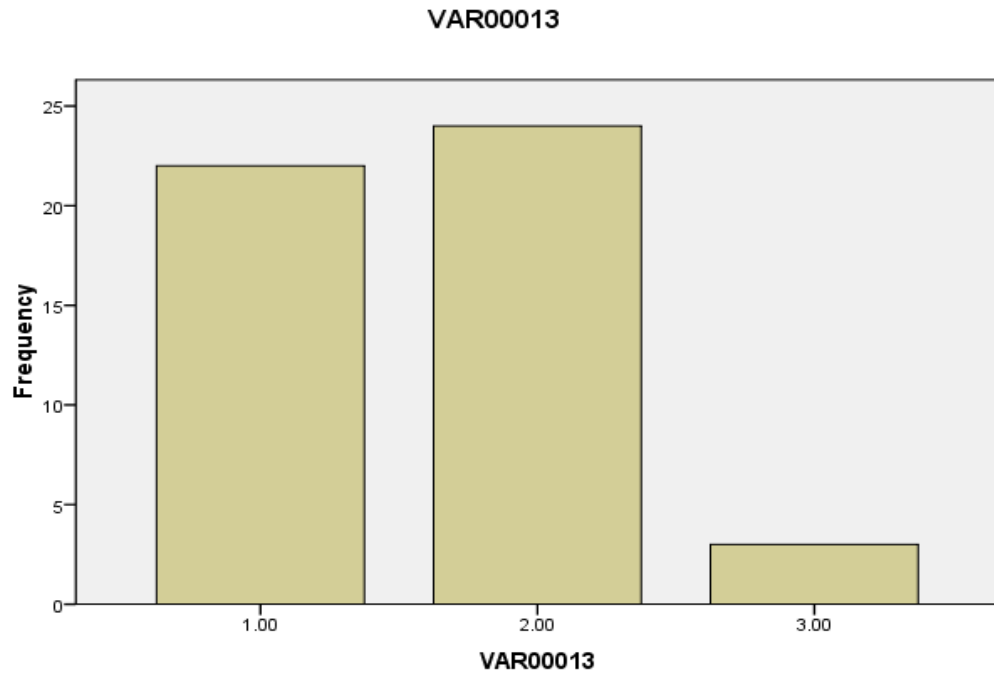


Figure (4.15) Frequency of Students find no difficulties in using social network

Table (4.26) Are students use social network able to infer meaning from the text?

Are students use social network able to infer meaning from the text?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	24.0	25.0	25.0
	Agree	25	50.0	52.1	77.1
	Uncertainly	7	14.0	14.6	91.7
	Disagree	4	8.0	8.3	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Table (4.26) above shows that the majorities (77.0%) of the teachers think that students are use social network able to infer meaning from the text; we can say the teachers strongly agree and agree.

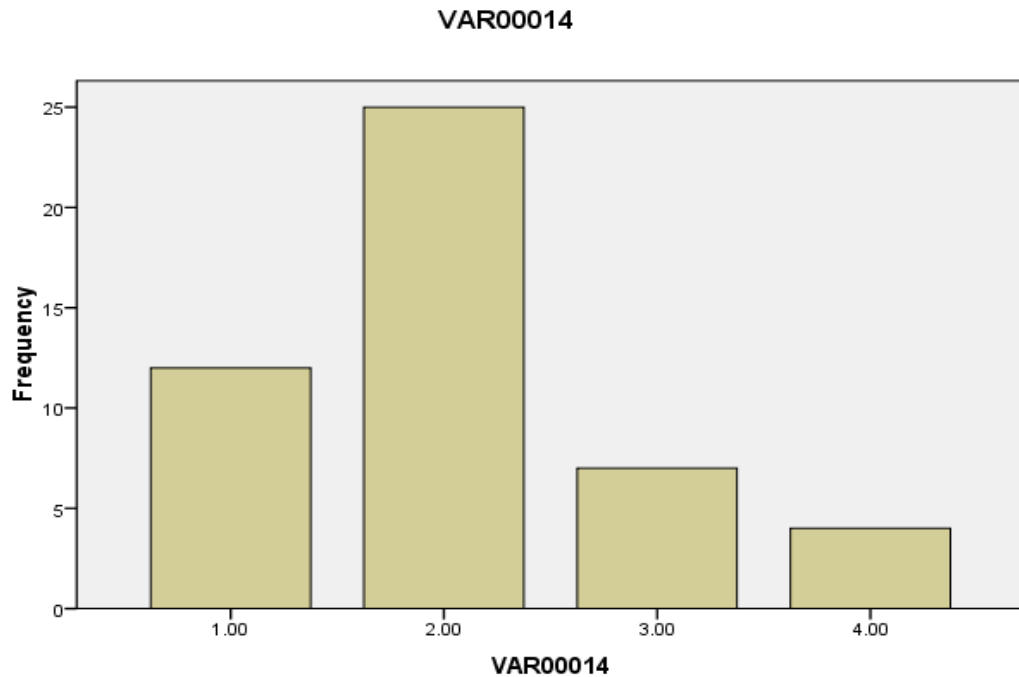


Figure (4.16) Frequency of Are students use social network able to infer meaning from the text?

Table (4.27) Social networks are give students motivate in reading comprehension?

Social networks are give students motivate in reading comprehension?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	74.0	78.7	78.7
	Agree	10	20.0	21.3	100.0
	Total	47	94.0	100.0	
Missing	System	3	6.0		
Total		50	100.0		

Table (4.27) above shows that the great majorities (94.0%) of the teachers think that social networks are give students motivate in reading comprehension; we can say the teachers strongly agree and agree.

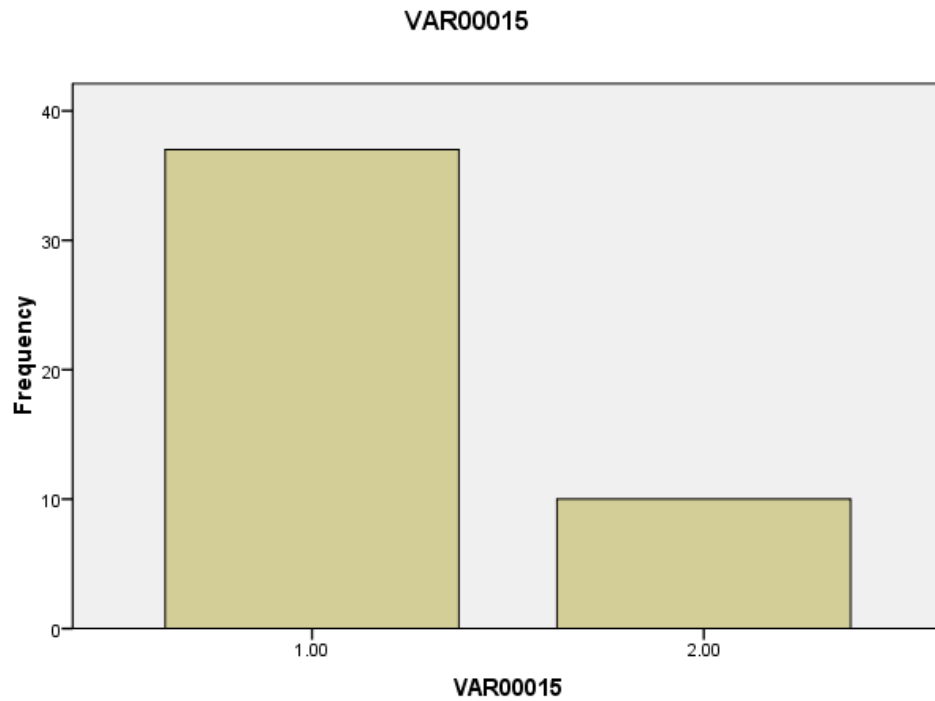


Figure (4.17) Frequency of Social networks are give students motivate in reading comprehension?

Descriptive statistics

Table(4.28)showsthesubjectsresultsinthe pre-test

St. No	Short answer	Multiple-choice	TrueFalse	Scoremarks
1	6	6	5	17
2	3	4	6	13
3	3	7	6	16
4	7	6	5	18
5	4	5	3	12
6	7	4	6	17
7	7	4	5	16
8	7	6	6	19
9	4	5	1	10
10	6	4	5	15
11	6	3	3	12
12	6	5	5	16
13	5	6	6	17
14	7	7	5	19

15	6	4	4	14
16	5	5	2	12
17	4	4	5	13
18	6	5	5	16
19	4	3	2	9
20	7	6	6	19
Total	110	99	91	300

Experimental statistics

Table(3.29)showsthesubjectsresultsinthe post-test

St. No	Shortanswer	Multiple-choice	True False	Score Marks
1	8	8	9	25
2	8	8	7	23
3	7	6	8	21
4	9	8	9	26
5	6	6	5	17
6	8	7	7	22
7	8	8	6	22
8	9	8	8	25
9	5	6	3	14
10	7	6	5	18
11	7	5	5	17
12	7	6	7	20
13	7	6	7	20
14	8	8	6	22
15	7	5	5	17
16	6	5	4	15
17	5	5	5	15
18	7	7	6	20
19	7	5	6	18
20	9	8	9	26
Total	145	131	127	403

4.1 Applying Inferential Statistics

4.1.1 Hypotheses of the Study

1. It is assumed that using Social Network in developing English reading comprehension is a potential and productive online aid.
2. Social Network is a seminal future aid in enhancing teaching and learning a foreign language.
3. Learners may be able to predict and infer meaning from texts written on Social Network.

4.2 Hypotheses Testing

For testing the hypotheses of the study, it can be stated as follows:

- 1- The data in table (8) and table (10) has been treated statistically through inferential statistics (T-test) in order to reach a decision about the hypotheses testing.
- 2- The significance level for the test was set at 0.05.
- 3- Statement of the hypotheses.

$H_0: \mu_1 - \mu_2 = 0$ that is, teaching reading through social network produces no difference to achievement of the students between the means of scores in the two variables.

$H_A: \mu_1 - \mu_2 \neq 0$ that is, teaching reading through social network produces difference to achievement of the students between the means of scores in the two variables.

- 4- From table (9), it could be inferred that there is a significance difference between the two means of pre-test and post-test at the significance level (0.05) and the P-value resulted from T-test. Calculation was $0.000 < 0.05$.

Therefore, the H_0 : will be rejected in favor of H_A : is proved to be productive and conducive to learning and teaching the language.

Below are the results of the independent sample t-test.

4.3 Summary of the Chapter

This chapter illustrated the data analysis of the pretest and posttest also the questionnaire that has been distributed through teachers.

CHAPTER FIVE:

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Main Findings

On the basis of the data analysis, the following findings are revealed:

1. Social Network has a profound impact on enhancing reading comprehension skills of English students.
2. It enables students to reach a satisfactory level of proficiency in reading comprehension.
3. It also provides effective ways for students whereby they enhance reading comprehension and other skills of English Language.
4. Social Network helps students develop the ability of guessing and predicting meaning from the context.
5. It can also enhance teacher-student interaction and learner-centered teaching and learning.
6. Social Network fosters students towards risk-taking so that reading comprehension becomes easier and more challenging than ever before.
7. It links students with the online network and keeps them in touch with the fresh and hot issues of teaching and learning.
8. Social Network offers itself as a new pedagogical tool with flexibility that associates students from different occupations to share standardized instructional and pedagogical attitudes and perceptions.

5.1 Recommendations

Based on the results of this study , the following recommendations may contribute to enhancing English Language teacher and students' performance in both the real and online context. These recommendations are as follows:

1. Teachers of English should exert utmost effort to make maximum use of technology and social networks to promote their performance in teaching.
2. Students of different domains should try to benefit from the enormous potentials that Social Network and other social networks may offer in different realms.
3. Teachers and students should be encouraged and trained to deal with the multimedia and web site that in its turn have the direct effect on their teaching and learning progress and promotion.
4. Educational institutes should be supported with adequate multimedia and materials to contribute the enhancement of the academic attainment.
5. Social Network should be authorized as instructional tool because of its possibility to be used in education and the flexibility in the ease of use and control.
6. Further studies and researches should be conducted in the area of Facebook, social network and web sites in relation to education and teaching to make use of more facilities they offer.

5.2 Suggestions for Further Studies

In fact, the area of web site and social network is fertile and fruitful area for conducting studies. The results and finding of this investigation encouraged the researcher to suggest some topics for further studies. Thus, a number of topics could be proposed as follows:

- 1) The Social Networks effect on the teacher-students' interaction classroom.
- 2) The impact of Social Networks on teachers-students relationship.
- 3) Developing communication and its strategies via online network.
- 4) Teacher-students' rapport from the prospective of social network.
- 5) Academic attainment in relation to the Social Networks addiction.
- 6) Social Networks as an alternative way of teaching and learning.

5.4 Summary of the Chapter

This chapter explains Main findings, Conclusion , Recommendations and Suggestions Further Studies that has been found in the research.

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APPENDICES

Appendices

Appendix One: Reading Comprehension Text

Read the following passage carefully then answer the questions follow it:

Tito and Tana

Tito was a farm worker who loved Tana very much and wanted to marry her. Tina's father asked Tito for two years wages as a dowry. "If you do not have the money after two years, I promise you that Tana will be married to someone else!" Said Tina's father.

Tito worked hard every day and gave the money he saved to his brother Lento to keep it safe for him. The years passed and Tito had almost enough money to marry Tana. One day, however, Lento's child became very ill.

Lento took the child to the doctor who asked for a large amount of money to make the child well. Lento had very little money and he was worried about this child. Finally, he took the money that his brother Tito had given him and paid the doctor. Lento's child became well.

When Tito found out his money was gone, he was very sad. He went to Tina's father and said please give me one more year to pay the dowry. My brother has taken all of my money to save the life of his sick child.

What has that to do with me? Cried Tina's father. You have not kept your promise, but I will keep **mine**. Tana will be married to someone else. Tito ran to tell about her father's decision. Tana decided to leave her father's house and stay secretly with Tito's relatives in a village far, far away. When Tito had enough money, he would join her they would be married. My mother will be very sad said Tana. She loved me more than all of my sister, but

they take care of her. Tana left home quite one night. The next morning, when her mother Zelga realized her daughter had gone, she wept bitterly. She was so sad that she became weak and sick. She died soon afterwards of a broken heart.

Give short answer:

- 1. How much was the dowry for Tana?
.....
- 2. What were the "promises" mentioned by Tanafather?
.....
- 3. Why did Tito give his money to his brother?
.....
- 4. Why did Tana leave home?
.....
- 5. What happened to Zelga at the end of the story?
.....
- 6. What happened to Tito's money?
.....
- 7. Did Tito a lazy person?
.....
- 8. Who took the money?
.....
- 9. Why her mother wept bitterly?
.....
- 10. What happened to Zelga at the end of the story?
.....

Say whether the following statements are true or false:

- 1- Lend was a doctor()
- 2- Tito was a lazy person()
- 3- Lend had permission Tito to use his money.....()
- 4- Tito was employed by Tanafather()
- 5- Tana was Zelga's favorite daughter.....()
- 6- Tana had only one sister()
- 7- Tana wanted to live with Tito's relatives()

- 8- Tito brother has taken all of the money.....()
 9-Lindo's father become very ill.....()
 10- Tito want to tell Tana about her father's decision.....()

Draw a circle around the best answer: a, B, C or D

1- After two years Tito had.....the money needed.

- a. more money b. too little c. a little less than d. exactly

2- Tito was..... worker?

- a. teacher b. farm c. doctor d. nurse

3- 'What has that to do with me' who said this?

- a. Tana's b. Tito c. farm d. Tan's father

4- Lindo was worried because

- a. his son had an illness that the doctor could not cure.
 b. his son was ill and he had no money for his treatment.
 c. Tito would not lend him money.
 d. The doctor refused to see his son.

5- Tito asked Tana's father to.....

- a. lessen the amount of the dowry. b. keep his promise.
 c. delay the time to pay the dowry. C. one year after marriage.

6- The word "mine" underlined in the passage stands for.....

- a. Tan's father himself b. Tan's daughter
 c. Tito's promise d. Tan's father's promise.

7- What had happened to Lendo's child; became.....

- a. ill b. sick c. well d. lazy

8- What was Tan's father's decision?

- a. to marry Tana b. will be married to someone else c. stay secretly d. nothing above

9- When her mother Zelga realized her daughter had gone.

- a. quietly b. realized c. wept d. bitterly

10- Who left the home quietly one night?

- a. Tana b. Tito c. farm d. Tan's father

AppendixTwo: Questionnaire

This questionnaire is for scientific purpose only, that your information will be security

Thank you very much for your cooperation!

What is your gender?

Male Female (optionally)

Qualification: Bachelor Master PhD

Hypothesis of the study

4. It is assumed that using Social Network in developing English reading comprehension is a potential and productive online aid.
5. Social Network is a seminal future aid in enhancing teaching and learning a foreign language.
6. Learners may be able to predict and infer meaning from texts written on Social Network.

Questions/Statements	Strongly agree	agree	uncertainly	Strongly disagree	disagree
1- Using social networks are developing English reading.					
2- Social networks are productive online aid.					
3- Do you think students at university use online aid?					
4- Students at university well had known how to use social network.					
5- Students at university spend most of the time in Social network.					
6- Do you think that students miss use social networks?					
7- Social Network is a seminal future aid in enhancing teaching is it?					
8- Teachers must use					

modern technology in pedagogic.					
9- Many teachers teach don't know how to use social network.					
10- Social networks are the future of teaching language and other science.					
11- Are students use social network able to predict meaning from the text?					
12- Do you observe that students find difficulties in using social network?					
13- Students find no difficulties in using social network.					
14- Are students use social network able to infer meaning from the text?					
15- Social networks are give students motivate in reading comprehension.					

Appendix Three: Jury of Judgments

- i. Dr. Atif Ahmed Sideeg : University of Kassala Headquarter of English Language Department.
- ii. Dr. Omer Mohamed : Ahfad University for Women UPP department.
- iii. Ustaz Hisham Asadig Adam Mogtarabeen University English Language Department.

Mark Elliot Zuckerberg



From Wikipedia, the free encyclopedia
(born May 14, 1984) is an American computer programmer, Internet entrepreneur, and philanthropist. He is best known as one of five co-founders of the social networking website Facebook. As of April 2013, Zuckerberg is the chairman and chief executive of Facebook, Inc. and his personal wealth, as of April 2014, is estimated to be \$25.3 billion. Mark Zuckerberg receives a one-dollar salary and CEO of Facebook. Together with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes, Zuckerberg launched Facebook from Harvard's dormitory rooms. The group then introduced Facebook to other campuses nationwide and moved to Palo Alto, California shortly afterwards. In 2007, at the age of 23, Zuckerberg became a billionaire as a result of Facebook's success. The number of Facebook users worldwide reached one billion in 2012. Zuckerberg was involved in various legal disputes that were initiated by others in the group, who claimed a share of the company based upon their involvement during the development phase of Facebook.