Minimizing Students' Spelling Mistakes Through the Use of Facebook: A Case Study of Second Baccalaureate EFL Learners at Abdurrahman Ennacer High School

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Abstract

The present research studies the effects of using Facebook as a medium to minimize students' spelling mistakes of high school EFL (English as a Foreign Language) students. The study used four types of data collection which are: students' questionnaire, classroom observation, Spelling Mistakes Group on Facebook, and Diagnostic test which was administered to students in order to check their spelling mistakes. The finding of the questionnaire found that students had positive attitude toward using Facebook as a means of developing their writing skills in general. As an educational tool assisting, Facebook will provide students with an attractive medium to help them engage in discussions with their teachers and classmates to share their knowledge.

Keywords: English as a foreign language (EFL), Writing skills, Spelling mistakes, Facebook, Baccalaureate students.

1. Introduction:

Various English Foreign Language (henceforth EFL) official guidelines (1994, 2005, and 2006) devoted a lot of space to learner training urging teachers to help learners develop the necessary skills to become more successful and independent learners. These guidelines include all four skills, receptive skills (listening, reading) and productive skills (speaking, and writing). This later, writing, is considered as one of the most complex and challenging skills that learners of English as a second or foreign language encounter when it comes to productive skills.

Moroccan learners of English language are expected to face various difficulties while learning English. One of these difficulties that stands as a nightmare for the majority of them is writing, especially during exams. Donn Byrne (1986) states "why writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language" (pp. 3-4). Writing is an important indicator that shows the progress of students while learning English because it requires knowledge of vocabulary, grammar, punctuation, and orthography. On the other hand, any writing product with spelling errors shows less progress of the learner. This spelling problem stands as an obstacle for students in their carrier. Hence,

mastering the skill of writing is very crucial for English as foreign language learners to be able to communicate effectively when writing English.

Indeed, most of EFL high school students have serious spelling problems. Some of them do not care about their handwriting while writing, and others do not even know that they have really serious problem in their writing. For this reason, I have chosen to investigate and report what I have learnt about this problem through conducting a fieldwork in Abdurrahman Ennacer High School in Kenitra in order to know the real problems of Moroccan's EFL high school students. For this reason, I have chosen a technological strategy that may help students to minimize their spelling mistakes which is through the use of social media (Facebook). Through this medium, student will practice and develop their writing skills outside the classroom.

1.1. Statement of the Problem
According to my experience as a student at Ibn Tofail University, and to the result of survey that I have conducted at Abdurrahman Ennacer High School for second year baccalaureate students which focused on writing problems that students face in their writing. I have worked with 76 students from two second year baccalaureate (science economy) classes in order to investigate how can spelling be a big problem among learners of English in Moroccan public schools. This study has revealed different types of spelling errors of the words according to their parts of speech. Because of the various benefits that accrue out of writing practices, and the attempt to strength students' writing skills, I have opted for social media (e.g. Facebook) as an independent variable of the present study to enhance students' writing skills by minimizing their spelling errors which is considered as a dependent variable.

1.2. The Study Objectives
The aim of this study is to develop students' writing skills related to English department program of second baccalaureate classes through the use of online homework via Facebook, as well as to develop new strategy of teaching writing skills in the sense of giving feedback. Next, to encourage students to use English language while chatting because it is one of best element that helps students to minimize the spelling errors and to develop their writing skills.

To achieve the research objectives, the study uses diagnostic test to tackle different spelling mistakes of words that are made by students according to their parts of speech, and uses also a questionnaire to measure the same students' perceptions of the use of social media (e.g. Facebook) as a medium to promote their writing skills in minimizing their spelling errors.

1.3. The Rationale
In 2007, the educational and guidelines programs adopted standards-based approach that sets relatively high expectations with regard to teaching skills of listening, reading, speaking, and writing. This later is considered as a key factor in the field of language learning, for it is a documented proof that tells us about the learner's mastery of the basic grammar and lexical items, and his ability to combine them in order to produce a coherent and cohesive text. In addition to that, in the emergency plan of 2009, Moroccan

educational system has heavily invested in technology to support teaching, first to encourage teachers to use technologies, and second to enhance students learning experience.

From what have been said above, and because EFL Moroccan students do less writing at high school level, I assume that the use of social media (e.g. Facebook) between teachers and students is an important medium of learning, first to promote and refine students' writing skills in high school, and second to give teachers a new strategy of helping students and to develop their professions.

In this research, I will explore whether students are ready to be engaged in social media with their classmates and teacher or not.   If they are ready, how can their engagement on social media promote their writing skills? In particular, I will focus on how social media (e.g. Facebook) is a medium that may help students to minimize their spelling errors. Then, I will shed light on some difficulties that hinder the teaching-learning process using Facebook. Finally, I'll provide some suggestions and solutions trying to overcome the mentioned challenges, and which can be applied in the Moroccan context.

1.4. Research Questions

In order to make the objectives of the study, the research questions are stated as follows,

1- How can Facebook enhance Moroccan high school EFL learners in minimizing their spelling mistakes?
2- What are the students' attitudes of the engagement of their teacher on Facebook?
3- To what extent does Facebook contribute to the enhancement of Moroccans' students' writing skills?

1.5. Research Hypothesis

This study attempts to test the validity of the following hypothesis:

- **The null form:**

There is no relationship between the independent variable (Facebook) and the dependent variable (minimizing spelling mistakes of Moroccan EFL).
The aim of this research is to refute or reject the null hypothesis

- **The alternative form:**

There is a relationship between the independent variable (Facebook) and the dependent variable (minimizing spelling mistakes of Moroccan EFL).
The goal of this research is to support or accept the hypothesis.

2. Literature Review

2.1. Spelling Mistakes and Spelling Errors

2.1.1. Concept of Spelling

Kress (2000) defines the word spelling as *"knowing how to write words correctly"* (p. 1). Spelling is concerned with the rules for writing words of the language correctly. In English language, words are spelt according to the English orthography using the Roman writing system. English language is completely different from other languages, it involves a number of orthographic traditions from many languages, which offers a variety of representations for the same sounds where the spelling of a word is not entirely predictable from its sound. Oliviao's allivan and Anne Thomas, (2007) drew attention to the idea that spelling is mainly about "encoding or generating written language" (p. 14). They argue that spelling focuses mostly on the way in which sounds are produced. They also add that "spelling is an encoding process in which the learner is required to construct words from their own resources" (p. 14).

2.1.2. Concept of Error

Llach (2011) claims that "error refers to the wrong utterances that differ from those of a native speaker of the L2" (p. 73). Most studies did not provide a precise definition of (spelling errors), they are just concerned with description, and categorization of the term. However, Simon Botley and Doreen Dillah (2007) defines the term spelling errors as: "violation of certain conventions for representing phonemes by means of graphemes", and is "an encoding error while writing" (pp. 74-93).

Llach (2011) says that Spelling errors are also called Misspellings or orthographic errors. These are considered as a misuse of the English orthography that is affected by the trouble encountered by students in the English encoding system. Such examples include, *"biutiful"* for *"beautiful"*, *"smool"* for *small*, and…. Etc" (p. 123). Misspelling is also deemed as one of the most frequent categories of lexical errors. It is claimed that this category is very often noticed in the early stages of language acquisition.

Wang (as cited in Khalid M. Al-zuoud and Mohammad K. Kabilan, 2013) found five types of spelling errors: substitution e.g. *rabbit-ribbit*, omission: e.g. *bigger-biger*, transposition: e.g. *minute-miunte*, addition: e.g. *October-octorber*, and combination of the above. Wing, Baddeley and Cook (as cited in Naruemon, 2010) "the errors observed were classified into eight major categories:

> 1. **Insertion (addition):** one letter inserted/added, as in <betaween> for <between>
>
> 2. **Omission:** one letter omitted, as in <telephon> for <telephone>
>
> 3. **Substitution:** one letter substituted, as in <herry> for <hurry>
>
> 4. **Transposition (inversion):** two adjacent letters transposed, as in <gola> for <goal>
>
> 5. **Grapheme substitution:** "involving more than two letters but only a single cause, for example when an equivalent according to sound correspondence rules is substituted for the usual form, as in 'thort' for 'thought'" (Cook, 2004, p. 124)
>
> 6. **Word space:** an extra word space or a lack of word space, as in <class room> for <classroom> and <anythingelse> for <anything else>
>
> 7. **Capital**, as in 'english' for 'English'
>
> 8. **Other** (p. 29).

If there is more than one error in the same word such as in <sprot man> <for sportsman>, all errors are counted. The first error is transposition of <ro> for <or>, the second is omission of <s> and the last is word space.

Beyond the previous spelling errors, Carney (1997) suggested three types of errors: "Competence Error vs Performance Error, Variant Error, and Slip" (p. 57). Competence error is consistent while Performance error is temporary. Variant error is an error of choice among competing spelling of the phoneme. For example: <*father*> for <*fother*> and <*wemen*> for <*women*>. The correspondence is wrong, but the phoneme can be spelt like that elsewhere. Slips result from carelessness and inattention. For instance, the writer may double the wrong letter such as in <*developping*> for <*developing*> and <*abssent*> in <*absent*>. Carney (1997) claims that "doubling for the wrong letter is a very common slip, particularly where there are treacherous analogies such as innocent, committed" (p. 57).

In addition to what have been said before, Carney (1997) has cited other types of errors that refer to the confusion between elements of word structure. These types are "analogy errors, jumbling, splits and mergers are other types of errors" (p. 58).

Analogy errors involve confusion between elements of word structure often appear to be analogy errors. For instance, <*analize*> for <*analyze*> may be a false analogy with <*realize*>. Uncertainty about word structure can result in JUMBLING, for example: <*inpossible*> for <*impossible*>. This may be just a letter metathesis, but it might possibly represent a pronunciation.

> Carney (1997) explained that "Mistakenly putting a space boundary in what should be written as a single word can be called a SPLIT such as <*to gether*>, <*out side*>, <*be fore*>, <*in tact*>. Occasionally the opposite mistake is made as MERGER: The writing system has sometimes been inconsistent. Until quite recently the one-word spelling <alright> rather than all right" (p. 58).

2.1.3. Causes of Spelling Errors:

There are various factors that are behind the problem of spelling that many learners of English have. These factors are development factors, irregularity of the English spelling system, mother tongue interference and linguistics differences between Arabic and English.

- **Development factors:** Bahloul (as cited in Jayousi, 2011) "exhibited that many of the spelling mistakes made by the learners who took part in the study were very similar to those made by native speakers as part of their developmental stages" (p. 7). Those errors can be in baby talk, such as reversing the order of two adjacent phonemes in some words, as in spelling *bird* as *brid.*
- **Irregularity of the English spelling system:**
  > Hildreth (as cited in Jayousi, 2011) discusses four features of English writing system that give its notorious reputation of being irregular. The first one is that different sounds are given to the same letter or combination of letters, as in *break* versus *cream* and *gem* versus *get*. The second cause is that a single sound can be expressed by different letters or combinations of letters as in *maid*, *made*, *say*, and *weigh*. A third cause is that many English words contain silent letters as in

debt, *enough*, *light*, *tongue*, and *foreign*. He also adds that the alternate spellings that many English words have, such *theatre-theater* and *color-colour*, also cause some confusion to language learners. All these irregularities cause learners of English to find English spelling a big burden.

- **Mother tongue interference:** Corder (as cited in Jayousi, 2011) argues that "those speakers whose mother tongue has more similarities to the target language are likely to find it easier to acquire than other speakers whose mother tongue is more "distant linguistically" (pp. 8-9).
- **Linguistics differences between Arabic and English:** Swan and Smith (as cited in Jayousi, 2011) state that "Arabic is a cursive system; it includes only words written in combined forms of letters. To illustrate, the Arabic equivalent word of the English word *study* is يدرس, which is formed of the separate Arabic letters (ي\د\ر\س)" (p. 10).

2.2. Social Network

2.2.1. The Emergence of Social Networks:

Social Network Service emerged before the ending of the second millennium, as a main component of the second generation of the WEB 2.0 that has targeted more communication and exchange information. When talking about social networks on the Internet, we cannot overlook the two largest social networking sites that are more known and expanding which are Facebook and Twitter. These last two are considered as one of the most important media, which escalated their star in cyberspace, despite its modernity, the demand for them has doubled, and become playing an influential role politically, economy, and socially.

Maarten de Laat (2007) claims that "Social Network Analysis (SNA) may help in identifying patterns of relationship between people who are part of a social network. It may assist us in the analysis of these patterns by illuminating the 'flow' of information and/or other resources that are exchanged among participants" (p. 3).

Concerning Facebook and twitter users, Number of monthly active (2015) shows that "Facebook had 1.55 billion monthly active users in the third quarter of 2015. In the third quarter of 2012, the number of active Facebook users had surpassed 1 billion. On the other hand, the monthly, whereas, at the beginning of 2014, twitter had surpassed 255 MAU per quarter" (para. 1).

2.2.2. Facebook

Facebook was created by, named Zuckerberg, a student at Harvard University, who aimed to create this website to find a way to communicate between university students and existing graduates. He entered all the names of the students to the site, and then invite them to join and take advantage of the features provided through the site and to identify the current and former colleagues. The idea was soon spread among college students, after the expansion of its activity, and then it really competed with the other social networks that was already existed in that period in the United States. The Global social network (2015) shows that "In 2012, more than 1.4 billion internet users accessed social networks and these figures are still expected to grow as mobile device usage and mobile social networks increasingly gain traction" (para. 2).

The Facebook platform is designed by users to share and communicate with each other, so it is private and personal. In order to use the website, people have to register and create their own profile, and then they will be able to add other users as friends, exchange messages, join groups or pages according to their particular interest. The popularity of Facebook has increased more and more rather than any other social media, or special site on the Internet.

2.2.3. Pages on Facebook

Facebook enables public figures, businesses, organizations and other entities to create their own pages. Unlike personal profiles, Facebook pages are visible to everyone on the Internet. Everyone in Facebook can connect with these pages to become one of its fans, and then they will receive their updates from Facebook news feed.

2.2.4. Groups on Facebook

Facebook groups are used by a small group to communicate and share their common concerns among themselves. Groups allow people to discuss the issues, common activities, organizations, or the dissemination of images, as well as the exchange of relevant content. Villiers (2010) points that "A group, like an individual member, has a wall but, most importantly, groups are forums for discussions" (p. 1). When a group is created, the user can decide whether to make it available to all, or the approval of the administrator should be required to join other members or keep them private only by invitation. As is the case with the pages, new messages are included in the News Feeds and members can interact and share.

The advancement in the sector of information and communication technology in the last two decades, especially with the spread of the internet have really made people to think about the virtual world which has a great impact on the humanity, policy and socially. One of the productions of this virtual world is the existence or the presence of the Social Networking, which are sites that support educational programs in order to consolidate human relations, building knowledge on the Web. Hichang Cho, Geri Gay, Barry Davidson, and Anthony Ingraffea (2005) "claim that learners' performance is an actual outcome of emergent collaborative learning social networks" (pp. 309-329).

Considering social network as a faster e-learning sectors of growth in recent educational, the educational policy over the world, in general, and the Moroccan educational plans in a particular, have sought to find the best ways which enable students to learn. So that students could build new relationships with others and share the intellectual and cognitive offspring. All these would be published through multimedia text, sound, image and video which are the most important technologies of the Internet.

2.2.5. The Role of Social Networks in the Educational Field:

The electronic social networks play an important element in providing students with diverse information that serve most of the areas and disciplines, and social network has provided a number of positive points in the field of education. Collin, P., Rahilly, K., Richardson, I. & Third, A. (2011) noted that studies conducted in the workplace on the role of ICT in learning and development find:

"- As a setting for sharing content & creating/maintaining relationships, Web 2.0 functionality facilitates peer-based & self-directed learning;

- Young people in particular value social & interactive opportunities for learning;

- Handheld technology is a particularly useful tool for workplace learning due to regular accessibility

- Access to virtual or online communities is more important than the physical education environment

- Online forums and SNS can support the continuation and extension of learning and discussion outside formal classroom setting.

- Peer based learning is a key characteristic of the way in which young people direct their own learning outside school & formal organizations. This is characterized by a context of reciprocity, where participants feel they can both produce and evaluate knowledge & culture.

- Young people expect interactivity "the Net Generation has been described as experiential, engaged, and constantly connected, with a strong need for immediacy" (pp. 13-14).

Sivert, Egbert, and Taylor (as cited in Galavis, 1998) show that "computers, multimedia systems, and even multimedia labs for the teaching and learning of English are already being used throughout the world" (p. 1). In fact, according to a survey of online learning conducted by Babson Survey Research Group, "over 6.7 million students, or nearly one-third of all higher education students, enrolled in at least one online class in the fall of 2011" (Dalby 2013).

The reason behind the growing number of students' users of the computer and the Internet in the learning process is to positive effects that offers in learning, especially in learning foreign languages. In a study conducted by Edwards and Fritz (as cited in Bailey 2002) "on university students to know their views in Three methods of teaching depends on the technology, the students reported that e-learning is fun and Interesting, as well as, it achieved the intended results. So that students were able to learn and apply the concepts better. In addition, students reported that their learning outcomes of e-learning materials were better than the traditional educational materials" (pp. 16-17).

Teeter (1997) "Students who completed American Education via the Internet did equally well to students in traditional classrooms on four standard course examinations. Electronic alternative to traditional classrooms, however, are not for all students and not for all teachers. For those comfortable with the medium, electronic learning provides greater flexibility in completing course requirements" (p. 5).

3. Research Methodology

This chapter will describe the framework of the research in order to answer the research questions we have asked in the chapter 1. The aim of this research is to find if the social media (e.g. Facebook) can promote students' writing in reducing their spelling mistakes.

3.1. Setting of the Research

This research is about promoting students' writing skills by minimizing their spelling mistakes through the use of Facebook. This research was conducted in Abdurrahman Ennacer High School. Abdurrahman Ennacer is one of famous senior high schools which is located in the heart of Kenitra. It was created on 1969 as a middle school first. The first promotion of bachelor was on 1981. Abdurrahman Ennacer is a comfortable high school. It is equipped with complete learning facilities. In general, it has 60 classrooms included natural science laboratory and physics laboratory, multimedia room, library, a large office for teachers, a mosque, a large parking, office administration, and some other facilities. The staff consists of 24 members, and 95 teachers. The total number of students is 2056, half of them are girls.

3.2. Participants

The participants of this study were from two classes of second year baccalaureate of economy in Abdurrahman Ennacer High School. The total number of two classes is 90, where 43 students were girls and 47 were boys. A sample was only 76 out of 90 students who participated in the research because 14 students were absent at the day of collecting data.

Unfortunately, I could not have a large sample because the host teacher has only two baccalaureate classes of the same level, so the limited sample is not representative. However, it would be easier to work with two classes that are taught English by one teacher.

3.3. Research Instruments

Concerning the instruments used in this research are the following: diagnostic test, questionnaire, and classroom observation.

1- Diagnostic Test

Diagnostic test is used to discover the week spellers among students. The test consisted of dictation of a short paragraph that contains 83 words which are more frequently used in writing (see appendix A). Dictation plays a significant role toward the ability of students where they can recognize words according to their context. Garcia (1996) claims that "In the cases of dictations, the fact that students put so much emphasis on unfamiliar words indicates that they are still too concerned about guessing word rather than understanding the text as a whole" (p. 78). Davis and Rinvolucri (as cited in Melawanti, 2007) found out that "dictation can be very useful as a test by which to ascertain pupil's progress in spelling, punctuation and pronunciation" (p. 12).

The text was read three times. First, students listened to the text at normal speed. Next, the researcher read the text in lower speed to students the chance to hear all the words. Last, the whole text was read at normal

speed for them to check their versions. After 15 min of dictation, the students' papers were collected and corrected out of class using red colour to cross all spelling mistakes.

2- Questionnaire

The questionnaire was distributed to the same number of students who assisted the diagnostic test. The questionnaire composed of 10 close-ended questions (see appendix B). The questions 1 and 2 concern students' information, they were required to tick only one option. The questions 3, 4, 5, and 6 are about social media and its uses by students, all of them were required from the respondents to tick one or more options, except the question 4 that was required from the informants to tick only one answer. The remaining questions, 7, 8, 9, and 10 were required information about social media and its use in learning in general, the respondents had to tick only one answer.

The questionnaire was translated into Arabic language in order to make them easier to the respondents, and then it was distributed to 76 students after explaining the content in Arabic and English (when necessary). The rationale behind having a questionnaire to students is to have a clear idea of why some of experimental group did not accept the invitation to Bac Spelling Mistakes Group on Facebook who were supposed to set in a post-test that was predetermined.

3- Classroom Observation

Classroom observation is a live instrument that enables the researcher to use one's mind and eyes at the same time to collect data related to one's research. Cohen, L., Manion, L., & Morrison (2005) state that "observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situation" (p. 305). During the whole period of training with the first and second year baccalaureate classes at Abdurrahman Ennacer High School, the researcher used the checklist to jot down all his observation related to students' writing skills (see appendix C). Angela Estacion, Teresa McMahon, Janet Quint, Bernice Melamud, and La Fleur Stephens (2004) claim that "checklist records whether the teacher is interacting with one or two students, a small group, a large group, or the whole. It also notes the presence of certain 'learning opportunities" (p. 12).

4- Group on Facebook

Facebook is used as an instrument for collecting data. Specifically, a group named **Bac Spelling Mistakes** was created to select students who were supposed to join the group in order to have some discussions with the researcher and their peers. They were allowed to post questions and leave messages, or chat with researcher and other users on Facebook during the whole period of stage.

4. Data Presentation, Analysis and Discussion

4.1. Procedure

After collecting the data, the researcher counted and classified all the words of the paragraph tested according to their part of speech (see table 1). Then, all the papers were corrected with emphasis on students' spelling mistakes only (see table 2). As far as Diagnostic test is concerned, the researcher has scored the participants' papers, and scored them according to the number of spelling mistakes (see table 3). Concerning the questionnaire, the researcher entered all the data in the computer by using Microsoft Excel to calculate the percentages of the concerned variables. As for classroom observation, the checklist was used as in instrument during the period of training, it was analysed according to four sections which are the following: class organization, methods and materials, teacher-students' interaction, and content. Lastly, the Facebook group was open for the selected students who were supposed to join the group. They were allowed to leave message, post pieces of writing, and chat on Facebook to discuss their writing difficulties.

Parts of speech	Parts of speech	Number
Nouns	Summer, Holiday, Spain, Weather, Time, Meals, Class, Restaurant, Waiters, Day (2), Bus, Trip, Mountains, Nature, Photos, Picnic, Air	18
Verbs	Have (2), Be (6), Swim, Go, Take, Enjoy	12
Adjectives	Last, Fantastic, Sunny, Pleasant, Able, Delicious, First, Friendly, High, Interesting, Marvelous, Lovely, Wonderful, Open	14
Adverbs	Very (3)	3
Pronouns	We, It, Us, Where	8
Prepositions	In (3), To (3), Up (2), On	9
Conjunctions	And (3)	3
Determiners	A (3), The (6), All (2), One, An, Some ((2), Every	16
	Total	83

Table 1: List of words according to their parts of speech

Parts of speech	Number
Nouns	387
Verbs	189
Adjectives	380
Adverbs	36
Pronouns	72
Prepositions	24
Conjunctions	3
Determiners	104
Total	1195

Table 2: Number of spelling mistakes of the words according to their parts of speech

Scoring	Number of mistakes	Number of students	Percentage
Excellent	1	2	3%
Very Good	(2-3)	3	4%
Good	(4 -5)	4	5%
Satisfactory	(6-7-8)	5	7%
Poor	more than 8	62	82%
TOTAL		76	100%

Table 3: Students' scoring according to the number of spelling mistakes

4.2. Presenting and Analyzing the Findings

As it has been stated in the research questions of the study, this paper studies the effectiveness of social media in general and Facebook in particular in minimizing students' spelling mistakes in order to promote their writing skills. The third research question encompasses one major point: the role of social media (e.g. Facebook) in students' writing skills. Concerning the analysis of the data of the present work, the researcher presents the data in the form of percentages, and diagrams are used to illustrate the results of the study.

The findings of the study are going to be presented and discussed in relation to the research hypothesis and questions in a descriptive way. The researcher will also take into consideration the findings of the previous research (the review literature).

4.2.1. The Result of the Test

Most of students have spelling difficulties while writing, especially in writing nouns, verbs, and adjectives. 387 nouns were misspelt among 74 students. While 64 students encountered difficulty in writing verbs such as the past form of verbs (to take and to be). On the other hand, the majority of the students still struggling with adjectives, 380 adjectives were misspelt by all participants except one. For example, the word *"marvelous"* was misspelt by 70 students. Furthermore, several words were missed by a large number of students. Words such as *"mountain", "holiday", "interesting"* and *"wonderful"* are frequently used by students in their English studies, but 68 students haven't spelt them correctly.

4.2.2. The Result of the Questionnaire
1) Gender

Gender	Number of gender	Percentage of gender
Female	47	62%
Male	29	38%
Total	76	100%

*Table 4: The distribution of gender of the sample studies*
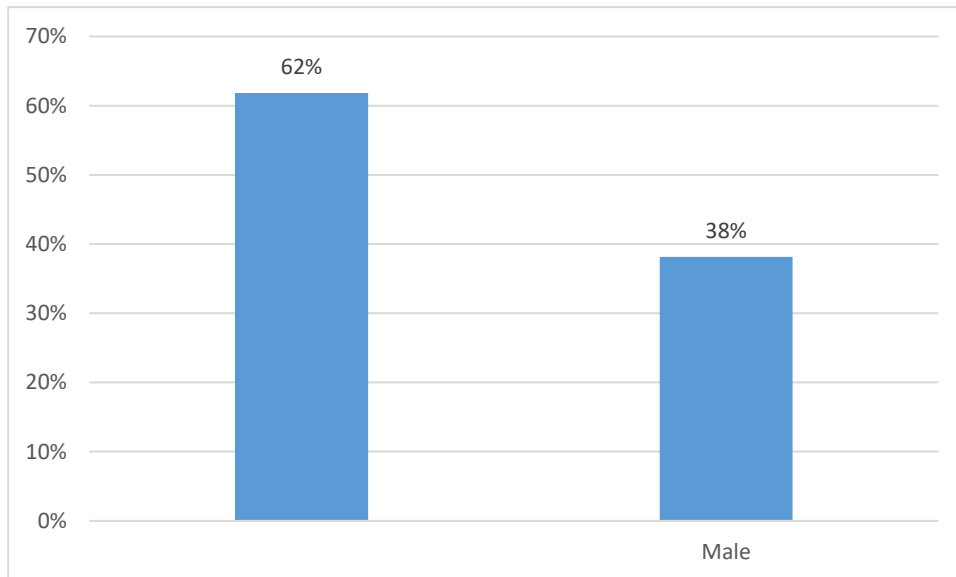
Graph 1: The distribution of gender of the sample studies

The majority of students' population are females (47 females = 62%), whereas male are only 29 students which equal 38% of the total participants. The following table (4) illustrates the distribution of gender of the sample studies.

2) Age

Age	Number of age	Percentage of age
(15 - 16)	7	9%
(17 -18)	62	82%
(19 -20)	7	9%
Total	76	100%

Table 5: Students' age
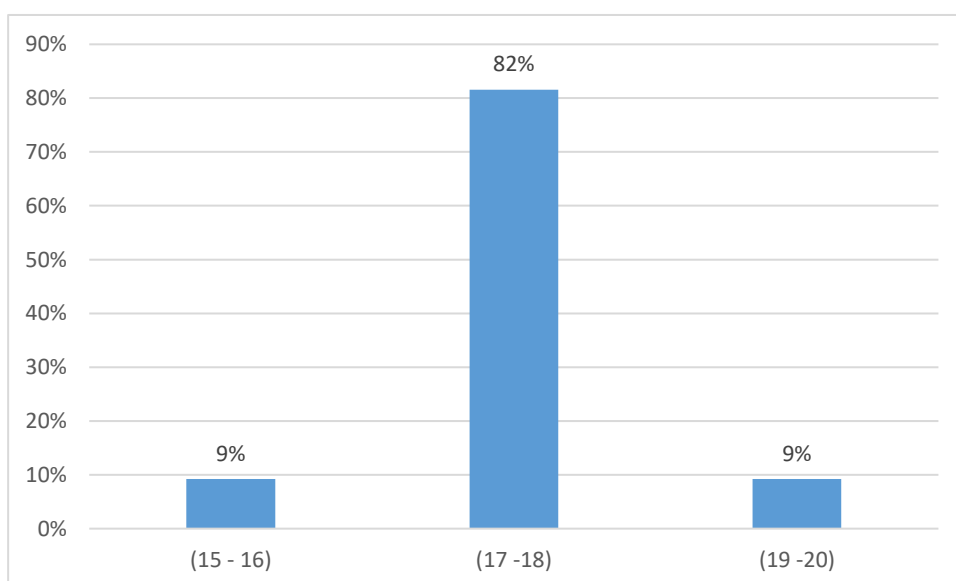

Graph 2: Students' age

Concerning the age of the participants, 62 students that equal 82% are between (17 -18) years old. The half of the remaining students' number are only 9% which are between (15 -16), and the second half of the participants are between (19 -20) (see the table 5).

3) What types of social media do you currently use?

75% of the participants prefer Facebook as a tool for social networking, while 11% are Google users. However, Twitter is only used by 3% of the total participants, and the 12% of students use other social network.

Best social network	Number of Responses	Percentage
Facebook	57	75%
Google	8	11%
Others	9	12%
Twitter	2	3%
TOTAL	76	100%

*Table 6: The best social media for the participants*
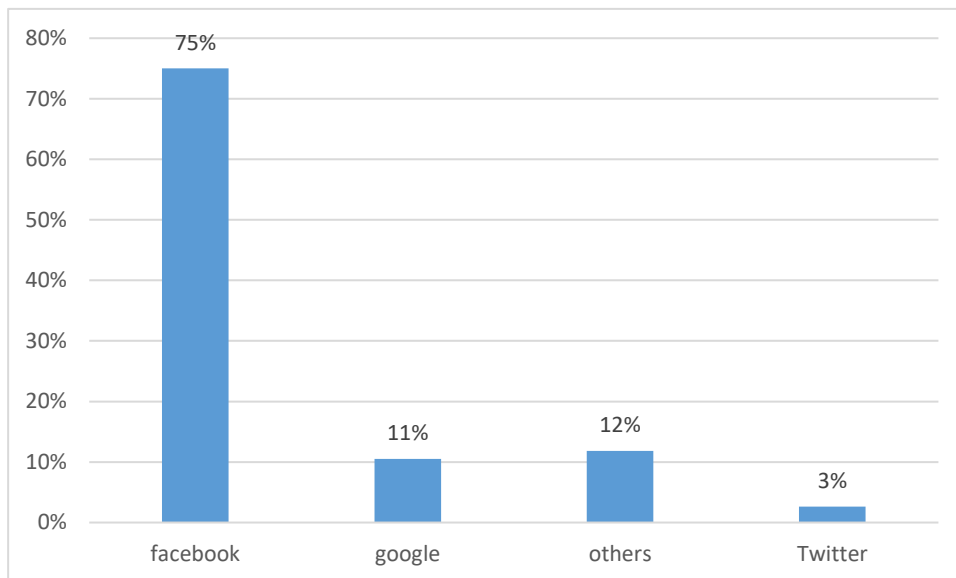
Graph 3:The best social media for the participants

4) How many hours do you spend using social media?

The table below shows the average hours of the users among the participants.

Average hours	Number of Responses	Percentage
Less than one hour	11	14%
between (1 -3) hours	28	37%
between (4 -5) hours	15	20%
more than 6 hours	22	29%
TOTAL	76	100%

Table 7: The average hours used by the participants
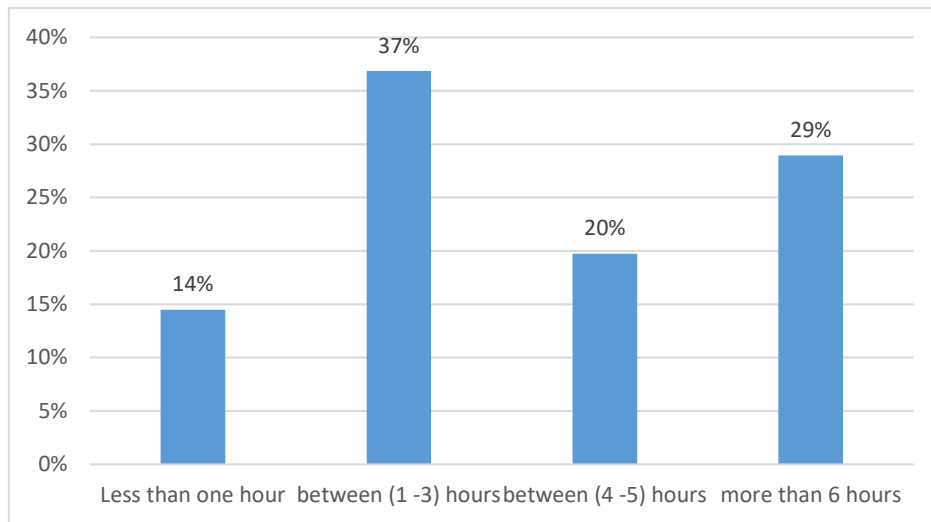
*Graph 4: The average hours used by the participants*

37% of the students' participants use social media between (1 -3) hours, and 29% among 74 students use social media for more than 6 hours per a day. Concerning the networking who use the social media between (4 -5) are 20% among students' participants, whereas 14% of the students are the less users of social media. This statistic shows that 76% of the participants use social media between (1 -3) hours per day, and 49% amonge76 students use social media between (4 -5) hours.

5) For what purpose(s) do you use social media?
   a- To have Access to information
   b- To play online games
   c- To communicate with family and/or friends
   d- To discuss / Share ideas with others

Raisons for using F.B	Number of Responses	Detailed percentage
a	2	3%
a - b	11	14%
a – b - c	3	4%
a – b - d	2	3%
a - c	11	14%
a – c - d	3	4%
b	13	17%
b - c	14	18%
b - d	1	1%
c	9	12%
c - d	5	7%
d	2	3%
Total	76	100%

Table 8: The purpose for using social media
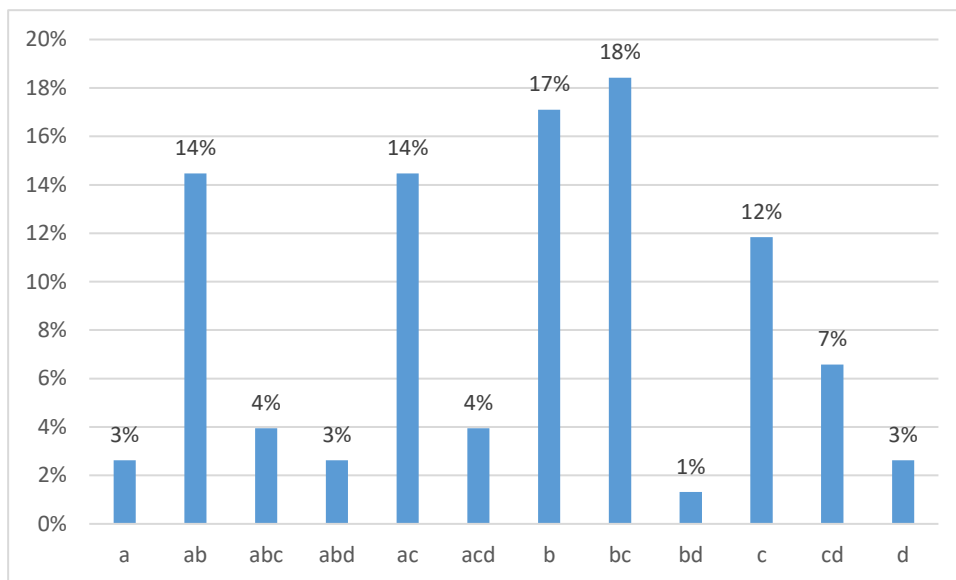
Graph 5: The purpose for using social media

17% of students claimed that they use social media only for playing online games, and 12% said that they use it only to communicate with family and others, while 18% said that they use it for both playing online games and to communicate with family and others. Few students who use social media for other purposes, such as 3% of students use it to have access to information, and others 3% use it to share ideas with others. 14% of students use social to have access to information and communicate with family and others, and the same proportion use it to have access to information and play games, and few students chose more than one option.

6) **What is the language you prefer in using social media? (more than one option is allowed)**
   a- Moroccan Arabic (M.A.)
   b- Modern Standard Arabic (M.S.A)
   c- French (F)
   d- English (E)

Language used	Number of Responses	Detailed percentage
M.S.A - F	2	3%
M.A	7	9%
M.A - M.S.A	4	5%
M.A - E	1	1%
M.A - F	28	37%
M.A - F - E	3	4%
M.A -F	4	5%
F	15	20%
F - E	12	16%
Total	76	100%

Table 9: Language preferred in using in social media
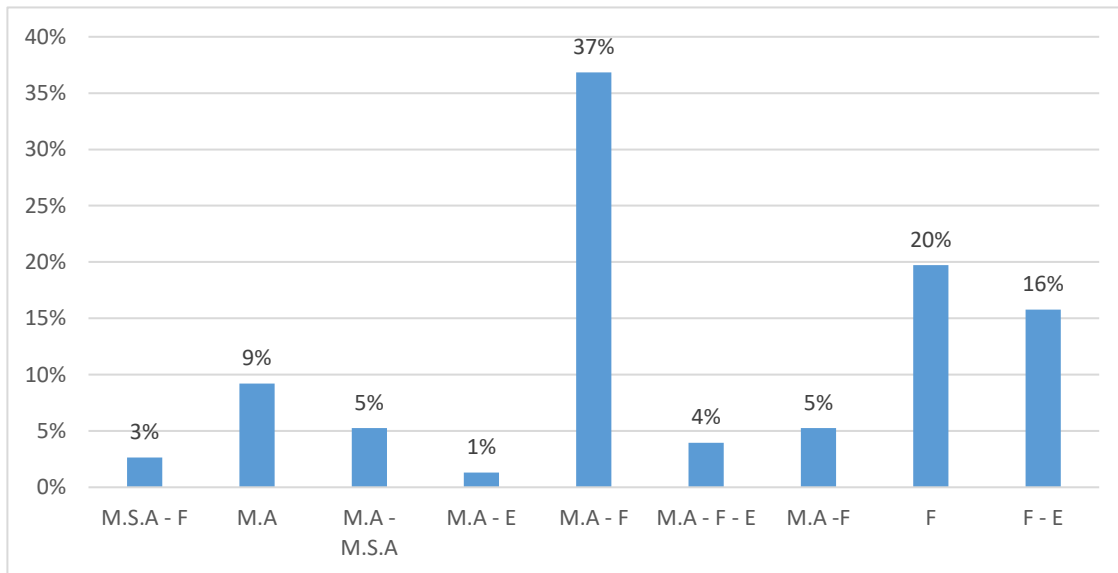
*Graph 6: Language preferred in using in social media*

37% of students prefer using French and Moroccan Arabic in social media, while 20% prefer only French. 16% of the participants use both English and French, and 9% of students use only Moroccan Arabic.

7) Do you think social media is useful in developing learner writing skills?
   a) Yes
   b) No

The use of social media in English learning	Number of Responses	Percentage
Yes	70	92%
No	6	8%
TOTAL	76	100%

Table 10: Students' attitude toward the use of social media in developing Writing skills
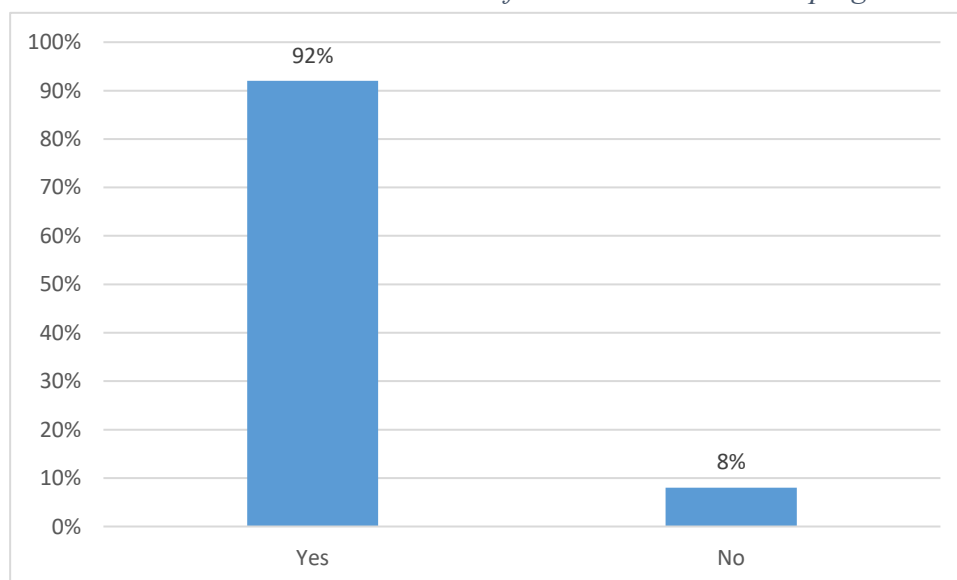
Graph 7: Students' attitude toward the use of social media in developing Writing skills

The vast majority 92% of the respondents said that social media is a very good medium for students to enhance their writing skills.

8) Have you ever thought to join any English group to develop your writing skills?

   a) Yes

   b) No

Thinking of joining English group	Number of Responses	Percentage
Yes	69	91%
No	7	9%
TOTAL	76	100%

Table 11: Students thought about joining English group
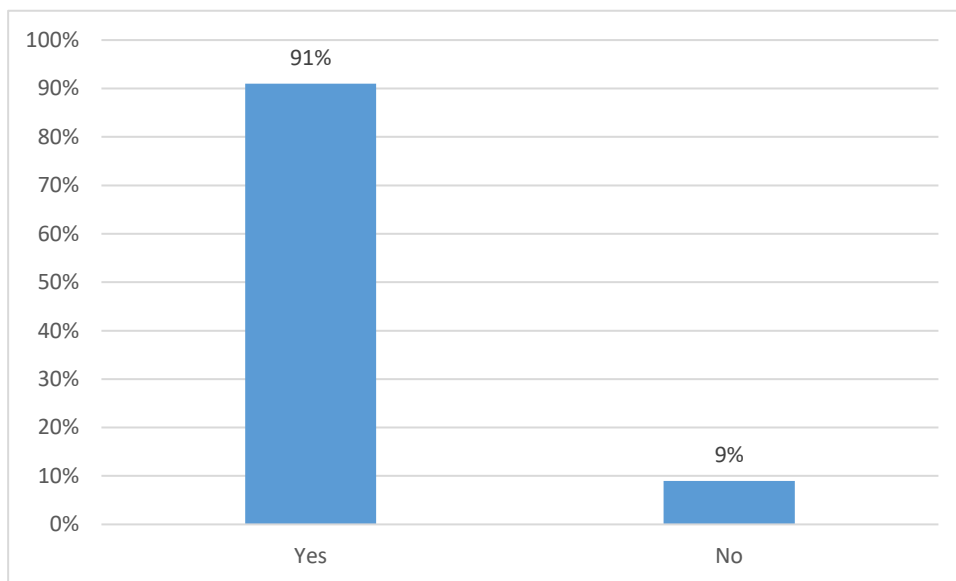
Graph 8: Students thought about joining English group

91% of the respondents said that they have already thought to join an English group to enhance their writing skills.

9) Do you like to be a member in an English group through social media?

Accepting the invitation of English group	Number of Responses	Percentage
Yes	72	95%
No	4	5%
TOTAL	76	100%

Table 12: Students' attitude toward English group's invitation
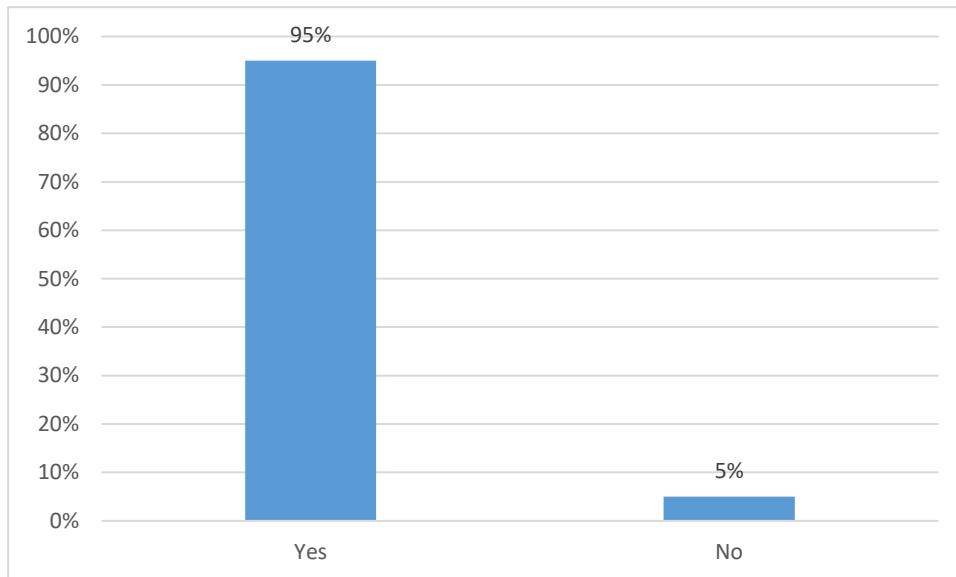
Graph 9: Students' attitude toward English group's invitation

The overwhelming majority 95% of students responded that they would accept the invitation for English group in one of the social media.

10) Do you like your English teacher to be part of this group?

Accepting teacher in English group	Number of Responses	Percentage
Yes	74	97%
No	2	3%
TOTAL	76	100%

Table 13: Students' attitude towards the participation English teacher in the group
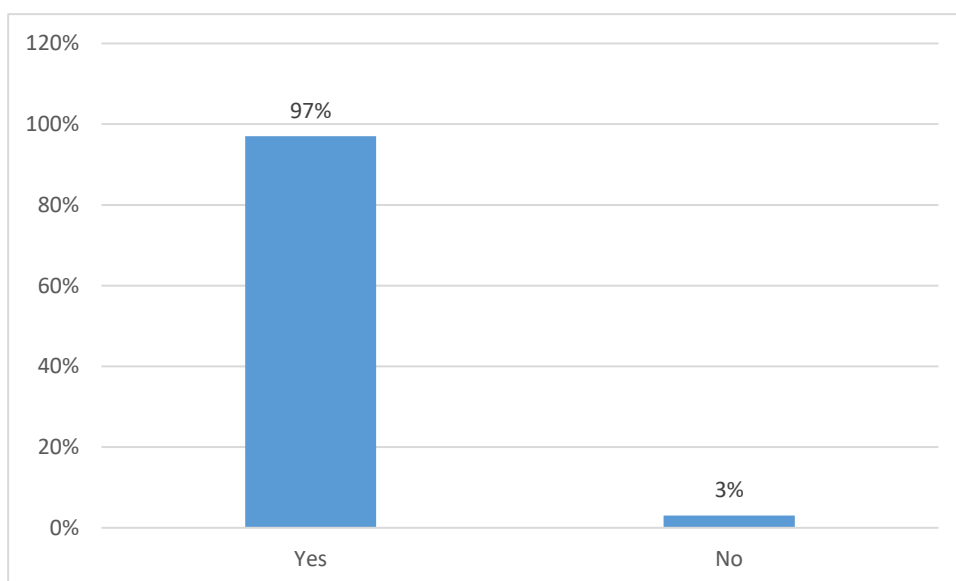
Graph 10: Students' attitude towards the participation English teacher in the group

Almost 93% of students responded that they accept teacher to be part of the English group.

4.2.3. Classroom Observation

During the period of training, the researcher discovered that most of students' performance was done orally rather than written; they did not have a chance to display their writing skills. The host teacher wrote everything by himself on the blackboard during the explanation of the lessons, and then students had to write down everything from the blackboard.

In spite of the fact that each unit contains a writing stage where students have an opportunity to perform and develop their writing skills, the host teacher had never even a chance to end the exercises orally due to time constraint. For example: the writing stage in the unit 1 urged teacher to help students to write an informal email. After clarifying the structure and introducing the methodology that should be followed in writing this email, the host teacher wrote an example on the blackboard by showing his students different examples that might be used in the introduction, the body and the conclusion. This phase of explanation and writing the example on the blackboard took about 40 min, which means that it remains only 5 min for students to write down the example given by their teacher. When the bell rang, the teacher asked his students to write an email to their friends on a sheet of paper and bring them in the coming session. After collecting the task given at home, the researcher finds that the majority of students still have serious problems in spelling mistakes, but only few students who really care about their writing.

4.2.4. The Result of the Group on Facebook

After sending the invitation to 22 students who were selected to be part of **Spelling Mistakes Group** on Facebook, only 13 students accepted the invitation. The researcher asked a question related to spelling mistakes that were made by students in the diagnostic test. 10 members have seen the question, but only one who replied to the question. The day after, another question related to the diagnostic test was asked by the researcher, but nobody replied even the question was seen by 8 members. However, in the next day, one member asked the researcher about the first question.

4.3. Discussing the Findings

The present study gives us, to some extent, and idea about Moroccan EFL learners' perception of social media and its relationship with writing skills. The result of this study is going to be discussed in a descriptive statistical procedure to describe the data.

Before starting the discussion of the results of the field work, it is worth to remind the reader of this paper of the research questions and hypothesis. The research questions are:

- How can Facebook enhance Moroccan high school EFL learners in reducing their spelling mistakes?
- What are the students' attitudes of the engagement of their teacher on Facebook?
- To what extent does Facebook contribute to the enhancement of Moroccans' students' writing skills?

The results of the questionnaire show that 75% of the students prefer using Facebook than other social media in social which are less used by the participants. 47% of them use social media for playing games and communicating with family and others and they use it for playing online games and to communicate with family and/or friends while 28% are able to have access to information and play online games or

communicate with family and others. Furthermore, 86% of students spend more than one hour per day on social media, and 34% from 86% of students spend more than six hours per day on networking. This result shows that social media in general and Facebook in particular respond the students' needs.

Concerning the language preferred in using social media among participants, 20% of students prefer only French language while 37% use both French and Moroccan Dialect, which means that an important rate, 57% of students use French language as a medium in social media. As far as English language is concerned, 16% of the participants use both English and French languages. This shows that English language is less used by students in social media.

This result drives the researcher to give an interpretation about the absence of students who were selected to be part of **Spelling Mistakes Group**. In spite of 92% of students claim that social media is useful in developing learner's writing skills, and 91% of the participants say that they have already thought to join an English group to develop their writing skills; they really improved less communication between them and the researcher. Maybe English language which is less used by the participants on Facebook could be an obstacle that made students to not participate in the group. The results of the diagnostic test may give an interpretation to this query.

Many of misspelled words that are committed by students are categorized in the four following types of spelling mistakes: Insertion, omission, substitution, and disordering. For example, in the sheet of the student (X):

- He inserted the letter *e* to the word Class.
- He omitted the letter *d* in the word enjoyed.
- He substituted the letter *i* for *e* in the word interesting.
- He disordered the two adjacent letters *i* and *e* in the word friendly (see appendix D).

French language interference is the second most important cause of spelling mistakes for the majority of students. Words such as "*delicious", "mountain", "restaurant", "class", and "picnic"* were committed by students who got poor scoring.

For example, the student (Y) wrote in his sheet the word "*pleasant* "as in French language "*plaisant"* (see appendix E). Whereas the students (Z) wrote the word *"picnic"* as in French language "*pique-nique"* (see appendix F).

These types of spelling errors which are categorized in the four types of spelling mistakes and caused by French interference say that students who received poor scoring do not have more exposure to English; unlike students who got good scoring show that they have more exposure to English. In addition to that, the percentage of students who are above the average is approximately equal to the percentage of students who use English language in social networking while 82% of students who have serious problem in spelling mistakes got poor scoring (see the tables above 3 and 9). This convergence of the results drives the researcher to assume that spelling mistakes could be a barrier that leads students to not participate on

4.3.1. Spelling Mistakes Group on Facebook.

Krashen (as cited in Du 2009) "people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input (in)" (p. 162). He also (as cited in Thanawan Suthiwartnarueput & Punchalee Wasanasomsithi 2012) "motivation, attitude, self-confidence, and anxiety

are principle factors in second language acquisition" (p. 198). Motivation is an important factor in language learning in general and in developing writing skills in particular. 95% of the participants are motivated to be part of the group in order to enhance their writing skills. But the creation of the group is not enough to prove students' writing skills. Because as has been mentioned earlier, almost 22 students who were selected to be part of **Spelling Mistakes Group** on Facebook did not show their willingness to participate except one. This non-participation in the group indicates that students need another factor that may motivate them and make them participate as much as they can in the group to promote their writing skills.

When students were asked about the participation of their English teacher on the group, almost 97% of students say yes, this means that they appreciate the idea. This participation may be a good factor that may motivate students to change their attitudes toward their teacher in building a good relationship between each other, and promote their self-confidence to participate in the group. Lam (2012) says that "teacher's roles changes when participating in online learning environments such as Facebook and communicating with students in order to establish the relationship and motivate students in learning" (p. 379). Furthermore, teacher's participation on Facebook may recover the absence of writing session inside the classroom and gives additional time to his students outside the classroom to promote their motivation towards learning in general and toward writing in English in a particular in order to reduce their spelling mistakes.

According to the findings of the research, The Moroccan high school EFL learners who participated in the present study show a great interest toward the use of social media in learning to promote their writing skills through the engagement of their teacher on group in Facebook. Also the review of related studies (see chapter 2, part 3) has shown that there is a strong relationship between social media and students development in writing skills. In addition, the emergency plan of 2009, Moroccan educational system has heavily invested in technology to support teaching, first to encourage teachers to use technologies, and second to enhance students learning experience. Therefore, the majority of the surveyed students, if not all, are in favour of the alternative hypothesis which says there is a relationship between the use of Facebook and reducing spelling mistakes of Moroccan EFL learners. This means that the null hypothesis is rejected.

5. Conclusion

This study has shown that Facebook is currently being massively used by the surveyed students who are spending much of their time on playing online games and communicating with family and friends, rather than having access to information and sharing ideas with others. Moreover, the majority of students are suffering from spelling mistakes in their writing. This is due to the luck of writing practice inside classroom. The saying says "practice makes perfects", which means while you are encouraging someone to continue to do something many times, he/she will learn to do it very well.

Facebook can be regarded as a platform for collaboration and knowledge sharing. As it has been observed in the study, a few minorities of students are using Facebook to share ideas with others while the majority are using it for playing games and communicating with family. Otherwise, teacher can promote the use of Facebook in sharing ideas with others by encouraging students to create a group in Facebook and add their teacher and classmates as friends because the majority of students are supporting the idea of teacher

participation and the use of Facebook as a medium where they can practice writing to promote their writing skills.

5.1. Recommendation

- The ministry should continue encouraging teachers about the use of ICT with their students by providing teachers with technological facilities.
- Teachers should be provided with appropriate knowledge and skills about the use of Facebook or other social media before creating the group with their students.
- The results of the survey show that Facebook is the most popular online social network site among students. Thus, Facebook has other features that should take them into account for their use in Moroccan educational sector, as tools to promote students learning.

5.2. Limitations

Although this present study studies the use of Facebook in reducing students' spelling mistakes by Moroccan high school EFL students, it is limited to two classes in Abdurrahman Ennacer High School. This limitation will prevent the generalization of the finding over Moroccan high school EFL students. Another reason for the limitation of the study is that the instrument used in the research such as diagnostic test and questionnaire cannot provide reliable findings. Therefore, doing an experimental research where the instruments include pre-test, treatment, and post-test may help to obtain reliable findings.

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Appendices

Appendix A: The paragraph of the diagnostic test

Last summer, we had a very fantastic holiday in Spain. The weather was sunny all the time and it was pleasant to be able to swim every day. We had some delicious meals in a first class restaurant where all the waiters were very friendly to us. One day, we went on an interesting bus trip up the mountains. We were very high up and the nature was marvelous. We took some lovely photos and enjoyed a wonderful picnic in the open air.

Appendix B: The questionnaire

Questionnaire about the use of social media in developing English writing skills among Moroccans' high school students.

Please respond to all of the following items. Do NOT write your names any whereon this paper or make any mark(s) on the paper which might reveal your identity. This questionnaire is only to investigate to which extent high school students make use of social media in learning English. Thank you for your cooperation.

1- Select your age

Between 15-16   ____

Between 17-18   ____

Between 19-20   ____

2- Indicate your gender

Male   ___

Female   ___

3- What types of social media do you currently use? (Select all that apply.)

Facebook   ___

Twitter   ___

Google   ___

Others   ___

4- How many hours do you spend using social media?

Less than 1 hour per day   ___

1-3 hours per day   ___

4-6 hours per day   ___

more than 6 hours per day ___

5- For what purpose(s) do you use social media?

To have Access to information   ___

To play online games   ___

To communicate with family and/or friends   ___

To discuss / Share ideas with others   ___

6- What is the language you prefer in using social media? (more than one option is allowed)

Moroccan Arabic   ____

Modern Standard Arabic   ____

French   ____

English   ____

7- Do you think social media is useful in developing learner writing skills?

Yes   ___

No   ___

8- Have you ever thought to join any English group to develop your writing skills?

Yes   ___

No   ___

9- Do you like to be a member in an English group through social media?

Yes   ___

No   ___

10- Do you like your English teacher to be part of this group?

Yes   ___

No   ___

Appendix C: Checklist

<div align="center">

Observation Checklist

</div>

Class: …………………………….   Date: …………………………………

1= Not observed   2= More emphasis recommended   3= Accomplished very well

Items for Observation	1	2	3
I-The Pre-writing Stage			
1-Teacher (T, henceforth) activates students' prior knowledge about the writing topic.	1	2	3
2- T helps students (ss, henceforth) to develop a sense of audience.	1	2	3
3-T encourages Ss to work in pairs and / or groups	1	2	3
4- T provide ss. with strategies for generating ideas through, organizing them and planning.	1	2	3
5-T teaches Ss how to apply these strategies	1	2	3
6- T encourages Ss to use visual and sensory images such as graphic organizers and webs to organize main ideas and supporting or related ideas	1	2	3
7- T enables Ss to collect information from reading, taking notes ..etc	1	2	3
8-T helps Ss analyse a model text related to the writing topic.	1	2	3
II-The Writing Stage			
1-T lead ss. into building awareness of discourse organization	1	2	3
2-T models how the parts of a text are linked through cohesive devices	1	2	3
3-T illustrates how sentence structure can vary to develop meaning.	1	2	3
4-T helps Ss use correct punctuation, word form, structures ….etc.	1	2	3
5-T helps ss correct facts and meaning of the topic	1	2	3
6-T encourages collaborative tasks	1	2	3
III-The Post Writing Skills			
1-When assessing Ss' work, T marks areas for improvement	1	2	3
2-T uses encourages self and peer correction.	1	2	3
3-T locates errors and gives them symbols to denote types of errors (using a coding system)	1	2	3
4-T indicates in the margin that there is an error of a	1	2	3

particular kind somewhere on that line and asks Ss. to locate it and correct it			
5-T shares with Ss. the grading criterion that is to be used to assess their written work.	1	2	3
6-T provides form-focused feedback	1	2	3
7-T provides content-focused or integrated feedback.	1	2	3

Appendix D: Sheet of the student (X)

Full Name: ....
Class : 2 Bac Eco2 ....
Date : ....27/10/2015..........................
E-mail (Facebook) : ....

Last summer, we had a very fantastic holiday in spain.
the *waither* was sunny *old* the time and it was *plaisent* to be
able to *swoem* everyday. we had some *délécious* *mils* in the
first *class* restaurant where all the waiter's were very *freindly*
to *asse*. one day, we *want* on *interisting* *bushex* up the *montain's*.
we were very high up and the nature was *mervelus*. We took
some lovely photos and *enjoy* a wonder ful *picnic* in the open
air.

15 mistakes

Appendix E: Sheet of the student (Y)

Full Name: ....
Class : 1Eco2 ....
Date : ....
E-mail (Facebook) : ....

Last summer we had a very fantastic Holiday in
Spain full stop, the wather was sunny all the time and
it was plaisant to be able to swim every day we had
some delicious meals in first class restaurant where all
the water were every friendly to us, one day we went
on an interesting up and the nature was mervelous,
we touk came lovely photos and enjoy a wonderfull
Picnic in the open air

19 mistakes

Appendix F: Sheet of the student (Z)

Full Name: ....
Class : .....2 Bac economie 1.........................
Date : ....27/10/2015........................
E-mail (Facebook) : ....

Last summer , we had a very funtastic hafiday in Span . the wethen was sunny old the time and it was plisent to be able to sixem every day . we had sum dilishes mils in a first classe restaurant where old the weteres wore very frindely to as oneday , we went on in inteesty b.us treep up the monthen's, we wore very hay up a the nuture was marvelis , we tuke some layly photo's and enjoy a wenderful pique-nique in the open air

30 mistakes