



جامعة  
بنغازي الحديثة



**مجلة جامعة بنغازي الحديثة للعلوم  
والدراسات الإنسانية**  
مجلة علمية إلكترونية محكمة

**العدد السابع**

**لسنة 2020**

حقوق الطبع محفوظة

## شروط كتابة البحث العلمي في مجلة جامعة بنغازي الحديثة للعلوم والدراسات الإنسانية

- 1- الملخص باللغة العربية وباللغة الانجليزية (150 كلمة).
- 2- المقدمة، وتشمل التالي:
  - ❖ نبذة عن موضوع الدراسة (مدخل).
  - ❖ مشكلة الدراسة.
  - ❖ أهمية الدراسة.
  - ❖ أهداف الدراسة.
  - ❖ المنهج العلمي المتبع في الدراسة.
- 3- الخاتمة. (أهم نتائج البحث - التوصيات).
- 4- قائمة المصادر والمراجع.
- 5- عدد صفحات البحث لا تزيد عن (25) صفحة متضمنة الملاحق وقائمة المصادر والمراجع.

### القواعد العامة لقبول النشر

1. تقبل المجلة نشر البحوث باللغتين العربية والانجليزية؛ والتي تتوفر فيها الشروط الآتية:
  - أن يكون البحث أصيلاً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها من حيث الإحاطة والاستقصاء والإضافة المعرفية (النتائج) والمنهجية والتوثيق وسلامة اللغة ودقة التعبير.
  - ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى أو مستل من رسالة أو اطروحة علمية.
  - أن يكون البحث مراعياً لقواعد الضبط ودقة الرسوم والأشكال - إن وجدت - ومطبوعاً على ملف وورد، حجم الخط (14) وبخط (Arial 'Body') للغة العربية. وحجم الخط (12) بخط (Times New Roman) للغة الإنجليزية.
  - أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية.
  - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية (APA) وتثبيت هوامش البحث في نفس الصفحة والمصادر والمراجع في نهاية البحث على النحو الآتي:
  - أن تُثبت المراجع بذكر اسم المؤلف، ثم يوضع تاريخ نشره بين حاصرتين، يلي ذلك عنوان المصدر، متبوعاً باسم المحقق أو المترجم، ودار النشر، ومكان النشر، ورقم الجزء، ورقم الصفحة.
  - عند استخدام الدوريات (المجلات، المؤتمرات العلمية، الندوات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، ثم تاريخ النشر بين حاصرتين، ثم عنوان المقالة، ثم ذكر اسم المجلة، ثم رقم المجلد، ثم رقم العدد، ودار النشر، ومكان النشر، ورقم الصفحة.
2. يقدم الباحث ملخص باللغتين العربية والانجليزية في حدود (150 كلمة) بحيث يتضمن مشكلة الدراسة، والهدف الرئيسي للدراسة، ومنهجية الدراسة، ونتائج الدراسة. ووضع الكلمات الرئيسية في نهاية الملخص (خمس كلمات).

3. تحتفظ مجلة جامعة بنغازي الحديثة بحقها في أسلوب إخراج البحث النهائي عند النشر.

## إجراءات النشر

ترسل جميع المواد عبر البريد الإلكتروني الخاص بالمجلة جامعة بنغازي الحديثة وهو كالتالي:

- ✓ يرسل البحث إلكترونياً ( Word + Pdf ) إلى عنوان المجلة [info.jmbush@bmu.edu.ly](mailto:info.jmbush@bmu.edu.ly) او نسخة على CD بحيث يظهر في البحث اسم الباحث ولقبة العلمي، ومكان عمله، ومجاله.
- ✓ يرفق مع البحث نموذج تقديم ورقة بحثية للنشر (موجود على موقع المجلة) وكذلك ارفاق موجز للسيرة الذاتية للباحث إلكترونياً.
- ✓ لا يقبل استلام الورقة العلمية الا بشروط وفورمات مجلة جامعة بنغازي الحديثة.
- ✓ في حالة قبول البحث مبدئياً يتم عرضة على مُحكمين من ذوي الاختصاص في مجال البحث، ويتم اختيارهم بسرية تامة، ولا يُعرض عليهم اسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى أصالة البحث، وقيمتها العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، ويطلب من المحكم تحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
- ✓ يُخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال شهرين من تاريخ الاستلام للبحث، وبموعد النشر، ورقم العدد الذي سينشر فيه البحث.
- ✓ في حالة ورود ملاحظات من المحكمين، تُرسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها عشرة أيام.
- ✓ الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.
- ✓ الأفكار الواردة فيما ينشر من دراسات وبحوث وعروض تعبر عن آراء أصحابها.
- ✓ لا يجوز نشر إي من المواد المنشورة في المجلة مرة أخرى.
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# The Effectiveness of social Network sites on EFL Libyan Students' at Omar Al-Mukhtar University

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## Abstract

The purpose of this study is to identify the influence of social network sites on learning English language on EFL Libyan students in university of Omar Al-mukhtar. To achieve this, The study focused on students at Omar Al-mukhtar university in Derna. The sample was 75 academic students 38 were females and 37 males. The sample was randomly selected from the Faculty of Education and Faculty of Arts and Science. The design of the study was quantitative research. Questionnaire type was used, a 5-point Likert scale. Data was analysed using SPSS version 20.0 for quantitative data. The findings of this study indicated that social media helped EFL Libyan students learn the English language and had a positive effect on students at Omar Al-Mukhtar university. Male students have used social media for educational purposes more than females.

**Keywords:** social media, students, network sites, English language

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## الملخص:

الغرض من هذه الدراسة هو التعرف على تأثير مواقع الشبكات الاجتماعية على تعلم اللغة الإنجليزية على طلاب اللغة الإنجليزية كلغة أجنبية في جامعة عمر المختار. ولتحقيق ذلك ركزت الدراسة على طلاب جامعة عمر المختار في درنة. كانت العينة 75 طالب أكاديمي 38 من الطالبات و 37 من الطلاب. تم اختيار العينة بشكل عشوائي من كلية التربية وكلية الآداب والعلوم درنه. قد كان تصميم الدراسة البحث الكمي. تم استخدام الاستبيان لجمع البيانات باستخدام مقياس ليكرت (Likert scale) 5 نقاط. تم تحليل البيانات باستخدام SPSS الإصدار 20.0 للبيانات الكمية. أشارت نتائج هذه الدراسة إلى أن وسائل التواصل الاجتماعي قد ساعدت طلاب اللغة الإنجليزية على تعلم اللغة الإنجليزية وكان لها تأثير إيجابي على طلاب جامعة عمر المختار. استخدم الطلاب وسائل التواصل الاجتماعي للأغراض التعليمية أكثر من الطالبات.

## 1. Introduction.

In recent years, the internet linked computers and mobile phones all around the world which made communication between each other easier. In addition, the internet provides access to online dictionaries, checks grammar and many other resources. That means, technology reinforces learners with access to the target language. Learners can choose when and where they learn, and what they need to learn. On the other hand, technology enhances both teaching resources and learning experience ( Freeman and Anderson, 2011).

According to Freeman & Anderson, (2011) The World Wide Web ( WWW) refers to the database that has a lot of information over the internet that makes it easy for the learners and teachers to find a rich number of documents, authentic materials, visual and audio text which was written in English. Web-based learning is a more dynamic learning experience, the learner is selecting the subject related to their learning. Though the learners are from different places, this participation in learning by itself has positive learning experience. A Web-Based Learning environment provides opportunity for effective interaction among learners. Chukwuere (2017) points out that Knowledge acquired from The World Wide Web (WWW) has increased. Moreover, people can easily share and transfer information, pictures, posts, and motivational ideas on network sites especially on social media.

Digital technology has become a part of daily life to the majority of people because it can utilize interaction, educational data, and entertainment aims. Furthermore, the internet is used for two main objectives firstly, it is used for communication; secondly, it is used for obtaining information. Network sites are versatile especially for educational aims (1) depository of data (2) interaction between people without boundaries (3) substantial amount of research and books available (4) developing interest in obtaining knowledge (5) online exchange learning (6) innovation in the new world ( Barker,2009).

According to Vygotsky, (1978) learning takes place through interaction. Thus, social interaction assesses learners to improve their knowledge by constructing others' experiences. Park and Biddix 2008 , stated that revolution of the internet is not limited to search for knowledge but also has social aspects that people can connect with each other. Thus, inter-racial communication is important to encourage learners to use valuable resources and social connection to get various information in numerous subjects. In the latest years, higher education found new stimulated ways for students by using technology in educational system Ruiz-Molina, M., Cuadrado-Garcia, M., & Montoro-Pons, J2013.

## 2. Problem statement.

According to Kuppuswamy and Shankar (2010), students started to strongly turn their attention towards social media sites especially chatting sites. While (liccardi, Ounnas, Massey, Kinnunen, Midy, and Saker, 2007) noted that many students are connected with each other socially. Students share their learning experience and make dialogue on several topics related to their studies and life.

Olubiyi (2012) illustrates that nowadays learners spend much time on social media almost 24 hours online. Moreover, students are always pinging on their mobile phones. The Use of network sites by adolescents has become a way of life and personal activities are made public (Edge,2017). Therefore, there is a doubt that social

media sites influence students. Consequently, the study investigated how social network sites as language tools affect EFL Libyan students' learning English language.

### **3 . Purpose of the study.**

According to the report of the Swedish National Agency of education in Europe utilizing information digital technology has increased during the last years besides it has a positive effect on learning Sholverket,2016. Moreover, recent trends show that Social network sites have been recognized as an essential resource for education today, studies however indicate that students use social networking sites like facebook and twitter 80 %. This study investigate how EFL Libyan students can improve foreign language by using social network sites while they are learning English language.

### **4 . Objectives of the study.**

- To examine the effectiveness of social media on English language students.
- To identify the nature of usage social media between females and males.
- To identify the benefits obtained from using the social media

### **5. Literature Review.**

In the past several years, the Internet has become the center of communication between people, as well as being their prime source of entertainment (Alexander & Salas, 2008). Using the internet influence on social media, as viewed by Nielsen (2012) students spend a long time on social media sites more than other sites. As Kaplan and Haenlein, (2010) asserted that the general time which students spent on social media by using mobile tools rose by 37%, 121 billion minutes in July 2012 compared to minutes in July 2011.

Number of studies showed that learners who use social network sites can follow many pages according to their interests. In addition, learners can communicate through social media sites to support their education in different ways. A number of studies indicated that social networks can be used for educational purposes which have a positive influence on learners ( Bicen & Uzunboylu, 2013; Locker & Patterson, 2008; McLoughlin & Lee, 2007).

The study conducted by Jain Verma and Tiwari (2012), sought the impact of social networking in promoting education by teachers and students. The study revealed that students improve their language through chatting. Moreover, teachers could provide external resources which help students to improve their knowledge.

Moreover, Yunus and Salehi (2012), argue that students learn more vocabulary, improve their writing skill and reduce their spelling mistakes through social media usage. Another study in higher education institutions conducted by Yeomans and Wheeler (2008); Rifkin, Longnecker, Leach and Ortia(2009), recognized that using social network sites by university students have two main advantages;1- improving learning motivation, 2-offering personalized course material. Indeed, social media has contributed greatly to facilitate learning in the 21st century.

A number of studies that are conducted in Ghana, Niger and South Africa show that there is a positive influence in using social media by language learners and

in tertiary institution Ndaku, A. J. (2013). Some researchers believe that social media develops students' education, while others fear from accessing social network sites for some reasons. Nevertheless, researchers found that network sites have a positive impact on the students' education (Ahn,2010) .

## **6. Methodology.**

This section will explain the research methodology used for the research under study.

### **6.1 Research Design.**

This paper is a quantitative method. The research conducted based on quantitative design. The design of the study is a descriptive survey. This design is considered apt because it enables the researcher to generate data through standardized collection procedures based on highly structured research instrument(s) and well-defined study concepts.

### **6.2 Sample.**

A total sample size of the study was 75 students from English department which were randomly selected of Omar Al-mukhtar university.

### **6.3 Instrument.**

The quantitative instrument for this study is survey. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of 16 questions that elicited responses from the students with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

### **6.4 Data Collection.**

The researcher collected the data through the use of questionnaire and its administration in the selected university.

### **6.5 Data Analysis.**

The statistical package of the social science (SPSS) version 20.0 software was used to key in and analyse the collected data. Frequency counts and percentages and descriptive were calculated and the results were presented in tables and charts to facilitate general and specific interpretation and discussion. Using SPSS in order to get accurate results and precise analysis of the results.

## 7. Result and Discussion.

### 7.1 Demographic Data.

The participants were female and male. The female percentage was 68% while the male 32%. The age of participants in this study varies. Most of the students' ages were 22 -24 (51%). Whereas, the age of the students between 19 -21 are (28%). The lowest percentage were the ages between 25- above.

#### 7.1.1 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-21	30	40.0	40.0	40.0
	22-24	39	52.0	52.0	92.0
	25 and above	6	8.0	8.0	100.0
	Total	75	100.0	100.0	

Table1

#### 7.1.2 Gende

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	49.3	49.3	49.3
	Female	38	50.7	50.7	100.0
	Total	75	100.0	100.0	

Table 2

### 7.2 Using social networking sites for improving foreign language

Table3. to what extent undergraduate students improve foreign language by using social networking sites while learning a foreign language.



### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
social networks play a useful impact in improving foreign language * gender * age	75	100.0%	0	0.0%	75	100.0%

### Report

social networks play a useful impact in improving foreign language

Gender	Age	Mean	N	Std. Deviation
Male	19-21	2.0000	7	.81650
	22-24	1.9167	24	.88055
	25 and above	1.8333	6	1.60208
	Total	1.9189	37	.98258
Female	19-21	1.3043	23	.47047
	22-24	1.9333	15	.59362
	Total	1.5526	38	.60168
Total	19-21	1.4667	30	.62881
	22-24	1.9231	39	.77407
	25 and above	1.8333	6	1.60208
	Total	1.7333	75	.82746

Table 3

Table 3 social networks play a useful impact on improving foreign language show that male students who their age between (19-21) improve foreign language by use social media social mean (2.00) Std. Deviation (.81) while female students their age between (19-20) mean (1.30) Std. Deviation (.47). Male students' age between (22-24) mean (1.91) Std. Deviation (.88) whereas female mean (1.93) Std. Deviation (.59). while students' age between 25 and above have less effect on learning foreign language by using social media sites male mean (1.83) Std. Deviation (1.60).

The finding show that social media has a positive influence on EFL Libyan students at learning foreign language. The findings of the current study concurs with Wheeler & Yeomans (2008); Rifkin, Longnecker, Leach & Ortia (2009) evidence that social media has two major positive features of using social media by students in

higher education . First, facilitate learning second, improving learning motivation. Bicen & Uzunboylu, 2013; Locker & Patterson, 2008; McLoughlin & Lee, 2007 indicated that social network can be used for educational purposes which have a positive influence on students.

### 7.3 indicate gender difference between the students' use social network sites

#### Statistics

I use chat tools via social networking sites to improve foreign language

Gender	Age	N	Valid	Missing
male	19-21	N	Valid	7
			Missing	0
		Mean		2.8571
		Median		4.0000
		Std. Deviation		1.46385
	22-24	N	Valid	24
			Missing	0
		Mean		2.0833
		Median		2.0000
		Std. Deviation		.77553
	25 and above	N	Valid	6
			Missing	0
Mean			1.8333	
Median			1.5000	
Std. Deviation			.98319	
female	19-21	N	Valid	23
			Missing	0
		Mean		1.7391
		Median		2.0000
		Std. Deviation		.81002
	22-24	N	Valid	15
			Missing	0
		Mean		2.2000
		Median		2.0000
		Std. Deviation		.94112

Table 4

As shown in table 4 the results showed that the majority of male ages' between (19-21) using social sites chat for educational purposes to improve foreign language mean and Std. Deviation [ 2.85, 1.46] . On the contrary, the mean number of females ages' (19-21) using social media for educational purposes is slightly different from male mean and Std Deviation [1.73,.81]. while male ages' between (22-24) mean and Std. Deviation [1.83,.77] female ages' between (22-24) mean and Std. Deviation [ 2.20, 2.00].Whereas female students ages 25 and above never use chat tools for educational purposes. Male students ages 25 and above use chat for educational purposes mean and Std. Deviation [1.83,.98]. The statistics denote that the mean number of the male was higher than females who used online chatting to learn a foreign language. Both male and female EFL Libyan students were equally using social media sites, on the other hand, their interest in using social media was different. This result is supported by Bonds & Raacke's 2008 research males and females who used social media for communication are the same average. According to Merten & Williams, 2009, the percentage of boys who share personal, interests, and hobbies information on their profiles is less than females who share personal, interests, and hobbies about daily life routine in their profile.

## **8. Conclusion.**

The findings of the study evident that the social network sites affect positively on EFL students. The students use social media for educational purposes consequently, they have benefited from using social media to improve foreign language. Students have stated that social media improves their English language. Students also mentioned that they pay attention to sentence patterns and accents while watching videos through social media sites this will improve writing and speaking skills. Moreover, students try to understand news in the foreign language while reading them on network sites which will improve comprehension skills. On the other hand, there are partly differences in their interest in using social media; boys use social media as educational tools more than females.

## **9. Recommendation.**

The result presented above outlines a quantitative study. The findings shed light on the effectiveness of social media on EFL Libyan students'. On this basis, the result of this study provides a useful platform for EFL students, teachers, curriculum designers, and researchers to understand the importance of social media which affects Libyan students while they learn the English language. Based on the findings there are some future research could be done. Firstly, it may replicate the study with a larger number of samples. Furthermore, applying sampling increase the reliability of the data. Secondly, the study may be correlated with students' performance in English test. Thirdly, the study could focus on social media as a learning technique, and strategy on how it influences students' motivation to learn, improve in learning English language.

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