

The extent to which Arabic language teachers accept the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait

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Abstract: Due to the increasing spread of the social media use especially between the young generations, the effect of the social media on the learning process has been a matter of discussion especially the teachers' acceptance of such phenomenon. The aim of this study is to find the extent to which Arabic language teachers accept the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait. This study used the descriptive analytical approach to answer the study questions. A questionnaire was distributed on the study sample consisted of (150) male and female teachers for the fourth grade students in Kuwait. The results of this study showed that the teachers were mostly accepted the reading and writing skills with a high degree, while they accepted the conservation and listening skills in a moderate level. The results showed also that there are significant differences in the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait attributed to the gender variable for the favor of the females, while there were no statistically significant differences attributed to the experience variable.

1. Introduction

Through the years, the way in that humans communicate with the other has altered drastically. A lot of this change has been mediated through technology in addition to the resulting competencies development [1]. For example, it is presently easier to the individual for talking to one person with no limits of distance and time. Like an undertaking would have been almost not possible before the beginning of communication technologies and information, which are in use today [2]. In addition, it is possible to talk to millions or billions of people not including seeing them or even being close with them. This aptitude, as granted upon individuals through the employ of the social media, is able to be applied for the teaching language process, especially for the primary stage students [3, 4].

Using diverse social media platforms, it would be probable for teachers to inform in learners the capability for acquiring language skills. Thus, social media is able to aid in the development of writing, reading, speaking, and listening, particularly among the language learners [5, 6]. However, any involvement of the social media in the educational process and its effect on the educational outcomes of the students should be studied thoroughly from the perspective of the teachers. Therefore, this study attempts to find the extent to which Arabic language teachers accept the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait.

1.1 Study questions

The main question of this study is "to what extent do Arabic language teachers accept the use of social media to develop Arabic language skills to fourth grade students in Kuwait?", the following are the secondary questions of this study:

1. To what extent do Arabic language teachers accept the use of social media to develop the writing skills to fourth grade students in Kuwait?
2. To what extent do Arabic language teachers accept the use of social media to develop the reading skills to fourth grade students in Kuwait?
3. To what extent do Arabic language teachers accept the use of social media to develop the conversation skills to fourth grade students in Kuwait?
4. To what extent do Arabic language teachers accept the use of social media to develop the listening skills to fourth grade students in Kuwait?
5. Are there significant differences between the Arabic language teachers acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the gender variable?
6. Are there significant differences between the Arabic language teachers acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the experience variable?

2. Literature Review

Monica-Ariana and Anamaria-Mirabela (2014) assessed the role and effectiveness of Facebook use in vocabulary learning. The development in each group was measured and it clearly demonstrated a more significant improvement in vocabulary knowledge of the group exposed to the Facebook group. The results of the study did not support the assumption that the experimental group would outperform the control group, as the differences between the two groups were not that significant. However, there was an improvement in both of the groups from pre-test to post-test scores [7].

Anankulladetch (2017) stated that social media has turn out to be a characteristic technology-supported learning tool in latest years to the tutorial and public use. Students are employing social networks for supplementing their learning during the discussion as well as educational materials sharing. The study aim was to spot the language students' expertise in the classroom advanced by using a social media platform. In particular, a quasi-experimental quantitative analysis style was

verified on the effect of the social media at ESL students' learning performance. The sample consisted of the ESL students' at relate adult faculty within Central CA aged 18 and more (n = 37). The Student Perception toward Social Media in Education survey (SPSME) tested the students' feelings in regards the effect of exploitation social media at tutorial performance. the results showed that the students in the treatment group demonstrated greater perception of engagement and improved upon their learning performance more than the students who did not receive the social media intervention [8].

According to Asad et al., (2012) explored the digital social media influence in speaking and writing of tertiary level student, this analysis was conducted at 8 public and personal universities within Bangladesh. A sample of 16 lecturers in addition to 100 sixty students were severally selected from five personal universities in addition to three public universities within Bangladesh. Every quantitative and qualitative strategy was practical all through information analysis. The study results showed that digital social media has a lot of influence in the speaking and writing of tertiary level student among the positive impacts outweighing the negative impacts. The results definite that students furthermore since the lecturers are able to formulate cluster discussions where they'll alter their thoughts, will share course associated materials, attractiveness for their student regarding assignments which serving for the scholars to support their writing furthermore like their speaking [9].

Hamano-Bunce (2011) assessed the effectiveness and role of Facebook employ within vocabulary learning. Extensively, the analysis attempted to answer the following question: (Can social media have an impact on students' progress and development in the foreign language?) so as for getting the solution for the current study question, a project held up Facebook to the experimental cluster was designed. The digital social media creation has brought a huge modification amongst the twentieth century folks. This novel technology carries many weight like a replacement medium to the college kids as well as conjointly to the educators for creating social connections [10].

Dhanya (2016) indicated that net has affected the well-liked learning types of youth desirous for learning English around the whole world. Teachers, for staying effective and relevant, must be compelled for using learning technologies to support students reach their aims. Lecturers now adhere for innovative practices within teaching- learning method in addition to have adapted their functions into (facilitators). The teacher role requires pushing many cluster tasks as well as stress- free learning environments. Social media is increasing in several forms for bringing folks along as communities. It is not deprived of that there is in addition a disagreement on exploitation novel Social Media like Internet Chat, Face book, or WhatsApp. Though, in the reward world state of relationships, once millions breathe and live at social media, lecturers' square determine learning a method to integrate the medium to the room among success. The tools of social media make the language lecturers easy keep to stay connected among their peers all around the world as well as stay updated relating to their fields. Furthermore, these on-line buttons afford the language lecturers the opportunity to help others within their fields, understand solutions for their issues in addition to advance their teaching language jobs. This study focuses on the impact of social media within learning and teaching English [11].

3. Methodology

This study used the descriptive analytical method to answer the study questions. The Descriptive analytics is a statistical method that is used to search and summarize historical data in order to identify patterns or meaning.

3.1 Population and sample

The study population consisted of all the Arabic teachers teaching the fourth grade in the public schools in Kuwait. The study sample consisted of (150) male and female teachers from the Kuwaiti schools. The study sample was acquired using the snowball sampling method. The characteristics of the study sample are listed in table (1) below.

Table (1): The characteristics of the study sample

Variable	N (%)	
Gender	Male	57 (38%)
	Female	93 (62%)
	Total	150 (100%)
Experience	Less than 5 years	40 (26.7%)
	5-10 years	67 (44.7%)
	11-15 years	28 (18.7%)
	16-20 years	13 (8.6%)
	More than 20 years	2 (1.3%)
	Total	150 (100%)

3.2 Study tool

The study tool in this study is the questionnaire that was designed by the researcher based on the review of the related literature. The questionnaire consisted of two parts; the first part was the demographics of the study sample containing two questions about the gender and experience of the teachers. The second part consisted of four areas or four Arabic language skills (writing, reading, conversation, and listening) skills. Each of the four areas contained five items and rated based on Likert 5-items scale.

3.3 Reliability and validity of the study tool

The reliability and validity of the study tool was assured by presenting the tool in its initial form to a panel of ten attributors specialized in the educational methods and technologies. After making the suggested modifications, the questionnaire was prepared in its second draft. The second draft of the questionnaire was distributed on a pilot study consisted of (10) Arabic language teachers from outside the study sample where the Cronbach Alpha, internal consistency and stability coefficient were calculated. The stability coefficient was (0.88), which is a good indicator for the validity of the questionnaire.

3.4 The statistical analysis

The SPSS program was used to analyze the data of the study. Descriptive values (mean and standard deviation) were calculated for the extent to which Arabic language teachers accept the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait. Moreover, paired-sample t-test and One-Way ANOVA were used to find if there are statistically differences in the sample answers attributed to the demographic variables.

4. Results

The following are the results presented as answers to the study questions as follows:

Answering the main question: to what extent do Arabic language teachers accept the use of social media to develop Arabic language skills to fourth grade students in Kuwait?. To answer this question, the means and standard deviations for the sample answers on the four main skills were calculated as in table (2) below.

Table (2): means and standard deviations for the extent to which Arabic language teachers accept the use of social media to develop Arabic language skills

No	Rank	Arabic language skills	Mean	SD	Level
1	1	Writing skills	4.22	1.60	High
2	2	Reading skills	4.01	1.72	High
3	4	Conversation skills	3.40	1.09	Moderate
4	3	Listening skills	3.50	1.50	Moderate
Arabic language teachers acceptance the use of social media to develop Arabic language skills to fourth grade students in Kuwait as a whole			3.78	1.48	High

Table (2) shows that Arabic language teachers acceptance for the use of social media to develop Arabic language skills to fourth grade students in Kuwait was high as a whole with a mean of (3.78) and a standard deviation of (1.48). The writing skills came first with a mean of (4.22) and a standard deviation of (1.60) in a high level, while the conversation skills came last with a mean of (3.4) and a standard deviation of (1.09) in a moderate level.

Answering the first question: to what extent do Arabic language teachers accept the use of social media to develop the writing skills to fourth grade students in Kuwait?. To answer this question, the means and standard deviations for the sample answers on the writing skills were calculated as in table (3) below.

Table (3): means and standard deviations for the extent to which Arabic language teachers accept the use of social media to develop the writing skills

No	Rank	Writing skills	Mean	SD	Level
1	3	Social media enhances the coordination and arrangement of the Arabic writing within students	4.2	1.5	High

2	4	Social media improves the clearance of the Arabic writing within students	4.0	1.9	High
3	2	Social media improves the words choices within students	4.4	1.8	High
4	1	Social media improves grammar of the Arabic writing within students	4.5	1.5	High
5	5	Social media improves the punctuation of the Arabic writing within students	4.0	1.3	High
Arabic language teachers acceptance the use of social media to develop writing skills to fourth grade students in Kuwait as a whole			4.22	1.60	High

Table (3) shows that Arabic language teachers acceptance for the use of social media to develop the writing skills to fourth grade students in Kuwait was high as a whole with a mean of (4.22) and a standard deviation of (1.60). The item "Social media improves grammar of the Arabic writing within students" came first with a mean of (4.5) and a standard deviation of (1.5) in a high level. On the other hand, the items "Social media improves the punctuation of the Arabic writing within students" and "Social media improves the clearance of the Arabic writing within students" came last with a mean of (4.0) for both in a high level.

Answering the second question: to what extent do Arabic language teachers accept the use of social media to develop the reading skills to fourth grade students in Kuwait?. To answer this question, the means and standard deviations for the sample answers on the reading skills were calculated as in table (4) below.

Table (4): means and standard deviations for the extent to which Arabic language teachers accept the use of social media to develop the reading skills

No	Rank	Reading skills	Mean	SD	Level
1	5	Social media helps the students to recognize the words and letters easily	3.8	2.0	High
2	3	Social media helps the students to understand what the words mean	4.0	1.7	High
3	2	Social media helps the students to interact with the texts	4.1	1.9	High
4	1	Social media helps the students to take advantage of the texts they read	4.25	1.5	High
5	4	Social media helps the students to enjoy what they read	3.9	1.5	High
Arabic language teachers acceptance the use of social media to develop reading skills to fourth grade students in Kuwait as a whole			4.01	1.72	High

Table (4) shows that Arabic language teachers acceptance for the use of social media to develop the reading skills to fourth grade students in Kuwait was high as a whole with a mean of (4.01) and a standard deviation of (1.72). The item "Social media helps the students to take advantage of the texts they read" came first with a mean of (4.25) and a standard deviation of (1.5) in a high level. On the other hand, the item "Social media helps the students to recognize the words and letters easily" came last with a mean of (3.8) in a high level.

Answering the third question: to what extent do Arabic language teachers accept the use of social media to develop the conversation skills to fourth grade students in Kuwait?. To answer this question, the means and standard deviations for the sample answers on the conversation skills were calculated as in table (5) below.

Table (5): means and standard deviations for the extent to which Arabic language teachers accept the use of social media to develop the conversation skills

No	Rank	Conversation skills	Mean	SD	Level
1	4	Social media helps the students to express their needs easily	3.2	1.6	Moderate
2	1	Social media helps the students to transfer their beliefs, emotions and directions to others fluently	3.9	2.2	High
3	3	Social media helps the students to arrange their thoughts and link them logically	3.6	1.7	Moderate
4	2	Social media helps the students to use the expressive voice, taking into account the places of stopping and the correct pronunciation	3.65	1.1	Moderate
5	5	Social media helps the students to distinguish between main ideas and objectives	3.15	0.9	Moderate
Arabic language teachers acceptance the use of social media to develop conversation skills to fourth grade students in Kuwait as a whole			3.5	1.5	Moderate

Table (5) shows that Arabic language teachers acceptance for the use of social media to develop the conversation skills to fourth grade students in Kuwait was moderate as a whole with a mean of (3.5) and a standard deviation of (1.5). The item "Social media helps the students to transfer their beliefs, emotions and directions to others fluently" came first with a mean of (3.9) and a standard deviation of (2.2) in a high level. On the other hand, the item "Social media helps the students to distinguish between main ideas and objectives" came last with a mean of (3.15) in a moderate level.

Answering the fourth question: to what extent do Arabic language teachers accept the use of social media to develop the listening skills to fourth grade students in Kuwait?. To answer this question, the means and standard deviations for the sample answers on the listening skills were calculated as in table (6) below.

Table (6): means and standard deviations for the extent to which Arabic language teachers accept the use of social media to develop the listening skills

No	Rank	Listening skills	Mean	SD	Level
1	3	Social media helps the students to distinguish between the different sounds	3.5	1.1	Moderate
2	2	Social media helps the students to link the sounds with symbols from memory and mix sounds with each other to accommodate successive contexts of memory	3.7	1.35	High
3	4	Social media helps the students to translate verbal and nonverbal symbols	3.15	1.3	Moderate
4	1	Social media helps the students to judge what is understood from heard speech and messages received and interpreted	3.71	0.82	High
5	5	Social media helps the students to fully visualize the ideas he has heard, follow the speaker, absorb his words and think about it	3.0	0.9	Moderate
Arabic language teachers acceptance the use of social media to develop listening skills to fourth grade students in Kuwait as a whole			3.40	1.09	Moderate

Table (6) shows that Arabic language teachers acceptance for the use of social media to develop the listening skills to fourth grade students in Kuwait was moderate as a whole with a mean of (3.4) and a standard deviation of (1.09). The item "Social media helps the students to judge what is understood from heard speech and messages received and interpreted" came first with a mean of (3.71) and a standard deviation of (0.82) in a high level. On the other hand, the item "Social media helps the students to fully visualize the ideas he has heard, follow the speaker, absorb his words and think about it" came last with a mean of (3.0) in a moderate level.

Answering the fifth question: Are there significant differences between the Arabic language teachers acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the gender variable?. To answer this question, the t-test was used, as in Table (7) below.

Table (7): Means, standard deviations, and t-test results to examine the significance of differences in the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the gender variable

Variable		Mean	SD	t-value	Freedom degrees	Significance
Gender	Male	4.3	1.09	4.04	148	0.00
	Female	3.4	1.03			

The results of Table (7) indicate that there are significant differences in the differences in the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait attributed to the gender variable for the favor of the females.

Answering the sixth question: Are there significant differences between the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the experience variable?. To answer this question, One-Way ANOVA test was used, as in Table (8) below.

Table (8): Results of the One-Way ANOVA on the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills to fourth grade students in Kuwait attributed to the experience variable

Source of variance	Squares sum	Freedom degrees	Squares mean	F value	Significance level
Between groups	4.602	2	3.56	4.21	0.87
Within groups	198.65	148	0.553		

The results of Table (8) indicate that there are no significant differences in the differences in the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait attributed to the experience variable.

5. Conclusion and recommendations

The results of this study showed that the teachers were mostly accepted the reading and writing skills with a high degree, while they accepted the conservation and listening skills in a moderate level. The results showed also that there are significant differences in the Arabic language teachers' acceptance of the use of social media to develop Arabic language skills, writing, reading, conversation, and listening to fourth grade students in Kuwait attributed to the gender variable for the favor of the females, while there were no statistically significant differences attributed to the experience variable. This study recommends conducting more studies to discuss the teachers' attitude toward the use of social media for the different subjects. Surveying the different educational stages will get a more comprehensive view of the subject under study. The decision makers in the educational system in Kuwait should consider taking advantage of the social media in developing the Arabic language skills especially the writing the reading skills.

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