

Exploring Arab ESL Students' Perceptions on Integrating Social Networking Websites into English Writing Classrooms

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Abstract

This study explores Arab ESL students' perceptions toward integrating web 2.0 tools into today's English writing classroom through survey, interviews, and a classroom observation. It focuses on these research questions; to what extent the Arab English as a second language students have access to social networking websites? What are their perceptions toward integrating social networking websites into today's English writing classroom? Do they think that using social networking websites improves students' writing skills? The study was carried out in an English language institute in Western Kentucky to find out how using blogs and social networking websites develop Arab ESL learners' writing skill. The intended population for this study was a random sample of Arab ESL students in Murray State University English Program in the United States. This study provides answers to some questioning areas of integrating these technologies into English writing traditional classes. Data were collected by surveys, interviews, and an observation designed by the researcher and analyzed by using percentage. The study results indicate that most Arab ESL students agree that integrating social networking websites into today's English writing classroom would improve their writing skills. So, it is recommended to use social networking websites by educators for educational purposes.

Keywords: ESL, social networking, students, writing classrooms

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