The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills

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Abstract:

The present study was an attempt to determine the effectiveness of using a WhatsApp Messenger as one of mobile learning technique to develop students' writing skills. Participants were 30 second year college students, English department from a private university in Saudi Arabia. The experimental group (N 15) used WhatsApp technology to develop their writing skills; whereas the control group (N15) was taught their writing skills through prescribed book. The pre-post test comprised three questions, punctuate a paragraph, correct a paragraph and write an essay. This research is limited to punctuation marks, sentences structures and generating ideas. Results of the *t. test* analysis revealed that WhatsApp technique yielded significant effects on students' writing skills, i.e. the experimental group outperformed the control group.

Key words: mobile learning, WhatsApp and writing skills

Introduction

Rapid change and incredible development in the information and telecommunications technologies has affected all fields of life. Learning environments has tried to make use of all these technologies. As a result of this change, most of learning institutions try to adapt their systems to involve these technologies in their programs. English language learning is one of the leading sciences that appeared this change. That is due to the universality of English language. One of the potential technologies deemed suitable to play a fruitful role in this regard are mobile ones. Portability and accessibility of mobile devices in this digital era have attracted many scholars to apply them in the educational settings. Furthermore, several researchers have attempted to prove applicability of mobile learning as modern ways of teaching and learning (Naismith, 2004). Moreover, applying portable technologies have been demanded by most of the modern learners who oftentimes are forced to study anywhere and anytime, for example, at work, in the bus or at weekends (Evans, 2008).

Technologies in language learning

Technology has a positive effect on both of the teacher and the learner. Lam and
Lawrence (2002) claim that technology provides learners with regulation of their own learning process and easy access to information the teacher may not be able to provide. The wireless portable devices such as IPods, MP3 players, smart phones (like Blackberry, iPhone), and Personal Digital Assistants (PDAs) could provide opportunities to respond to the need of this generation. Evans (2008) believes that a distinguishable feature of mobile learning or M-learning is the potential to study when travelling on transport.

English language Teaching History

Language teaching has witnessed four main stages. They are the following:

a. **Face to face instruction.**

This is the beginning of teaching that continued till now. It depends on the existence of the producer (tutor or instructor), the receiver (the learner) in one place.

b. **Distance learning**

Historically, distance education has not been isolated from the use of technology to support learners and learning. Nipper (1989) classified three different generations of technology use over distance education in the twentieth century. According to him, the initial emphasis was solely on the print-based model of teaching. Later in the mid-century, multimedia teaching was integrated with the use of print with broadcast media, cassettes, and micro-computers. Finally, in the third generation towards the end of the twentieth century, new interactive communication technologies with previous methods are widespread (Tayebinik, 2012). Nowadays, distance education offers a variety of digital technologies, including websites and digital libraries as well as communication tools such as email, virtual learning environments (VLEs) and the recent application of social networking and blogging. This is referred as 'social media' and it relies on free shared digital content that is authored, critiqued, and reconfigured by the community of users rather than individuals (Lee, 2009).

c. Blended learning

It represented the middle stage between this technique of teaching tries to make benefit of both previous ones. Through this stage, researchers make the best use if face to face environment and distance learning environment (Abdul Fattah, 2012)

d. Mobile learning

There is an increase use of wireless technologies in education all over the world. In fact, wireless technologies such as laptop computers, palmtop computers and mobile phones are revolutionizing education and transforming the traditional classroom-based learning and teaching into *anytime* and *anywhere* education. The term „mobile learning" or "m-learning", is not a new one. It describes learning of the learners' not defined location or when he or she uses the benefits of mobile technology when learning. Mobile learning was previously limited to laptops, but today it mainly refers to smartphones, tablet PCs or mobile gaming and entertainment consoles. The strengths of mobile learning lie primarily in the use of learning programs not dependent on time or place, that are in the extremely efficient use of the available time. Periods of idle time between customer meetings or waiting times at airports can be used to access learning modules. Therefore, the vision behind this is the learning is to get what you want, where you want and when you want. Mobile learning importance has increased since the beginning of the twenty first century. The following figure shows to what extent is mobile learning is important for youth.
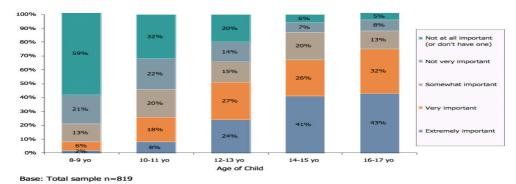

Figure (1) Importance of a mobile phone in a child's life

The previous figure shows the use of mobile in Australia in 2009.

Regarding the results of the previous figure, there are some important notes about importance of the mobile learning. They can be as follows:

1. For kids, mobile is not important for them.
2. 75% of 12-14 year old uses a mobile phone.
3. 90% of 15- 17 year old use a mobile phone.

The history of computer assisted language learning (CALL) can be traced back to the 1960s but modern computer technology together with the internet have revolutionized the ways in which computers can support language learning (Warschauer, 1996). One of the case studies reported by Warschauer is that of a group of Bulgarian students who traditionally did not have access to the English speaking world. The class was studying contemporary American short stories and used a variety of technologies to assist in this process. E-mail communication was set up with a group of TESOL students from America so that they could ask questions about the language and cultural references. In addition concordance software was used to explore some of the expressions from the texts in a greater range of English language. The American students also made recordings of the texts so that they could be used to improve the Bulgarian students' listening skills (Meskill and Rangelova, 1995).Mobile learning in contrast is a much recent development and represents a more personalized style of learning.

Importance of Mobile Learning in Education

Berger, (2001) lists the implications that mobile technology can bring to teaching and learning:

• Better realization of "anywhere, anytime",

• Freedom of organization in and out of the classroom,

• Collaboration among students separated geographically,

• Transparent connection to nets,

• Remote sensing and integration of information,

• Shift from "anywhere, anytime" to "everywhere, every time". According to Singh, (2003) mobile learning is a paradigm shift and it changes existing situations in learning.

Mobile Usages in Language Teaching

Mobiles have a lot of usages inside and outside the classrooms. There are some usages here for that

1. Use the Text Messaging feature to reinforce vocabulary learning.

A study by Thornton and Houser (2003) shows that Short Message Service (SMS) text messages can be used to send out vocabulary items at spaced intervals, thus increasing student retention. For example, you could text the words covered in class to encourage students to review them outside the school context. By sending out the words multiple times, you increase the chances that students will remember them.

2. Use the Text Messaging feature for circular writing.

The reality is that many students do not like to write. They associate writing in the school context with boring assignments and a punitive environment of criticism and negative feedback. In other words, the fun is missing. However, if one considers writing as any form of textual communication, it becomes clear that students actually write a lot. The number of text messages, status updates on social networking sites, and instant messages (IMs) sent by the average young learner is staggering; clearly, a lot of writing is going on! The challenge is to encourage that type of writing that helps students learn English. If students are not ready to write essays, they can practice with shorter texts to develop their writing skills. One activity is circular writing, where students create a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is complete. The teacher is copied and has a record of the story as it emerges. You can experiment with different text types such as narratives (as in the example above), or shorter forms such as news reports, instructions, and warnings.

3. Use mobile phone memory to distribute listening material.

Many phones have memory for graphics, photos, and music that you can use to download listening material for your students, who can in turn transfer them to their phones or other media. This could be a recording of your class, a podcast, or course listening materials.

1. Use the mobile phone to check student comprehension and get feedback.

The previous ideas focus on learning, but mobile phones can also help you in your teaching. One way is to add an element of interactivity to your classes through audience participation. Poll everywhere (www.polleverywhere.com) is a free program that allows the teacher to pose survey questions to students. Students respond by texting their responses and the results show up immediately in a Power Point presentation or on a website. This is very useful for checking student comprehension and to get their opinions. You could, for example, ask students to choose from one of several options for the next classroom activity. This tool is particularly useful in larger classes where it is not easy to get feedback from all students.

WhatsApp Messenger

Information and Communication Technology (ICT) affects greatly in the education world. The use of ICT in education, including language teaching and learning, is a positive response to the development of the information and communication technology in the third millennium (Hartoyo, 2009). There has been a new trend in the ICT world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each other (Anderson, 2010). This social network has opened up new opportunities of interaction and collaboration between teachers and learners.

The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as face book, twitter, LinkedIn and many others alike have been phenomenally popular in the communication world (Riyanto, 2013). The most recent popular social network is WhatsApp application. WhatsApp Messenger is a proprietary, cross-platform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video, and audio media messages (Wikipedia, 2013). WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone.

Context of the problem

Students' performance in the writing course in Qassim Private College was poor. That was clear in a pilot study conducted by the researcher in September, 2013. The pilot study was conducted on 30 students in the fourth level in Qassim Private Colleges. They were asked to write an essay about their hobbies in not less than three paragraphs essay. Analyzing pilot study result, it revealed that

Table (1) Students' results in the pilot study

Spelling errors	Punctuation errors	Generating ideas	Sentences structures
55%	33%	35%	29%

The most of students' errors were in punctuation marks and sentences structures. It was noted that most of them memorize punctuation rules but don't know how to use. At the same time, students got bored when you teach them these rules on the white board. They felt they are useless and a waste of the time. So, there should be a new technique encourage them to get involved in a learning program for punctuation. Also, teaching punctuation in separated programs does not really develop their writing skills. This problem was the same for spelling and general ideas. That was very clear in the pilot study results. So, the current study deals with writing skills not only sub skills.

Statement of the Problem

 Thus, the study problem is identified in Saudi university-level EFL students' poor   performance in Essay writing. Therefore, the current study attempted to develop these students' performance in writing skills through using WhatsApp technology. To reach this aim, the study tried to answer the following main question:

1.   What is the effectiveness of using WhatsApp technique to developing students' writing skills?

This main question is divided into the following sub-questions:

1-   What are the theoretical bases of teaching writing through using WhatsApp Technology as one of mobile learning technique?
2-   What are the appropriate techniques and activities of teaching writing through WhatsApp technology?
3-   What steps should be undertaken for developing writing skills to Saudi university-level EFL students through using WhatsApp technology?

Purpose of the study

The purpose of this research is to study the effectiveness of using WhatsApp Messenger as one of mobile learning Techniques to develop students' writing skills.

The hypotheses of the study

Hypotheses comparing the experimental groups and control groups mean scores on the post test:

a. There is a significant difference between the mean score of the control and experimental group after conducting the experiment in punctuation marks in favour of the experimental group.
b. There is a significant difference between the mean score of the control and experimental group after conducting the experiment in sentence structure in favour of the experimental group.

Hypotheses comparing the experimental group mean scores before and after the treatment:

c. There is a statistically significant difference between the mean scores of the experimental groups on the pre-test and the post-test in developing punctuation marks in favor of the post test.
d. There are statistically significant differences between the mean scores of the experimental groups on the pre-test and the post-test in sentence structure in favor of the post test.

Definition of Terms
1. **Mobile Learning**
   It is the acquisition or modification of any knowledge or skill through the use of mobile technology, anywhere, anytime and which results in the modification of behavior (Cavus, & Ibrahim. (2008). In this research, it is defined to WhatsApp application.
2. **Mobile Technology**
   It refers to any device that is designed to provide access to information in any location, or while on the move.
3. **WhatsApp Messenger**
   WhatsApp Messenger is a cross-platform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video and audio media messages. The client software is available for iOS, BlackBerry OS, Android, Series 40, and Windows Phone. WhatsApp handles two billion messages per day as of April 2012, growing from one billion in October 2011. According to the Financial Times, "WhatsApp has done to SMS on mobile phones what Skype did to international calling on landlines (Cavus, & Ibrahim. (2008)

Related studies

Cavus, & Ibrahim's (2008) study investigates the use of wireless technologies in education with particular reference to the potential of learning new technical English language words using Short Message Service (SMS) text messaging. The system, developed by the authors, called mobile learning tool (MOLT), has been tested with 45 1st-year undergraduate students. The knowledge of students before and after the experiment has been measured. Results showed that students enjoyed and learned new words with the help of their mobile phones. The findings assured that using the MOLT system as an educational tool will contribute to the success of students.

In a similar vain, Thornton& Houser (2005) study present three studies in mobile learning. First, they polled 333 Japanese university students regarding their use of mobile devices. One hundred percent reported owning a mobile phone. Ninety-nine percent send e-mail on their mobile phones, exchanging some 200 e-mail messages each week. Sixty-six percent e-mail peers about classes; 44% e-mail for studying. In contrast, only 43% e-mail on PCs, exchanging an average of only two messages per week. Only 20% had used a personal digital assistant. Second, they e-mailed 100-word English vocabulary lessons at timed intervals to the mobile phones of 44 Japanese university students, hoping to promote regular study. Compared with students urged to regularly study identical materials on paper or Web, students receiving mobile e-mail learned more (*P*<0.05). Seventy-one percent of the subjects preferred receiving these lessons on mobile phones rather than PCs. Ninety-three percent felt this valuable teaching method. Third, they created a Web site explaining English idioms. Student-produced animation shows each idiom's literal meaning; a video shows the idiomatic meaning. Textual materials include an explanation, script, and quiz. Thirty-one Japanese college sophomores evaluated the site using video-capable mobile phones, finding few technical difficulties, and rating highly its educational effectiveness.

Kukulska-Hulme,& Shield (2008) asserted the undergoing rapid evolution in the field of mobile learning. While early generations of mobile learning tended to propose activities that were carefully crafted by educators and technologists, learners are increasingly motivated by their personal learning needs, including those arising from greater mobility and frequent travel. At the same time, it is often argued that mobile devices are particularly suited to supporting social contacts and collaborative learning - claims that have obvious relevance for language learning. A review of publications reporting mobile-assisted language learning (MALL) was undertaken to discover how far mobile devices are being used to support social contact and collaborative learning. In particular, we were interested in speaking and listening practice and in the possibilities for both synchronous and asynchronous interaction in the context of online and distance learning.

Riyanto (2013) claims that WhatsApp can be used not only to socialize with friends, but also to study and even learn a new language. He uses the example of English by stating non-English students are able to learn English faster, better and more fun by joining a WhatsApp group with fellow students and teachers. The teachers then are able to post small assignments and ask students to complete them by using one of the possibilities

WhatsApp offers. In this way, students are able to read English and are obliged to answer in English, which improves their English language skills. Because WhatsApp is free, everyone using a Smartphone will be able to participate.

Rambe& Chipunza (2013) shows that students felt WhatsApp gave them the possibility to express themselves freely in a non-restricted environment thus removing the low participation constraints characteristic of lectures. Also their research showed students learned technical skills by sharing and searching information on WhatsApp they could also use on other study-related platforms like the Blackboard environment.

Method

1.   Design

The quasi-experimental design was used in this study, where a sample of fourth level students in English department was assigned to the experimental and control group. A pre/post test was conducted to measure the effectiveness of the program.

2. Participants

The participants of students consisted of thirty students of level four, in Qassim Private Colleges involved in writing course. This course is called Essay writing (1). The sample was divided into two groups; the controlled group and the experimental group. Students' ages were between 20 to 35 years old.

The students were then divided into two groups – the control group and the experimental group. Both groups were administered to the Pre-test which showed uniformity in the results. There was no significant difference between the mean score of both experimental and controlled groups. Hence, both of two groups had the same entry before conducting the program.

3. Instruments

a.   students' questionnaire

The researcher conducted a survey for using the mobile phone for students in Qassim private college. This survey was divided into three parts:

1. The first part deals with the kind of students' mobile if they are smart phones or no.
4. The second part deals with the usage of mobile for them.
5. The third part states if the students could accept to take part in a mobile learning program for developing their writing skills. The following figure gives answers to the following parts.
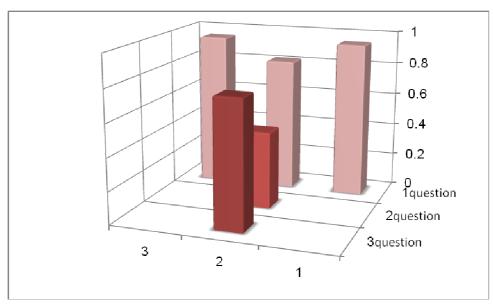6.

Figure (2) Students' using the mobile phone   in Qassim private college

This questionnaire was conducted to 30 students in Qassim Private Colleges. They were in level four. They studied writing course called Essay Writing (1).There are some important notes related to the results of the previous figure. They can be as follows:

1. 90% of the students have smart phones with them.
2. 82% of the students chat via mobile not the computers.
3. 47% of the students use mobile phone as a dictionary.
4. 78% the students use mobile for sending and receiving messages. Messages can be sent through some applications like yahoo, SMS, Tango, or Viper. But for the majority of the students WhatsApp is the best for them. Through this application, they can chat, send or receive files, or make their groups. So, the students are accustomed to use this application.
5. 95% of the students accepted to take part in this program.

2.   The pre/post test

A pre/post test was designed in the light of English language curriculum standards for developing writing skills that prescribed for the students to study during the first semester of the academic year 2013-2014. Then, it was administered to the students of both the experimental and control groups to make sure that they were at the same level of performance before starting the experiment; and hence the progress achieved by the experimental group students could be attributed to the teaching program they received through using WhatsApp technique. The pre-test was also used as a post-test to investigate the effectiveness of the using WhatsApp Messenger as one of mobile learning technique to develop students' writing skills.

Duration

The course lasted for just forty five days from the sixth of October till the twenty first of November, 2013. The meeting was three hours a week with a total of eighteen hours a month.

Aims of the program

These aims can be the following points:

a. Encouraging students to participate in writing tasks through using technology.
b. Developing students' writing skills.
c. Paying more attention to writing sub skills through providing them with online feedback related to their punctuation marks.
d. Giving them the chance to express themselves freely through their online writing.
e. Giving them the opportunity to cooperate together and exchange their ideas through using WhatsApp application.

Description of the test

The writing pre-post test was constructed in the light of the following sources:

1- Reviewing previous studies concerned with writing skills, especially those tackling the punctuation and sentences structures.
2- The following points were taken into account when writing the test items:
   - The topics used in the test items were simple, clear, and familiar to the students.
   - The items were relevant to the objectives of the test.

The Content of the test

It consisted of three questions;

1. Punctuate paragraph

The students are asked to punctuate a paragraph. This paragraph consists of 15 sentences. It has ten punctuation mistakes varies from full stops to comma and colon.

2. Correct sentences structure The students correct the grammatical mistakes in the essay. These grammatical mistakes vary from tenses, inversion of verbs to subjects to the arrangements of the adjectives.

3. Essay Writing
   Students are asked to write an essay about one of the three different topics. This is five paragraphs essay.

Validity of the test

To measure the test content validity, the first version of the test was given to 2 EFL assistant professors and 1 EFL lecturer to evaluate appropriateness of each item in measuring writing skills. Moreover, they were requested to evaluate the test as a whole in terms of: (a) correctness, (b) number of items, and (c) suitability of the test items to level four EFL students at Qassim Private Colleges.

The test proved to be mostly valid as the jury approved most of the questions and suggested the following:

1. To give the students chance to choose between more than one essays to write about. In the first version of the test, there was only one essay topic to write about.
2. Adding more punctuation marks and the topic of capitalization to paragraph mistakes

Piloting the test

Piloting the test aimed at (a) determining reliability of the test; (b) determining the suitable time to be allotted for the test; and (c) obtaining item analysis results, including item difficulty and item discrimination. Therefore, 30 students were selected for the pilot study. These students were randomly selected.

Test reliability

The test was administered to a randomly selected group of 13 students. Then, the test was administered one more time after two weeks to the same 13 students. The Pearson correlation coefficient between the test/re-test results was calculated. The reliability coefficient was 0.72, which is relatively high. Therefore, the test could be considered a reliable one for the purpose of the current study.

Test time

It was estimated that one classroom period (approximately 75 minutes) would provide sample time for the students to read the test questions and write their answers. This time was calculated in the following way:

$$\frac{\textit{The time taken by the fastest student + the time taken by the slowest student}}{2}$$

$$\frac{50 + 130}{2} \quad = \quad 90 \text{ minutes}$$

The Program
Teaching writing as a process entails five stages; prewriting, drafting, revising, editing, and publishing (Archibald and Jeffery, 2000, Tompkins, 2000, and Carter, 2007). The researcher followed

the same steps for writing process. The next section illustrates how members of the experimental group undertook the various stages of the writing process when developing their paragraph writing through using WhatsApp technology.

1. Pre-writing

All the students of experimental group have Smartphone with WhatsApp Messenger already installed on their mobiles. They created a group on WhatsApp called the "Writing Program". Each week, they had a specific essay topic to write about. This topic might be introduced to the students as a title only or as a picture to describe or an event to write about.

Each student in the group was asked to write his own ideas about the selected topics in the group. The students kept on generating ideas for the suggested topics. They were asked to share their own ideas on WhatsApp Group.

2. Drafting

Here, the main focus is on generating ideas through using brainstorming and gathering information; that is, putting ideas on WhatsApp group. Therefore, mechanics and surface structure such as spelling, punctuation, and sentence structure should not be a concern. There should be no obstacles facing their flowing of ideas. It is centered on recording ideas (Carter, 2007; p. 69).

3. **Reviewing**

On the third day, students finished their brainstorming of ideas. Then the students continued for one day reviewing their paragraphs. At this stage, the participants were required to go through the content of their writing, looking for improvement. Based on the instructions they received from the instructor before starting writing. They had to clarify, add, delete, or even reformulate the whole draft in order to fit the intended purpose. At this stage students could share information together and had their peer corrections.

4. Editing

On the fourth day, it was the time for the students to purify their final drafts by examining the mechanics of writing such as spelling, punctuation, writing format, grammatical rules, etc.

5. Publishing

On the sixth day, the students published their paragraphs on the group in WhatsApp. Each one of the group published his own paragraphs in the group. After that the students had peer corrections for their final paragraphs. We had a three hour meeting every week; explaining notes related to their writing mistakes especially to punctuation marks.

Results

Results of this study will be reported in terms of the study hypothesis.

Hypothesis one

It states: there is significant difference in the posttest results between the mean score of the control and experimental group after conducting the experiment in learning punctuation mark.

To test this hypothesis, t-test for independent samples were conducted to compare the means between the experimental and control groups.

Table (4) Post test results between control and experimental groups in punctuation marks

Group	N	M	S.D.	Std. Error Mean	t value	Sig. (2-tailed)
Experimental	15	13.93	3.990	1.030	3.713	.736
Control	15	8.80	3.750	.922		

Comparing the t value between the experimental and control group in punctuation marks shows that t value was 3.713 with the value of the tabulated t at the level (0.01) was .736. It shows that t value obtained

from the post test was more than tabulated t value. This means that there were significant differences between the two groups in favour of the post test. Therefore, the first hypothesis stating that there would be significant differences between the two groups in punctuation marks in favour of the experimental group was verified.

Hypothesis two

It states: there is significant difference in the posttest results between the mean score of the control and experimental group after conducting the experiment in learning sentence structure.

To test this hypothesis, t-test for independent samples were conducted to compare the means between the experimental and control groups.

Table 4
Controlled and experimental group score in sentences structures

Group	N	M	S.D.	Std. Error Mean	t value	Sig. (2-tailed)
Experimental	15	14.46	3.79	.980	5.105	.060
Control	15	8.33	2.69	.694		

Comparing the t value between the experimental and control group in sentence structures shows that t value was 5.105 with the value of the tabulated t at the level (0.01) was .060. It shows that t value obtained from the post test was more than tabulated t value. This means that there were significant differences between the two groups in favour of the post test. Therefore, the first hypothesis stating that there would be significant differences between the two groups in sentence structures in favour of the experimental group was verified

Hypothesis three

There is a statistically significant difference between the mean scores of the experimental groups on the pre-test and the post-test in developing punctuation marks in favor of the post test.

To test the above hypothesis, the paired samples t-test was used, and the results are shown in table (4) below.

t- Test results comparing the experimental group students' performance on the pre-test versus the post-test in punctuation marks

Group	N	M	S.D.	Std. Error Mean	t value	Sig. (2-tailed)
pre-test	50	18.36	6.68	.945	7.863	.00
post-test	50	27.70	8.87	1.25		

Then the t. test was computed between the pretest and the posttest. Observed t. value, (7.863) with the value of the tabulated t at the level (0.01) was .000. It showed that t value obtained from the posttest was more than t table value. Hence, the third hypothesis stated that There is a statistically significant difference between the mean scores of the experimental groups on the pre-test and the post-test in legal vocabulary in favor of the post test was verified.

Hypothesis four

There are statistically significant differences between the mean scores of the experimental groups on the pre-test and the post-test in overall vocabulary in favor of the post test.

To test the above hypothesis, the paired samples t-test was used, and the results are shown in table (4) below.

t- Test results comparing the experimental group students' performance on the pre-test versus the post-test in overall vocabulary

Group	N	M	S.D.	Std. Error Mean	t value	Sig. (2-tailed)
pre-test	50	18.26	7.92	1.12	9.745	.00
post-test	50	31.34	8.039	1.13		

Then the t. test was computed between the pretest and the posttest. Observed t. value, (9.745) with the value of the tabulated t at the level (0.01) was .000. It showed that t value obtained from the posttest was more than t table value.   Hence, the third hypothesis stated that There is a statistically significant difference between the mean scores of the experimental groups on the pre-test and the post-test in overall vocabulary in favor of the post test was verified.

To sum up, the four hypotheses of the study were supported by the results. The statistical analyses of data indicate that the experimental group students who used short stories technique performed much better on the post-test in legal vocabulary and overall vocabulary than the students who received regular law course. Moreover, the experimental group students achieved significant progress in their awareness of legal vocabulary and overall vocabulary after the treatment as compared to performance before the treatment. Hence, these positive findings proved the effectiveness of adopting short stories technique in developing university students' vocabulary.

Discussion

 There are a lot of mobile applications in students' reach appear every year. So, teaching should make use of such technology. There are many educational applications that make learning is fun. The previous studies related to using WhatsApp technology are in line with these results. This study is in line with Cavus & Ibrahim (2008) in assuring that mobile phones are an important learning tool that contributes to the success of students. Also, it is in line with Kukulska & Shield (2008) who emphasize the importance of mobile devices as a social contact support and as a learning tool. This study is also with completely in line with Riyanto (2013) who was the first one to research WhatsApp Messenger. He concluded his research with the possibilities of adopting WhatsApp as a technique used to improve students' language skills. With the same view, this study emphasized Rambe & Chipunza, (2013) findings stating that WhatsApp gives students possibility to express themselves in non-restricted environment. But, this study was different from others in teaching writing skills in a systematic way whereas there are fixed step.

The first question of this study examined the effect of the WhatsApp program on developing students 'punctuation marks. As reported above, data analysis revealed that WhatsApp had significant effect on this variable. That is due to two main reasons:

a. The students were interested in using the smart phones in teaching. They already used these phones all time in different things; chatting with each other, writing their comments to their friends, sending messages and all of these for free.

b. The idea of feeling free in time and place to learn something new was effective. They could write what they wish at any time and place.

The second question of this study examined the effect of the WhatsApp program on developing students' sentences structures. As reported above, data analysis revealed that WhatsApp had significant effect on this variable. The students felt free to express their ideas. At the same time, he had the opportunity to correct and editing his writing. Also, all his friends' participations in the group were in front of him and handled for free. The students in the beginning of the program were imitating each other writing. But gradually, they wrote on their own.

Conclusion

Based on the findings above, WhatsApp technology can also enhance students' active participation in the EFL classroom. It can provide students with: a) an opportunity for practicing the language for free, b) more personal and comprehensive relationship between students and teachers, c) a chance for students not to be more sociable only but to learn better, and d) an opportunity for students to relate their opinions to those of others. Also, we should make use of modern technology in teaching our students. In the past, it was difficult to communicate with our students especially after the class. The teacher made great efforts to prepare material and Aids to prepare their lesson. With passing o time and increasing advance in technology, we should be a part of this technology. We should make use of them in our teaching process.

Recommendations

In light of the finding of the present study, the following recommendations seem relevant:
1. Encouraging students to use more mobile applications in learning English.
2. Making mobiles a part of our teaching process. The teachers can communicate with their students through these applications. Also, it may be used as additional means for setting home assignment.
3. Adopting WhatsApp application in teaching other skills like listening and speakingthrough exchanging files between students and teachers.

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