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Choosing social media platforms to develop EFL teenage learners' writing skills

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Abstract

Social media has influenced all the sectors of our lives and ELT is not an exception. Within the framework of action research, a mixed-method study was conducted to investigate the effectiveness of social media on EFL students' writing skills. It also explored the students' and their teacher's perceptions of the integration of social media into the EFL classroom. The participants were 15 low-intermediate students and their teacher from an English afterschool program in Yerevan. The age of the students was 14-16 and was selected through a purposive sampling. During the research, three social platforms were implemented- Facebook, Instagram, and Viber, where students made three posts for descriptive, expository, and narrative writing genres. After completing the tasks of each genre, participants completed a survey, which was aimed at identifying student practices and perceptions of the most effective social media platforms for the selected writing genres. Another survey was conducted to reveal students' perceptions of the effectiveness of social media for improving their writing skills. An interview was conducted with the teacher to reveal her attitudes towards the integration of social networking sites into the EFL classroom. The results of the study indicated that, according to students, Instagram was the most effective platform for improving expository and descriptive writing and Viber was considered to be the best place to practice the narrative genre. Posting on social media improved the content and organization components of the students' writing and both the students and their teacher had positive attitudes towards social media usage in EFL teaching and learning.

Keywords: social media, Facebook, Instagram, Viber, writing skills, descriptive, expository, narrative.

CHAPTER ONE: INTRODUCTION

In the 21st century, where social media and technology are integral parts of our lives, possession of digital literacy can be considered an essential factor in modern EFL classrooms. Social media platforms, such as Facebook, Instagram and Viber allow users to create a profile, connect with other users, and keep up with those connections (Boyd & Ellison, 2007). Since most of the students, particularly, teenagers are active users of social media, the latter can be effectively integrated into the L2 teaching and learning process. Teachers should support their students to get oriented in the digital world (of which social media is a big space) and not leave them to their own devices. The integration of social media in EFL classrooms might help students to choose the appropriate platforms and tools for meeting their desired learning objectives, publish or present content for their intended audience and use a variety of digital tools to connect with learners from different backgrounds and cultures (ISTE Standards for Students | ISTE, 2021). The role of social media platforms, consequently, should be highlighted as they might serve as an important aid for learning and improving English language proficiency.

Research has shown that if appropriately implemented, social media can facilitate EFL teaching and learning (Chawinga, 2017; Menkhoff et al., 2014; Said & Elfatah, 2015; Srirat, 2014; Gao, Luo & Zhang, 2012; Greenhow & Robelia, 2009). A considerable number of studies have been conducted to understand the affordances and limitations of social media in an educational context and also to understand how it can improve students' writing skills (Bani-Hani et al., 2014; Shahzad & Kausar, 2020, Said & Elfatah, 2015; Srirat, 2014). However, very few studies have been conducted to reveal which social media platforms are a good match for teaching different writing genres to teenage EFL learners. Thus, to achieve a deeper

understanding of how to help teenage learners improve their writing in the digital age when social media literacy is a priority, and to reveal usefulness of social platforms for specific writing styles, the current study aims at collecting data through surveys and interviews from an afterschool program in Yerevan, in particular from the pre-intermediate level students and their teacher to understand the students' perceptions about the effectiveness of the chosen social media platforms. To this end, the research question of this mixed-method study is the following:

RQ1: Which social media platforms from among Facebook, Instagram, and Viber are optimal for the development of descriptive, expository, and narrative writing genres based on EFL learners' reported practices, as well as learners' and teacher's perceptions? The findings of the current research might shed a light on what social media platforms are the most effective ones for improving the descriptive, expository, and narrative writing skills of the pre-intermediate level students. Besides, the findings may also benefit the researcher and EFL teachers who want to implement social media as a supplementary tool with the students of the same age and proficiency level. It gives them an insight into the potential pedagogical implications of social media as well as inform current/future EFL teachers about learners' perceptions and attitudes toward the use of social media during their L2 classes.

CHAPTER TWO: LITERATURE REVIEW

This literature review discusses the main approaches of teaching writing skills, including product-based, process-based, and genre-based approaches. It will further examine descriptive, expository, and narrative writing genres and the ways they can be taught. This chapter will also explore the concept of social media including extensive research about its usage in the sphere of education, more specifically in ESL classroom, the impact it has on students' academic performance and writing skills, teachers' and students' attitudes towards the implementation of social media in teaching and learning and the challenges they can encounter in this process.

1. Writing skills

Writing is one of the most fundamental skills of the English language. As Negari (2011, p. 299) states, "Writing is a complicated process which involves several cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising". Hence, for numerous EFL learners, it also appears to be one of the most challenging skills. Few students write spontaneously and confidently writing tasks that will be reviewed by someone else. When that someone else is the teacher who will assign a score for the writing task, most people feel inconvenienced and stressed (Tuan, 2010).

Several strategies are being used by EFL teachers to enhance students' writing skills. The most common ones are coping, reproducing, recombining, guided, composition, and editing strategies. In the copying strategy, the students are required to copy the text from the presented sample. In reproducing strategy, they write (reproduce) the text they read or listen to. In recombining strategy, L2 learners combine the words/phrases of two different parts. In guided strategy, the students write a new text based on the given model. In composition, they are asked

to write their piece of writing freely and they are responsible for the content, organization, language, and vocabulary of the text. Students can also improve the quality of their writing by editing their texts (Abdul, 2018).

There are three types of approaches for teaching writing skills: product-based approaches, process-based approaches, and genre-based approaches.

1.1. Product-based approach

The focus of the product-based approach is on the final written outcome. According to Badger and White (2000, p. 154), "writing in this approach is mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation of input, in the form of texts provided by the teacher". The product-based approach has four levels of writing instruction: familiarization; controlled writing; guided writing; and free writing. The goal of the familiarization level is to familiarize students with the main characteristics of the written text. During the controlled and guided levels, students get an opportunity to practice their writing skills. They constantly increase the level of freedom in their writing until they reach the freewriting stage. (Badger & White, 2000). At this last level, students should feel themselves as creators of written texts, which suggests that they should be able to show initiative (Pincas, 1982). The main concept of this approach is that students write an essay or other kind of writing imitating the given pattern. Hence, it is considered to be teacher-centered, as the teacher is the one who decides which models to use (Brakus, 2003 cited in Nordin, 2017).

1.2. Process-based approach

The focus of process approaches is on the process a text is being written instead of the final written product (Nordin, 2017). In these approaches writing is a practice of linguistic skills, and the acquisition and development of writing skills are viewed as unconscious processes (Badger & White, 2000). The main emphasis of process-based approaches is on linguistic skills, such as planning and drafting, therefore, linguistic knowledge, such as knowledge of grammar and text structure, are less important. These approaches have four levels of writing instruction: prewriting; composing/drafting; revising; and editing (Tribble, 1996). But it is worth mentioning that this process is cyclical and writers can come back to the pre-writing level, for instance, after completing several editing or revising activities. A typical example of a prewriting activity is brainstorming on the topic. During the composing/drafting level students structure and conclude the outcome of the brainstorming. At the stage of revision, students might want to revise the first draft and discuss it with their peers and teacher. At the last editing stage, they edit or proof-read the text (Badger & White, 2000)

The process approach is learner-centered. In these approaches, the teacher is the facilitator and the writing is learned, not taught. Providing input to the learners is considered less important since the teacher aims to facilitate and reveal the learners' potential (Nordin, 2017).

1.3. Genre-based approach

Genre approaches are considered to be relatively recent in the sphere of EFL teaching. As noted by Badger and White (2000), product and genre approaches have much in common, and genre approaches can be viewed as a branch of product approaches. Like the product approach, the emphasis of the genre approaches is on the linguistic features of the writing. But they also

focus on the social context where the writing is produced. For genre approaches the most important aspect of the writing is the purpose. Different genres have different purposes. Other features, such as status, age, profession of the addressee, the relationship of the writer with the audience, the subject matter, the pattern of the organization also have an influence on the writing (Badger & White, 2000; Javed, Juan & Nazli, 2013). As Swales and Roger (1995) state, although there are linguistic and rhetorical similarities among the texts, social context can cause dramatic differences in communicative purpose.

Miller (2011) claims that genre has the potential to activate the socio-cognitive schemata (background knowledge) of L2 learners. For instance, when the learner thinks about describing an animal, he would probably think about its color, how it walks, sounds, how many eyes it has, how it survives, etc. According to Dudley-Evans (2002), writing in genre approach has three levels. At the first level, a model of a specific genre should be introduced and analyzed by the instructor. Then, the students complete writing tasks to practice necessary language forms and features, and, finally, they produce a short written text in a particular genre. During the process teachers change their roles from explicit instructor to implicit facilitator and finally, students achieve autonomy (Nordin, 2017).

1.3.1. Descriptive, narrative and expository writing

According to Richards and Schmidt (2002), the most common writing genres are descriptive, narrative, expository, and argumentative genres. In the descriptive writing genre, the writer uses his senses to describe the object- how something looks, sounds, smells, tastes, etc., and the readers also need to use their senses for being able to see, think, feel, taste, smell, and react. Everything can be described in this kind of writing- things, perceptions, people, feelings, places, processes, etc. The purpose of descriptive writing is to give the readers a mental image of

the object which is being described (Sinaga, 2017).

There is a study suggesting that the usage of the Wh-questions technique improves students writing skills, more specifically it enhances the quality of their descriptive writing. Wh-questions help students to brainstorm, generate ideas, and then they will be able to produce descriptive texts (Namasivayam, et al. 2017). Carter (2015) suggests that visualization techniques can help students to write descriptive texts and teachers can use them in various EFL contexts, from primary schools to universities. It is based on five senses- what they see, touch, smell, hear, and taste.

The expository genre is aimed at providing readers with information and knowledge (Weaver & Kintsch, 1991). In this writing genre, students should explain, expose anything relying on accurate facts gained from reliable sources. They can also give the audience directions on how to do something, step by step, or explain the process by which something is/was created. Among the general writing strategies that can be used to teach expository writing, Miftah (2016) finds that the idea listing technique (ILT) is effective for enhancing students' writing skills. He suggests, that the implementation of ILT can improve students' ability in writing expository texts.

When writing a narrative essay, the writer tells a story. These writings are often personal, anecdotal, and are based on experience. They allow authors to express themselves creatively and can be viewed as a reflection of the writers' values told as a narrative (Purdue University, n.d.; Austin Peay State University, 2012). The EFL teachers often use educational games to teach narrative writing. Rahmawati, Syafryadin, and Widiastuti (2019) conducted an experiment where they used a game called Freak Fables. The results of the study revealed that this game is highly effective for teaching narrative writing.

2. Social media

Social media encompasses a variety of digital tools which combine technology, interaction on social platforms, and content creation (Faizi, Afia & Chiheb, 2013). It is a place where people with common interests, activities, and backgrounds create social relations with each other. Social media has a remarkable influence on society as currently, it is an inseparable part of people's lives. It has become an important tool for millions of people around the world to make and maintain connections and conversations, create social media content, share personal, professional, or general information, etc. Social media connects a variety of platforms, such as blogs; microblogs; wikis; websites for social networking, photo and video editing/sharing sites, podcasts, etc. On an individual level, it is a place where people can communicate with their friends and relatives, keep themselves updated about recent events, develop new interests, and get entertained. On a professional level, people can use it to enhance their professional knowledge and skills in a particular sphere and get connected with other professionals of the industry. On a business level, social media allows to find the targeted audience with potential customers, get their feedback, elevate the brand, etc. (Akram & Kumar, 2017).

2.1 Social media and education

It is beyond doubt that social media is an inseparable part of nowadays people's lives and it is actively involved in many fields, including education. We are witnessing a new digital era, where both learners and instructors need to possess some technical and digital skills for being competent for education. Several studies have been conducted to investigate how social media facilitates teaching and learning processes (Chawinga, 2017; Menkhoff et al., 2014; Said & Elfatah, 2015; Srirat, 2014). Results showed that it provides a good basis for learner-centered approach as using these technologies students can have their voice, share and discuss course

materials, post their reflections and get feedback from the instructors. Social media also creates a stress-free environment where students can confidently interact with each other and their lecturers. Social media supplements blended learning as it can engage students in collaborative learning bohth during offline and online classes (Chawinga, 2017; Menkhoff et al., 2014).

The integration of social media in the learning and teaching environment encourages engagement, participation, communication, and collaboration, as well as positively influences social, and emotional state of the students (Gao, Luo & Zhang, 2012; Greenhow & Robelia, 2009). More particularly, research suggests that Facebook enables interaction and communication between students and their instructors, as well as opens space for collaborative learning and information/ resource sharing (Mazman & Usluel 2010). Lowe and Laffey (2011) suggest that microblogging is an effective tool for continuous communication outside the classroom such as sharing learning materials or assignments, and posting updates on recent events.

As Li (2017) states, Facebook is a good solution for project assignments. For students, it is easy to communicate and collaborate in this way as most of them are already on Facebook and have the habit of communicating with each other through this platform. Teachers can monitor their progress and provide rapid feedback via comments or simply encourage them by clicking the "like" button. Students in their turn can reply to the teacher's feedback with follow-up questions and use the private message function to ask questions about the course. Facebook pages can also be used to make class announcements and to share extra materials. In some cases, students continue to use the page even after the course finished to keep in touch with each other and even their informal posts they write in English.

It is suggested that social media facilitates informal learning as it has an active role in users' daily lives. It gives users opportunities for intentional or spontaneous learning by bringing them together around shared interests, discussing topics, collaborating, etc. (Mazman & Usluel 2010). Moreover, it encourages its users to participate in various social activities and also enhances learners' critical thinking skills (Ajjan & Hartshorne, 2008).   .   Social media also gives real opportunities to shy students to create their own stress-free learning environment and take advantage of collaborative learning (Menkhoff et al., 2014). It provides them with a platform for self-presentation, where they can be more relaxed and use social media to meet a variety of interpersonal needs such as appreciation and validation of their ideas as well as peer support from classmates (Greenhow & Robelia, 2009)   The results of several studies showed that the usage of social media facilitates L2 learning as it enhances students' interest and motivation to learn a new language (Chawinga, 2017; Menkhoff et al., 2014; Yunus 2012). Moreover, when learning a second language, it is crucial to have sufficient interaction with the target language community. Social media has the potential to create this environment and connect language learners with native speakers of the language (Tunde-Awe, 2015). According to Blattner and Fiori (2009), the implementation of social media (Facebook) in language instruction can promote socio-pragmatic competence. While engaging in authentic language interaction with native speakers on different social media platforms, language learners can become aware of various linguistic issues such as regional language variation.

2.2 Social media and students' academic performance

The previous studies indicated that there is mostly a positive correlation between social media usage and students' academic performance (Abousaber & Oueder, 2018; Amin et al., 2016; Heiberger & Harper, 2008; Junco et al., 2011). Amin et al. (2016) conducted surveys with

the students of several schools and universities. The results showed that the participants mostly used Facebook and Twitter and they agreed that the habit of using social platforms helped them to concentrate on their studies, hence, they considered that social media has positive impact on their academic performance. The use of social media improves the communication of the students, facilitates the understanding and the development of the ideas, helps to create and share content connected to their classes (Abousaber & Oueder, 2018; Amin et al., 2016). Chawinga (2017) integrated Twitter and blogs into the undergraduate course of department of library and the results showed that the implementation of these social platforms encouraged students to interact with their classmates and lecturer more frequently, share and discuss course materials and reflections.

Several studies have also found a positive relation between the usage of social media platforms and students' engagement. Research states that students using social media have higher grades and are more engaged in learning processes than those who do not. (Heiberger & Harper, 2008; Junco et al., 2011)   Few studies are suggesting that social media negatively affects undergraduate and graduate students' academic achievement. The research of Kirschner and Karpinksi (2010) showed that the GPAs of students having Facebook accounts were much lower than that of those who didn't use Facebook at all. However, Junco and Cotten (2012) found that it is of vital importance to consider the ways students use social media: using social media for collecting and sharing information predicts a positive GPA while using it for just socializing predicts a more negative GPA.

2.3. Social media and writing skills

The results of several studies indicate that the implementation of social media in EFL programs provides students opportunities to practice and improve their writing skills. (Bani-Hani et al., 2014; Said & Elfatah, 2015; Shahzad & Kausar, 2020; Srirat, 2014). It improves the content, organization, and style components of writing (Said & Elfatah, 2015; Shahzad & Kausar, 2020; Srirat, 2014;). Bani-Hani conducted research to investigate the effect of Facebook on students' writing skills. The participants were added to a Facebook group and they were required to post summaries of their daily classes, as well as comment and give feedback on their classmates' posts. The results indicated that social media indeed improved students' writing skills. It was helpful especially in the pre-writing stage, also it aided students to improve their vocabulary and diminish spelling errors (Bani-Hani, 2014).

The implementation of social media in secondary school writing classes revealed that it is helpful in three aspects: knowledge generation, the attractiveness of the learning environment, and enjoyment (Mohamad et al., 2018). Suthiwartnarueput and Wasanasomsithi (2012) examined how effectively Facebook can serve as a platform where students can take part in online grammar and writing discussion forums. The results of the research indicated that Facebook discussions have potential to enhance English grammatical and writing competence.

Besides, the pressure of replying to their peers' posts and comments makes students practice and improve their writing skills (Kabilan et al., 2010). Although the style of writing on social media is quite different from that of formal, academic writing, teachers can integrate social media platforms into their teaching process to promote general writing skills of their students (Tunde-Awe, 2015).

2.4. Perceptions and attitudes of EFL teachers and students

The attitudes and perceptions of EFL teachers towards social media are strong predictors of whether or not they will use it in their teaching practice (Ajjan & Hartshorne, 2008). Several studies have been conducted among EFL teachers to reveal their attitudes towards social media usage as a pedagogical tool (Ajjan & Hartshorne, 2008; Allam & Elyas, 2016; Rezaei & Meshkatian, 2017). The main instrument for data collection of these studies were surveys and questionnaires and the results indicated that the majority of the participating EFL teachers considered social media as an important educational tool and were highly aware of the educative potentials it can offer to the EFL classroom (Allam & Elyas, 2016; Rezaei & Meshkatian, 2017). More specifically teachers believe that social media improves not only writing and reading skills but also increases student-faculty interaction (Ajjan & Hartshorne, 2008). Understanding students' attitudes and perceptions regarding the usage of social media as a pedagogical tool will help educators to implement this technology more efficiently.

Writing is an inseparable part of teenagers' lives. They write both for school, and for their own pleasure. According to Lenhart et al (2008), the vast majority of teens spend a considerable amount of time posting texts and sharing messages on their social network pages, exchanging emails, etc. The paradox of the digital age is that due to the informal structure of social media teens disassociate online communication with writing and do not consider that writing they do electronically is "real" writing. The latter indicates that learners still do not connect the writing learned during language classes and its usage beyond the classroom for communicative purposes. Thus, social media platforms like Facebook can serve as a bridge between formal writing learned during L2 classes and its informal use outside the classroom (Yancey, 2009).

Several studies have been conducted to recognize the attitudes of social media usage among EFL learners (Bani-Hani et al.,

2014; Drašković et al., 2017; Eren, 2012; Salih & Elsaid, 2018; Sharma, 2019). The results indicated that the majority of the participating undergraduate and graduate students had positive perceptions towards social media and used it not only to socialize but also to meet their educational needs. They mostly viewed social media as an effective supplement to their curriculum. According to them, through social media, they use English more willingly, confidently, and competently, and the level of language anxiety is much lower. They also mentioned that social media assists in language acquisition, particularly it helps to improve writing skills and develops vocabulary (Bani-Hani, et al., 2014; Eren, 2012; Salih & Elsaid, 2018; Sharma, 2019). Some students mentioned that it facilitates dynamic interactivity and accessibility, as well as creates completely different semi-formal relationships between learners and teachers (Drašković, et al., 2017). The research conducted by Hung and Yuen (2010) indicated that most of the participating students developed a sense of social integration and had a positive attitude towards the implementation of social media in learning and teaching processes.

2.5. Challenges

However, there are various challenges that can be faced when integrating social media in education. Research shows, that when integrating Twitter and blogs into teaching and learning processes, students had problems because of high prices of internet and Wi-Fi, bad-quality bandwidths and insufficient devices (Chawinga, 2017). Another obstacle was lack of students' and teachers' technical skills to be able to use social platforms during classes (Dzvapatsva et al., 2014). Finally, sometimes social platforms offer low-quality materials generated from unreliable sources (Barczyk & Duncan, 2011).

There seem to be barriers that hinder EFL teachers and learners to integrate social media networks in their teaching-learning practices (Allam & Elyas, 2016; Sharma, 2019). First of all,

there is a probability that some students will misuse the networks or get distracted because of them. Additionally, sometimes curriculums cannot accommodate social media in the teaching materials. Sometimes time management is also a serious obstacle for EFL instructors as it can become impractical to adopt any extra activities through social media (Allam & Elyas, 2016). The challenges reported by the students include low concentration levels, distraction, inaccessibility of devices and the internet, shortage of teachers' time for interaction with them. They were also concerned about the privacy and security of their personal data (Sharma, 2019; Yunus, 2012).

3. Summary

This literature review is aimed at exploring the affordances and limitations of social media in education, more particularly in EFL and ESL teaching and learning. It is clear from the research reviewed that the implementation of social media in L2 teaching and learning encourages communication, collaboration, participation, and engagement. Despite the fact that sometimes the usage of social media in EFL classrooms can be challenging, it has strong potential to improve learners' writing skills. The integration of social media platforms into L2 teaching and learning provides lots of new opportunities as it can provide important aid for learning and teaching English. Though the role of social media should not be underestimated, it also requires accurate development, monitoring, and management.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

Within the framework of action research, this study was conducted to explore the impact of social media on EFL students' writing skills and teacher's and students' perceptions of its effectiveness. The sampling was purposive as the aim of the study was to improve the writing of one specific EFL classroom. Descriptive, expository, and narrative writing genres were practiced, as these are the most important and the most frequently used writing types: everyone needs to describe, inform and tell. Three different social media platforms (Facebook, Instagram, Viber) were implemented in an EFL classroom to answer the research questions:

RQ1: Which social media platforms from among Facebook, Instagram, and Viber are optimal for the development of descriptive, expository, and narrative writing genres based on EFL learners' reported practices, as well as learners' and teacher's perceptions? To reveal learners' and their instructor's perceptions of social media integration in language learning and teaching practices and understand which of the implemented social networks are the most effective ones for improving students' descriptive, expository and narrative writing skills, the study employed a mixed-method approach incorporating both qualitative (interviews) and quantitative (surveys) strands. Each strand was emphasized but the weight of the quantitative strand was more significant in addressing the research questions, as the qualitative data was collected to validate results gained from quantitative methods (QUAN -> QUAL). Data triangulation was implemented to obtain reliable data and the information was collected from different sources (student surveys, teacher interview and focus group interview)

3.2 Participants

Data was collected from 15 students of an English afterschool program in Yerevan, Armenia, and their instructor. According to a placement test, the proficiency level of the participating students was low-intermediate. The instructor was in charge of the group. The age of the students ranged from 12-16, (six males and nine females) and most of them have been exposed to English for at least six years. All the participants were native speakers of Armenian and English was their second language. The classes were held online, via Zoom, twice a week lasting an hour. A term of the course lasts ten weeks. The lessons were based on the textbook *English in Mind, Second edition* (Puchta & Stranks, 2011) designed for intermediate level of language proficiency.

3.3 Ethical Considerations

Ethical considerations have been implemented during all the stages of the research. Before launching the research, the director of the program gave approval for the study. Afterwards, both the students and the instructor gave oral informed consent for participating in the study. The participation was voluntary, as all the participants could withdraw from the research at any stage. The privacy and confidentiality of the participants were protected. The names of both the program and participants are confidential, and the data gained from the research are used only for educational purposes. The surveys were anonymous, as the students were not requested to write their names and emails. The interviews with the teacher and the focus group were conducted online and were recorded only after their approval.

3.4 Instruments

Both qualitative and quantitative data was collected for the study. The quantitative data was collected through five surveys: pre-study survey, three surveys after each phase of the research, and post-study survey. The qualitative data was collected through the observations and the interviews conducted with the instructor and the students of the focus group. All the instruments were designed and administered in English and for online settings- through Google forms, also they were revised by the thesis advisor before administration.

3.4.1 Pre-study and post-study surveys

All the participating students completed pre-study and post-study surveys.
At the beginning of the research, a pre-study survey was completed by the students which was aimed at collecting background information about their ages, access to computers or other devices, the internet and social media platforms. The questions included multiple choice questions and checkboxes (See Appendix A).
The purpose of the post-study survey was to collect data regarding students' perceptions about the overall process of social media implementation for improving English writing skills. The questions of the surveys included multiple choice questions and grids, checkboxes, Likert scales, and open-ended questions (See appendix B).

3.4.2. Surveys after each research phase

The study had three main phases and during each phase, students posted content on three social platforms with a particular writing genre (descriptive, expository, narrative). To find the answer to the research questions, after each phase the participants completed a survey. The surveys were aimed at revealing students' perceptions of the effectiveness of three social networks (Facebook, Instagram, Viber) for a particular writing genre. The questions of the

surveys included multiple choice questions and grids, checkboxes, Likert-scales, and open-ended questions (See Appendix C, D, and E)

3.4.3. Post-study interviews

At the end of the study, interviews were conducted both with the instructor of the group and the focus group. The purpose of the interview with the teacher was to reveal her attitude towards the integration of social media in her classroom and find out how effective the implementation of social media could be in EFL context from the instructor' perspective (See Appendix F). The interviews with the focus group were aimed at validating the results gained from surveys conducted during the research (See Appendix G).

3.4.4. Classroom observation

Classroom observation was aimed at understanding whether the selected writing genres and social media networks are appropriate for the participants' age and proficiency level. After getting the instructor's approval, the group was observed before launching the research and detailed notes were taken during the classroom observation.

3.5. Procedure

Before launching the research, the group was observed by the researcher. Afterwards, the textbook was analyzed, which was aimed at adjusting the prompts of the writing tasks with the topics of the units which were being covered during the research (See Table 1). The assignments required students to practice and reinforce the grammar forms and vocabulary learned during their classes.

Table 1

The order of the descriptive, expository and narrative writing assignments during five weeks

	Instagram	Facebook	Viber
Descriptive	It's "An International career day" and your Instagram followers want to know about some rare professions. Choose a rare job and describe it.	What are the most common jobs in Armenia? Choose one of them and describe it.	Choose a job and never name it. Describe it and let your friends guess the job.

	Instagram	Facebook	Viber
Expository	Imagine you are working in the United Nations and you need to give a report at an international conference. The topic of the conference is "the world's biggest challenges in the 21st century". Choose one challenge and let your Instagram followers know what you are going to speak about at the conference.	What can people do to deal with and overcome the challenges of the 21st century? Select a specific challenge and discuss what can people do to overcome it?	Imagine you are a technology expert and you are asked to tell your colleagues what will be the role of technology in the education of the future?

	Instagram	Viber	Facebook

Narrative

| Who is your favorite movie or television star? Imagine that you have an opportunity to spend a day with this person and you have to tell your Instagram followers about your day. | Imagine you are the most popular director in Hollywood and you are asked to write the next great comedy or drama. What will you make your movie about and who will be some of the actors you would cast in it. Write and send the short version of your plot to the company which will finance the movie. | What is your favorite movie/cartoon/ TV show? Imagine you have an opportunity to play a role in that movie/TV show. What character would you be? Tell your Facebook friends about a day in the life of filming. |

After textbook analysis, the participants completed a pre-study survey where they were asked about their age, the platforms they use at that moment, the amount of time they spend on social networks, the devices they use to access their accounts, etc. The research lasted for 5 weeks.

The researcher made closed groups on Viber and Facebook called 'Write out loud", and both the students and their instructor were invited to those groups (See Figure 1).

Figure 1

Closed Group "Write out Loud" on Facebook

The students were also required to follow the researcher and their classmates on Instagram. Those who didn't have an account on any social network were guided to register.

The research had three phases. Before each phase of the research, the researcher introduced students the particular writing genre, gave them tips, examples, and guidelines for writing their posts (See Figure 2).

Figure 2

Guideline for Narrative Writing

Afterwards, the participants were required to write three posts with a specific genre-descriptive, expository, and narrative. The posts were made on Facebook, Instagram, and Viber. The prompts of the writing tasks were aligned with the units of the textbook they were covering during that period and were generated so that students could use the required writing genre (See figure 3).

Figure 3

An Example of Narrative Writing Task

Platform - Instagram
Deadline - 02. 03. 2021 (Tuesday)

Who is your favorite movie or television star? Imagine that you have an opportunity to spend a day with this person and you have to tell your Instagram followers about that day.

- **Write your post in one paragraph** (around 150 words).
- **Use the vocabulary on p. 41 (ex. 4).**
- **Use simple past or past continues**
- **Feel free to use visuals (pictures, gifs, etc.), emojies, stickers etc.**

After completing the assignments of each phase, students were requested to complete a survey (See Appendix C, D, E), which was aimed at identifying their perceptions of the effectiveness of the implemented social media platforms for the improvement of the particular writing genre. More particularly, they were asked which of the social networks was the most effective one, how much time they spent on each post, what devices they used, whether or not they were intended to continue to practice the particular writing genre by social media usage, etc.

After completing the writing tasks for all three writing genres, the participants completed a post-study survey, where they were asked questions about their experience of the social media

integration for the improvement of their writing skills.

Finally, interviews were conducted with the instructor and the focus group. The teacher was asked questions regarding students' motivation and engagement, improvement of their writing skills, the effectiveness of the selected social networks for practicing specific writing genres, her intention to use social media in her teaching practice, etc. Four motivated and actively engaged students were selected as a focus group. The interviews with them were aimed at validating the data gained from the surveys and mainly included questions that were already asked during the surveys.
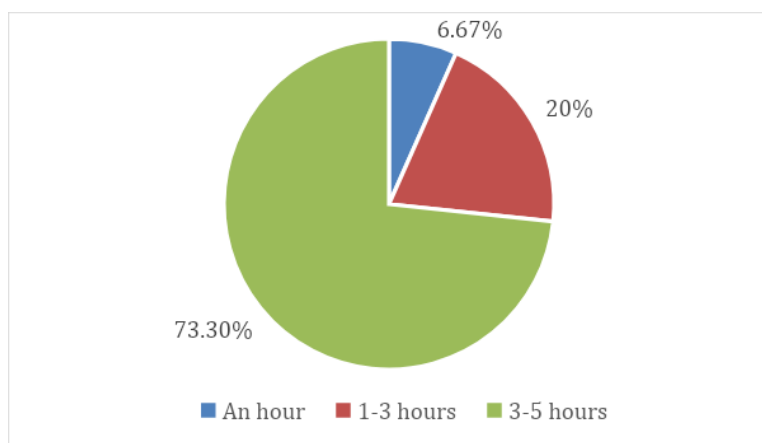
3.6. Data analysis

The quantitative data obtained from five surveys was analyzed via Excel, while the qualitative data obtained from the observation and interviews was recorded, transcribed and subjected to descriptive analysis. The quantitative data from five surveys were also analyzed descriptively. The percentages were taken from the Google forms. The qualitative data from teacher's and focus group's interviews was inductively analyzed and to mitigate subjectivity, it was peer-checked by a classmate of the researcher. Qualitative data was presented descriptively.

CHAPTER FOUR: RESULTS

The current study was conducted to find out which of the implemented social media platforms are the most effective ones for improving students' descriptive, expository and narrative writing skills. It is equally important to determine students' and teacher's perceptions of the integration of social media in EFL teaching and learning practices. The data was collected through five surveys, the response rate of which was 100% as all the students completed them. Before implementation of social platforms, a pre-study survey was conducted to gain general information about students' access to the social media. Results showed that 73.3% (11 out of 15 participants) spent 3-5 hours on social media every day and there was not a participant, who did not use social media at all (See Figure 4).

Figure 4

*Amount of Time Students Spent on Social Networks (n=15)*

According to the pre-study survey, 93.3% (14 out of 15 students) used mobile and only 6.7% (1 student) used computers to access their social network accounts.

Data analysis also revealed that 20% (3 out of 15 participants) were active users of social media,

as they made posts multiple times a day, 13.3% (2 out of 15 participants) posted daily, 20% (3 out of 15 participants) weekly. Most of the students (33.3%-5 out of 15 students) mentioned that they posted every few months. And only 6.7% (1 respondent) never made posts on their social media.   The majority of the participants had accounts on social media to keep in touch with their family and friends. They also used them for educational purposes and for getting updated about recent news. Only one student viewed social media as an opportunity for making new friends and also there were students considering it as time waste (See Figure 5).

Figure 5

The Purpose of Using Social Media (n=15)
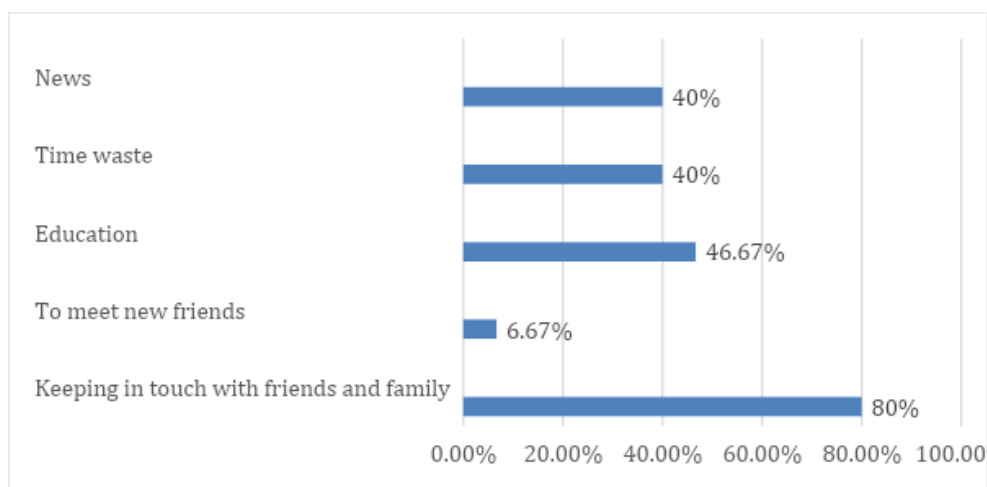
The most popular platform among participants was Youtube (80%), then came Instagram (73.3%), Tiktok and Snapchat (66.7%), Pinterest (60%), Twitter (46.7%), Facebook (20%). The least popular social media networks were Viber and Whatsapp, as only 6.7% of the students used them.

Finally, according to the responses of the participants, the most frequently visited network is Instagram (91.7%), which is followed by Facebook and Twitter (8.3%).

4.1. Research Question: Which social media platforms from among Facebook, Instagram, and Viber are optimal for the development of descriptive, expository, and narrative writing genres based on EFL learners' reported practices, as well as learners' and teacher's perceptions?

4.1.1. The optimal social media platform for improving descriptive writing.

Figure 6 below shows students' perceptions of the most optimal social media platform for improving descriptive writing. In detail. According to the participants' responses, Instagram was the most effective social platform and Facebook was the least effective one.
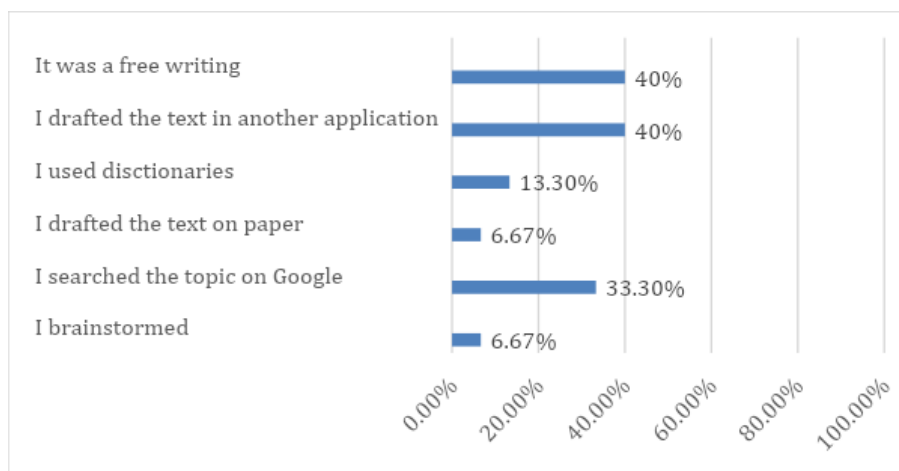
Figure 6

The Most Optimal Social Platform for Improving Descriptive Writing (n=15)
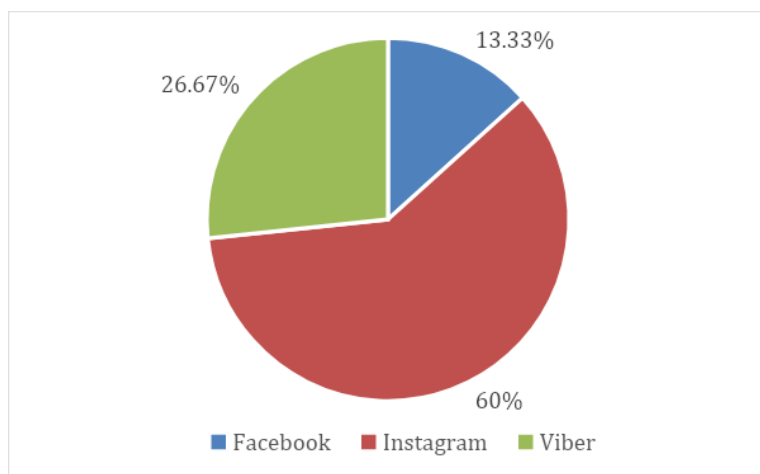
Another piece of information about how students wrote their posts is demonstrated in figure 7. The results indicate that students mostly drafted the text in another application or wrote the text freely, without using any technique. They also searched the topic on Google, and very few students brainstormed, used dictionaries, or drafted the text on paper.

Figure 7

The Techniques Students Reported Using to Write Descriptive Posts (n=15)

Participants also gave information about the amount of time they spent making posts on three social platforms (Figure 8). The results show that more than half of the respondents spent 15-30 minutes on Facebook and on Viber, and less than 50% on Instagram. There were few participants choosing the option "30-60 minutes" and only one participant stated that he/she spent more than an hour posting descriptive content on Instagram.

Figure 8

The Amount of Time Students Spent on Writing Descriptive Posts (n=15)
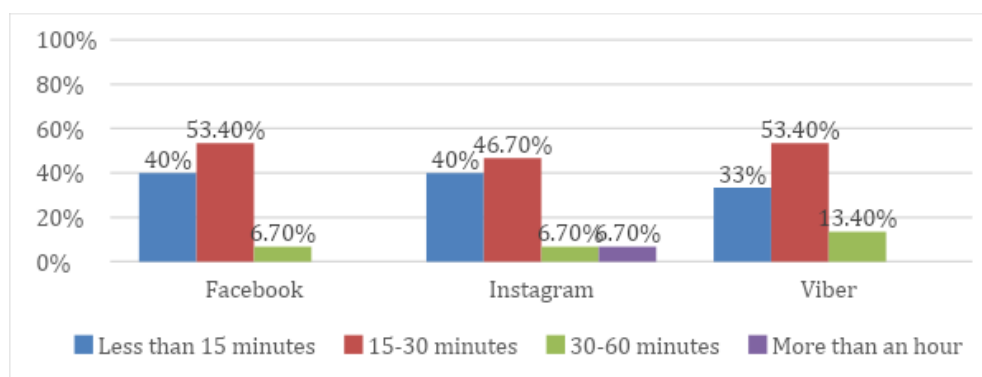
The majority of respondents (86.6%) used their mobile phones to post descriptive content on all three networks and only 13.4% (2 out of 15 participants) posted via PC.

To the question of what social platform they would use in the future to post descriptive content 60% (9 out of 15 students) answered Instagram, 26.7% (4 out of 15 students) would prefer to use Facebook and only 6.7% (1 respondent) voted for Viber. There was also a participant who stated he/she would not choose any of them.

4.1.2. The optimal social media platform for improving expository writing.

According to the responses of the students, Instagram and Viber were the most effective and the least effective social media platforms (respectively) for improving expository writing (See Figure 9).

Figure 9

The Most Optimal Platform for Improving Expository Writing (n=15)
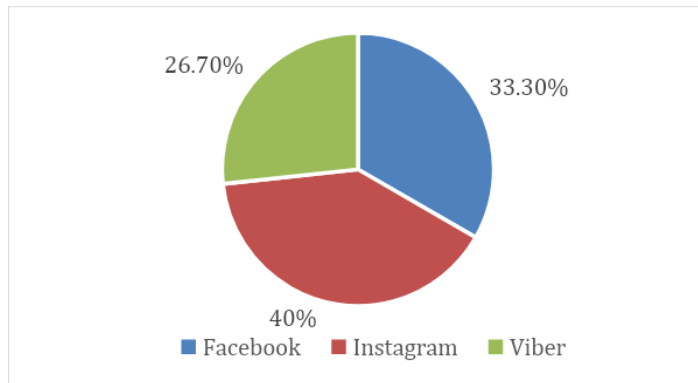
Figure 10 demonstrates writing strategies used by the participants when posting expository content. The results show that more than half of the students searched the topic on Google. They also drafted the text in another application and used dictionaries, few students claimed that it was free writing and only 1 participant brainstormed and drafted the text on paper.

Figure 10

The Techniques Students Reported Using to Write Expository Posts (n=15)
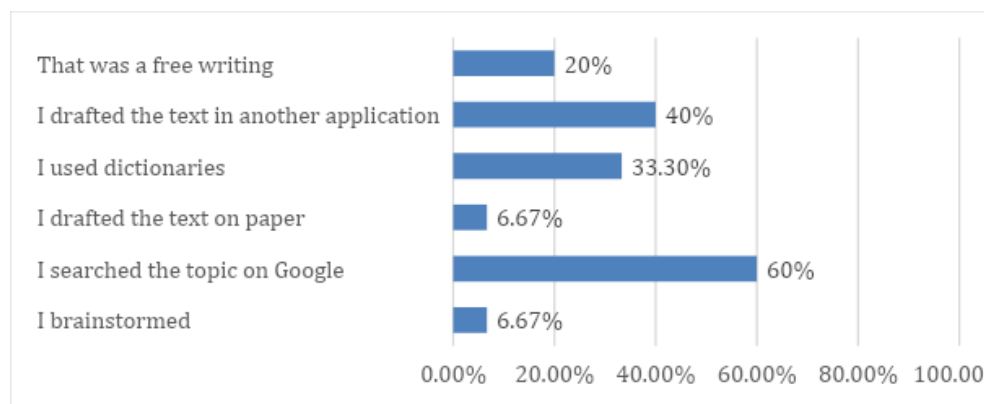
The results of the survey indicate that 40% of the respondents spent 15-30 minutes to write expository posts on Facebook, Instagram, and Viber and one student needed more than an hour to post on Facebook and Instagram (See Figure 11).

Figure 11

The Amount of Time Students Spent on Writing Expository Posts (n=15)
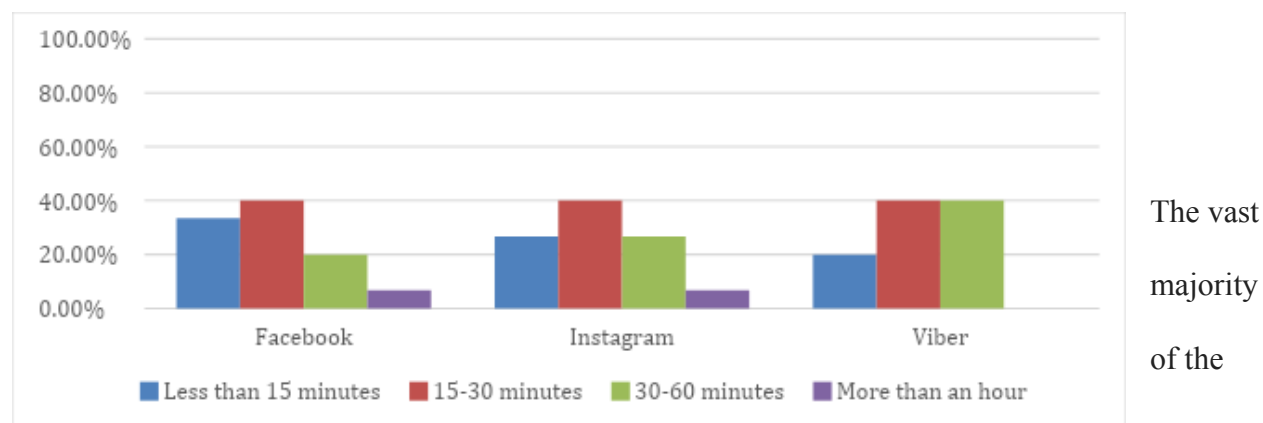
The vast majority of the respondents (80-86.6%) used their mobile phones to make expository posts on all three social networks.   To the question of what platform is the most preferable for them to practice expository writing in the future, 53.3% (8 out of 15 respondents) answered Instagram, 26.7% (4 students) chose Facebook and 13.3% (2

respondents) voted for Viber. There was also a participant who suggested Wattpad practice expository writing.

4.1.3. The optimal social media platform for improving narrative writing.

According to the survey results, Viber was the most optimal and Facebook was the least optimal social platform for improving narrative writing (See Figure 12).

Figure 12

The Most Optimal Platform for Narrative Writing (n=15)
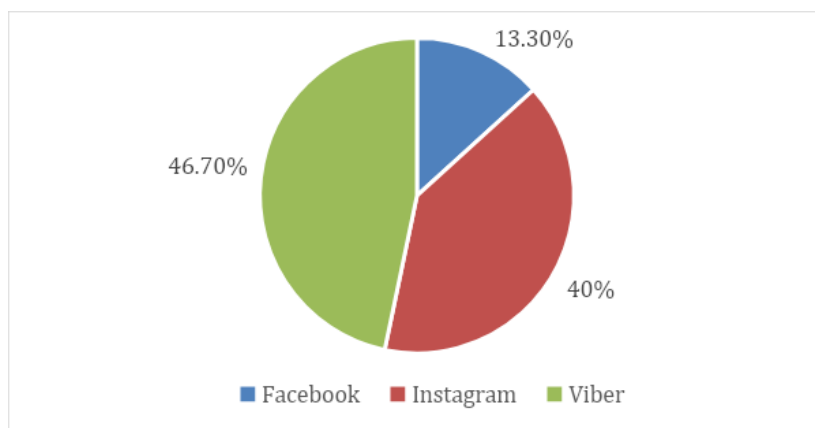
As for applied writing strategies, figure 16 indicates that more than half of the students brainstormed before writing the posts. They also used dictionaries, searched the topic on Google, drafted it on another application, or just claimed that it was free writing. Like previous writing genres, only 1 student drafted the narrative post on paper.

Figure 13

The Techniques Students Reported Using to Write Narrative Posts (n=15)
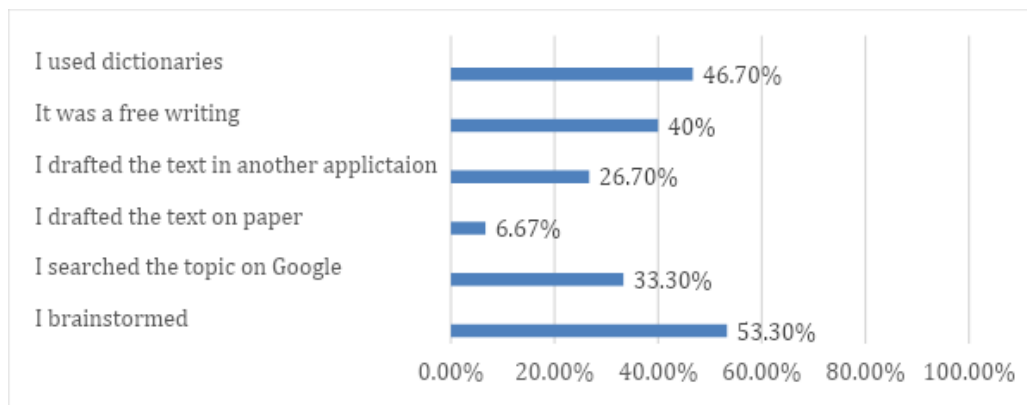
As for the amount of time spent on writing narrative posts, the results show that 53.4 % (8 out of 15 respondents) spent 15-30 minutes and 13.4% (2 students) 30-60 minutes to write a narrative post on Facebook. 60% (9 out of 15 students) posted in 15-30 minutes and only one student (6.7%) needed more than an hour to make a post on Instagram. 46.7% (7 students) spent 15-30 minutes and for 20% (3 participants) it took more than an hour to post on Viber, and only 6.7% (1 student) managed to do write the narrative post in less than 15 minutes.

Figure 14

The Amount of Time Students Spent on Writing Narrative Posts (n=15)
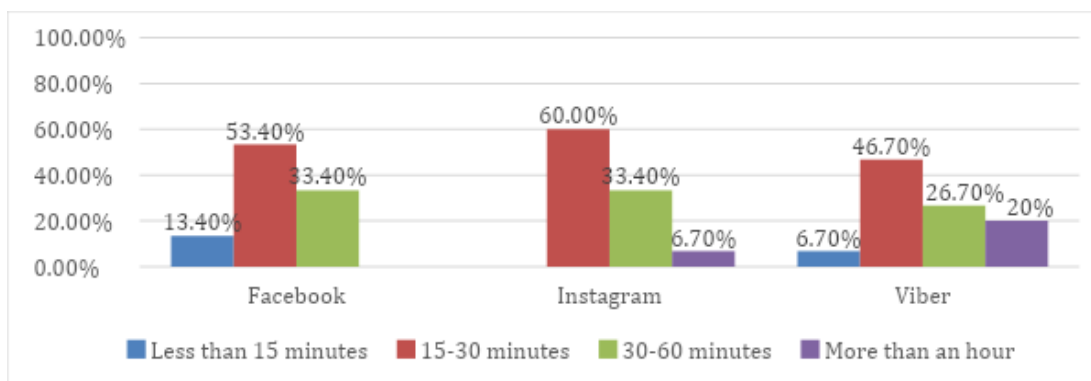
Most of the participants (73.4%-93.4. %) made narrative posts using their mobile phones, and only a few students (1-4 respondents) posted via computers.

Participants also commented why they had chosen the particular social network as the most effective one. Those who selected Instagram stated that "Instagram users are more active", "you can share your posts via Instagram stories as well", "I spend much more time on Instagram", "It is easier to comment and answer to the questions", "It has a very user-friendly interface", "It is the most convenient social network for me", "It is useful for teenagers", "I have much more followers on Instagram than on Facebook or Viber", "I like this platform", etc. Those respondents selecting Viber stated that it was a very easy platform to work with, and also some interesting sticker packs can be used while commenting on each other. And those voting for Facebook stated that "We worked in a group. It was fun and interesting", "The text size of Facebook is much bigger and visible", "This is my favorite platform". Also, there was a respondent who claimed that all the platforms were equally effective.

The current study also focuses on exploring students' and their teacher's perceptions of the integration of social media in their learning and teaching practices. Therefore, a post-study questionnaire and interviews were conducted to collect data about their perceptions and attitudes towards social media usage.

The results indicated that for most of the participants there was no difference between implemented writing genres. Narrative and expository were the most and the least enjoyable writing genres, respectively (See figure 15).

Figure 15

Students' favorite writing genre (n=15)
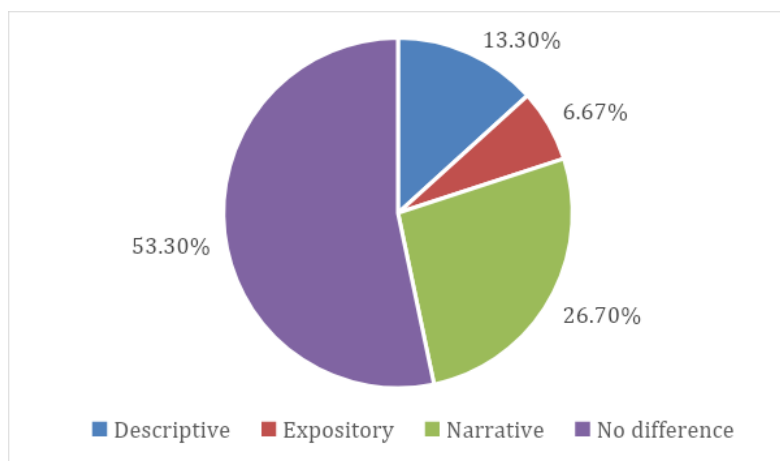
Figure 16 shows that all of the participants either agreed or strongly agreed that it had been fun using social networks during the course. Data analysis of the post-study survey also indicates that most of the students enjoyed sharing posts with their friends and only one participant was neutral towards this statement.

Figure 16

Students' Attitudes towards The Implementation of Social Media (n=15)
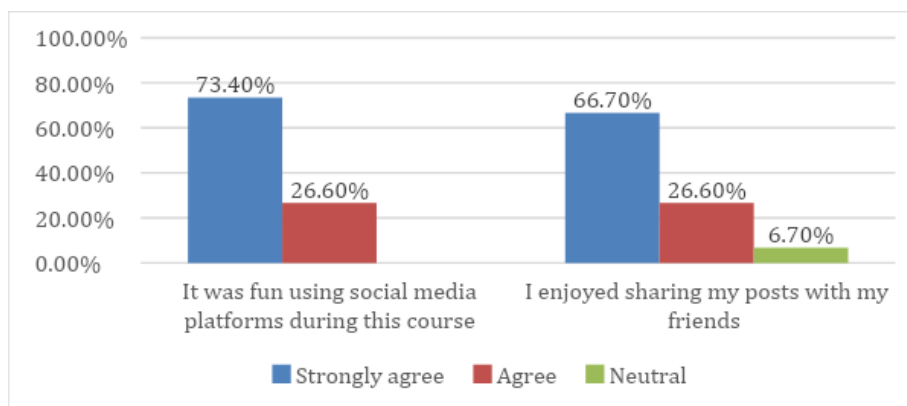
To the question of would they like to continue to make posts on social platforms, the vast majority of the respondents (14 out of 15- 93.4%) answered yes, because "It was fun and useful,

I enjoyed it", "It enhanced my knowledge", "My friends and followers can get useful information from my posts", "I learned a lot of new words and expressions", etc. Only one respondent stated, "I will make posts only if we have tasks like that, I don't like to post anything on social media. But it is possible that I will write some texts in my notes just for improving my writing skills".

Likert-scale was applied to understand students' perceptions of how social media helped them to improve specific linguistic areas (See Figure 17). The majority of the respondents agreed that the integration of social media helped them come up with better ideas as well as improved the pace of their writing. More than half of the participants also agreed that social media improved the organization of their texts.

Figure 17

Students' Perceptions of The Effectiveness of Social Media for Improving Specific Linguistic Areas (n=15)
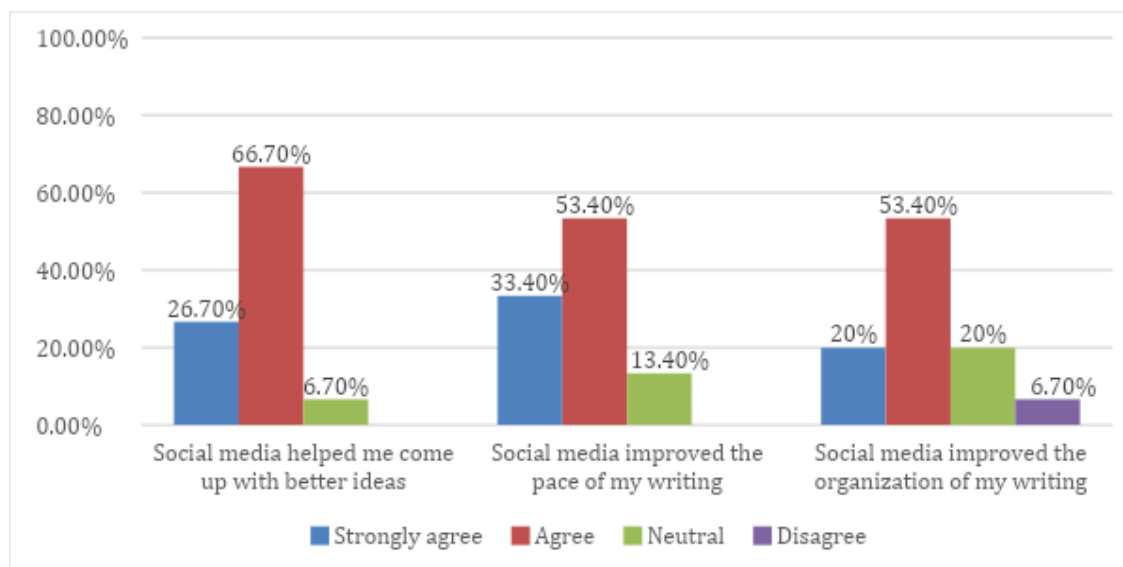
Most of the students agreed or strongly agreed that posting on social networks improved their writing so that their sentences were clear to readers on the first reading and that this experience helped them to get rid of the most mistakes in grammar, spelling, and punctuation. And finally, vast majority of the participants strongly agreed that they learned new vocabulary during this process (See figure 18).

Figure 18

Students' Perceptions of the Effectiveness of Social Media for Improving Their Writing Skills (n=15)
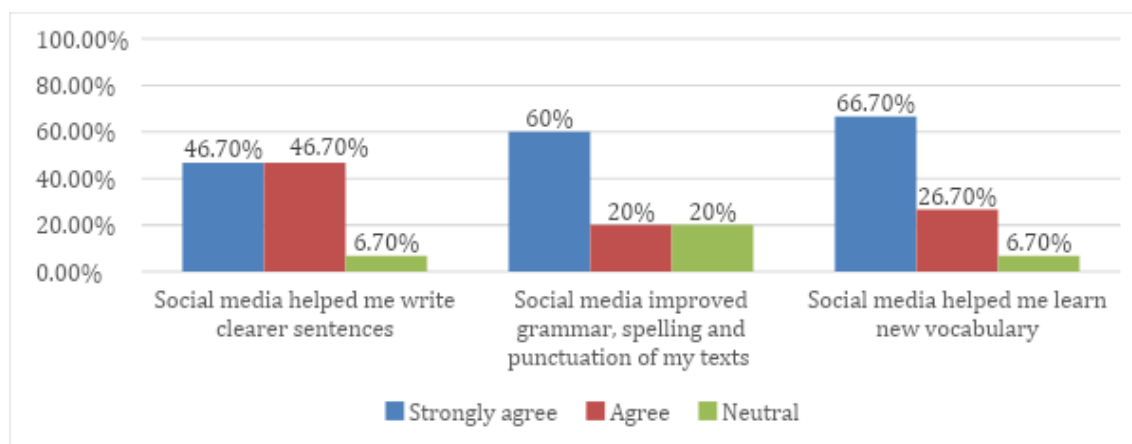
Moreover, 60% (9 respondents) of the students claimed that the comments of their classmates helped them to improve their writing skills and 40% (6 respondents) were neutral towards this statement.

The last part of the research question was about the instructor's perceptions of the integration of

social media in teaching practices. During the online interview, she mentioned that she had never implemented social networks in her classes. The reason was that in the particular afterschool program teachers kept themselves away from social networks, as there is too much personal information. However, she stated that the students were actively engaged in the process and were eager to make posts. Moreover, she thought that posting on social networks improved students' writing skills regarding the organization of ideas. To the question of what was the most effective social platform for her students, she answered Viber, because the interface and organization of this network allowed students to understand what was going on in the group, and for the teacher, it was much easier to monitor the level of the students' engagement. The students already had a Viber group for organizational purposes and she mentioned that if she decided to use another social network during her classes, it would be Instagram, as the possibility of posting pictures there gave the students the opportunity to express themselves in visual format as well.

To validate the results of the study data was collected from focus group students as well. Four students, who were actively engaged in writing posts on social media, were selected for the focus group. During the interview one of the interviewees said that he had not made posts on social platforms before this project. Another student stated that she had not liked like Facebook, but after its integration into their English classes, it became her favorite social platform along with Instagram. While her classmate stated that she did not like to post on Facebook because its users are mostly older people and they did not share the same interests with her generation.

Most of them used the networks for entertainment and for keeping in touch with their friends and family members. One of the focus group students had already used social media for educational purposes, as they had

had a similar project at school. To the question of what was the most effective social platform for them, one of the students answered that all the platforms were effective, as he improved not only his writing but also digital skills. Another student stated that she felt more confident on Viber, as her texts could be easily edited, and also there were lots of funny stickers there. One participant answered that Facebook was the most effective one for his writing skills, because its focus is on written texts, while Instagram is totally about sharing visual content and Viber is more appropriate for chatting. As for the writing genre, the narrative was the favorite genre of all the students in a focus group. One of the students described the process of her writing, "I searched the topic on Google, then I drafted my text on another application called "notes", and only after editing and adding emojis, I posted it". Another student said that the way he wrote depended on the writing genre: for expository writing, he searched the topic on Google, but for descriptive and narrative genres he brainstormed, sometimes used online dictionaries or it was a free writing. All of the students liked the process of posting on social media, they considered that it was helpful, fun, and interesting and they would like to continue to use social media to improve their English. In addition, three out of four students would choose Instagram or Instagram along with Facebook to improve their writing skills in the future and only one interviewer would choose Viber.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

The aim of this study was to investigate the reported effectiveness and reported practices of social media for improving students' descriptive, expository and narrative writing skills. This chapter will focus on explaining and interpreting the findings in relation to previous studies and research objectives.

Concerning the research question about the reported practices of social platforms for improving students' writing skills, the results of the study indicated that the majority of the participants considered that posting on social media improved their writing skills. Most of them agreed or strongly agreed that this experience improved the content and organization of their writing. The teacher of the students also noticed an improvement in the organization of the students' writing skills. These findings are in consonance with the findings of Shahzad and Kausar (2020) who

also mentioned that social media have the potential to help L2 learners to express their thoughts in clearer, planned, and organized ways.

The results indicated that students mostly agreed that comments of their peers improved their writing skills. In fact, the participating L2 learners usually replied to their friends' comments, and as Kabilan et al. (2010) mentioned, replying to their classmates' posts and comments helps students to improve their writing skills.

Regarding the most effective social media platforms for improving three different writing genres, the results showed that Instagram was the most effective social network for practicing descriptive and expository genres, and Viber for narrative writing. Most of the students choosing Instagram brought personal reasons to explain their choice, such as Instagram was their favorite social network or their audience was much bigger on Instagram than in any other social platform. To the question of what social network students would prefer to practice writing, Instagram was the most preferred platform. Moreover, even the teacher who was using Viber at that moment for organizational and technical purposes, stated that if she decided to integrate another social media, it would be Instagram, as it allowed students to express themselves in visual format as well.

Another interesting finding of the research was that regardless of writing genre, very few students drafted the text on paper. Moreover, very few participants brainstormed before writing expository and descriptive posts. They mostly searched the topic on Google and drafted the text on another mobile application. While for narrative writing brainstorming was the most selected writing technique for students, the reason for which is that the prompts of narrative writing required students to use their imagination and creativity for making up short stories. Furthermore, with regard to the time spent on writing posts on social media, 15-30 minutes were

enough for most of the students to post descriptive, expository, and narrative content on all three social networks. And also the vast majority of the posts were done through mobile devices, as Facebook, Instagram and Viber have their mobile applications with user-friendly interfaces which make them much convenient and easy to use.

Concerning the second research question about students' and teacher's perceptions of the effectiveness of social media in EFL teaching and learning, both the students and their teacher had positive attitudes towards this experience. The instructor mentioned that students were motivated and actively engaged in the process. There was a student who asked to post twice about the same topic. Most of the participants considered that it was fun and interesting to post and read their friends' posts on social media. They would like to continue to make posts on different social networking sites, as that helped them to write more confidently. Focus group students mentioned that they would like to post during their English classes as it improves not only their linguistic skills but digital ones as well. In this vein, the findings are consistent with previous studies indicating students' and teacher's positive attitudes towards social media integration into EFL classrooms (Bani-Hani, et al., 2014; Eren, 2012; Salih & Elsaid, 2018; Sharma, 2019).

5.2 Pedagogical implications

Based on the findings of the study several pedagogical implications have been derived to make social media integration more effective in an EFL classroom.

The first recommendation is to make sure all the students have access to the internet, technological devices, and social networking sites. If the learners are going to write public posts, it is important to discuss privacy and confidentiality issues with them before the integration of social media. This study used closed groups on Facebook and Viber, so it is recommended to use

closed platforms to avoid further problems.

The next recommendation is to use Viber and similar platforms for organizational and technical purposes, as it is very easy and convenient for teachers to start and monitor discussions on these kinds of platforms. However, it is not recommended to use them for the tasks, where students might want to include visual content as well. For such assignments, Facebook and Instagram are better options. It is also recommended to provide students with authentic prompts, as social media is the place where the users are expected to use more authentic language.   It is also important to keep consistency during the implementation of social platforms. Teachers are advised to decide the frequency of making posts on social platforms and follow it during the whole process to get the anticipated improvement of students' writing skills. L2 learners need time, practice, and consistency for learning general patterns of writing social media posts.

There could be some discrepancies between students' and teacher's preferences regarding social media platforms. In this cases it is recommended to take into consideration the writing genre that will be practiced and analyze the advantages and disadvantages of both options. However, if there are not any serious obstacles, it is important to remember that students will be more motivated if they make their posts on their favorite social network.   Finally, it is recommended to avoid overusing social media during L2 classes as there are challenges that can be faced when integrating social networking sites into the teaching process. Some students can be easily distracted by a variety of content on social networks, others can misuse their social accounts, etc.

5.3 Limitations and delimitations

The study experienced the following limitations and delimitations.

The most important potential limitation of this study was participants' biased answers when choosing the most effective social network for each writing genre. As all of the students were teenagers, most of them selected Instagram, as it was their favorite social platform not only for educational purposes but for general usage as well. This study was an action research and as such it does not aim at generalizing the results beyond the selected class. However, if more classes and teachers participated, this would have given more confidence for generalizing the results across other similar contexts. Another limitations is time constraints.

The delimitations of this study include the educational context and settings, where the study was conducted, as well as the age group (12-16) and the proficiency level (low-intermediate) of the participants.

5.4 Recommendations for Further Research

Further research can focus on one specific writing genre and practice a variety of tasks on one social media platform. The samples of students' writing can be used for more in-grained analysis. A pre-study survey can be used to determine the most preferred social networking site for the participants. The role and perception of the parents can be also considered. Pre-test and post-test can be conducted to measure the improvement of the selected writing genre skills.

It can also explore how social media facilitates new vocabulary acquisition. It can examine how students learn colloquial vocabulary through their classmates' and teacher's comments and how replying to these comments improves their writing skills. Moreover, it can also focus on students' communication via different social chats and investigate what effect it has on students' writing skills. Pre-test and post-test can be used to be able to measure the results.

Further research can also aim at improving digital literacy of the participants and focus on some of the key components of ISTE standards, such as how students learn to be a responsible digital citizen through writing assignments to be posted on social media.

5.5 Conclusion

To conclude, we are living in a digital era, where EFL teachers need to incorporate their language classes with social media to prepare their students to live in this digital world. The findings of the study revealed that it is practical to integrate social platforms into EFL classrooms as both the students' and their teacher's attitudes are positive towards this implementation. Posting on social media has the potential to improve students' descriptive, expository and narrative writing skills. More specifically, according to students' reported practices, Instagram is the most optimal social networking site for improving students' descriptive and expository writing, and Viber is the best option for practicing narrative writing. However, social media should be integrated as a supplementary tool in EFL teaching and learning and should not be overused or viewed as a replacement of the traditional language learning

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Appendix A

A survey- Social Media Usage

How old are you?

1. 10-12

2. 12-14

3. 14-16

How much time, on average, do you spend on social media each day?

1. Less than 30 minutes

2. An hour

3. 1-3 hours

4. 3-5 hours

5. I don't use social media

What is your main device to access your social media accounts?

1. Mobile

2. Tablet

3. Computer

How often do you post on social media?

1. Never

2. Every few months

3. Weekly

4. Daily

5. Multiple times a day

What do you use social media for?

1. Keeping in touch with friends and family

2. To meet new friends

3. News

4. Education

5. Time waste

What social media platforms do you use?

1. Facebook

2. Instagram

3. Twitter

4. TikTok

5. Snapchat

6. Pinterest

7. Youtube

8. Other

Which of the following social media websites do you visit most frequently?

1. Facebook

2. Instagram

3. Twitter

Appendix B

A survey- The Effect of Social Media on Writing Skills

Which of the writing genres did you enjoy practicing most?

1. Descriptive

2. Narrative

3. Expository

4. No difference

In general, it was fun using media platforms (Facebook/Instagram/Viber) during this course.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

I enjoyed sharing my posts with my friends.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to come up with better ideas.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to improve the pace of my writing.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to improve the organization of my writing.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to write my sentences so they are clear to readers on the first reading.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to get rid of most mistakes in grammar, spelling, and punctuation.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The experience in social media platforms helped me to learn new vocabulary (words and phrases).

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

The feedback (comments of my friends) helped me to improve my writing skills.

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

Would you like to continue to make posts on social media platforms? Why? Why not?

_____

_____

Was there anything in the project you would like to improve?

_____

_____

Do you have any other comments?

Appendix C

A survey- Descriptive Writing

What was the most effective social media platform for descriptive writing?

1. Facebook

2. Instagram

3. Viber

Why?

_____

_____

How effective were social media platforms for descriptive writing?

Facebook

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Instagram

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Viber

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

How did you write your posts?

1. I brainstormed

2. I searched the topic in the Google

3. I drafted the text on paper

4. I used dictionaries

5. I drafted the text in another application on my device

6. That was a free writing

How much time did you spend on each post?

1. Less than 15 minutes

2. 15-30 minutes

3. 30-60 minutes

4. More than an hour

What device did you use for writing your posts?

1. Mobile

2. PC

3. Tablet

How likely is that you will continue to post descriptive content for your friends/followers.

1. Very likely

2. Likely

3. Neither likely nor unlikely

4. Unlikely

5. Very unlikely

Which of the social media platforms would you prefer to practice descriptive writing in the future?

1. Facebook

2. Instagram

3. Viber

4. None of them

Appendix D

A survey- Expository Writing

What was the most effective social media platform for expository writing?

1. Facebook

2. Instagram

3. Viber

Why?

_____

_____

How effective were social media platforms for expository writing?

Facebook

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Instagram

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Viber

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

How did you write your posts?

1. I brainstormed

2. I searched the topic in the Google

3. I drafted the text on paper

4. I used dictionaries

5. I drafted the text in another application on my device

6. That was a free writing

How much time did you spend on each post?

1. Less than 15 minutes

2. 15-30 minutes

3. 30-60 minutes

4. More than an hour

What device did you use for writing your posts?

1. Mobile

2. PC

3. Tablet

How likely is that you will continue to post expository content for your friends/followers.

1. Very likely

2. Likely

3. Neither likely nor unlikely

4. Unlikely

5. Very unlikely

Which of the social media platforms would you prefer to practice expository writing in the future?

1. Facebook

2. Instagram

3. Viber

4. None of them

Appendix E

A survey- Narrative Writing

 What was the most effective social media platform for narrative writing?

1. Facebook

2. Instagram

3. Viber

Why?

_____

_____

How effective were social media platforms for narrative writing?

Facebook

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Instagram

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

Viber

1. Very effective

2. Effective

3. Neither effective nor ineffective

4. Ineffective

5. Very ineffective

How did you write your posts?

1. I brainstormed

2. I searched the topic in the Google

3. I drafted the text on paper

4. I used dictionaries

5. I drafted the text in another application on my device

6. That was a free writing

How much time did you spend on each post?

1. Less than 15 minutes

2. 15-30 minutes

3. 30-60 minutes

4. More than an hour

What device did you use for writing your posts?

1. Mobile

2. PC

3. Tablet

How likely is that you will continue to post narrative content for your friends/followers.

1. Very likely

2. Likely

3. Neither likely nor unlikely

4. Unlikely

5. Very unlikely

Which of the social media platforms would you prefer to practice descriptive writing in the future?

1. Facebook

2. Instagram

3. Viber

4. None of them

Appendix F

Interview with the teacher

1. Have you ever used social media for teaching purposes? How?

2. Were the students motivated to make their posts and comment on their friends' posts on social media?

3. Have you noticed any improvement in their writing skills?

4. Which of the implemented social media platforms was the most effective one for your students? Why?

5. What was the most effective platform for descriptive writing?

6. What was the most effective platform for teaching expository writing?

7. What was the most effective platform for teaching narrative writing?

8. Would you like to use one of the platforms to teach writing in the future?

9. Do you have any other comments?

Appendix G

Interview with the focus group

1. What are your preferred social media platforms? Why?

2. How much time do you spend on social media daily?

3. What kind of activities do you do there?

4. Have you ever used social media for educational purposes before this project?

5. If yes, how?

6. Which of the implemented social media platforms was the most effective one for you? Why?

7. Which of the writing genres did you enjoy the most?

8. How did you write your posts? Did you brainstorm, search the topic in Google, use dictionaries, etc.?

9. Would you like to continue to learn English through that social media platform in the future?

10. Which of the social media platforms would you prefer to improve your writing skills in the future?

11. Do you have any other comments?