

УДК 3:001.12

TEACHING WRITING THROUGH WHATSAPP® MESSENGER**Maksut Gatiat***BA, Teacher Assistant***Alibek Zapir***MA, Senior Lecturer**Suleyman Demirel University, Language School***Түйін**

Бұл мақала студенттердің ағылшын тілінде жазу қабілеттерін дамытуда WhatsApp © хабаршысын пайдаланудың әсерін ашуға бағытталған зерттеу болып табылады. Ұялы телефон арқылы оқыту, әлеуметтік желілер, және тіл үйренушінің академиялық көрсеткіштеріне әсер ету дәрежесін анықтау жайлы негізгі жұмыстарға қысқаша шолудан тұрады.

Кілт сөздер: м-оқыту, ИКТ, ұялы телефон арқылы үйрену, WhatsApp, жазу дағдылары, шет тілі

Резюме

Эта статья о влиянии использования приложения WhatsApp © для развития навыков письменности студентов на английском языке. Она состоит из краткого обзора литературы о мобильном обучении, сайтах социальных сетей, и их влияние на академическую успеваемость учащегося.

Ключевые слова: м-обучение, ИКТ, Обучение с помощью мобильных телефонов, WhatsApp, навыки письменности, освоение второго языка

Abstract. This article is about a study which aims at discovering the effect of using WhatsApp® messenger on students' writing skills in English. It consists of background information about mobile learning, social networking sites, and their impact on a language learner's academic performance.

Keywords: m-learning, ICT, MALL, WhatsApp, writing skills, SLA

The usage of Information and Communication Technology (ICT) in instruction, including language showing and learning, is a positive reaction to the advancement of the data and correspondence innovation in the third millennium [1]. It is truth be told that the nature of instruction can be enhanced by using ICT particularly as a part of language learning.

Mobile Assisted Language Learning (MALL) is perceived as the potential for learning methodology to be customized, unconstrained, casual and omnipresent. Albeit adapting through portable telephones may take longer time contrasted with PCs, the learners feel a more prominent feeling of opportunity of time what's more, place, so they can exploit extra time to take in a second language when and where they are. MALL manages the usage of portable innovation in language learning. Rather than classroom adapting, in MALL there is no requirement for the learners to sit in a classroom or at a PC to get learning materials. Actually, MALL can be viewed as a perfect solution to language learning problems regarding time and place. [2]

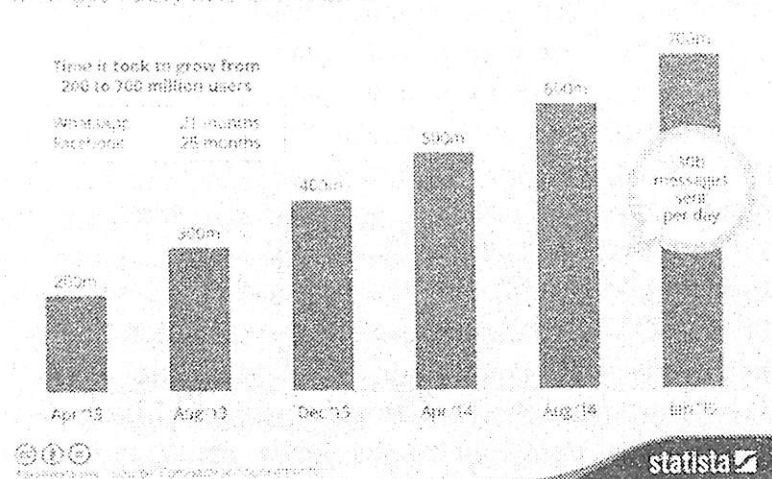
Second Language Learning is concerned with the investigation of the route in which an individual gets to be ready to use one or more language not the same way as

his first language. This methodology can happen in a characteristic setting or through formal classroom guideline, and, in spite of the fact that the level of capability that can be accomplished is a questionable subject, it can begin at adolescence or amid the grown-up age. [3]

Social Media as indicated by Andreas Kaplan refers to the method for communications among individuals in which they make, offer and / or trade data and thoughts in virtual groups and system. It makes the chance to system with different individuals who offer comparable or normal investment, dreams and objectives. With the online networking system like Whatsapp, an individual can launch and assemble solid business organization in any piece of the world without meeting that single person in individual. [4]

WhatsApp Closing In On A Billion Users

WhatsApp's monthly active user milestones



WhatsApp is a cross-platform messenger and exclusive texting application for cell phones. Apart from content informing, clients can send one another pictures, feature, and sound media messages. WhatsApp permits its clients to use their Internet connection to send messages to one another. WhatsApp is accessible for all types of smartphones – Android, iOS, Symbian,

Windows Phone, Blackberry etc. Established in 2009 by two ex-Yahoo workers Brian Acton and Jan Koum, WhatsApp keeps on growing in fame – its client base has crossed the 700 million monthly active users in January, 2015 (Figure 1). As we can see from the table, it took less time than WhatsApp for this application to reach the number of 700 million active users. A major explanation behind the predominance of such applications is that they permit their clients to message each other without paying high expenses for instant messages. [5] Clients exploit WhatsApp to content their peers in different nations without paying the extravagant global messaging expenses that accompany conventional correspondences.

Have you ever wondered how difficult it is to force yourself to eat something when you don't want to do so? And what can help you overcome this unwillingness to do one of the vital requirements to survive? In one of his "Book of Words" Abay Kunanbayev says that an individual is much better when he or she is young. As a child, he says, everything around people is very interesting to them. They are excited by the things that seem a simple thing to an older one, they want to touch everything, taste everything, hear everything, smell everything, and see everything and it gets energized and gets some information about all that it sees and listens: «What's that? What's that for? Why

is he doing that? » This is however the regular yearning of the spirit, the wish to see everything, hear everything and learn everything. [6]

We live in a changing world, everything is developing in such incredibly fast speed that a thing, a thought, or a method that is considered up-to-date today may not remain modern the next day. We live in a technological era. And this globalized world has many advantages as well as disadvantages, because every coin, be it a hundred percent of pure gold has a darker side. One of the significant changes in the way we live was affected by the entrance of World Wide Web into our lives...

Internet is like a glass door to the outside world. It offers us infinite opportunities. One of them is that one can share with their experiences, or offer good solutions for the questions you were seeking answers for. With the introduction of mobile phones into our everyday life all these opportunities gently provided by internet have become much closer to us. According to the estimates by International Telecommunication Union (May 2014), 95.5 percent of the world's current population – nearly 7 billion people are subscribed to the mobile services. It is important to note that mobile subscription and number of users are not the same terms. Because one person can be subscribed to several mobile communication service companies. Although the number of unique mobile phone users is around 4.5 billion. Ericsson (February, 2014) estimates that number of people with 3G or 4G connection, the fastest internet speed available today, is 2.1 billion active mobile-broadband subscriptions in the world – 29.5 percent of global population. It also states that out of all mobile phones sold in the third quarter of 2014, smartphones accounted for 65-70%. Nowadays smartphones are much stronger and have wider range of functions than early computers of 1990s. Portio research (March, 2013) estimates that 1.2 billion people worldwide were using mobile apps at the end of 2012. The most popular apps of today are games, news, maps, and social networking.

Faced to such an enormous variety of choices, a person may easily get confused. It was never easy to differ a truth from lie and useful from non-useful. Black figure from the white should be separated, taking into account how a learner can benefit from it. The most important goal of a primary school teacher is to establish the love to learn in the hearts of students. Because, as it is said, parents give shape to a child, but teachers are those who fill this shape, with love, encouragement and curiosity for the everything that is new, the world around them...

Teachers have begun to notice the new innovations and investigate their impacts on student performance and behavior. While there is supporting proof to propose that these advances have a huge impact on the social improvement of teenagers, a considerably more appropriate issue for classroom Teachers is to discover impacts of these advances on the academic development of young people. [8]

The researcher found WhatsApp a suitable and enthusiastic way of learning and decided to examine the effect of using WhatsApp on improving the students' writing skills. Thus, the researcher conducted this study and tried to answer the following main question at the end of the study: What is the effect of using WhatsApp on improving students' writing skills?

“Why writing?” one could ask. From the primary search, 499 applications were found using the keyword, ESL. Among them, this study filtered out 87 applications using the following procedure (Table2). First, this study excluded applications targeted at learners of specific languages, such as Koreans, Chinese, Japanese, French, and so forth. Second, only one application was selected out of the multiple versions of one company because, when analyzed, it was found that they share almost the same design features.

Table 2 Number of Smartphone Applications by Language Learning Areas

Focused Skills	Number of Applications	Mean Percentage	Paid	Free
Vocabulary	37	42.5	23	14
Grammar	11	12.6	10	1
Listening	10	11.4	4	6
Reading	15	17.1	10	5
Speaking	8	9.1	6	2
Writing	5	5.7	5	0
Total	87	100	59	28

As the researcher is a university teacher at Suleyman Demirel University, Kazakhstan, he noticed that more and more undergraduate students aged between 17-21 are using smartphones and WhatsApp application in their writings. The researcher felt that there was a need for a study on the effects of WhatsApp on students' academic achievement in writing to find out if it would improve their writing skills.

From the theoretical point of view, this research is not new. But from practical point of view, use of mobile phones in ESL classroom is a shiny new thought which has point of view future. Along these lines all the examples which are led these days are executing as a storm cellar of crisp thought in educating.

On the other hand, with its uniqueness the gadget has gotten to be mainstream in educating of ESL in brief time of time. Subsequently, the down to earth estimation of the examination in using of tablets as a part of ESL classrooms is reasonable as the paper gives reasonable counsel to the Teachers on the usage and use of mobile phones to the ESL classrooms. Obviously, novelty of the research is in the way that mobile phones' application in the classroom in Kazakhstan needs further and all the more inside and out investigation. Therefore, the range of the examination is similar to a desert containing a lot of wonders which can be outfitted as a weapon in educator's hands just with high and profound determination. Fundamentally, actuality of the research is that also Ministry of Education and Science of Republic Kazakhstan is going to give 95% of every last one of students with a tablet gadget until 2020 year.

For the most part, research inquiries are intended to acquire the assessments of flow and future educators in ESL. The length of Kazakhstan is going to finish an advanced innovation in showing the conclusions of experts here are huge. This study brings to light the use of smart mobile phones and particularly WhatsApp messaging application for maintaining up-to-date teacher-learner interaction and by doing this enhance self-

motivation of learners and its effect on writing skills development in an educational setting.

The importance of this study stems from two main points: First, students nowadays have many concerns rather than studying and they are addicted to different kinds of technology. They like chatting with friend using their WhatsApp accounts which in turn may make it easy to use WhatsApp in teaching them how to write effectively. Second, their academic performance in English especially in writing is not proficient as it should be because they do not have the passion to learn through traditional methods. The researcher finds it suitable to exploit and take the advantage of their passion to chatting with friends and their fondness to using WhatsApp to increase their enthusiasm and ability to learn English effectively.

The researcher saw this study important to help teachers find different new methods to use while teaching writing. With the expansion of the new specialized era of savvy cellular telephones, Teachers need to be educated about the conceivable employments of these instruments in the classroom. On the off chance that it is discovered that journaling has a constructive outcome on the improvement of specific written work aptitudes, then the expansion of this action will help students to enhance their written work capacities.

This study may have an impact on social change by helping college EFL teachers expand the written work aptitudes of their students. Significantly more, college educators need to know whether certain written work abilities can be improved by using WhatsApp.

The hypothesis for this work is that learners who are interested in new technology, which in this case is going to be their everyday lesson, learn more easily and more effectively. This method is also in a little time become familiar in Kazakhstani education, which needs more repetitiveness and experiments at (English) classroom. However, it's so important for the process of studying because it is almost certain that the learners will scrutinize the material, their favorite songs, books, English vocabulary outside the classroom with the help of tablet computers. Nowadays learners of all ages are keen on spending time on internet and social networks with smart phones, tablet computers, laptops, PCs, etc.; they also listen to their favorite music, play games and learn new useful things which are also fundamental for learning. When integrating tablet computer technologies with other advances in teaching English, ELT teachers must re-think what we teach students and how we enable students to learn. We are just beginning to understand how to best take advantage of this new tool in the classroom.

Some other probing questions have also been elicited:

1. What is the effect of using WhatsApp on improving the students' writing skills?
2. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills between the pre- test and post-test of the experimental group?
3. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills between the pre- test and posttest of the control group?

4. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills between the post- tests for both the control group and the experimental group?
5. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills between the pre- test and posttest of the experimental group due to gender?
6. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills between the pre- test and post-test of the control group due to gender?
7. Are there statistical differences at (≤ 0.05) in using WhatsApp on improving the students' writing skills according to the three dimensions and the total average for the post- test of the control group and the posttest of the experimental group due to gender ?

Mobile phones offer five focal points for training: portability, availability, learning opportunities, connection, and individual experience. Laurillard and Sharples concurred that cell phones offer movability, accordingly, changing the way of work and exercises and learning. [9] Accordingly, with cell phones, access to training has gotten to be more straightforward, and also, learning possibilities have ended up plentiful. Subsequently, the usage of cell phones in conjunction with training purposes has gotten to be omnipresent. Also, portable learning and laptops (PCs, cell phone, iPads, and so on.) empower integration and intelligence by method for different gadgets, individuals, advances, and systems. Peters contended that cell phones offer individualized and individual encounters and he portrayed cell phones as a "novel framework that can be tweaked to the singular's way of examination". As such, he guaranteed that cell phones give the students "at whatever time, anyplace learning". This is valid since portable learning methods support inventive guideline and learning techniques in compelling and effective routes, as Kukulska-Hulme and Shield contended. Researchers have noticed that portable supported language learning (MALL) furnishes students with rich, constant, helpful, social contact, synergistic, and logical learning open doors, both inside and outside the classroom.

Alsalem demonstrated that there are critical enhancements in vocabulary (word) decision and voice using WhatsApp as a part of instructing the English language. The application has been instrumental in making taking in a language, in the same way as English, less demanding. A test study using WhatsApp by Gimeno, Gutierrez-Colon, Appel, Hopkins, Gibert, and Triana demonstrated that 90.63% out of 95 students figured WhatsApp as an e-learning space that made them additional inspired to learn English. Major focus were given to mechanics and word choice of students while writing. Course book were the same for both groups. Macmillan Education's Skillful for academic Reading and Writing series (foundation, 1, 2) were used as a course material. The grading policy of the experimental group included the interactions and answers given by them in the virtual group created by researcher on 09.09.2014. Throughout the academic year students in the group were given various tasks to revise and practice writing skills, mechanics, and useful vocabulary that they were studying,

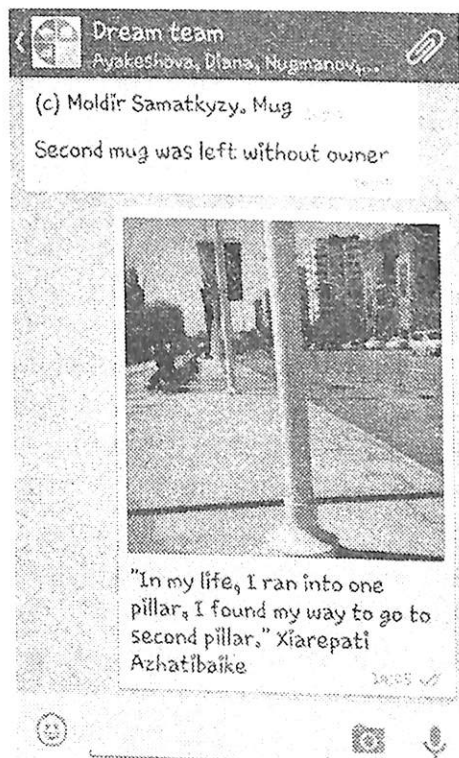
outside the classroom. Extra project works – individual, pair-work, and group projects were also given such as – “quote of the day”, “treasure hunt”, “best selfie and description of the day”

As one of the project tasks students were invited to a new shopping center in Almaty and asked to write a short memoir (a story within a sentence), and provide it with the photo taken to their mobile phone’s camera, and send it to WhatsApp group that was prepared beforehand. Later they were uploaded to Instagram application and there was an online voting for the best memoir. Here are some screenshots of the most successful ideas according to the researcher’s point of view.

This study used a descriptive research design, while results of two groups were analyzed according to their assessments. For collecting information, the researcher used an experiment group and a control group to analyze the impact of using WhatsApp on enhancing the students’ written work abilities. The experiment group was taught how to compose adequately by using the advanced innovative apparatuses chiefly WhatsApp, though the control group was taught composition traditionally. The researcher used an IQ test outlined by Saleh (1978) to inspect proportionality in insight. Both groups were about the same knowledge which ensured the identicalness of both groups. At that point, a prewriting test was conducted the motivation behind analyzing the students' levels of both groups. The researcher connected with the students of the experimental group in distinctive written work errands settled upon between the instructor and the students ahead of time. These written work concentrated on showing the principle highlights of composing which are mechanics, use and sentence development. Towards the end, a post-written test was conducted for both groups to check change. A total of three main writing tasks were given with 10-week period between each. Each test was equally matched in style and type of the questions and tasks asked.

Participants in this study included two groups – control group (16 students) and experimental group (16 students). As the researcher mentioned before, as a result of an IQ test by Saleh, and results of pre-writing test, both of the groups were at the same level.

A post survey was given after students completed a one-year English language learning program. The data gathered from the comprehension assessment was quantitative data used to measure whether or not the usage of WhatsApp impacted development based upon average group results. The survey and report were qualitative data that gave insight into whether it is to use WhatsApp to improve writing skills. As



a result of a survey 50% of total 46 students graduated answered that out 4 skills, their writing skills had the most significant improvement. And 11 students out of these 23 students were in the experimental group of this study.

Overall, there was positive impact on the academic performance of experimental group students. This could provide comfort to teachers educational administrators if they chose to use some of the tasks given as example in this work. The students clearly enjoy using their mobile phones for educational purposes. The students are getting more exposure to and experience with the technology which will be beneficial to them in the future. The results suggest that it would be profitable classroom teachers to include these findings in their curriculum. Results indicated that WhatsApp has an impact on improving writing skills and increased motivation of students to study writing skills consciously.

One major drawback was “2b/-2b=?” If you are looking and wondering what it means, here’s a clue: it’s a quotation from a Shakespeare play. A new kind of English emerged – texting (or txtng) is now main form of communication for millions of people around the globe. But this can also be beneficial classroom activity by encouraging students to write and try decipher these kinds of texts which were first started with: “My smmr hols wr CWOT. B4, we used 2go2 NY 2C my bro, his GF & thr 3 :- kids FTF. ILNY, it’s a gr8 plc.” (In translation: “My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend and their three screaming kids face to face. I love New York. It’s a great place”) [9]

REFERENCES

1. Hartoyo. (2009). ICT (Information and Communication Technology in Language Learning). Pelita Insani Printing & Publishing. Semarang. p. 1 & 34
2. Tayebbeh, M. M., & Nezarat A. (2012). Mobile-Assisted Language Learning. International Journal of Distributed and Parallel Systems (IJDPS) Vol.3, No.1, January
3. Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
4. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59-68. doi:10.1016/j.bushor.2009.09.003
5. Winkler, Rolfe. (2013). <http://blogs.wsj.com/digits/2013/06/20/whatsapp-surpasses-250-million-active-users/>
6. Kunanbayev, A. (1891) “Book of Words” Word Seven. <http://www.abay.nabr.kz/index.php?page=content&id=171>
7. Reece, I & Walker, S. (1997). Teaching, Training and Learning. A Practical Guide. (Third Ed.). Great Britain: Business Education Publishers Limited.
8. Fogg, P. (2010) ‘The 24-7 professor—what to do when home is just another word for the office’, Chronicle of Higher Education, vol. 54 (21), B12
9. Dudency, G. & Holckly, N. (2007) “How to teach with technology” Pearson Education Limited, Edinburgh, p136-137