Using Mobile Social Networking Application (MSNA) for Teaching Writing Section of IELTS to Iranian Undergraduate Students

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Abstract: This study was administered to examine the impact of employing Mobile Social Networking Application (MSNA) as a teaching and learning tool on improving writing ability of Iranian IELTS candidates. The current research study also examined the students' attitudes regarding learning in MSNA. Thirty-two undergraduate students at Chabahar Maritime University participated in this study. A TOEFL (PBT) general proficiency test was administered to all participants in order to ensure their level as an intermediate before starting the treatment. Then, they were randomly divided into two control and experimental groups. After that, a writing pre-test was conducted to all participants for the purpose to ensure both groups homogeneity and equality. After pre-test, the treatment was started. During the treatment, the MSNA was employed for improving experimental group's writing ability, while the control group used traditional face to face approaches of teaching IELTS essay writing. After treatment, a writing post-test was conducted to all participants of both groups. The findings of the study showed that MSNA had a significant impact on improving the writing ability of intermediate IELTS candidates.

Keywords: IELTS; Writing, Telegram Messenger, Iranian Undergraduate Students, Mobile Social Networking Application (MSNA)

INTRODUCTION

Every year, with the raising in the number of international students in all over the world, a great number of students from various countries apply for continuing their studies in Master and Ph.D. level in English-speaking countries and universities. One of the most important necessities which the students must have to be accepted in these countries is a compulsory certificate which illustrates their knowledge of English. International English Language Testing System, known as acronym "IELTS" is one of these certificates. It is a standard which shows that forthcoming students are able to fully understand and speak in an English-speaking country, or universities which English is their medium of education. This test comprises of four parts which are listening, reading, speaking and writing. It also is available in two general and academic modules. The general version is used for immigration and vocational purposes, and the academic version is used for university admission.

But, based on some research studies, IELTS examinees have a lot of problems with the writing part of this exam. Researchers have stated a lot of reasons for the difficulty of writing skill for EFL and ESL learners. Tangpermpoon (2008) indicated that writing is considered as the most difficult skill for language learners

because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers (p. 1-5). Mullins, Quintrell, and Hancock (1995) stated that international students find writing three times more difficult than native students in writing coursework. Pecorari (2008) indicated that Asian ESL students are weak in their academic writing due to low training. A lot of students believe that remembering all the lessons' content is hard and frustrating because classroom practices are inadequate, and also there are no sufficient opportunities to learn English out of the classroom. This issue contributes a lot of them to miss enthusiasm for learning writing since they learn slower than other students in the classroom. Additionally, employing traditional teaching methods for teaching to EFL students makes learning tedious for them. In many countries, teachers still use chalk and blackboard for teaching and request their students to take notes via pen and paper. Bagheri and Riasati (2016) listed a lot of students' writing problems, which some of them are as follow: lack of confidence, debilitating stress and fear, receiving poor or no feedback, being afraid of criticism, sarcasm, and embarrassment, lack of practice, knowledge, good teachers, motivation, imagination, critical thinking, and creativity.

Recently, using mobile technologies have been widespread because of the rapid development of technology. Among these technologies, mobile phones have more popularity than others due to the many features which they have, such as phone calls, texting, videos, recording, taking the picture, recording videos, connecting to the network, and so on. Having these features, motivated and attracted the researchers all over the world to examine the prospects of these devices in language learning and teaching.

Employing mobile technologies have had great positive impacts on students' language learning. Although these technologies are used for long times, students still have a lot of problems in dealing with writing skill. Consequently, it is better to design some novel methods and employ au courant mobile technologies to decrease the problems of teaching and learning writing ability. Nowadays, MSNA is one of the latest categories in this research area which researchers are working on. Social networking applications (SNA) are web-based applications which both the application owner and user can participate in and use it to enhance the contents of the web (Lytras, Damiani, & de Pablos, 2008). The mobile version of these applications called Mobile Social Networking Application (MSNA). Some most known examples are Telegram messenger, WhatsApp, Facebook, and Twitter. These applications have been populated because of some exclusive features such as sharing virtual media, privacy, grouping, openness, etc.

In research studies which have been conducted so far, it has confirmed that these applications can be employed to enhance and improve language learning. These applications have the possibilities to be used as the supplementary and substitute educational tools for teaching writing ability since they have many outstanding features which there are not exist in conventional classrooms. Then, because of the difficulties of IELTS candidates in writing ability, this research study intended to examine the efficacy of employing one of the most novel mobile-assisted language learning tools, MSNA, on the progress of IELTS essay writing learners. Moreover, the researcher intended to help IELTS candidates to be independent learners and improve self-sufficient learning. The research questions of the current study are as follow:

Q1. Does teaching through Mobile Social Networking Application (MSNA) have a significant effect on the writing ability of Iranian intermediate IELTS writing learners?

Q2. Do teaching in the conventional classroom and Mobile Social Networking Application (MSNA) have significantly different effects on the writing ability of Iranian intermediate IELTS writing learners?

To prevent the subjectivity, the following null hypotheses were analyzed in the process of the conducting this study:

$H_0 1$: Teaching through Mobile Social Networking Application (MSNA) has no significant effect on the writing ability of Iranian intermediate IELTS writing learners?

$H_0 2$: Teaching in the conventional classroom and Mobile Social Networking Application (MSNA) have no significantly different effects on the writing ability of Iranian intermediate IELTS writing learners?

Review of literature

The social learning theory discourses that people gain knowledge from their social communications inside their social systems (Antonacopoulou & Chiva, 2007). According to Bandura (1997), people have the potential to learn from both their own personal experiences and other people's experiences. The overall idea of society can be taken into consideration as the background for the social network definition. Wasserman and Faust (1994) defines social network as "the finite set or sets of actors and one or more relations defined on them" in which an actor is a separate person, company or collective social units; the relation is a group of ties of a particular sort; and a tie is a connection among a couple of actors. The continually growing reputation of the internet prompted that growing number of varieties of services be accessible through a computer network. Individuals who use these services have made a novel type of virtual societies usually named online social networks (Chiu, Cheung, & Lee, 2008). They can also be called virtual communities, computer-supported social networks, or web-based social networks (Castells, 2001).

- **Social networking application.**

Social networking applications (SNA) is a particular and rising area of web 2.0. Web 2.0 is a theoretical version of scheming web applications where both the application owner and user participate to improve web contents such as delicious (Bookmark sharing), Youtube (Video sharing), Flickr (photo Sharing), and Blogs (Lytras, Damiani, & de Pablos, 2008). Social-networking provides a possibility for a learner to connect to the other learners, teachers, directors, and graduates, in both inside and outside his current institution. Researchers admire social-networking equipment for their competence to draw, inspire and connect students in a significant communicative exercise, cooperation, and content exchange (Mills, 2011). Zaidieh (2012) point out a number of various possibilities in the use of this technology such as flexibility, repeatable, convenience, and accessibility. According to Roblyer, McDaniel, Webb, Herman, and Witty (2010) students are increasingly employing social networks with instructional goals. According to Melor (2007), social communication tools have excellent profits for permanent tutoring atmospheres.

- **Mobile social networking application**

Mobile social networking (MSN) includes communications among members with comparable purposes over their mobile devices within virtual social networks (Barabâsi et al., 2002). Social networks can simultaneously, receipt benefit of mobile capabilities and universal availability. MSNs can take benefit from the competencies of modern mobile gadgets like smartphones, in contrast to traditional social networks which are focused on individual persons. These competencies, including multiple radios, WiFi, global position system (GPS) receiver, etc. (Yazji, Scheuermann, Dick, Trajcevski, & Jin, 2014).

Methodology

- **Participants**

The participants of the current research study were chosen from all volunteers of IELTS writing course, who were students of Chabahar Maritime University situated in Chabahar, Sistan and Baluchistan, Iran. At first, the IELTS writing course was proclaimed all over the Chabahar Maritime University (CMU) by announcement posters (Fig. 1).

Figure 1. Left designed announcement poster, right placing posters over the university.

Because of the reason that only intermediate students were required for the implementation of this study, a Paper-Based TOEFL proficiency test (Phillips, 2001, pp. 515-538) was conducted to all volunteers (Fig. 2), and 32 students out of 87 were selected based on their language proficiency level which was intermediate.

According to a lot of researchers, the maximum number of students for a standard IELTS preparation class is 16. So, although there were more intermediate students who wanted to participate in IELTS essay writing course, but just 32 of volunteers were selected based on their TOEFL test scores raking. The accepted students were randomly divided into two groups. The Experimental group, consisted of a total of 16, and the control group with 16 participants. Both male and female students participated in this study.

Figure 2. Some of the volunteers of IELTS writing course during the TOEFL proficiency test.

- **Test administration procedure**

In this study, the researcher just focused on the second task of IELTS writing (essay writing) for teaching writing to the students. That was because of the following reasons: Firstly, task 2 carries a heavier weighting on the writing test, therefore receives more attention for teaching this part of the exam. Moreover IELTS writing task 2, which is about essay writing, is more general and is not only restricted to IELTS. So, the pre-test and post-test of this study were of this type.

As pre-test (the second test), a standard IELTS essay writing test was given to all participants of both control and experimental groups. This test was taken from Adams and Pecks (2000, p. 150) and was administered in 40 minutes. The students' answer sheets were sent to Proshot Language Academy, in order to be scored by the certified IELTS examiners. Proshot language academy is one of the most experienced IELTS test center in the Islamic Republic of Iran, which are certified by IDP Australia ("IELTS Tehran," 2018). This language academy corrects the writing papers of the IELTS candidates based on four IDP criteria for scoring writing. The criteria are task achievements/task response, coherence and cohesion, lexical resource, and grammatical range and accuracy ("IELTS Writing," 2018).

The gained scores were compared to determine whether there was any significant difference between the participants of the experimental and the control group in terms of their writing ability. After the pre-test, the treatment was started. After finishing the treatment, a post-test was administered to both groups. This test again was a standard IELTS essay writing test, which was taken from McCarter (2002, p.118), and lasted 40 minutes. Similar to pre-test, again the students' writing papers were sent to Proshot Language Academy for correcting.

- **Treatment administration procedure**

The tratment lasted 3 months, 12 weeks, in 36 sessions. In this study, there were two teachers, who taught the IELTS essay writing to students. Salman Sabzian, one of the researchers, was the teacher of the experimental group, and Amin Saed, one of the faculty members of the English department of the Chabahar Maritim University (CMU), was the teacher of the control group. The instructional part of the current study was administered in the even days of the week, Saturday, Monday, and Wednesday. The experimental and control groups received different treatment. The experimental group was treated with one of the au courant methods of teaching, using MSNA for teaching IELTS writing, while the conventional approaches were used for teaching the control group.

Because of the two exclusive and outstanding features of MSNA applications, anywhere and anytime, there were no limitations for the experimental group regarding the location and the necessary time for instruction. In the experimental group, the classes were held entirely in a virtual environment, in the form of an MSNA forum. There were no whiteboard, no marker, no chairs, no displacement, and in general no physical things. The classroom's time schedule for the experimental group was in two forms, formal and informal. The formal times started from 20:30 to 22:00. During this period, the teacher uploaded the contents of the course, answered the questions, and was continuously online. After that, the informal times began until the next session (46 hours).

The selected MSNA was Telegram messenger. This application has some brilliant and sometimes exclusive features which do not exist in similar applications. Before the beginning of the study, the researcher gave a preface, via slideshow presentation, to the experimental group. (Fig. 3). He displayed to students how to use Telegram as a learning tool, and how to access the contents, read pdf files, play videos, and do exercises in the teamwork groups, etc.
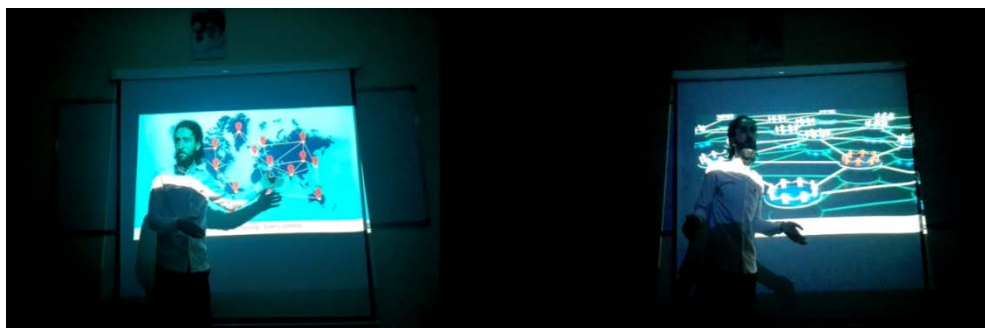

Figure 3. Teacher of the experimental group during slideshow presentation for experimental group.

Before starting the treatment, the teacher created a Telegram messenger forum entitled as IELTS writing, and added all 16 participants of the experimental group to it. This forum consisted of 17 members, the teacher and 16 students (Fig 4.a.). The teacher also created four groups which entitled as Teamwork groups. Every teamwork group had 5 members, the teacher and 4 students (Fig 4.b.). Consequently, every student was added to the main forum and one teamwork group. The teacher was the administrator of all groups.
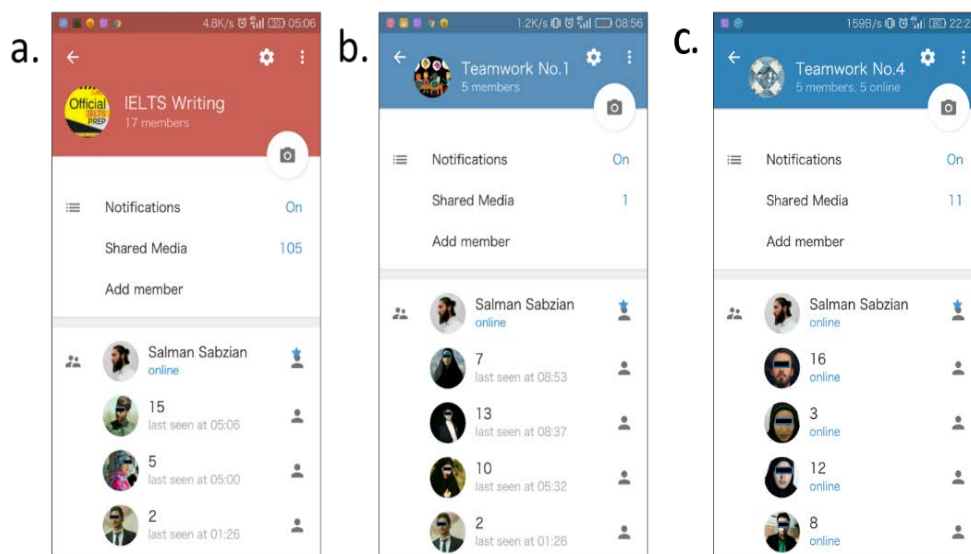

Figure 4. The main forum (a) one of the teamwork groups (b) and another sample of teamwork groups (c).

Two other forums were created by the teacher in order to prepare and edit the content materials related to each session. These additional groups were entitled as Warefile and Edit, respectively. These groups had just one member who was the teacher. Uploading content materials were time-consuming, so the teacher did it several hours before every session and saved them in the Warefile group. Before transferring the materials to the main forum, they were edited in the Edit group (Fig. 5.a.). In order to make distinction between the groups, different profiles were selected (Fig. 5.a. & Fig. 5.b.). There was a big source of content materials which were collected by the researcher three months before conducting the study. These materials were about IELTS writing which were in the form of Video lessons, PDF lessons, quizzes, and worksheets.
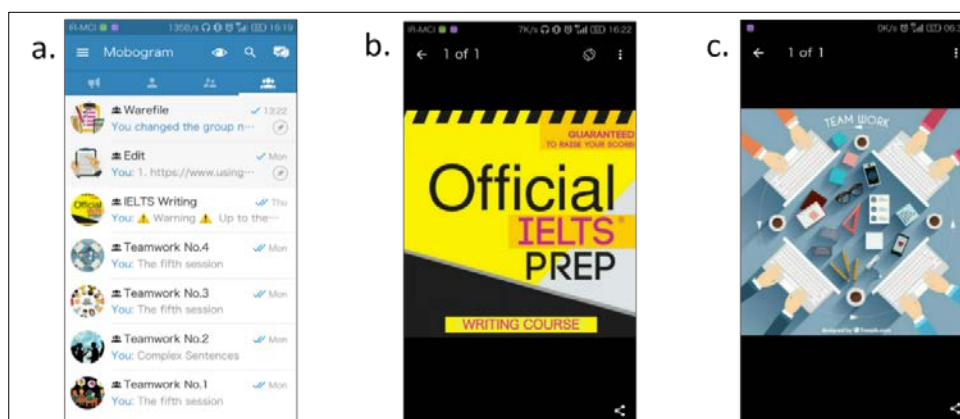

Figure 5. Warefile and edit groups at the top of the screen, the main forum in the third place, and four teamwork groups below the main forum (a), the profile of the main forum (b) and a sample of teamwork groups' profiles (c).

The whole lessons were taught in order and in two parts. The first part was teaching the main criteria IELTS essay writing. These criteria were task response, coherence and cohesion, lexical resource, and grammatical range and accuracy. These criteria were taught in 12 sessions. The second part was teaching an IELTS essay writing, which taught in 20 sessions. The Telegram forum was the official place for the experimental group's class. The teacher started and finished each session with uploading the schedules of the session in JPEG formats. They displayed the whole material which were going to learn in that session, and also the overall progress of the course (Fig. 6).
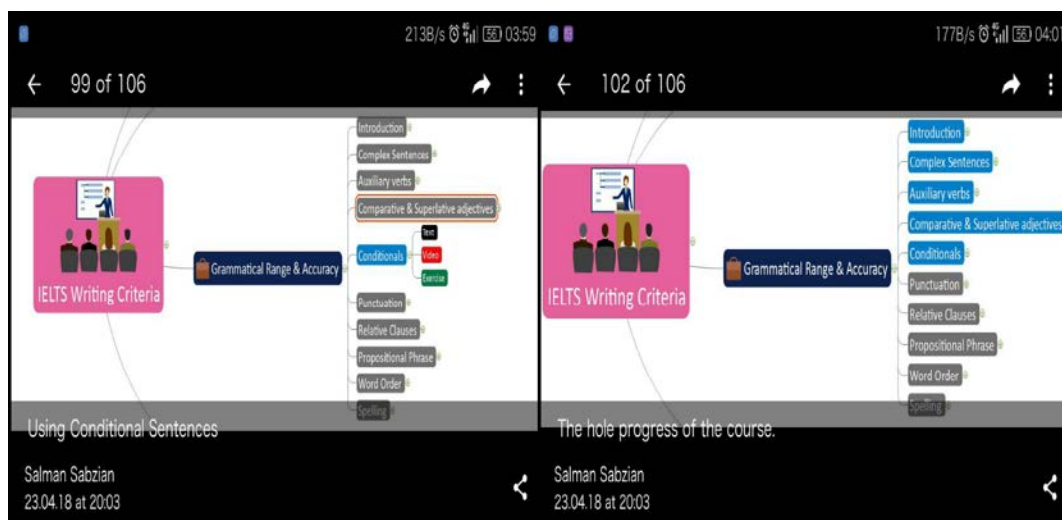

Figure 6. A sample of the uploaded schedules: show the schedule of the materials which are going to be taught (left), show the overall progress of the course (right).

Then the teacher uploaded the PDF Lessons. These pdf files fully taught the content materials of each lesson (Fig 7.a.). After that, the Video Lessons were uploaded. These videos had been captured by some of the most well-known IELTS teachers all over the world, such as Elizabeth Ferguson, in the form of speaking to the camera (Fig 7.b.). By watching these video files after studying the PDF Lessons, the students fully comprehend the lessons. They were two complementary part completing the learning process together.
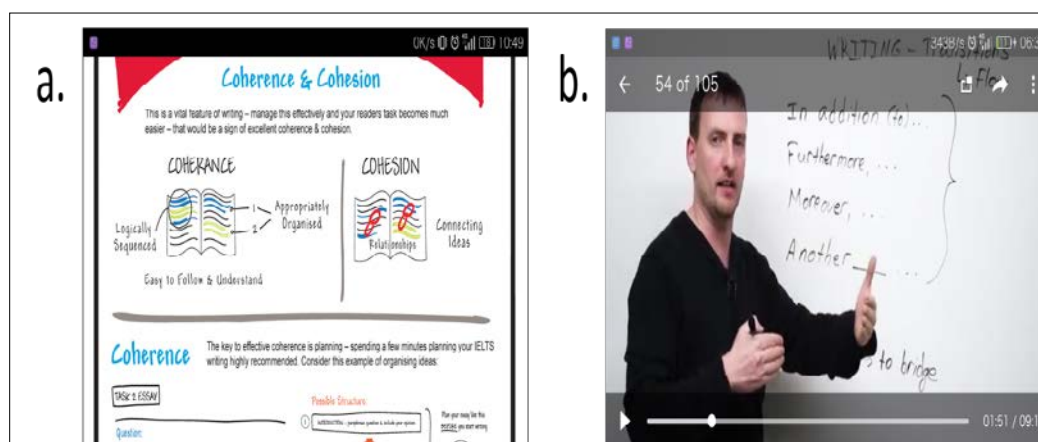

Figure 7. A sample of pdf lessons (a) and a sample of video lessons (b).

In the third step and after the video Lessons, the teacher uploaded the exercises. They were in two forms, Online Quiz, and Worksheet. The quizzes and exercises supported the main idea and details of each lesson.

First, the online quizzes were uploaded into the main forum via URL links. Students were referred to the quizzes' websites by clicking on the URL link (Fig. 8).
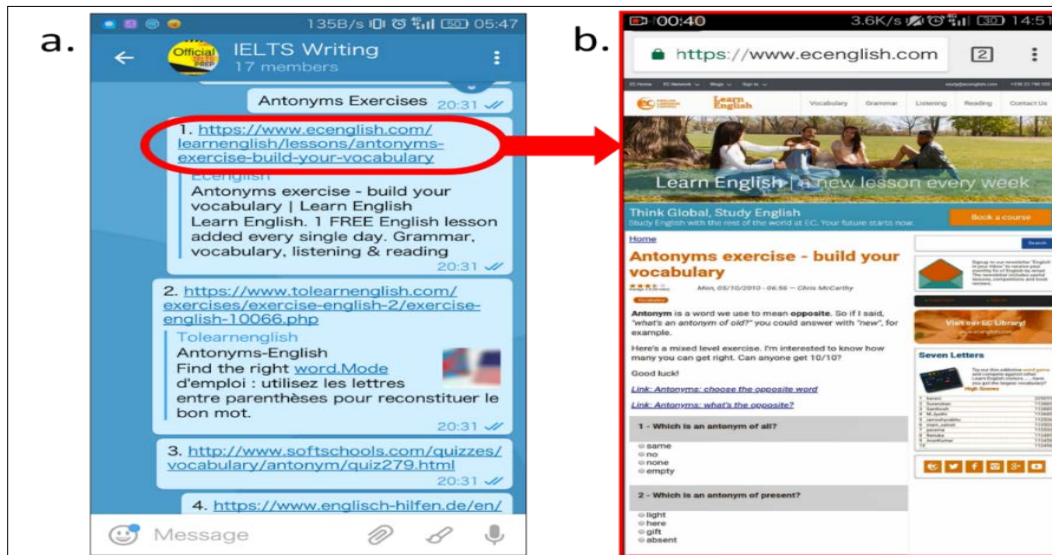

Figure 8. The uploaded quizzes via URL links (a) and a sample of quiz websites (b).

The second type of the exercises were worksheets which were uploaded after the quizzes, and not in the main forum but in the teamwork groups. As the last step of the learning process, the students were required to accomplish the worksheets and upload their answers in their teamwork groups. The members of each group responded to worksheets and uploaded the answer sheets to be corrected and commented by other participants. As a result, collaborative learning had been bolstered which was one of the main goals of the study. Afterward, the collected papers of each teamwork group were distributed into other teamwork groups in order to extend the collaborative learning.
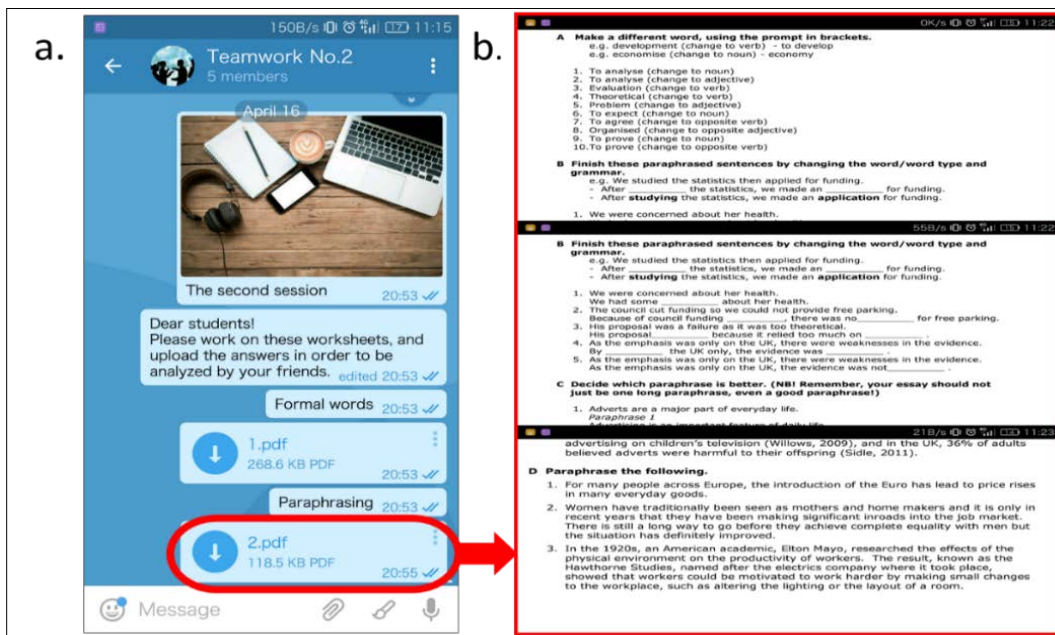

Figure 9. The worksheets uploaded in a teamwork group (a) and different types of the questions of a worksheet (b).

The teacher usually had the participants discuss and share their experiences and opinions with the rest of the classmates. Furthermore, the teacher focused on the shy students in order to encourage them to have interaction with other members, and participate in the forum and the group more actively. The teacher familiarized and simplified the collaborative and communicative activities, and he acted as an observer and a monitor while the students accomplished the tasks. Whenever needed, the teacher introduced new lessons, notions, and explained the difficult issues. The students could write and speak in both first and foreign language. In order to show an overall image of the employed tools in the main forum, all the tools are displayed in the Figure 10.
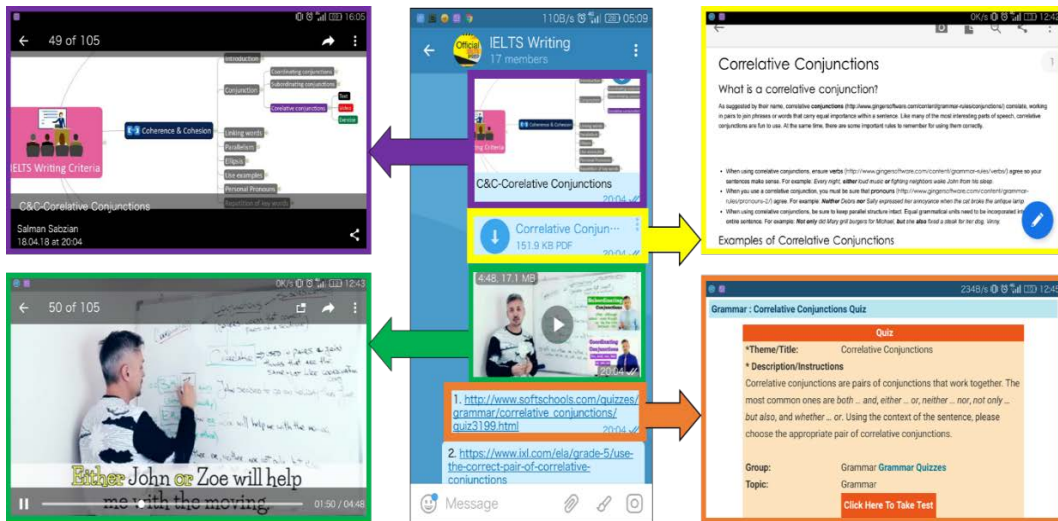
Figure 10. All the used tools of the main forum in one screen respectively.

The researchers designed no particular educational method for control group, and the employed materials were the conventional ones as in the face to face classrooms (Figure 11).

Figure 1. The control group was treated in conventional face to face classroom.

The classes were convened three sessions a week at the faculty of Management and Humanities, at CMU. Every session of instruction continued for 90 minutes, from 16:30 to 18:00, which in general the participants of the control group underwent 48 hours of instruction (32 sessions). After the instructional phase, the participants of both control and experimental groups took part in post-test.

Results and Discussion

- **Data Analysis prior to the experiment**

The general language proficiency mean of all accepted volunteers was 436.40. Consequently, according to the TOEFL scoring scale, it can be confirmed that all the subjects are intermediate, and at the same level. Table 1 shows the TOEFL general language proficiency test results.

Table 1. Group Statistics of TOFEL Proficiency Pre-test

	N	Mean	Std. Deviation	Std. Error Mean
Scores	32	436.4063	15.61814	2.76092

In order to confirm the homogeneity between the control and the experimental groups, the results of the pre-test were analyzed via an independent samples t-test. The results are displayed in Table 2., Table 3.

Table 2. Groups Statistics of the Writing Pre-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Writing pre-test scores	Control group	16	4.3750	.84656	.21164
	Experimental group	16	4.0625	.60208	.15052

The examination of the group means displayed that participants in the control group (M = 4.3750, SD = .84656, N = 16) and the experimental group (M = 4.0625, SD = .60208, N =16) were nearly similar to each other. As the Table 3 indicates, the p-value is higher than 0.05 (.238) which means both control and experimental groups are homogenous and there are no statistically significant differences between. Consequently, it can be concluded that the two groups were moderately at the same level of writing ability.

Table 3. Results of Independent- sample T-test for the Writing Pre-test of Two Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing pretest scores	Equal variances assumed	4.438	.044	1.203	30	.238	.31250	.25971	-.21789	.84289
	Equal variances not assumed			1.203	27.083	.239	.31250	.25971	-.22030	.84530

- **Data analysis for the research question one**

In this section, in order to determine whether there was a significant difference between the average values of the control group's IELTS writing ability performance in pre-test and post-test, a paired-samples t-test was conducted. The results are fully presented in Tables 4, Table 5, and Figure 3.

Table 4. Paired-Sample statistics for Pre-test and Post-test of Control Group

		Mean	N	Std. Deviation	Std. Error Mean
Control group scores	Pretest	4.3750	16	.84656	.21164
	Posttest	5.3125	16	.87321	.21830

Table 4 demonstrates the mean scores for each of the two sets of scores obtained from pre- and post-tests. The mean scores of IELTS writing ability pre-test and post-test were 4.3750 (SD = 0.84656) and 5.3125 (SD = 0.87321) respectively. As displayed in table 5, the actual value of p is .000 which is less than 0.05 (t= -9.303, p < .05), that indicates there is significant evidence of improvement in the participants' writing ability.

Table 5: Results of Paired-samples t-test for Pre-test and Post-test of Control Groups Paired Differences

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Control	Pretest - Posttest	.93750	.40311	.10078	-1.15230	-.72270	-9.303	15	.000

With the purpose to reveal the writing ability development of the participants of the experimental group, their pre-test and post-test scores were compared via a paired-samples t-test. The comparison of mean scores of pre- and post-tests discovered an outstanding advancement in IELTS writing ability of the learners. The results are displayed in Table 6, Table 7.

Table 6. Paired-Sample Statistics for Pre-test and Post-test of Experimental Group

		Mean	N	Std. Deviation	Std. Error Mean
Experimental group	Pretest	4.0625	16	.60208	.15052
	Posttest	6.4688	16	.56181	.14045

Table 7. Results of Paired-samples t-test for pre-test and Post-test of Experimental Group

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Experimental	Pretest - Posttest	-2.40625	.52341	.13085	-2.68516	-2.12734	-18.389	15	.000

Table 6 and Table 7 display that there was a significant upsurge in writing ability scores from pre-test (M = 4.0625, SD = 0.60208) to post-test (M = 6.4688, SD = 0.56181, t = -18.389, p = .000, p < .05). Table 7 indicates that the p-value is less than .05 (e.g. .000), so it can be confirmed that there is a significant difference between the pre- and post-tests and the first null hypothesis is rejected.

- **Data analysis for the research question two**

In order to answer the second research questions, the post-tests of both groups were compared via employing the independent samples t-test as it is displayed in the following tables.

Table 8. Group statistics of Writing Post-test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	Control	16	5.3125	.87321	.21830
	Experimental	16	6.4688	.56181	.14045

As it can be observable in the Table 8 the mean score of the control group and the experimental group are 5.3125, and 6.4688, respectively. Nevertheless, to be able to accept or reject the second null hypothesis both t and p values were investigated.

Table 9. Independent Samples t-test of Writing Posttest

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Writing scores	Equal variances assumed	4.7	.038	-4.4	30	.000	-1.156	.259	-1.686	-.626
	Equal variances not assumed			-4.4	25.6	.000	-1.156	.259	-1.690	-.622

As the Table 9 shows, the t-value is -4.855. Also, the p-value is 0.000, which is lower than 0.05 (that is = p-value 0.000 < 0.05). According to this, it can be reported that there was a significant difference between the both groups in favor of the experimental group, and the second null hypothesis is rejected.

Discussion

According to the results of the current study, MSNA is one of the best technologies which can be used to improve writing ability. The consequence of the current study concerning the effectiveness of the MSNA in developing second language learner's writing skill is in accordance with the previous studies accomplished by Alsaleem (2013), Kamarul Kabilan, Norlida Ahmad and Zainol Abidin (2010), Melor (2007), Munoz and Towner (2009), and Warnock (2009).

Unlike Nezam Hashemi (2014) who piloted a research concerning the effectiveness of teaching writing in virtual way on Iranian intermediate EFL learners' essay writing performance and the results of the t-tests showed that there was no significant difference in writing scores across the posttests between experimental and control groups, but the result of the current study revealed that the virtual environment have had significant influence on the writing ability of Iranian intermediate examinees' essay writing. So the results of this study are incongruent with previous research findings of Yang (2004) who conducted research about the effect of virtual learning on learners writing ability. The findings revealed that virtual learning affected the experimental group more than the control group significantly.

Also, based on the results of the current study, MSNA can be employed not only as a supplementary but also as a substitute device for learning writing skill. This study approved that this technology can support all the necessary requirements for teaching writing skill. These results are in contrast with some previous research conducted by Miangah and Nezarat (2012), and Almekhlafy and Alzubi (2016). The results are in contrast to Miangah and Nezarat (2012) who stated that mobile devices cannot be a substitute for existing learning tools. They stated that mobile devices can assist as supportive for learning in new surroundings with new abilities, and only as supplementary tools and not substitute. But Cherian and Wiliams (2008) stated that there is no significant difference between face to face classroom learning and mobile distance learning. They stated that with appropriate instruction, distant education can be a substitute for traditional classroom learning as well.

Conclusions and Pedagogical Implications

Conclusion

As mentioned earlier, the current study tried to discover the effect of employing MSNA in improving writing ability of IELTS writing learners. Therefore, to reach this purpose and prepare responses for the two posed research questions, the treatment was administered to participants of the study. At the outset of the study, the researcher conducted an IELTS essay writing course. A paper-based TOEFL proficiency test was

administered to all volunteers, and 32 students out of 87 were chosen and registered in the IELTS course. The accepted volunteers, male and female, were randomly divided into two groups. Each of the experimental and the control group consisted of a 16 participants. Then, a standard IELTS essay writing test was conducted as a pre-test to both groups before starting the treatment, to ensure about their homogeneity. Afterward, the control group received conventional instruction, while the experimental group employed MSNA for learning writing. At the end of the treatment, a standard IELTS essay writing test was conducted for both groups. In order to analyze the gathered data and to response to the first research question, a paired sample t-test and an independent sample t-test were employed. According to analyzed data, teaching IELTS writing through employing of MSNA was influential. In order to response to the second research question, the collected data were analyzed by using independent samples t-test. The results confirmed that the participants of the experimental group outperformed on learning their writing ability post-test compared with the participants of the control group.

- **Pedagogical implications of the study**

This study may be profitable for syllabus designers in departments. MSNA can be employed as a substitute and supplementary tool to enhance the IELTS candidates and EFL learners writing ability. Other implication encompasses those IELTS candidates and EFL learners who cannot take part in the face to face classroom, because of some restrictions such as living in abroad. Then, teachers by using MSNA can help students to take part in the classroom from everywhere such as rural areas. It is necessary to mention that, using this technology as a substitute device for teaching material needs a high proficiency level of working with this type of technology for teachers. So, non-proficient teachers can use this technology only as a supplementary device for teaching their materials.

- **Recommendations for further research**

The main target of this study was to enhance the learners' IELTS essay writing (task 2) and because of some reasons, the other task (task 1) was neglected. Consequently, researchers can take another task (task 1) under consideration to work on. Also, they can probe into investigating other IELTS parts, listening, speaking, and reading. The participants of the current study were all undergraduate university students, and at the intermediate level of language proficiency. Consequently, further researches can be administered with other university stages such as post-graduate students, and in other levels of language proficiency. Further researchers can employ other teaching tools such as podcasting, email, blogs, etc. Moreover, this study employed Telegram messenger, so the researchers can use other MSNAs, such as WhatsApp, Line, and Instagarm to analyze their findings.

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