Teaching Writing through Telegram Social Network and its Effect on EFL Learners' Writing Performance

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Abstract

This study examined the effectiveness of Telegram social network on the writing performance of adult English as foreign language (EFL) learners at intermediate level. To achieve this, Oxford Quick Placement Test (2004) was administered to 46 EFL learners at Zaban-e No language institute in Talesh, Iran. Those who met the selection criterion, i.e., performed one standard deviation above and below the mean on the test were divided into two classes ($n = 30$): control group ($n = 15$) and experimental group ($n = 15$). Participants in the experimental group were provided with writing instruction and contributed cooperatively to the task of writing through Telegram for 8 weeks (2 sessions each week, and 90 minutes per session) while the control group underwent a traditional instruction of writing. Pretests and posttests of writing task were *administered and t tests were used to compare means of test scores within and between groups. The results revealed that while the two groups were homogeneous in terms of their writing performance before the treatment, the experimental group outperformed the control group on the* posttest. That is, teaching writing through the Telegram social network was a significantly effective model to improve EFL learners' writing performance.

Keywords: computer-assisted language learning (CALL), social network, Telegram, EFL learners

Introduction

Writing involves very complex skills. Learners of second language (L2) writing have to attend to higher skills such as planning and organizing and lower skills such as spelling and punctuation. This makes teaching writing a frightening task (Richards & Renandya, 2002).

In addition, over the past decades along with advances in technology, using computers, multimedia as well as social networks, specifically Telegram in Iranian context, as learning tools has shown an exponential increase. Learners strongly favor using technology in the classroom. It is understood that computers have brought significant benefits to both teachers and students. One of the most obvious advantages of the computer in the language classroom is its use as a writing device. As a case in point, students with poor spelling skills can produce a piece of writing free of spelling mistakes.

Moreover, technology makes instruction appropriate for various individuals. Computer-assisted language learning (CALL) programs can allow for individualization. That is, by analyzing learners' input and providing feedback suited to their proficiency they count for individual differences. The second benefit of CALL programs is networked computers which provide students with the greater social interaction through linking students (Larsen-Freeman, 2011).

Therefore, on the one hand, teaching writing skill to EFL learners seems to be a strong need. On the other hand, the use of social networks, part of CALL programs, for writing instruction is available and seems an effective way to teach writing. Although, nowadays, the importance of teaching writing skill through CALL programs has been widely acknowledged, no

specific study has been devoted to investigate how teaching writing through Telegram social network will affect the learners' writing performance in a Persian EFL context.

Literature Review
CALL programs in second language learning

Computer technology has been of interest to many researchers. These researchers have supported the claim that there is a clear need for the use of technology in language learning. In fact, "at present, the focus is not on whether to accept computer technology. Rather, research is now centered on how to integrate it more effectively into the learning/teaching of languages" (Liu, Moore, Graham, & Lee, 2002, p. 22).

Currently, almost every language teacher makes use of technology and online resources. However, many teachers use technology to a limited extent: they use email, word processing, and digital audios etc. These uses of technology are not called CALL programs, which demand the complete integration of technology into language learning. It is argued that CALL "is not shorthand for 'the use of technology' but designates a dynamic complex in which technology, theory, and pedagogy are inseparably interwoven" (Garret, 2009, p. 720).

Felix (2005) argues that the most significant finding of CALL research relates to L1 writing using word-processing tools, where effect sizes reach a level that can be interpreted as pedagogically beneficial. Effectiveness for writing fluency is even higher.

Chambers and Bax (2006) maintain that "only when the technology is normalised, and therefore as invisible and natural as whiteboards and pens, will it have found its proper place in language education" (p. 466). They discuss practical ways of making CALL programs normalized and consequently fully effective, under 11 issues:

●For normalization to take place, CALL facilities should not be separated from teaching location.
●The classroom should be organized in such a way that allow for an easy move from CALL activities to non-CALL activities.
●To normalize computer use within their daily practice, teachers need additional time for preparation and planning.
●For normalization to take effect, both teachers and managers need to be knowledgeable enough in regards to computers to feel confident in using them.
●Normalization requires that different stakeholders' perception concerning the role of computers in language learning be of a type helpful to integration and normalization.
●Teachers and managers need to avoid the technical misinterpretation, namely the view that the main source of success or failure is the hardware and software, or any other single factor.
●CALL should be properly integrated into the syllabus, and support should be provided for teachers who may be apprehensive about their new roles.
●Progress towards normalization may be enhanced by the use of adjustable CALL materials as opposed to the use of imported rigid materials.
●Teacher training and development should be given in collaborative mode rather than in 'top-down' imposing mode.
●Teachers' concerns about technical failures, and their lack of skills to deal with such failures, should be answered and overcome by mean of reliable support and encouragement.
●Technical aid is necessary, but not sufficient on its own. Teachers also need pedagogical support.

In order for CALL to perform an expanded role, teacher training is definitely a major factor. Teachers need to be trained not in technology use, rather in applying an appropriate CALL program. That is, "without substantive grounding in SLA theory and in the pedagogical context

and rationale for technology use, familiarity with the technology will allow only superficial application and no real integration" (Garret, 2009, p. 732).

It is obvious that CALL programs perform a crucial role in language learning and the use of computer technology has become a growing trend in second language learning instructions. This is done by giving learner opportunities to learn a second language through computer technology. However, computer technology has its shortcomings. Therefore, when an attempt is made to exploit CALL programs to enhance our teaching, the advantages and disadvantages of current computer technology should be taken into account in order to avoid unsuccessful employing and get its maximum benefits for our second language teaching and learning (Lai & Kritsonis, 2006).

Several studies in Iranian EFL context have indicated that CALL programs have positive influence on different aspects of foreign language learning: these studies have investigated the effect of cooperative modes of CALL on improving high school students' reading comprehension, as well as on the participants' foreign language learning anxiety (Ahangari & Sioofy, 2013), the effect of CALL on listening skill (Barani, 2011), the potential effect of CALL on vocabulary achievement (Barani, 2013; Pahlavanpoorfard & Soori, 2014)), the effect of CALL and grammar-teaching software on beginner learners' grammar (Ghorbani & Marzban, 2013), the relationship between CALL (use e-mails) and grammar learning (Pirasteh, 2014), the relationship between CALL and speaking skill (Poursalehi, Aboulalaei, and Zohrabi, 2014), the relationship between learning English language particularly idioms through using computer programs as well as the effect of CALL programs in changing learners' negative attitudes toward learning English idioms (Tabatabaei, 2012), and the impact of CALL on students' pronunciation skills (Talebi & Teimoury, 2013).

Pahlavanpoorfard and Soori's (2014) study indicated that participants who used computer software had a better performance because they could control their learning during the implementation; they had more opportunities for one to one interaction with computers, which made the vocabulary learning easier; they were provided with immediate feedback from the computer. The software corrected the mistakes committed by the students immediately; and they were not afraid of making mistakes, which in turn created low affective filter since they were the only ones who could see their results.

Mohammadi and Masoomi (2015) studied teachers' perceptions of teaching techniques and language learning approaches applying CALL in English language institutes in Kurdistan, Iran. Their findings as well as recommendations can be listed as follows:

●Iranian teachers have positive attitudes towards CALL. Their positive perception is more affective and cognitive than behavioral.

●Teachers should be conscious of the role of CALL in their educational context and acquire intellectual abilities to utilize and integrate technology into the English language instruction.

●To bring about a significant effect, teachers should have unlimited access to technology and computer application

●Investment needs to be made to buy computer equipments. Language institutes must guarantee the access to required equipments and upgraded hardware and software.

●English language institutes must set up an investment fund to provide money for appropriate training and necessary upgrades in software and hardware related to CALL.

●Teachers' perception of CALL has a strong association with the extent of computer application. Subsequently, to enhance teachers' positive perception towards CALL and using new technologies in teaching, policy makers should broaden teachers' knowledge of using computer technology.

●Teachers need to be motivated to utilize innovations in technology prepared for educational purposes in their teaching so that they will understand the positive effect of the related technology in language teaching.

●Careful attention to cultural beliefs, confidence and commitment on using technologies in a specific context, and perception of technology and their effects on CALL are remarkably important and have particular functions in developing countries.

●Teachers who have clear and accurate cultural perceptions of using CALL in English language institutes could adopt new technology and incorporate technology into English language institutes. Therefore, English teachers who are in charge of applying technology in English language institutes must be aware of its considerable cultural effects.

●Employing technology, providing essential CALL equipments, and creating a user-friendly environment are not adequate. Indeed, there is also a special need for well-trained teachers and students. In addition, for effective use of computer technology in language instruction, technical supports should be increased.

●There is a clear need for a typical educational program to be integrated with CALL programs.

●Teachers should be aware of the advantages of the technology and specially application of computers in language instruction.

●Throughout the process of integrating technology into language instruction, the related and required information about the advantages of integration of computer technology with language instruction is needed to be provided for teachers. This important issue needs proper supervision and technical help from those who have a considerable knowledge in the field.

Advantages of CALL programs

CALL programs have demonstrated substantial benefits for language learners. Lai and kritsonis (2006), in a comprehensive study discussed the merits of using CALL programs as follows:

●CALL programs make second language learners more independent from classrooms and allow them to work on their learning material at any time of the day.

●Once computer technology is implemented, the cost for it is remarkably lower than for face-to-face classroom teaching.

●When CALL programs are used in combination with traditional second language classrooms, students can study more independently, which consequently gives the teacher more time to concentrate effort on those parts of second language teaching that are still difficult by the computer, such work on spoken dialogue.

●Computer technology provides a lot of fun games and communicative activities, decreases the learning stresses and anxieties, and provides repeated lessons when necessary.

●CALL programs improve second language learners' learning motivation.

●Through various communicative activities, computer technology can help second language learners reinforce their linguistic skills, influence their learning attitude, and build their self-instruction strategies and self-confidence.

●Students can have access to various authentic materials by connecting to the Internet. Moreover, the materials can be accessed 24 hours a day.

●Computer technology provides the interdisciplinary and multicultural learning opportunities for students to conduct their independent studies.

●Many ideas are abstract and difficult to express through language. It seems that computers can compensate for this shortcoming by using the image showing on the screen.

Other scholars also have examined the advantages of using CALL programs. Some of them are mentioned here:

According to Schwienhorst (2002), a great amount of empirical research in CALL has focused on using the internet both as a rich information resource and as a system that provides many communication tools to connect learners in more authentic ways than the real classroom to the target language community and its speakers. "This focus is particularly valuable for foreign language contexts, as language learners do not have the same options for interaction with native speakers" (p. 196).

As stated in Liu et al (2002), the merits of CALL have been widely accepted and educators agree that it can be an efficient instructional tool. The interest in technology appears "to center on the multimedia capabilities of providing authentic learning situations, and local or distant networking capabilities … for facilitating written communication" (p. 22).

To Barani (2013), CALL can interest and motivate learners of English if it used properly with clear educational objectives. It "can increase information access to the learner, provide flexibility to instruction and thereby better serve the individual's learning pace, cognitive style and learning strategies" (p. 536). It helps learners control their own learning process and progress. Moreover, CALL can supply communicative meaningful language learning environments if it is used with efficient and suitable software programs. High quality and well-designed CALL software can provide a balance of controlled practice and free communicative expression to the learners such as immediate feedback. CALL meets language-learning goals for individualized learners in specific educational settings.

Allum (2004) argues that CALL can provide both the opportunities for productive recall and the feedback to motivate repeated efforts to reproduce new items. To him, CALL is an effective way to introduce new vocabulary and that it works well for maintained periods, even in situations where student motivation is not necessarily high, when there is close integration with classroom work. Learners have usually indicated that they do more homework with CALL than they would with printed media alone. CALL brings a variety of educational tasks and procedures that it would be difficult to deliver as effectively through any other medium and thus has more potential to produce more learning than other media.

The study conducted by Felix (2005) took a systematic look at what dedicated meta-research since 1991 might have contributed to this controversial field. The study gathered data from several hundred studies. The study highlighted the benefits and limitations associated with CALL research. The study showed consistent positive findings related to L1 spelling, writing and reading.

As it was discussed, many studies have investigated the effect of CALL on different aspects of second language learning and writing performance. However, there is not any report of teaching writing through Telegram social network. Therefore, the study seeks to answer the following research question:

Does teaching writing through Telegram social network have any statistically significant effect on learners' writing performance in an EFL context at intermediate level?

Methodology

Design of the Study

First, 46 adult English learners at Zaban-e No language institute were singled out. Then, Oxford Quick Placement Test (2004) was administered to choose homogenous learners. Moreover, they were assessed on the writing performance twice: once at the beginning of the

study and the second time, 16 sessions later, immediately after the study. As such, there was 8-week interval between the pretest and posttest.

Participants

At the beginning of the study, the Oxford Quick Placement Test was administered to 46 participants and those (30) learners who performed one standard deviation above and below the mean on the test were chosen as homogenous learners. Therefore, 30 English learners at Zaban-e No language institute participated in the study. All participants were native speakers of Persian. They were divided into two classes (n = 15). One of these two classes was randomly selected as an experimental group and another as a control group. Gender was not considered as a moderator variable in this study. Participants' ages were 16 to 22 with a mean of 18 and they were male. They had already studied English about 2 years.

Materials

The book that the participants were studying was *American English File 2* and the supplementary book for practicing writing was Writing Skills (McCarter & Withby, 2007). Therefore, in both groups, activities for training writings were chosen from the coursebooks. Considering the nature and the purpose of the present study, an attempt was made to limit the writing activities to Task 2 of IELTS examination in the classroom, that is, the participants were supposed to write five- paragraph essays.

The online resources used in this study were the teacher's Telegram Channel and Telegram Group. Learners were introduced to other useful Telegram channels, too.

The complementary learning resources were two online dictionaries: a collocation dictionary (http://www.ozdic.com/) and thesaurus (http://www.thesaurus.com/). The learners were asked to use these sources while writing their tasks.

In the present study, the goal, regarding the testing section, was to assess the learners' overall writing performance. To achieve this, two IELTS writing tasks were adapted from samples of IELTS writing tests as both pretest and posttest. Students were given a general topic to write about during 60 minutes.

The modified version of Wang and Liao's (2008) as a writing scoring rubric was used in this study, which consisted of five subscales: focus, elaboration, organization, convention and vocabulary, each with five levels.

Data Collection and Analysis

Both groups in this study were taught by the same teacher (researcher) in order to provide the uniformity of instruction. The participants met at Zaban-e No language institute in Talesh. The classes were held twice a week, for 8 weeks and each session took 90 minutes. However, only 30 minutes was spent on practicing writing per session.

In both groups, the participants were supposed to learn to write in different styles of writing such as; comparison and contrast, letter writing, description form and argumentative ones. The coursebooks' content provided students with writing structures, format, key words and an incomplete writing model, which showed the participants how to write. The activities were chosen by the teacher. During the class, the teacher advised them, helped them, and gave them useful feedback. The teacher provided feedback by presenting commentaries in the class. The students were able to consult with their teacher to have their comments in one-to-one conferencing during the class. Only one writing task was presented during each session. The medium of instruction was mainly English, while Persian was also used when it was necessary.

To practice writing performance, the typical lesson plan was as follows: first, the teacher asked several questions related to the topic of writing to activate students' schemata. Then, the teacher introduced new vocabulary items and sentence and paragraph patterns. Finally, each student was required to write the first paragraph of their writing task. They enjoyed free expression of ideas in writing. Learners were asked to work on the paragraphs and sentences individually or in pairs. However, most of the time, students were divided into pairs. They were required to complete the rest of their writing task as a homework assignment.

The participants in the experimental group were provided with writing practices for 15 minutes during the classroom and another 15 minutes through Telegram. The students worked in the Telegram group to negotiate and to make the most appropriate use of the treatment. It was, therefore, feasible for each student to contribute cooperatively to the task in the successful acquisition of the targeted language writing instead of purely being taught by the teacher. The teacher regularly posted course information and supplemental materials on the Telegram channels. Prior to the class, students were asked to download the list of vocabulary items and an explanation of the topic of writing. After the class, the participants needed to send their homework to the teacher's Telegram account. Whenever they had learning problems, they either went to the Telegram Group and asked for help from classmates, or asked directly from the teacher. While writing the task, the students had the opportunity to post their text in the Telegram group and get comments from the classmates. They also submitted their first draft to the teacher for having the teacher's comments. Therefore, the students found out their weaknesses and had the chance to edit and rewrite their drafts for many times. Then, the students revised, edited and rewrote their texts in response to peer and teacher feedback. This online learning source allowed partial learner control with teacher guidance.

In the control group, however, writing was taught traditionally. The teacher explained the writing structure of every lesson of the coursebook in the classroom. Students were asked to write their writing task using pen and paper. In contrast to the experimental group, the students in the control group were only instructed in the classroom.

To the both classes, the pretest was given which consisted of writing task 2 of IELTS. Participants were required to complete the task in 60 minutes individually. After 16 sessions, the posttest (which was another writing task 2 of IELTS) was given to the students. For the posttest, too, the students were given a time limit of 60 minutes to complete the task.

To compare means of each test within the groups and between groups, *t* tests were used. All of these assumptions for the use of this statistical test were met. In this calculation, the null hypothesis of no difference within and between group means was chosen. The alpha level was set to .05.

Results

Descriptive Analysis of the Data

Table 1 presents statistics for writing test scores. In the control group, the means on the posttest did not undergo a considerable change (from 11.67 to 12.33), and standard deviation (SD) remained almost stable (from 0.976 to 1.234). The minimum did not change at all. However, maximum showed a minor change. Similar improvement in the sum was also noticed.

Table 1. *Descriptive analysis of the pretest and the posttest of the control group*

Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre.con	15	10	13	175	11.67	0.976	0.952

Post.con	15	10	14	185	12.33	1.234	1.524

The comparison of differences of each student's scores on the pretest and posttest of writing test in the control group is exhibited in Figure 4.1. The scores on the posttest of the writing show the same scatter as those of the pretest, and those of the posttest are slightly better than the pretest.
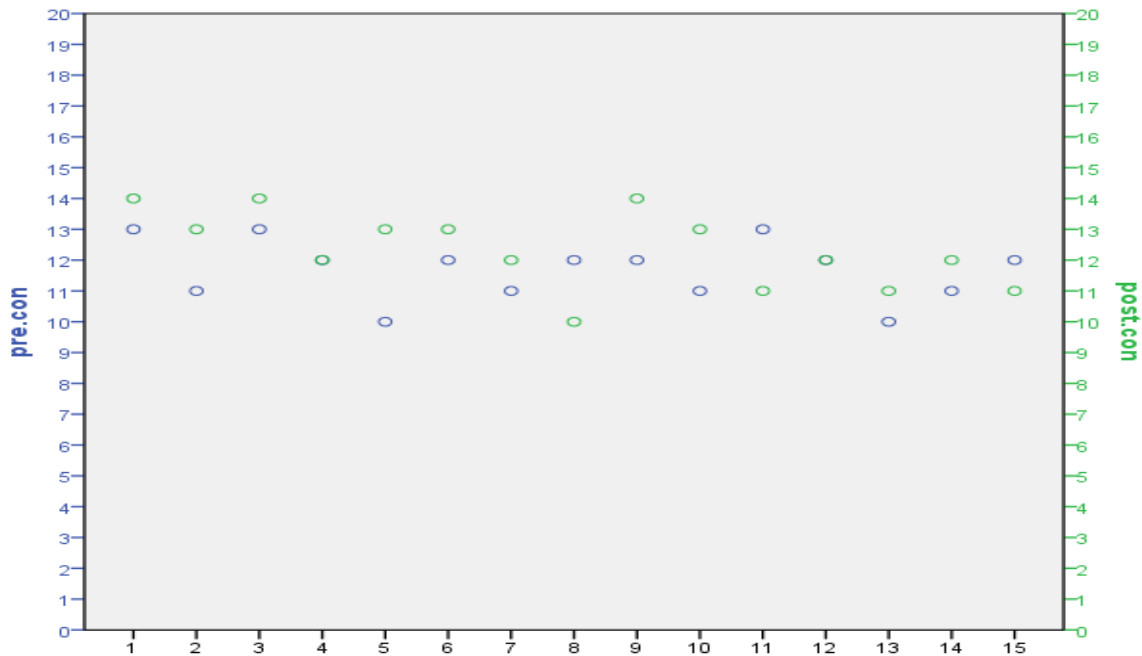
Figure 1. *The comparison of differences of each participant's scores on pretest and posttest of writing (control group)*

Table 2 demonstrates statistics for writing test score for the experimental group. In the experimental group, the means on writing score from the pretest to the posttest improved considerably (from 11.87 to 14.47). Similar increases in sum, minimum and maximum were discovered. The SD, however, remained almost stable (from 1.302 to 1.642).

Table 2. *Descriptive analysis of the pretest and the posttest of the experimental group*

Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre.exp	15	10	14	178	11.87	1.302	1.695
Post.exp	15	12	18	217	14.47	1.642	2.695

Figure 2 exhibits the comparison of differences of each student's pretest and posttest of writing in the experimental group. It reveals that writing score of all of the participants increased on the posttest. Participants in the experimental group were able to improve their scores up to six values.
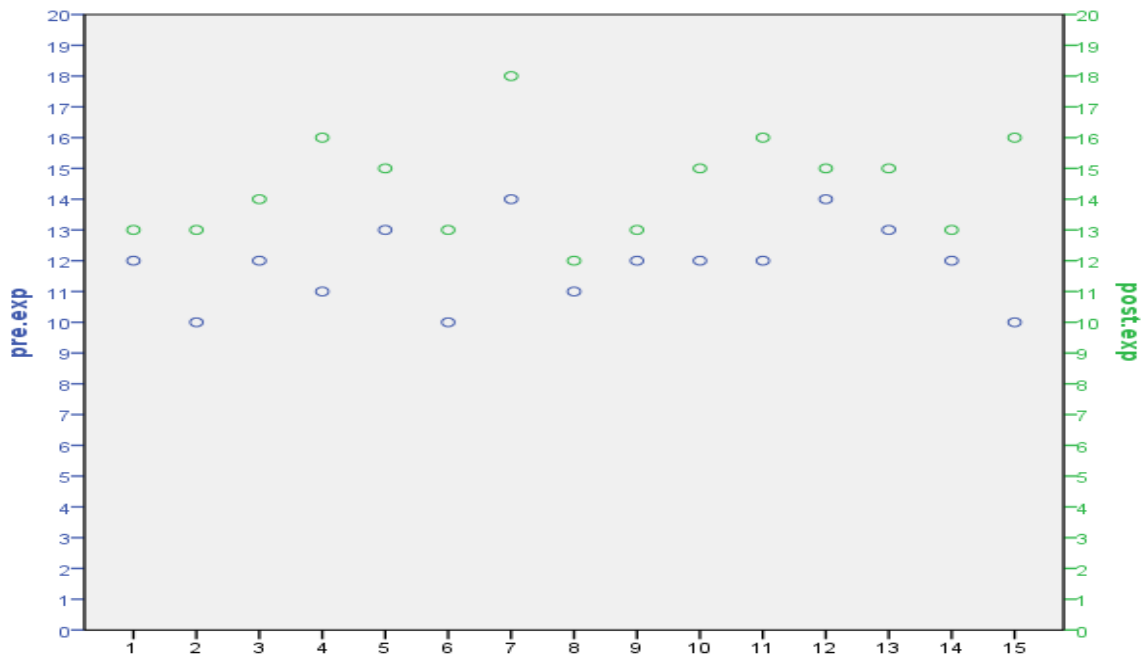
Figure 2. *The comparison of differences of each participant's scores on pretest and posttest of writing (experimental group)*

Inferential Analysis of the Data

Table 3 shows the result of a paired-samples t test of writing test scores in the control group (M = - 0.687, SD = 1.447, at a 95% confidence). It shows that the difference was not statistically significant, t (14) = -1.784, at $p < .05$, 2-tailed. Therefore, it is observed that there was no significant difference within the group means. In other words, the average difference of - 0.687 between writing test score on the pretest and posttest was not statistically significant. This suggests that the participants did not improve their writing to a statistically significant degree in the 8-week period, during which they engaged in learning writing based on a traditional instruction. Table 3, also, presents the result of a paired-samples t test of writing test score in the experimental group (M = -2.600, SD = 1.595, at a 95% confidence). It shows that the difference was statistically significant, t (14) = -6.315, at $p < .05$, 2-tailed. That is, the average difference of -2.600 between writing test score on the pretest and posttest was statistically significant. This suggests that the students improved their writing to a statistically significant degree in the 8-week period, during which they engaged in learning writing through Telegram social network.

Table 3. *Paired-samples t test (control and experimental groups)*

		Paired Differences						
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**		**t**	**df**	**Sig. (2-tailed)**
				Lower	**Upper**			
Pair 1 pre.con post.con	--.687	1.447	.374	-1.468	.135	-1.784	14	.096
Pair 2 pre.exp post.exp	--2.600	1.595	.412	-3.483	-1.717	-6.315	14	.000

Figure 3 shows the comparison of the control and experimental groups mean scores from pretest to posttest, where no.1 is pretest and no.2 is posttest. The figure on the left represents the control group and the figure on the right displays the experimental group.
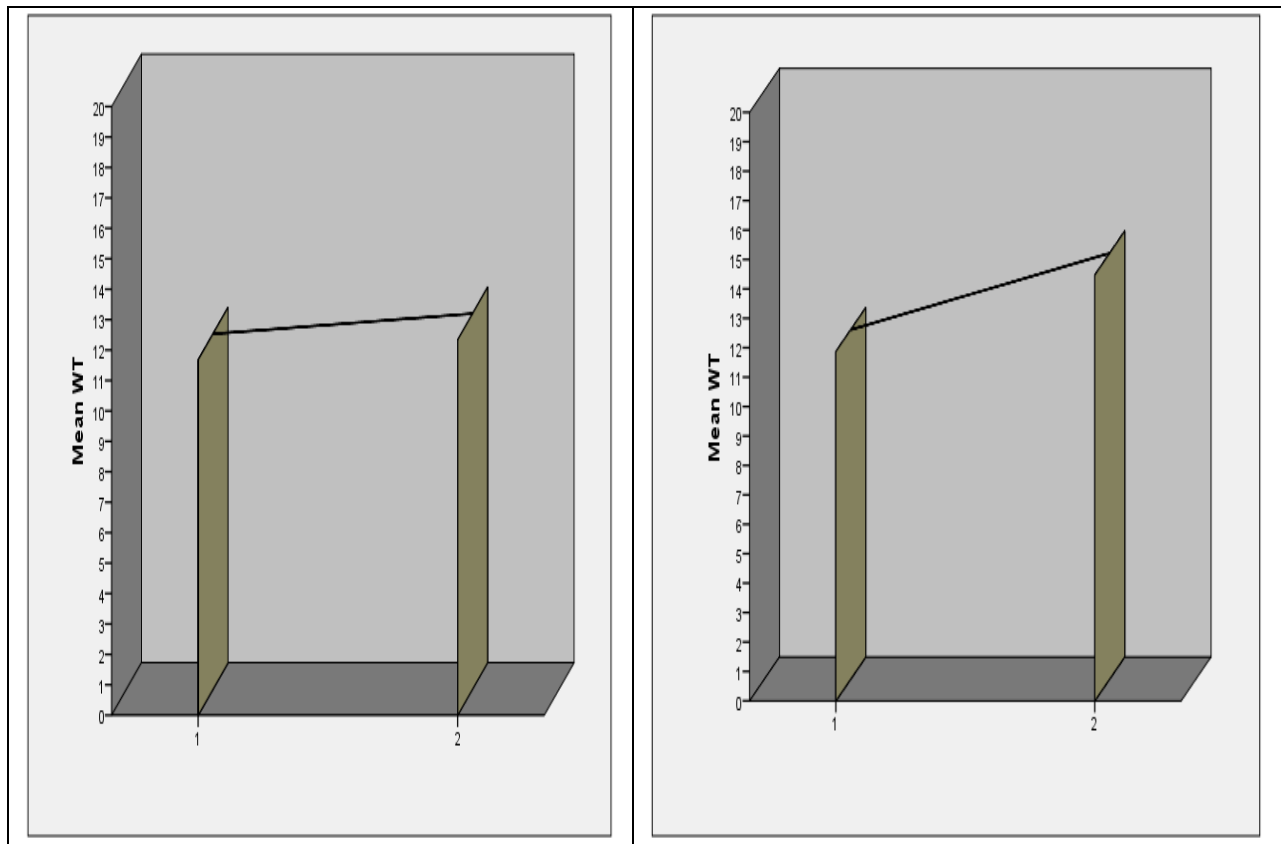
Figure 3. *The comparison of each group's mean from the pretest to posttest*

Table 4 indicates the result of an independent-samples *t* test of writing test score between the posttest of the control group and the posttest of the experimental group (M = -2.133, at a 95% confidence). It shows that the difference was statistically significant, *t* (28) = -4.023, at *p* < .05, 2-tailed. In other words, the average difference of -2.133 between writing test score on the posttest of control group and experimental group was statistically significant. This further suggests that the students in the experimental group improved their writing to a statistically significant degree compared to the control group in the 8-week period, during which they engaged in learning writing through Telegram social network.

Table 4. *Independent-samples t test between posttest of control and experimental 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
WT	Equal variances assumed	*1.651*	*.209*	*-4.023*	28	.000	-2.133	.530	-3.220	-1.047
	Equal variances not assumed			-4.023	25.996	.000	-2.133	.530	-3.223	-1.043

The mean differences, between the pretest and posttest within the experimental group as well as between the posttest of the control group and the posttest of the experimental group, were significant in the *t* tests. The test results indicated that the experimental group improved its writing performance on the posttest. Control group's result on the posttest acknowledged this improvement as the control group was not able to improve its performance on the posttest significantly. This offers that using social networks particularly Telegram has priority over traditional techniques in teaching writing to Iranian EFL learners.

Discussion

The results of the present study demonstrated that, in both groups, before the study, the participants' overall performance on writing was poor: the mean scores for the control and experimental groups were 11.67 and 11.87 out of 20 respectively. The overall low means on both control and experimental groups' pretest suggested that the participants were not good at writing skill in general. However, two groups displayed different behavior on the posttest. In the experimental group, the participants writing performance improved significantly after an eight-week teaching writing through Telegram social network. In other words, the difference in the experimental group's writing scores between the pretest and posttests were meaningful since the differences were considerable. The participants' writing scores were shown to increase by about 25 percent during the treatment.

Since a relatively new method was employed as a treatment in the experimental group, the teacher faced some practical problems in making a full use of it. However, the new method was helpful for participants, particularly for those who were good at dealing with computers.

The lack of statistically significant improvement in the control group on the posttest is a sufficient reason for introducing some new techniques into the writing instruction. The improvement in the experimental group indicates that this novelty can be teaching writing through Telegram social network. The results of the present study supported the idea that Iranian EFL students' writing scores would improve by writing practices through Telegram. Consequently, online social network such as Telegram can be used in EFL writing classes.

Possible explanations for the substantial differences within the experimental group may be found by considering the following factors:

●Taking a test twice. Since the participants took a different test on the posttest, it could be concluded that the experimental group's improvement on the posttest was not because of taking the test twice.

●Normal classroom teaching. In the control group, which were taught traditionally, the difference from the pretest to posttest of writing was not statistically significant. Therefore, the results of the control group confirmed that EFL learners' writing, in the experimental group, was improved by teaching writing through Telegram. Moreover, since the only difference between these two groups was the treatment, itself, it can be argued that the treatment itself was the only cause for

improvement in the writing performance in the experimental group. In other words, since in the control group students did not learn writing through Telegram, their posttest score did not change significantly. This suggests that the EFL learners' improvement on writing test in the experimental group was not the effect of normal classroom teaching rather the effect of practicing writing through Telegram since if this was the case, the participants in the control group should had had similar improvement in their writing performance.

The result of the present study is in line with the findings in the literature. It is consistent with Felix's (2005) findings that teaching writing through CALL programs significantly improves students' overall writing performance. Although his study demonstrated the positive effect of CALL programs on reading, spelling, and writing, it was revealed that CALL programs had the most significant effect on writing. The current study also reinforced the findings of Liu et al (2002) that CALL programs are a dynamic device to facilitate writing. The present study, however, was different from previous studies in that it used Telegram social network as a part of CALL programs and focused only on writing performance.

In sum, CALL programs in general and Telegram social network in specific are promising authentic teaching techniques for EFL writing classes. Through proper application, this new models have the potential to increase instructor professionalism through active and meaningful involvement in learners' writing. It can be an instructional instrument in EFL educational setting.

Conclusion

Based on the findings of the current study, Telegram social network has a significantly positive effect on EFL learners' overall writing performance, i.e., it is an effective instructional technique. In addition, CALL programs in general can provide authentic information about the participants' learning process since data are stored in social networks for later analysis. CALL programs can also be used as a means of helping participants to overcome their writing anxiety in second language learning.

The finding that differences between the means were considerably significant in the experimental group and were not significant in the control group suggests that EFL teachers have to take into consideration the use of Telegram social network as an effective technique in teaching writing. In other words, by making learners aware of the capabilities of CALL programs and social networks, learners can write clearly and efficiently. The result of current study is persuasive for relevant authorities to consider this new aspect of practicing writing at least along with the other aspects of EFL writing exercises.

Telegram bridged the gap between the teacher and the participants on occasions they were out of the class. The teacher used Telegram social network to analyze student growth. He also used the information for decision making regarding future instruction. It was used to encourage and motivate novices at writing.

Based on the findings of this study, formative potential of the social network helped participants improve their English writing performance. Participants who participated in this investigation significantly favored the Telegram social networks. They considered Telegram to be sophisticated tools for learning a second language.

This study suggests that nowadays when the traditional instruction is not so fruitful, widespread use of CALL programs, especially at the intermediate level, is inevitable for Iranian EFL students.

Online resources are dynamic devices to facilitate learning. Nevertheless, some confusion and doubt emerged during Telegram implementation process, and its development was constantly inhibited by the traditional procedures. As with the implementation of most new methods about

which students' experience is unknown, the initial level of disappointment was predictable. However, it was commonly agreed by participants that social networks were one of the best teaching tools for learning writing.

The online Telegram group, where learners shared their assignments, helped students negotiate and examine one another's work, explain difficult or interesting parts of learning, and discuss and exchange ideas of how to reflect on and write effectively.

The teacher's observations confirmed that, during the treatment in the experimental group, challenges mainly resulted from the tendency toward the traditional testing. However, at the end of the study, students' complain, anxiety and hostile attitude towards learning writing traditionally was manifested. Moreover, the attitudes toward learning writing through CALL programs and social media network were positive. Participants thought that Telegram would make them more active during the course. Participants in the experimental group took pleasure in practicing writing through Telegram.

Based on the findings of this study, it was clear that learning through Telegram social network was more interesting. Learner used social networks and online dictionaries when they were carrying out their assignments. They also used to write in the Telegram group in English when they had negotiation about their assignments, which made them more active, as they were involved in authentic use of language.

Although teaching writing through social networks needs more energy than traditional techniques, but it was through this new model that the participants in the experimental group stated that they could write more efficiently than the past. As case in point, when they forgot a word, they consulted their classmates' online.

Beginners are usually impatient with the instruction and they get bored, soon. However, in teaching through Telegram, learners were attracted to this new model. Therefore, it helped learners to be attracted on materials presented.

An issue that a few students confessed was that they could not concentrate at times on online learning due to distractions that were inevitable in this kind of resources, such as posting irrelevant materials. Therefore, teachers need to take actions to prevent students' online learning being interrupted by irrelevant materials.

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