

## The use of social media in assisting writing skills among Chinese primary school student\*

El uso de las redes sociales para ayudar a las habilidades de escritura entre estudiantes de primaria chinos

Melor Md Yunus<sup>1</sup>

Universiti Kebangsaan Malaysia - Malaysia  
melor@ukm.edu.my

Nurul Syifa Abdul Rahman

Universiti Kebangsaan Malaysia - Malaysia  
nurulsyifa.work@gmail.com

Ashairi Suliman

Universiti Kebangsaan Malaysia - Malaysia  
ash860629@yahoo.com

### ABSTRACT

The use of social media like YouTube, WeChat, WhatsApp, and Instagram is undebatable and prevalent among generation Z (Gen Z). Gen Z has been utilizing ICT and Internet a lot thus making them a full rounded of the digital native. However, there are limited past studies conducted on the influence of social media in acquiring and using the English language appropriately given in virtual context especially in writing skills among the Gen Z generation. Therefore, this paper aims to identify students' perceptions of the use of social media in assisting their writing skills. A survey has been conducted and a set of questionnaires was distributed among 45 primary Year 4 students at a Chinese-vernacular elementary school in Jempol, Negeri Sembilan. The data collected were analyzed and reported in tables using frequencies and percentages. The findings showed that the students have both positive and negative perceptions towards the use of social media in assisting writing skills.

**Keywords:** Gen Z, Social Media, Writing Skills, ESL learning.

### RESUMEN

El uso de las redes sociales como YouTube, WeChat, WhatsApp e Instagram es discutible y prevalece entre la generación Z (Gen Z). La Generación Z ha estado utilizando mucho las TIC e Internet, lo que las ha convertido en una fuente completa de nativos digitales. Sin embargo, existen estudios pasados limitados sobre la influencia de las redes sociales en la adquisición y el uso del idioma inglés en un contexto virtual, especialmente en las habilidades de escritura entre la generación Gen Z. Por lo tanto, este documento tiene como objetivo identificar las percepciones de los estudiantes sobre el uso de las redes sociales para ayudar a sus habilidades de escritura. Se realizó una encuesta y se distribuyó un conjunto de cuestionarios entre 45 estudiantes de primaria de cuarto año en una escuela primaria vernácula china en Jempol, Negeri Sembilan. Los datos recopilados fueron analizados y reportados en tablas usando frecuencias y porcentajes. Los resultados mostraron que los estudiantes tienen percepciones positivas y negativas sobre el uso de las redes sociales para ayudar a las habilidades de escritura.

**Palabras clave:** Gen Z, medios sociales, habilidades de escritura, aprendizaje de ESL.

\* This project was supported by Universiti Kebangsaan Malaysia grant PP-FPEND-2019 and GG-2018-001  
1 Corresponding author. Universiti Kebangsaan Malaysia (UKM)

Recibido: 09/05/2019 Aceptado: 14/08/2019

## INTRODUCTION

Generation is shaped by the context in which they emerged. Gen Y or the Millennial refers to the people who are born between 1980-1994 has started to live in a stable economic climate thus pursuing to globalization as they are the creator and the pioneer of an early technological advancement such as the use of ICT and the emergence of the Internet (Turner,2015). Advancing through, generation Z (Gen Z), the people who were born between the year of 1995 until 2012 is a true digital native as they are highly familiar with the use of ICT, the Internet and social media in their earliest youth thus, suggested that this digital native has relatively different media consumption habit even when compared with the previous generation; Gen Y or the Millennials.

Past studies reported that Gen Z prefers Youtube and Instagram as their most visited social media rather than Facebook which widely used among the Millennials (William, 2015). It is believed that they select these social media due to the wider access and being able to communicate with people globally, thus affecting the use of the English language in the virtual context. A study revealed that over 25 percent post original video on a weekly basis, while 65 percent enjoy creating and sharing content in the English language on social media (Yadav, 2017). With this ubiquitous access, Gen Z is exposed with various form of online writing in which they can easily acquire the new trend of language that known as the urban English language that comprises of internet slang, abbreviation, and short form while communicating with people globally. It is feared that this acquisition of urban language would slowly hinder the learning of the language in the educational setting.

Writing skills has been a daunting task in the formal setting of the classroom. Students feel that it is difficult to practice writing in the classroom due to minimal contact hours as teachers do not have ample time to discuss the level of language acquisition of each student (Yunus & Chien, 2016). This prompts the students to opt for better alternatives to acquire and practice writing skills through an online platform like social media. Past studies revealed that Gen Y students have benefitted greatly and improved their writing skills by participating in social media like Facebook and Whatsapp group (Yunus & Salehi, 2012; Krish & Vikneswaran, 2014; Norazmi et al., 2017). A similar study conducted by Hashim et al. (2018) revealed that the use of social media has impacted secondary school students' writing skills both positively and negatively as social media motivates them to write better in English language, even though they occasionally use certain abbreviation while conversing with their friends online. However, there are limited past studies on how the use of social media influences and assists primary school students' writing skills sets in the Malaysian context. Therefore, this paper seeks to observe the Gen Z; primary school students' perception on the use of social media in assisting their writing skills.

## LITERATURE REVIEW

### Krashen's theory of second language acquisition

Krashen (1982) defined the 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language as it requires meaningful interaction in the target language in which speakers are concentrated in the communicative act rather than the utterance act. This is closely related to Gen Z social media habit consumption as they are more connected online and acquiring language virtually as writing is the mean of the communication process to connect with people globally.

Krashen's major hypothesis in his theoretical framework is that the best method of L2 acquisition is when supplying 'comprehensible input' or (i+1), in low anxiety situations, hence allow the students to produce language skills when they are ready in the natural order and being able to monitor their own learning (Myles & Mitchell, 2014). In other words, students who have high motivation and good self-image tend to digest comprehensible input better than the students who have a higher affective filter which tempering with their L2 acquisition.

In this era, Gen Z is accustomed to acquiring as well as learning language virtually. It is the mode of the online communication, that allow Gen Z to be confident about themselves as they did not need face-to-face interaction basis to be able to voice out their opinion freely without the needs to abide by certain social etiquette. Students can learn to write by replicating the new knowledge taken from anywhere that they have seen or read online and apply it in the next virtual context. However, writing is a complicated process in making sure the intentional messages get across online. This study aims to identify the students' perception on the use of social media in assisting their writing skills, therefore the hypothetical basis of this study can be built around the framework of second language acquisition theory. The theory encourages L2 acquisition as the learner improves and progresses along with the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence which is examined in the social media setting as the study takes place.

### Social media and language learning

In this digital era, language learning is perceived as borderless and on-the-go with the rapid technological advancement rather than the conventional formal setting of a classroom. Students nowadays reported having a higher preference in learning the language with the integration of ICT, including Web-based, Computer-Assisted and Mobile-Assisted language learning (Humanante-Ramos, Garcia & Conde-Gonzalez, 2017; Shafaei, 2012; Soleimani, Ismail & Mustaffa,2014). Gen Z is highly familiar with the use of ICT and the Internet in their daily life as it is seen as a basic household necessity as declared by the United Nation in 2012. Thus, the use of social media and language learning

is not a relatively new concept. Past studies reported positive findings on the effectiveness of using social media such as Facebook and Whatsapp group in teaching and learning the second language, especially in writing skills.

A study conducted by Smith et al (2017) has reported that students' writing performance, as well as motivation level, increase positively when writing task set in the online setting. On the contrary, recent studies showed that the rapid shift of the current mode of language learning might infiltrate the process of language learning in negative ways such as using internet slang while writing for educational purposes (Hashim et al., 2018; Deghan, Rezvani & Fazli, 2017). Thus, this study seeks to find out the role of social media in their language learning.

### Writing skills in primary esl classroom

Writing skills is one of the most complex skills in language learning even when writing in L1 language (Falciola et al. 2014). Malaysian students find that writing is the most difficult skills to be mastered in L2 (Ien, Yunus & Embi, 2017). This is probably because students must master a range of linguistic competency in producing a good piece of write up as competent writer must possess a comprehensive knowledge of grammar, has a vast of vocabularies as well as varied writing style (Yunus & Chien, 2016). Thus, writing in L2 is perceived as a process in ESL classroom that takes longer time which is incongruent with the current contact hours prescribed in ESL classroom thus making teachers difficult to monitor, provide feedback and suggest ways to elevate students' writing performance.

Furthermore, a study conducted by Chandran et al. (2019) reported that writing skills in primary ESL classroom is more focused on the directed and continuous writing as to adhere to the needs of scoring the UPSR examination thus students are often coached to write both narrative and descriptive essays. Writing for communication purposes is not entirely given emphasis on as it is not tested in the public examination. Therefore, this study seeks to find out if the use of social media able to assist primary school students' writing skills.

### METHODOLOGY

The study intends to identify primary school students' perception on the use of social media in assisting their writing skills. Therefore, this study employed a survey and a set of questionnaires has been distributed among 45 primary Year 4 school students at a Chinese-vernacular elementary in Jempol district, Negeri Sembilan. The quantitative data collected is analysed using descriptive statistics; frequency and percentages. The respondents are selected by using a convenience sampling method due to the close proximity to the researchers.

Sample

TABLE I. Demographic profile of respondents

Gender	Male	51.1%
	Female	48.9%
Primary	Four	100%
	Five	0%
Duration of Use	1-3 years	0%
	4-6 years	44.4%
	7-10 years	55.5%

Table 1 refers to the demographic profiles of the respondents. 51 percent of the respondents is male students and the rest is female. All the respondent is from a rural area and they started to use social media since they were 4 years old. Their L1 instruction is Chinese whereas L2 refers to the English language.

### FINDINGS AND DISCUSSION

Table II displays the accessibility of the devices and the use of ICT in their daily life.

TABLE II. Access to ict tools

	ACCESS	YES (%)	NO (%)
1	Computer	60	40
2	Smart Phone	100	0
3	IPad	53.3	46.7
4	Internet	75.6	24.4
5	Using Social Media	100	0

Based on Table II, it is noted that all respondent has access to a smartphone compared to other electronic devices like a computer or IPad. This is probably because the students prefer smartphone as it is sleek and easier to carry compared to the bulky size of computers and IPad thus making it the most accessible device among the students. Kleinschmit (2019) has gathered that Gen Z uses their smartphones 15.4 hours per week on average—more than any other type of device thus suggested that this generation forwards mobility in their daily life. Even though

only 75.6% of them has regular access to the Internet at home, all of them admitted using social media on a daily basis. The remaining 24.4% of respondent might not have a steady Internet connection as their residential area is probably in more rural areas compared than others in which internet connection is scarcely available. However, they still can access to their social media whenever the Internet made freely available like in the school or coffee houses. Therefore, it is suggested that most of the respondent is familiar with the use of social media. Next, the study seeks to identify what type of social media they prefer to use in their daily life.

TABLE III. Social media usage

	SOCIAL MEDIA	NEVER	SELDOM	SOMETIMES	ALWAYS
1	Facebook	11.1	37.8	37.8	13.3
2	Twitter	100	0	0	0
3	Wechat	55.6	8.9	13.3	22.2
4	LINE	100	0	0	0
5	Instagram	64.4	8.9	15.6	11.1
6	YouTube	0	0	0	100
7	Whatsapp	20	13.3	22.2	44.4
8	Telegram	100	0	0	0
9	Tik Tok	11.1	22.2	11.1	55.6
10	Snapchat	100	0	0	0

Table III shows the percentage of the respondents' preference of social media that they use in daily life. All respondents prefer to use Youtube (100%) and TikTok (55.6%) rather than Facebook which has the lowest percentages of 13.3%. Kleinschmit (2019) reported Youtube is one of the top social media sites used daily among Gen Z compared to Facebook which is more popular among Gen Y. Leng (2016) noted that Malaysians spend an average of 80 minutes watching YouTube on their mobile devices, double the global average of 40 minutes. This is probably because two out of three Malaysians have smartphones and the broadband penetration is high so high-quality content videos is easily accessible. This is probably because, Youtube allow respondent to share ideas and learn new things from others using videos. However, respondent can freely interact with the content creator by writing and leave comments in the comment sections. This is in line with McKinsey (2018) who claimed that Gen Z prefers Youtube because it allow them to express themselves creatively and sharing it in the social media shows mobility in the digital society hence massive content creator has emerged from this generation.

Most respondents also prefer to use TikTok; an upcoming global video community as it enables them to share content globally through videos. Facebook is the least popular social media among the respondents, probably because it caters to the millennials group more (Yadav, 2017) and the limited age limit prescribed by Facebook as the respondents are still underage to sign up their own account to be able to fully access to the site. However, it is notable that social media like LINE, Twitter, Snapchat and Telegram has not yet explored by the respondents. This is probably because these are chat mode media as they already familiar with Whatsapp to exchange messages and chat room on daily basis. Next, the study would probe the students' competency level of each social media listed in the table below.

TABLE IV. SOCIAL MEDIA COMPETENCY

	SOCIAL MEDIA	NOT APPLICABLE	WEAK	MODERATE	GOOD
1	Facebook	0	44.4	55.6	0
2	Twitter	100	0	0	0
3	Wechat	55.6	0	8.9	35.6
4	LINE	100	0	0	0
5	Instagram	64.4	8.9	26.7	0
6	YouTube	0	0	0	100
7	Whatsapp	20	0	13.3	66.7
8	Telegram	100	0	0	0
9	Tik Tok	11.1	0	22.2	66.7
10	Snapchat	100	0	0	0

Table IV refers to the students' social media competency. 100% respondents admitted they are mostly competent Youtube users. This suggested that Youtube is user-friendly, and probably has the simplest interference compared to others. Therefore, it is easy to navigate for primary school students. William (2015) confirmed that people especially students are likely familiar with Youtube due to an early exposure from a very young age as millennial parents often resort to stream videos from Youtube either for entertainment or educational purposes, rather than other social media sites like TikTok which only provides entertainment. This probably explained the decreasing percentage of students' competency in using TikTok as only 66.7% of the respondent admits that they are good in

using TikTok and Whatsapp. However, only 35.6 percent of the respondent know how to use WeChat well. This is probably because, primary Year 4 school student has limited social circle as they use Whatsapp and WeChat to communicate with their peers and close relatives only.

Among of the interesting responses are there is 55.6% and 26.7% moderate users of Facebook and Instagram respectively. This suggested that these respondents most probably have basic knowledge on how to operate Facebook and Instagram, for instance, posting statuses, reacting to statues, commenting and replying friends' posting. The idea of complex operation such as founding and managing groups in Facebook as well as defining strategies to boost followers on Instagram account is probably far-fetched for primary Year 4 school students. Cohen (2013) outlined that competent social media user must possess certain unique criteria such as communication skills, discuss universal content, basic graphic design, contribute creative ideas globally, analyse data in spearhead the targeted and paid advertising. Furthermore, it is notable that 100% respondent is not familiar with LINE, Telegram and Snapchat due to unexplored social media sites. Next, the study seeks to identify reasons of using social media in their daily life.

TABLE V. REASONS OF USING SOCIAL MEDIA

	ITEM	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	MEAN
1	I use SM to communicate with my friends	0	20	80	0	2.80
2	I use SM to communicate with my family	0	46.7	53.3	0	2.53
3	I use SM to learn new things	0	0	100	0	3.00
4	I use SM to follow my favourite artiste	0	33.3	66.7	0	2.67
5	I use SM to learn English	0	40	60	0	2.40
6	I use SM to fill my free time	0	0	100	0	3.00
7	I use SM to gain knowledge	0	0	100	0	3.00
8	I use SM to follow the current trend (fashion, movie, music)	0	35.6	64.4	0	2.64
9	I use SM because my friends use it	0	26.7	73.3	0	2.73
10	I use SM to do business	100	0	0	0	1.00
11	I use SM because it is easy to use	0	28.9	71.1	0	2.71
12	I use SM because it is useful to me	0	0	100	0	3.00

Table V shows the respondents' reason for using social media. 100% of respondents admitted that they use social media to learn new things, gain knowledge, fill free time due to its usefulness with the highest mean of (M=3.00). This implies that respondents have a positive outlook in using social media to gauge comprehensible input to improve their account of learning as outlined in the Input Hypothesis (Krashen, 1982). This positive outlook would enable the respondents to lower down their affective filter and cultivating their confidence in learning new knowledge especially involving language learning.

However, only 60% of the respondents agree that they use social media to learn English with the mean of M=2.64 whereas 40% of them did not use social media to learn English. This is probably because the respondents prefer to socialize and use social media using their L1 instruction rather than L2. Nevertheless, the use of social media and language learning is positively accepted given the right and interactive social media sites like Youtube which actively engages them with the videos as well as interaction with the content creators. This would allow acquisition of L2 to happen as target language is used in an authentic setting as outline in Acquisition-Learning Hypothesis (Krashen, 1982).

Around 80% respondents agree that they used social media for communication purposes with their peers with the mean of (M=2.80) following with 73% of the respondents agree that they used social media because their friends use it with the mean of (M=2.71). Among the interesting responses is 66.7% of the respondent use their social media to follow their favourite artists. This suggested that this digital native mobilizes around online communities collectively which provides ample opportunities for the respondents to socialize and sharing knowledge together. 71% of the respondent feels that it is easier to use social media rather than the conventional method of written communication using pen and paper. However, it is reported that 100% respondent did not use social media for business purposes, thus indicates that the use of social media is solely for socialization and gaining new knowledge only.



Therefore, the role of social media in their life excessively lies in the nature of social media sites due to its usability and its usefulness towards the respondents. Social media sites are regarded as a safe space and provide a non-threatening environment thus promote learning. This is in line with Affective Filter Hypothesis as having a positive attitude like high motivation allow comprehensible input (i+1) which enable language learning to happen in an optimum manner (Loschky, 1994; Ni, 2012; Lin, 2008). This is evident as the respondents have positive perception towards language learning via social media hence allowing language acquisition to take place in the most authentic way possible. Next, the study probes to identify if the use of social media is able to assist the writing skills among primary school students.

TABLE VI. The use social media in assisting writing skills

	ITEM	YES	NO
1	I feel comfortable to write in English in SM	48.9	51.1
2	I comment and reply on my friends' posting in English	48.9	51.1
3	SM enables me to write collaboratively with my peers.	51.1	48.9
4	SM gives me ideas to write more in English	51.1	48.9
5	I appreciate my friends' feedback in SM.	40	60
6	I feel I can write longer in SM	22.2	77.8
7	I feel I can connect with others by writing in English (favourite artist, new friends).	48.9	51.1
8	I check my spelling online before commenting and replying using English	51.1	48.9
9	I check my sentences before posting statuses on my social media using English.	51.1	48.9
10	I organize my ideas before posting my writing	60	40

Table VI shows the use of social media in improving writing skills among primary Year 4 school students. 48.9% of respondents agreed that they feel comfortable to write in English, comment, and reply to their friends' posting in English, and they feel like they can connect with others by writing in the English language. This would improve their writing skills as it implies that the social media platform serves as a welcoming space for the respondents to practice writing while conversing with each other as they have mutual language level to mobilize in the virtual context in meeting their common goals, therefore, second language learning could take place naturally. Krashen (1982) mentioned that the optimal way a language is acquired is through natural communication and authentic situation.

40% of respondents feel that they can appreciate their friends' corrective feedback thus suggested that they display a certain degree of openness and acceptance attitude towards peer-correction by taking criticism positively. This implies that the respondents can benefit from each corrective feedback made by their peers. This is crucial to their writing performance as it helps the respondent to be conscious of the correct use of the language while writing in the target language (Krish et al., 2014) and peer-correction allows the respondent to monitor their own learning in the most non-threatening way possible. Krashen mentioned that learning L2 is about finding a balance between accuracy and fluency (Krashen, 1982). Corrective feedback would elevate writing performance by maintaining fluency in writing and gradually improving writing accuracy grammatical structure, the use of lexical and syntax in articulating thoughts. This is evident when 51.1% of the respondents admit that they would check their own spelling and sentence structure prior posting any statuses or writing to each other in social media as a direct result from self-monitoring of language learning as suggested in the Monitor Hypothesis (Krashen 1982; Zafar, 2009)

51.1% of respondents feel that the use of social media allows them to write collaboratively with their peers and give them ideas to write more in English. It is believed that collaborative writing provides the opportunities for the respondents to obtain comprehensible input, (i+1) thus boosting their linguistic competency and subsequently promotes language acquisition as collaborative writing allows the respondents to generate, brainstorm, share and organize ideas collectively and encourages peer correction. This can be seen 60% of respondents admit that the use of social media allows them to organize their thoughts prior to posting their writing. Thus, it is evident that the use of social media does assist primary school students' writing skills in terms of both fluency and accuracy as the networking sites allow them to practice writing freely as well as having a dynamic group to monitor their writing performance thus subsequently prompts the self-monitoring system.

On the contrary, 51.1% of the respondent did not feel comfortable to connect with each other online using the English language. This is probably due to L1 instruction preference as it is more convenient and easier for them to communicate with each other in L1 rather than L2 (Falconi et al., 2014) thus making L2 acquisition hard to take place in the virtual context. Next, 60% of the respondents did not appreciate their friends' feedback on social media. Among the probable cause is the fear of being criticized might temper with their level of motivation to use L2 which interacting with people online. This is in line with Krashen who suggested that higher affective filter impedes with the language acquisition and hinders language learning (Lin, 2008). 77.8% of respondents admit that they prefer to write shorter in English. This is probably due to the lack of vocabularies and lower linguistic

competency to produce longer write-up (Falcicola et al., 2014; Ien, Yunus & Embi, 2017). Thus, it is evident that primary school student does have a negative perception on the use of social media in assisting writing skills due to L1 interference, lower self-esteem and linguistic competency to communicate with others using the English language.

## CONCLUSION AND IMPLICATION

Results have noted that Gen Z has reasonable access to ICT, the Internet and using social media on a daily basis. The study also specified the most visited social media sites, their competency level, and the reasons for using social media. Majority of the respondents believe that the use of social media is found to be useful in assisting writing skills. Thus, in conclusion, this study indicated that there is a positive and negative perception of the use of social media in assisting writing skills among Year 4 primary school student. It is recommended for further studies that the use of social media be used for different types of language skills besides writing skills such as reading or speaking skills. Educators could use social media to encourage writing for communication as well as educational purposes.

Advancing through, Gen Z will be engaging in the global world that requires more complex communication in a virtual context. Students not only need to understand writing in a formal setting but also for the virtual setting. With this, digital writing competency which related to critical thinking, effective communicating as well as active citizenship should be concluded in the study. Emerging as a component of the new digital literacies, digital writing can be described as written communication that goes beyond just text, is created through the use of technology, and is connected with and made available by a wide network of web-based resources (Dahlstrom, 2019). It is the aspiration of the researchers to see as many students as possible to be competent in writing skills while using L2 online.

## BIBLIOGRAPHIC REFERENCES

- Chandran, Y., Plaindaren, C., J., Pavadai S., & Yunus, M.M. (2019). Collaborative Writing: An Interactive of Snack Bars and Hi-Five Fingers via Social Media. *Creative Education*, 10. 475-484.
- Cohen, M. A., James, N., & Mihailidis, P. (2013). Exploring curation as a core competency in digital and media literacy education.
- Dehghan, F., Rezvani, R., & Fazeli, S. (2017). Social networks and their effectiveness in learning foreign language vocabulary: A comparative study using WhatsApp. *CALL-EJ*, 18(2), 1-13.
- Dahlström, H. (2019). Digital writing tools from the student perspective. *Education and Information Technologies*, 24(2), 1563-1581.
- Falcicola, M. C., Arriaga, C., Benedetti, L and Coscia, M. (2014). Developing autonomy and improving writing through the use of ICT in an English for Science and Engineering Course: Activities, challenges faced and lessons learned. *Journal of the IATEFL ESP SIG*, 12-18.
- Hashim, H., Yunus, M. M., Ibrahim, N. S., Jeri, E.I., Sukr A.M., Ilahi S.N., Hassim, A.M. (2018). Social Media and Its Impact on Students' Writing Skills. *International Journal of Engineering & Technology*, 7(4), 102-106.
- Humanante-Ramos, P. R., García-Peñalvo, F. J., & Conde-González, M. Á. (2017). Electronic devices and web 2.0 tools: usage trends in engineering students. *International Journal of Engineering Education (IJEE)*, 33(2B), 790-796.
- Ien, L. K., Yunus, M. M., & Embi, M. A. (2017). Build me up: Overcoming writing problems among pupils in a rural primary school in Belaga, Sarawak, Malaysia. *Jurnal Pendidikan Humaniora*, 5(1), 1-7.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.
- Krish, P., Vikneswaran, T., & Hussin, S. (2014). Exploiting blogs in the ESL classroom. *VOL. 22 (S) FEB. 2014*, 97.
- Kleinschmit, M. (2019). *Generation Z Characteristics: 5 Infographics on the Gen Z Lifestyle*. [Online], unpublished. <https://www.visioncritical.com/resources/guide-to-customer-intelligence>
- Leng C. (2019). *Social media in Malaysia*. New Straits Times.
- Lin, G. H. C. (2008). *Pedagogies Proving Krashen's Theory of Affective Filter*. Online Submission.
- Loschky, L. (1994). Comprehensible input and second language acquisition: What is the relationship?. *Studies in second language acquisition*, 16(3), 303-323.
- McKinsey (2018). 'True Gen': Generation Z and its implications for companies. [Online], unpublished. <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies>
- Myles, F., & Mitchell, R. (2014). *Second language learning theories*. Routledge.
- Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. *Theory & Practice in Language Studies*, 2(7).
- Norazmi, D., Dwee, C. Y., Suzilla, J., & Nurzarina, A. S. (2017). Exploring student engagement in writing using the flipped classroom approach. *Pertanika Journal of Social Sciences and Humanities*, 25(2), 663-674.
- Shafaei, A. (2012). Computer assisted learning: a helpful approach in learning English. *Frontiers of language and teaching*, 3, 108-115.

- Smith, B. E., Pacheco, M. B., & de Almeida, C. R. (2017). Multimodal codemeshing: Bilingual adolescents' processes composing across modes and languages. *Journal of Second Language Writing*, 36, 6-22.
- Soleimani, E., Ismail, K., & Mustafa, R. (2014). The acceptance of mobile assisted language learning (MALL) among post graduate ESL students in UKM. *Procedia-Social and Behavioral Sciences*, 118, 457-462.
- Turner, A. (2015). Generation Z: Technology and social interest. *The Journal of Individual Psychology*, 71(2), 103-113.
- Williams, A. (2015). Move over, millennials, here comes Generation Z. *The New York Times*, 18.
- Yadav, G. P., & Rai, J. (2017). The Generation Z and their social media usage: A review and a research outline. *Global Journal of Enterprise Information System*, 9(2), 110-116.
- Yunus, M. M., & Chien, C. H. (2016). The use of mind mapping strategy in Malaysian university English test (MUET) Writing. *Creative Education*, 7(04), 619.
- Yunus, M. M., & Salehi, H. (2012). The effectiveness of Facebook groups on teaching and improving writing: Students' perceptions. *International Journal of Education and Information Technologies*, 1(6), 87-96.
- Zafar, M. (2009). Monitoring the 'monitor': A critique of Krashen's five hypotheses. *Dhaka University Journal of Linguistics*, 2(4), 139-146.