
Feature Article

Reading and Summarizing in L1 and L2 Using a Social Networking Website

Eri Fukuda

Chugokugakuen University

Shinichi Hashimoto

The University of Electro-Communications

Hironobu Okazaki

Akita Prefectural University

This research adopted a case study approach to examine changes of first (L1) and second language (L2) writing skills of two Japanese university students. A social networking site, Facebook, was introduced in a writing class as a learning platform. In this research, the participants were assigned to read news articles in L1 and L2 on the same topic and write summaries over the course of one semester. Slight changes in the participants' L1 and L2 writing skills were observed.

本研究は、ケーススタディを用い、日本人大学生二名の第一・第二言語でのライティングスキルの変化を調査したものである。ライティングのクラスにおいて、ソーシャルネットワーキングサイト（フェイスブック）を学習プラットフォームとして使用した。研究協力者は、一学期間に渡り同じトピックに関し第一・第二言語の両方でニュース記事を読み、その要約を書くことを課題として行った。研究協力者の第一・第二言語でのライティングスキルにわずかな変化が見られた。

Academic writing skills are essential for university students; however, Japanese

university students often do not receive enough writing instruction even in their first language (L1) throughout primary to tertiary education (Okabe, 2004). Regardless of this limited writing instruction in L1, to equip students with English as a second language (L2) writing skills to logically state their opinions is increasingly set as a goal in higher education in Japan (Tateno et al., 2011). Nevertheless, the discrepancy between the goal and the reality is undeniable (Tanabe, 2003). Tateno et al. (2011) specifically points out the importance and the lack of Japanese university students' writing skills to provide support for their opinions. Takada (2004, as cited in Kimura, Kimura, & Ujiki, 2010) reports the result of a questionnaire survey collecting data from 120 schools on L2 instruction time spent on four skills at universities. The result shows that 38.6% of time is spent on reading, 23.2% on listening, 14.5% on speaking, and 5.0% on writing in L2 classes. Significantly less time is spent on L2 writing even though Inoshita (2002) claims that more opportunities are needed for the learners to think more actively and express their opinions in writing courses.

In addition to opportunities for writing, linguistic inputs are also important in terms of cognitive perspective in Second Language Acquisition (SLA) (Krashen, 1980). Specifically for the development of writing skills, inputs from reading are essential (Krashen, 1984). However, many Japanese university students are not sufficiently exposed to linguistic inputs even in L1. Sato, Chikamori, and Sakai (2008) investigated L1 reading habits among Japanese university students and reported that the disparity of reading time between readers and non-readers is stark. Furthermore, time spent on reading L2 texts would be even less, and some students could be overwhelmed by L2 reading.

L2 reading is a challenging task for many, and its solitary nature makes it especially difficult for learners to maintain reading habits in L2. Nevertheless, learners could be encouraged if social interaction occurs while reading. Social Networking Web sites (SNSs) allow learners to interact with their classmates by sharing reading materials they have read and making comments on each other's posts.

Using Facebook as a learning platform would be a useful measure to provide learners with opportunities to read and write in interactions. The importance of

social interactions is stressed in sociocultural perspectives (Vygotsky, 1978; Swain, 1985; Long, 1996) in that interactions enhance learning as learners become more aware of the gaps in their linguistic knowledge. Social interactions should not be limited to the classroom but extended to outside of the classroom as well.

Therefore, in the present case study, students chose and read L1 and L2 news articles and wrote summaries, and these assignments were shared on Facebook based on both cognitive and sociocultural perspectives, following the current trend of a balanced view of SLA. Pre- and post-writing assessments in both L1 and L2 were conducted to observe how the students' writings changed.

Since the 1970s, the cognitive perspective dominated the SLA field until Firth and Wagner (1997). They criticized the perspective for ignoring the context where the language is used, which views the language as linguistic knowledge to be acquired individually, not as a tool to convey meaning in social interactions (Zuengler & Miller, 2006). Influenced by Vygotsky (1962), researchers such as Flawley and Lantolf (1984) put forward the same point, but Firth and Wagner intensified the ongoing debate between cognitive and sociocultural perspectives (Zuengler & Miller, 2006; Larsen-Freeman, 2007). Although the cognitive perspective is still a prominent position in the field, sociocultural perspective has gained support and has grown to balance the conception of SLA (Larsen-Freeman, 2007).

Sociocultural perspective

According to Vygotsky (1978), two aspects of development must be considered in order to understand the developmental level of the child: the actual development level and the potential development level. The potential development level is "determined through problem solving under adult guidance, or in collaboration with more capable peers." (Vygotsky, 1978, p.86) Thus, social interactions are the key in this view, and Vygotsky believes that cognitive skills and strategies can be developed more effectively through social interactions.

Later, Swain (1985) formulates the comprehensible output hypothesis which claims utterances generated in the process of negotiation of meaning with comprehensible output could result in language development. Comprehensible

output is the language which the more proficient speaker has produced for the less proficient speaker to get the message across. By focusing on conveying the message to the interlocutor in speaking or the reader in writing, learners can be “pushed” to generate language which requires deeper processing of language in terms of grammar and syntax (Swain, 2000).

Of the three functions explained in the comprehensible output hypothesis, namely, noticing, hypothesis-testing, and metalinguistic functions, the noticing function seems to be especially relevant in a study of writing skills. Noticing occurs when the learner realizes what she can or cannot express due to her limited linguistic knowledge, in other words, she notices the gaps in her knowledge.

In a similar vein, Long (1996) argues in his interaction hypothesis that the language learner becomes aware of the gap in her linguistic knowledge by interacting with a native speaker or a more proficient language learner. Negotiation of meaning is also important in this hypothesis, but the difference from the comprehensible output hypothesis is that the emphasis is placed on how a comprehensible input is learned through social interactions. The learner receives negative feedback from miscommunication and notices the gap in her knowledge. In addition, the native speaker may use various strategies to help the learner understand the message, which eventually makes the native speaker’s utterance comprehensible.

Cognitive perspective

In the scope of first language writing, Krashen (1984) differentiates writing competence and writing performance, borrowing the terminology from Chomsky. Krashen argues that writing competence includes linguistic knowledge to express ideas in a comprehensible manner to the reader. This knowledge can be gained through pleasure reading as the learner reads and is exposed to texts that are written in consideration of the reader. Some linguistic inputs are stored as a repertoire of expressions that can be used when writing. Writing performance, on the other hand, describes writing behaviors that the writer learns through instruction, which helps the writer to verbalize abstract ideas in writing. Krashen (1984) claims whether the writer has acquired the knowledge and behaviors

determines her writing proficiency. Therefore, even if the linguistic knowledge is sufficient, that knowledge may not be appropriately utilized when the knowledge of effective writing behaviors has not been learned.

L2 writing instruction

Kimura et al. (2010) argue that in Japan, L2 writing instruction lags behind the instruction of other skills. They point out two reasons for Japanese students' lower L2 writing proficiency: the grammar-translation method is still the mainstream approach in Japan; and writing skills are taught last among the four skills. Thus, the overall time of instruction spent on writing is limited. Kobayashi and Rinnert (2002) conducted a survey to investigate L1 writing instruction that Japanese high school students have received at school in comparison with that of American students. The result revealed that nearly half the Japanese students had never had L1 writing instruction while almost all the American students had. In addition, only 20% of the Japanese high school students had written long papers.

Moreover, another cause of Japanese students' low L2 writing skills explained by Kimura et al. (2010) is the difference of writing instruction in Western countries and Japan. In Western countries, students are trained to think critically. However, in Japan, writing instruction is limited to reflection on experiences and book reviews in high schools (Kimura et al., 2010; Kobayashi & Rinnert, 2002). On the other hand, in the U.S. writing with references is a norm at tertiary level, as Leki and Carson (1997) demonstrated that the majority of writing assignments in academic courses requires the writer to be responsible for her argument by supporting the opinion with references.

Finally, differences in rhetorical styles in Western and Japanese cultures are discussed in contrastive rhetoric studies, but it is questionable if most Japanese students fully understand and use the traditional Japanese rhetorical styles. Kaplan (1966) argued that distinct thought patterns are apparent in rhetorical styles in each culture. In particular, Hinds (1983) explains that Japanese expository composition is characterized by the sudden twist of theme evident in ten in Japanese traditional rhetorical style called *ki-sho-ten-ketsu* (introduction-development-turn-conclusion). However, contrastive rhetoric has been criticized

in articles such as Kubota (1997), Matsuda (1997), and Fukuoka and Spyridakis (2000) for its fixed conceptualizations of written texts and the writer. Rhetorical styles are stereotyped, and the writer is considered as a product of a culture (Leki, 2000). When this view is adopted, it is assumed that the Japanese cultural background does not necessarily result in learner's writing in *ki-sho-ten-ketsu* style.

Furthermore, although the *ki-sho-ten-ketsu* structure is still often introduced in expository composition textbooks (Cahill, 2003), the text organization mainly taught in Japan is *joron-honron-ketsuron* style, the introduction-body-conclusion pattern, according to Maynard (1998). In addition, although the term *joron-honron-ketsuron* may be briefly mentioned in class, no explicit instruction is given in many high schools in Japan (Sasaki, 2001).

Social Networking Web site

In terms of L2 writing instruction, both cognitive and sociocultural perspectives are important. Specifically, based on the sociocultural perspective, learners could benefit from making output in interactions with other learners. Web-based instruction using Facebook provides learners with such opportunities to interact with each other through sharing their work and opinions (Grey, Lucas, & Kennedy, 2010). The Web-based collaborative learning environment enhances learning (Wang, 2009). Easy and instant sharing of materials with other learners has become possible through online applications such as Facebook, Line, and Twitter (Magnifico, 2010).

Even though learning management systems (LMSs) have been used in instruction for similar purposes, their unidirectional nature is criticized. Commonly, the instructor takes the main role of uploading materials for students on an LMS, and students take the passive role of uploading files only in response to instructions. Hosny and Fatima (2012) point out, due to this limitation of LMSs, students could lose interest in assigned tasks. On the other hand, when SNSs are used, students can be active participants in learning as students decide what information to post on the site (Kayri & Çakir, 2010; Hosny & Fatima, 2012).

Among other SNSs, for instructional purposes, Facebook is most appropriate because Twitter and Line are developed mainly for use on smartphones, and posts are expected to be short and concise. Therefore, the smaller screen designed for Line to fit on smartphones makes it unsuitable for posting relatively long summaries. Additionally, privacy issues might be more prevalent on Twitter because anyone can follow students' accounts.

Furthermore, on Facebook, comments are shown immediately under the post (in a thread format); whereas on Line and Twitter, comments accumulate as they are posted, which makes it difficult to see which comments refer to which posts. Facebook is equipped with various features, and McCarthy (2010) argued that these features (such as "like" and comment) as well as its interface outperform other SNSs and allow learners to communicate with greater ease.

Also, Facebook is often used to share links to Web sites including news articles with the purpose of spreading the information to others. In addition, SNSs allow the users to post their writing, so they gain an audience for their work (Marco & Pueyo, 2006). This sense of audience adds meaning to reading and writing assignments, as both are done partially for others, to entertain, to educate, or to simply inform.

In relation to the reading aspect, when considering which articles are interesting for the learner and the audience, the learner has to briefly read several news articles and carefully read the articles of her choice. In addition to these articles, she can also read the ones posted by classmates, which are more approachable for the learner in terms of language level and topics.

Concerning the writing aspect, the awareness of audience puts writers in a social context; in other words, writers have to write, asking themselves whether or not their expressions are comprehensible to others (Magnifico, 2010). Face-to-face peer reviews are often employed in writing courses, but it is usually done in pairs. By using Facebook, a student can read all the submitted work, and her work is also reviewed by the rest of the class. Feedback that learners receive from peers includes "like" and comments on the content. This "like" function on Facebook complements the comments feature as a way to communicate one's feeling to the original poster more casually (Phillips, 2011). Also, students can see how

many students have seen their posts. Therefore, even if they do not receive any comments, they can still see that their posts have been viewed.

In addition, compared to blogs, Facebook creates a community when the group is made for the class and shared by the registered students (Kent, 2014). Posts are made on a shared wall which could decrease the fear of offending personal work. Wu (2006) examines how blogs affect students' revising in a writing course when used for peer review in Taiwan. The author finds that the majority of comments are encouragement and compliments even though the students learned how to peer review. Miyazoe and Anderson (2010) report that their students did not make comments on their classmates' posts on blogs because blog posts seemed private, although the students reported that they read the posts. Mazzocchi (2014) compares blogs and SNSs and states, "the blog is a standalone website, where communication is primarily one-to-many and where users actually 'have to go', while the social network is a site where anyone can interact with anyone else, where users 'already are'" (p.7).

In the current research, a case study was conducted to investigate 1) How do L1 and L2 writing skills change after reading L1 and L2 news articles? 2) How do L1 and L2 writing skills change after sharing the articles and student-generated summaries on Facebook?

Materials and Methods

Participants

At a middle scale private university in Tokyo, the study was conducted in a required 15-week writing course for sophomore engineering students. Basic writing skills were taught including writing styles and essay organization such as main and supporting points. The course was leveled on the basis of TOEIC scores, and this class was for students with TOEIC scores under 280. The class met once a week.

There were 15 students in the class (11 males, 4 females), and two students, Keiko (pseudonym) and Yui (pseudonym), agreed to participate in the research. They studied English throughout their secondary education and freshman English courses at the university.

Writing ability assessments and social participation writing assignments

Students' writing ability in English and Japanese was assessed before and after the course. In addition, they were given assignments to write summaries in L1 and L2 which were used with social interactions.

Writing assessments were conducted as the pre- and post-assessments of the course, utilizing writing prompts from the Test of Written English in the Test of English as a Foreign Language (<http://www.orangutanenglish.com/Adobebkts/writingtopics.pdf>) to induce persuasive-type writing. The pre-assessment was administered in the first week of the course and the post-assessment in the last. Each assessment was limited to 10 minutes. No word limit was specified, and the students were instructed to write as much as they could for the given 10 minutes.

Although identical prompts were used in the pre- and post-assessments, separate prompts were selected for English and Japanese, respectively. The English prompt was "Some students like classes where teachers lecture (do all of the talking) in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice." The Japanese prompt was "When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Support your answer with specific details."

The two students' pre- and post-assessments were analyzed using the following codes: thesis statement, support, counter argument, refutation of the counter argument, support for the counter argument, detail, concluding sentence, irrelevant idea, and N/A. N/A was used when a sentence was not complete. The coding was reviewed by the current authors including two native Japanese-speaking instructors and a native English-speaking instructor. Each sentence was separated as a response and categorized using the codes.

The assignments given in the course were reading L1 and L2 news articles on the same topic, writing two summaries of the articles, one pointing out differences of information in the L1 and L2 articles and the other integrating the information in the articles, as well as posting the summaries on Facebook.

Facebook was used for two purposes: to create an online learning platform where students can interact with each other and to support reading and writing tasks that could be challenging for learners by adding interactivity. Majid, Stapa, and Keong (2012) integrate Facebook in writing instruction to support development of writing skills and writing process and investigate students' perception toward the approach. The researchers said that the students liked the approach using Facebook when combined with classroom instruction. Moreover, the students found Facebook made learning more interesting and helped their learning.

Through Facebook as a learning platform, students can easily share articles they have found and select these articles with the expectation that their classmates will see them. Thus, they do not merely submit homework to the instructor but actively select articles which they think will be of value to others in the class. Furthermore, as the posted articles and summaries can be read immediately both by the teacher and students, the students would be more careful writing a summary of the articles. If sentences are copied or the contents erroneous, they can be easily recognized. This awareness of audience also encourages students to write in a more comprehensible manner (Magnifico, 2010), and it motivates students (Griffith & Liyanage, 2008).

Within Facebook, a private group was created where only the instructor and the students enrolled in the current class had access. For the reading portion of the assignments, students were asked to search online to find articles of personal interest. While they were allowed to choose any topic, the number of characters for L1 and words for L2 had to exceed 1000 Japanese characters and 400 English words, respectively. The students were required to select separate original articles, not translated versions of one another, from different Web sites for each language.

Then the students wrote two types of summaries of the articles: a combined summary of the two and a summary pointing out similarities and differences of the articles. As they were beginner level learners, L1 was allowed in summary writing (Murray & Hourigan, 2008; Mason & Krashen, 1997), but the students chose whichever language they preferred for summaries. The number of Japanese characters required was 150 in L1 and 50 English words in L2. They posted these summaries along with the links of the original articles on Facebook.

The assignments were shared in the Facebook group created for the course. The students were asked to “like” at least one student’s post and encouraged to comment on each other’s posts on Facebook. The students completed the assignments once every two weeks.

Results and Discussion

Writing assessments

Keiko’s case: English writing

Comparing Keiko’s L2 pre- and post-assessments, improvement was observed in organization and development of ideas. The pre-assessment is shown in Table 1 and post-assessment in Table 2. During the semester, Keiko wrote all seven summaries in Japanese. Although there were many grammatical mistakes, sentence length became longer; average sentence length changed from 8.29 words to 12.57 words. Also, the total word counts also increased from 57 to 88 words. In addition, compound sentences (e.g., “I’m hearing teachers lecture when I’m funny”) appeared in the second assessment. In terms of organization, there was no structure in the first assessment: the thesis statement was followed by irrelevant ideas and supporting ideas were postponed to the last. However, in the second assessment, transitions were used more effectively to organize ideas. Even though no refutation was included, a counter argument and its support were

Table 1
Keiko’s L2 Pre-writing Assessment and Codes

Code	Response
Thesis statement	I like other students prefer classes where the students do some of the talking.
Irrelevant idea	I don’t speak to teacher in lesson.
Irrelevant idea	After lesson, I question to teacher.
Irrelevant idea	But I dislike teachers do all of the talking in class.
Support 1	Because, students and teachers communication in class.
Support 2	Student ask to teacher early solved problem.
N/A	Also, the situation ask teacher

Table 2
Keiko's L2 Post-writing Assessment and Codes

Code	Response
Thesis statement	I like classes where teachers lecture do all of the talking in class.
Support 1	Because, I may be understand.
Support 2	Then, I'm hearing teachers lecture when I'm funny.
Support 3	Teachers give students for questions when I'm easy speaking and answer.
Counter argument	However, in people, other students prefer classes where the students do some of the talking.
Support for the counter argument	This type is talking all of the classmates, and teacher may be smooth lecture in class.
Concluding sentence	Finally, two type is very important, but I like classes where teachers lecture do all of the talking in class.

added to the second assessment. In addition, this could be because of her limited L2 language proficiency, but she seems to differentiate English and Japanese organization styles in both assessments. In other words, in L2 writing, simpler supports are included using transitions; in contrast, her Japanese argument is non-linear and the conclusion is delayed.

Keiko's case: Japanese writing

As sentence structures are alternated to avoid monotonal writing in English, different sentence endings are used in rotation for the same reason in Japanese. Looking at Keiko's first assessment (Table 3), she mostly used "I think" and a question form, which goes to the end of sentences in Japanese. In contrast, the same sentence ending ("thought to be") was used only twice in the post-assessment (Table 4). Although she used "I think" several times, slight changes were made to add variations to the sentences, i.e., "kangae rareru (thought to be)", "kangaeru (I think)", and "kangaeta (I thought)". This change is important in improvement of L1 writing since adding variations to sentence endings is necessary not to bore the audience. This change might be encouraged by the use of Facebook as Keiko wrote all her summaries in Japanese, which were viewed by all her classmates, and

Table 3
Keiko's L1 Pre-writing Assessment and Codes

Code	Response
Irrelevant idea	海外に移り住むということは、国籍を移すということでもある。 Immigrating overseas also means transferring your nationality.
Irrelevant idea	私はその行為こそが、移住先の習慣に従うという表れなのではないかと考える。I think this conduct itself is the expression [of the will] to follow the customs of the destination country.
Support 1	現地の様々な習慣を身につけ、覚えていき、順応すべきではないか。Should we not practice, learn, and adopt the local customs?
Support 2	移住先で学んだことを、母国に持ちかえり、伝えるということもできるのではないか。Can we not bring back and transmit what we have learned in the destination country to our native countries?
Support 3	この行動により、世界とまた1つの国がつながるとい活動にもつながるのではないだろうか。Does not this behavior result in the activity to connect a country to the world?
Refutation of the counter argument 1	また、移住先で自国の習慣を頑なに守り続ける人の場合を考えると、極端に言うとも、その考え方は、移住先になじむまたは、理解し合おうという気がない現われだと私は考える。Also, considering a person who rigidly maintains the customs of the home country, ultimately, this is the manifestation of a reluctance to blend in or to understand each other.
Refutation of the counter argument 2	移り住むからには、まずお互いの信頼関係を築かなければいけないのではないか。If you are immigrating, should you not first build a mutual trust?
Support 4	国境を越えるということは、自身のそのような姿勢が大切になってくるであろう。When crossing borders, that kind of attitude would be important.
Irrelevant idea	これは、もう1つの意見であるが、移り住むわけではなく、研修ホームステイなどの短期期間の場合、母国のことを存分に伝える時間がないのではないかと私は思う。This is another perspective. When you are not immigrating but staying for a short term such as training or homestay, I do not think there would be enough time to fully communicate about your own country.
Irrelevant idea	むしろそういう活動があつてからこそ海外研修なのではないか。Rather, does not that kind of activity make overseas training [more meaningful]?
Thesis statement	以上のことから私は、海外へ移り住む際、移住先の国の習慣に従うべきだと考える。From these reasons, I believe we should follow the customs of the destination country when we immigrate overseas.

Table 4
Keiko's L1 Post-writing Assessment and Codes

Code	Response
Support 1	初めに二つの習慣の利点を考察すると、移住先の国の習慣に従う人というのは、その国のことを尊重し、自分が現地の人たちとたくさんのことを共有し合い、これからも仲良くしていくという態度を良く感じとれるところである。 Firstly, when considering the advantages of two customs, [from] those who follow the customs of the destination country, [we can feel] the attitude to respect that country, share many things with the local people and get along well [with them].
Support 2	こちらのタイプはすぐにでも現地の方々となじんでいけるのではないかと考えられる。 This type [of person] is thought to blend in with the local people quickly.
Irrelevant idea	自国の習慣を守り続ける人というのは、海外へ移り住んだとしても母国の誇りを忘れずに強く生きていこうという現われに見えると私は考える。 Those who continue to keep the customs of their countries seem to be trying to live strong without forgetting the pride of their origins even after they immigrate.
Thesis statement	以上のことから、私は、移住先の習慣に従おう方を選択する。 From these reasons, I choose to follow the customs of the destination country.
Support 3	なぜなら、協調性を見出すことにより、信頼をより速く勝ちとることができるからではないかと考えられる。 This is because, through cooperativeness, we can gain trust more quickly.
Support 4	また、習慣付けしていくことによって、現地の様子、行事や態度、様々なことを自分の中で理解し確立することができる。 Also, by being familiar with the customs, we can understand and establish various things such as the local situation, events, and attitudes.
Support 5	しかし、自国の習慣を守り続けていると、母国のことを理解してくれる現住人の方ならよいが、仮に理解されなかった場合、いつまでも信頼を勝ちとることができず、新しく移り住んだ移住先での生活を困難にしがちになってしまうと私は考えた。 However, if you keep the customs of the mother country, local people who understand your country would not mind, but in case [the customs of your country] are not understood, it takes longer to gain trust, and it will make the life in the destination country more difficult.

received comments and “like” twice each.

For organization, less irrelevant ideas were written, while more transitions were used in the post-assessment. The pre-assessment started with irrelevant points, and Keiko lost sight of the argument when she discussed overseas

trainings and home stays; nonetheless, she concluded with a thesis statement. The organization of the post-assessment did not follow either Japanese or English organization style, as the thesis statement was placed in the middle of the essay, but Keiko might have written the first three sentences as an introduction. The use of transitions increased in L1 post-assessment as well. These transitions were used effectively to connect sentences, as they were used in L2 post-assessment.

Yui's case: English writing

Although the length and the organization of Yui's paragraphs were approximately the same in pre- (Table 5) and post-assessments (Table 6), the quality of argument seemed to be slightly more advanced at the end of the semester. She also wrote all the seven summaries in Japanese. In the first assessment, the reasoning for her choosing a lecture style class over a communicative style class was based on her preference and smoothness of class management. In contrast, in the post-

Table 5

Yui's L2 Pre-writing Assessment

Code	Response
Thesis statement	I like classes where teachers lecture do all of the talking in class.
Support 1	Because I don't like to speak to every.
Support 2	Moreover, teachers can lecture smoothly class.
Detail 1	When I was a junior high school student I don't like class like a game.
Counter argument	However, classes where teachers lecture do all of the talking get sleepy.
Refutation of the counter argument	But I like to listen to teachers talk.

Table 6

Yui's L2 Post-writing Assessment

Code	Response
Thesis statement	I like other students prefer classes where the students do some of the talking,
Support 1	because this classes is watched other students character,
Support 2	and students don't get sleepy.
Counter argument 1	However, crass room is noise.
Counter argument 2	If any student don't like talking.
Refutation of the counter argument	He or she didn't like this crass, but those are important students thinking that talks everyone.

assessment, she supported her argument for a communicative style class, with the ideas that students can learn classmates' characters and students would not fall asleep. Again, her refutation against the counter argument in the first writing assessment was her preference; however, in the second assessment, she claimed that talking with other students would be important even if some students do not like noisy classes.

Considering her limited English proficiency, reading L2 news articles was difficult. Nevertheless, she completed all her reading and writing assignments. Yui's posts on Facebook were also viewed by all the classmates and received two comments and "like" from her peers. Thus, these reactions from her classmates might have helped her continue the work.

Yui's case: Japanese writing

In terms of organization, Yui's L1 writing pieces did not show much difference between the first (Table 7) and the second assessments (Table 8). She quoted a proverb in the pre-assessment, and this proverb was not actually connected to the following sentences. She did not depend on a proverb in the later assessment; instead, she directly addressed her reasoning using transitions. Use of transitions could also be indicative of her increased awareness of the audience because transitions help the reader to follow the logic of a text and make it more comprehensible.

Although the organization looks similar in both pre- and post-assessments, supporting ideas are more developed in the latter. For example, in the pre-assessment, her argument was that following the local customs would cause less trouble, and we can experience the local culture. On the other hand, in the post-assessment, she added that we can make friends at events in addition to experiencing the local culture. Further, she explained that we should follow the local custom to avoid stereotyping. Although her command of transition words did not show much difference, she started to include more ideas, using longer sentences. Linguistic inputs may have provided resource of expressions to write longer sentences. Also, as she wrote her summaries using news articles written by professional writers, she gained the opportunity to learn how comprehensible texts are written skillfully and practice writing using these models as springboards.

Table 7

Yui's L1 Pre-writing Assessment

Code	Response
Thesis statement	私は移住先の国の習慣に従うほうが良いと思う。I think following the custom of the destination country is better.
Support 1	郷に入っては郷に従えという言葉のように、習慣に従えば、その地域の近所ともトラブルが少なくなる。As it is said, "When in Rome, do as the Romans do," you will have less trouble with neighbors if you follow the custom there.
Support 2	さらに、その地域での文化を体験する形で学ぶこともできる。In addition, you can learn the culture of the area by experiencing it.
Detail 1	確かに、その地域によっては自分の文化とは全く異なり、とまどったり、驚いたりするだろう。Surely, depending on the area, [the local culture would] totally differ from your own, so you might be bewildered or surprised.
Concluding sentence	それでも、相手の文化を尊重し、移り住んだ地域の文化にとけこむことも大切だと思う。But still, I believe it is important to respect their culture and to blend into the culture of the area you immigrated to.

Table 8

Yui's L1 Post-writing Assessment

Code	Response
Thesis statement	私は移住先の国の習慣に従うほうが好ましいと思う。I think following the custom of the destination country is preferable.
Support 1	なぜなら、移住先の国の習慣を実際に体験できて、さらに、周りの住民とも、行事や祭りなどで仲良くなれる。This is because you can actually experience the customs of the destination country; moreover, you can get closer to local neighbors at events or festivals.
Support 2	自国の習慣と違いすぎて混乱したり、許せないこともあったりするだろうが、広い視野を持ち、一つの固定観念にとらわれないようにするためにも、移住先の国の習慣に従うほうが良い。You might be confused because the customs are so different, and you might not be able to accept the difference, but it's better to follow the customs of the destination country in order to have a wider worldview and avoid being trapped by a stereotypical idea.
Support 3	もし移住先の国に慣れたのならば、そこから少しずつ自国の習慣を紹介したり、話したりすれば、さらに移住先の住民とも仲良くなれると思う。Once you are accustomed to the destination, if you gradually introduce your own custom or talk about it, I think you can be friends with the local people.
N/A	しかし、互いにゆずれない文化もあるはずなので、そこはHowever, there must be some culture that you cannot give up

Conclusion and Implications

The current study described how two students' L1 and L2 writing changed after online L1 and L2 reading and summary writing supported by a social networking site. They read and wrote in two languages on a regular basis, and these assignments were shared on Facebook. Views, "likes", and comments from the classmates were expected to create interactivity in those activities and make rather difficult tasks more interesting as Majid et al. (2012) claimed. Indication of the awareness of audience was seen in both students' writings.

Moreover, some improvement in the students' writing skills in both languages was observed. As Maranto and Barton (2011) argued, literacy activities on SNSs could provide opportunities to raise rhetorical awareness. Keiko used more various sentence endings in the post-assessment, and Yui's writing assessment showed transformation of supporting ideas from personal feelings to more objective reasoning.

As a means to develop L2 writing skills, materials are not necessarily limited to the target language. L1 could be utilized as a resource to aid L2 reading. The use of Facebook enables easy incorporation of L1 materials into L2 instruction, as both L1 and L2 articles on the same topic can be posted for the instructor and students to review the appropriateness.

Nevertheless, there are some limitations in this case study. The number of participants was small. Also, the actual writing assignments (summaries) posted on Facebook were not analyzed for progressive changes in writing over time. In addition, commenting on posts was not emphasized in instruction even though the students were asked to "like" at least one student's post each week and make comments on posts to motivate their classmates. However, some students in the class constantly left comments on posts, and exchanges of opinions were seen.

Accordingly, future research should involve more participants in order to conduct quantitative analysis. Moreover, interactions among learners on a SNS should be closely studied along with reflections from students on their work. However, the present research offered a practical approach to extend resources of linguistic input and opportunities for learners to write for the audience.

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Author Bios

Eri Fukuda is a lecturer in Faculty of International Liberal Arts at Chugokugakuen University. She received her B.A. in International Liberal Studies from Waseda University and her M.A. in Education (TESOL) from Soka University in 2011. Her research interests include the writing process and writing pedagogy. efukuda@cjc.ac.jp

Shin'ichi Hashimoto got his M.A. in TESOL from Soka University of America, Calabasas Campus. Having taught various levels of EFL for over 15 years, his recent focus centers on ESP curriculum design, vocabulary development and the genre-approach to understanding texts. He is currently a Specially-Appointed Associate Professor at the University of Electro-Communications, Tokyo. shin.hashimoto@uec.ac.jp

Hironobu Okazaki received an M.A. in Literature from Soka University, 1990. Professor at Akita Prefectural University. In addition to teaching, he has authored several books for Japanese learners of English. okazaki@akita-pu.ac.jp

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