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Effect of WhatsApp-based learning on improving Grade 9 students' writing composition skills

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ABSTRACT

The current study explored the effect of using the mobile learning device 'WhatsApp' to enhance the writing composition skills of Grade 9 students in Jordanian schools. The present study adopted the experimental research design to compare between the writing composition skills of the control group and the experimental group. The control group comprised 30 students, whereas, the experimental group included 31 students. The experimental group was taught writing composition skills by using WhatsApp-based learning activities, while the control group studied writing composition skills through a conventional method. The elicitation of data was based on using two instruments. The first instrument was a writing composition test that served as a pretest and a posttest. The second instrument was a semi-structured interview of the experimental group's views on using WhatsApp-based activities in learning writing composition skills. Data analysis was based on the use of paired samples T-Test and the independent samples T-Test. Descriptive statistics was used to account for the experimental group's responses to the interview questions. The findings indicate better performance in writing composition test by the experimental group compared to the control group. The experimental group also showed positive views towards using WhatsApp activities in learning writing composition skills. The study recommends the integration of mobile learning device of WhatsApp into the teaching of English writing composition.

Contribution/Originality: This study contributes to improve teaching English as a foreign language (TEFL) in the participants' basic school in particular and other Jordanian basic schools in general. It sheds light on the difficulties which Jordanian Grade 9 students' encounter in English writing composition. Significantly, it comes in accordance with the goals of the Ministry of Education to improve the English proficiency levels of Grade 9 students in Jordanian basic schools.

1. INTRODUCTION

Jimoyiannis, Tsiotakis, Roussinos, and Siorenta (2013); Famularsih (2020) and Tu (2022) clarify that the mastery of English writing skills has a paramount importance on developing the English foreign language (EFL) learners' English proficiency competence, in particular, and communicative competence, in general. Knowledge of English sentence structure enables EFL learners to improve their performance in the other language skills such as reading, speaking and listening. Awareness of proper structure of English sentence can help EFL learners to procedure well-formed patterns of English sentence. This is attributed to the fact that learning foreign language (FL) writing skills is essential for supporting the EFL learners' cognitive strategies of learning which in turn

supports their learning of other language skills. Thus, there is a need to enrich their FL writing skills so as EFL learners can increase their English language proficiency and their FL communication competence due to the effects of mastering the FL writing skills. In this regard, the cherished improvement of the Jordanian EFL Grade9 students' FL proficiency levels is consistent with various educational polices, plans and visions in Jordan. Therefore, there is a need to address the mastery of FL writing skills to enhance the Jordanian Grade 9 EFL learners' FL proficiency levels and hence their FL communication competence at the written level.

Graham (2019) and Gao and Zhang (2020) explained that the use of WhatsApp is one of the e-learning tools that has been increasingly growing since the outbreak of the COVID-19 pandemic. It has been mostly applied to facilitate learning at the higher learning institutions due to its advantages. These advantages include among others sharing of different patterns of files whether typed in Microsoft word or PDF formats. According to Izyani and Embi (2016) and Mbukusa (2018), the WhatsApp tool is also popular due to its facilities of sending messages, making video calls, and/ or video conferences. In addition, language instructors and learners can upload as many files as they need. Hamad (2017); Jasrial (2018) and Nasrullah, Mu'in, and Rosalina (2021) pointed out that the experience of applying WhatsApp at the tertiary levels can be utilized at other educational levels in order to yield similar fruitful learning outcomes.

Therefore, a need was felt to utilize WhatsApp in foreign language teaching and learning at the Jordanian basic school level. There was a need to verify the effectiveness of using WhatsApp in the teaching and learning process of FL writing skills among the Jordanian Grade 9 students. Notably, the use of WhatsApp was motivated because of the outbreak of the COVID-19 pandemic. This fact poses a question of the continuity of language instructors and learners' motivation to use WhatsApp especially after the absence of the main motive behind its use, i.e., the COVID-19 pandemic. Thus, the present study attempted to indirectly provide an answer to that question based on the participants' perceptions of the effectiveness of using the WhatsApp tool for FL learning purposes in the Jordanian EFL context.

This research was also motivated by the argument that Grade 9 students in Al-Ruba basic school for Girls encounter problems in FL writing composition. Therefore, it investigated the impact of relying on WhatsApp-based learning on improving the Grade 9 students' performance in English writing composition. It was an endeavor to know the performance of the control and experimental participants in the English writing composition pretest and posttest. It also sought to know whether the performance of the groups' participants had any statistically significant difference in English writing composition posttest as well as the effectiveness of relying on WhatsApp-based instruction to improve the performance of participants in English writing.

The researchers' review of the previous research efforts on the topic, as has been shown in the literature review section, reflects that a research gap exists. Hence, to bridge this gap, this research aimed to:

1. State the performance of the control and experimental participants in the English writing composition pretest.
2. Determine the performance of the control and experimental participants in the English writing composition posttest.
3. Find out whether the performance of the groups' participants has statistically significant difference in the English writing composition posttest.
4. Verify the effectiveness of relying on WhatsApp-based instruction to improve the performance of participants in English writing.

1.1. Statement of the Problem

Since the advent of modern technology and the emergence of social media which marked the beginning of an unprecedented revolution in the field of communication, researchers in the field of FL acquisition in general and EFL acquisition in particular, have been investigating the possibility and effectiveness of using a new technology of

learning English. The focus was made on the effectiveness of utilizing different media platforms as means of developing language skills. The assumption behind this is that social media facilitates language learning and makes it interesting and learner-centered.

Significantly, English is studied as a foreign language in Jordan, and this requires the adoption of modern and effective means that would facilitate the learning process and enhance the development of learners' English skills. In this respect, writing composition is one of the major and difficult skills of English. Besides, learners need effective means to overcome the difficulties that may face them while trying to develop their writing skills. This is the main motive behind conducting the current research which targets Grade 9 students in Al-Ruba basic school for Girls. It specifically examined the effectiveness of utilizing WhatsApp to improve the Grade 9 students' performance in English writing composition.

1.2. Hypotheses

The current study tested the following null hypotheses:

1. The performance of the control and experimental participants does not differ in the English writing composition pretest.
2. The performance of the control and experimental participants does not vary in the English writing composition posttest.
3. There is no statistically significant difference in the performance of the two groups in the English writing composition posttest.
4. WhatsApp-based instruction does not have positive effect on improving the experimental group's performance in English writing composition.

2. LITERATURE REVIEW

Ajid, Reni, Yunita, and Dwi (2018) clarified that EFL learners have become more attached to their mobile phones in a way that may sometimes distract them in the classrooms. Thus, one of the solutions to anticipate such a problem is to exploit collaborative learning tools by using mobile phones to encourage EFL learners to perform FL learning activities. In this context, Ajid et al. (2018) examined the utility of using WhatsApp to maximize the cooperative skills among EFL learners and enhance the FL teaching and learning process. The study reflected that WhatsApp can be used to improve the EFL learners' language skills.

Furthermore, Ajid et al. (2018) explained that FL teachers can develop various activities for students to practice through the WhatsApp. Such activities can enhance the students' active participation in the FL classrooms. In this regard, FL teachers may ask students to write comments on a share topic of discussion, and write paragraphs on certain topics, exchange and edit each other's writing.

Saleh (2019) investigated the pedagogical effect of using WhatsApp to motivate Yemeni EFL students to improve their FL reading and writing skills. The participants comprised 20 fourth-year English majoring students in Aden University. They were asked to make comments on English news articles for a period of 60 days via the WhatsApp. Data were collected through the instruments of a pretest, a posttest, and a questionnaire-based task at the end of the study. The study reported that WhatsApp has high effectiveness in motivating the participants to improve their FL reading and writing skills.

Muthmainnah and Azmina (2020) investigated the perception of 30 EFL students at IAIN Salatiga, Indonesia of using WhatsApp as an e-learning tool for teaching and learning FL writing during the COVID-19 crisis. The study was part of the participants' academic course sentence-based-writing. The process of data collection relied on questionnaire. The questionnaire was used to collect data on the students' perception of learning FL writing by using WhatsApp. It contained open-ended questions which students were required to answer. The documenting technique was used to compile photographs to prove that students had carried out the writing activities by using

WhatsApp tool. The researchers reported that the majority of participants (19 students) had positive perception of using WhatsApp for teaching and learning FL writing activities. Meanwhile 11 participants negatively viewed WhatsApp as an e-learning tool which facilitated the teaching and learning of FL writing activities.

Juliana (2021) clarified that due to its quickness and easiness WhatsApp has been commonly employed for FL learning purposes since the outbreak of COVID-19 crisis. Juliana discussed the perception of FL learners of using WhatsApp to learn English during the COVID-19 pandemic period. Data was collected from 12 EFL learners studying at SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) Teungku Dirundeng Meulaboh, Indonesia. The data collected from this purposive sampling for the purpose of qualitative analysis. The interview was conducted in the participants' mother tongue to ensure their fluency in expression opinions about the benefits and experiences of using WhatsApp in learning English. Juliana found that WhatsApp is a favorite learning tool for the participants because it is easy to use it provides fun and comfort to the participants and motivates the participants to learn English. Besides it economical cost because it consumes less internet 'quota' compared to other applications, WhatsApp is effective in teaching English and saves the participants' time for accomplishing the FL learning tasks. As such, Juliana concluded that the participants had positive perception of using WhatsApp for learning English.

Khan, Radzuan, Farooqi, Shahbaz, and Khan (2021) discussed the impact of using mobile technology, in terms of WhatsApp tool, on developing the Saudi EFL 32 EFL learners' FL vocabulary and speaking skills. The participants were enrolled in Al-Majma'ah University. Data on participants' perception of WhatsApp effectiveness in learning FL vocabulary and developing speaking skills. were collected through two instruments: a 23-item questionnaire and a semi-structured interview. The questionnaire was administered to all participants; however, only 6 took part in the interview. The participants expressed positive perception of developing their speaking skills because WhatsApp is a useful application which enhances their ability to learn FL vocabulary. Hence, the WhatsApp tool helped them to improve their ability to converse and communicate in English. The participants also indicated their intention to continue using WhatsApp for the purpose of learning other FL skills. The participants emphasized that WhatsApp is an easily accessible learning tools that helped them to transfer, discuss exchanged information. Indeed, WhatsApp has created a positive learning environment and provides better opportunities for communication and enhancing the participants' learning of English vocabulary.

3. METHOD

3.1. Research Design

The current study relied on the adoption of the mixed methods of quantitative and qualitative approach (Barhoumi & Rossi, 2013; Hamad, 2017; Jasrial, 2018; Nasrullah et al., 2021). The quantitative analytical approach depicted the participants' performance in the English writing composition pre- and posttests. It provided verification of the statistical difference in the two groups' performance in the English writing composition. Furthermore, the qualitative analytical approach described the experimental groups' responses to the semi-structured interview on the benefits of using WhatsApp-based instruction in teaching English writing composition.

3.2. Participants

All 61 participants were Jordanian Grade 9 students enrolled in Al-Ruba basic school for Girls, education directorate of Lwaa Al-Qasr. Data were collected during the first term of the school year 2022-2023.

3.3. Procedure

At the beginning of the first term of the school year 2022-2023, the 61 participants appeared for the pretest of English writing composition. After the test, they were randomly divided into two groups: 30 control group participants and 31 experimental group participants. The control group participants studied English writing

composition by using a traditional method. Meanwhile, the experimental group participants were taught English writing composition over a 12-week period by using WhatsApp-based activities (Appendix A). The activities were carefully selected from a reliable source, i.e., the British-based website English for Every One website https://englishforeveryone.org/. The 31 experimental group participants were engaged in exchanging thoughts, discussing ideas and their composition through the WhatsApp. It was observed that this facility sustained the principle of collaborative learning among the experimental group participants as they shared their ideas, consulted each other on appropriate words selection and well-formed structure of written sentences.

The topic of the English composition was introduced to the experimental group participants with a few directions. The participants discussed all the details of writing the English composition among themselves under the researcher' supervision and carried out activities. Examples of such activities are provided in (Appendix A). At the end of the school first term, the experimental participants were interviewed by the researchers in an attempt to seek their views about the benefits of learning English writing composition by using the WhatsApp. The Cronbach's Alpha for the piloted English writing composition test (by using 15 students) was .88, while it was .85 for the semi-structure interview which was piloted by using 10 experimental participants.

3.4. Data Collection Instruments

The elicitation of data was based on using two instruments: (1) English writing composition (EWC) pre-and posttests (Barhoumi, 2015; Inan, Flores, & Grant, 2010; Izyani & Embi, 2016; Mbukusa, 2018), and (2) semi-structured interview (Jimoyiannis et al., 2013; Khan et al., 2021; Xie, Kim, Cheng, & Luthy, 2017). The English writing composition was selected based on using various suitable international reliable English writing composition tests. It was observed that the selected test should suit the experimental group participants' English level in terms of difficulty and easiness. The selected English writing composition test consisted of twenty questions with five marks and a total of 100 marks (Appendix B). It was observed that the experimental group participants were familiar with the selected topics as the topics reflected everyday life activities. As a result, the experimental group participants found it easy to discuss and generate ideas.

In addition, the semi-structured interview included five questions as follows:
1.   How does WhatsApp facilitate the learning of writing composition skills?
2.   In what manner does it help solve learning problems of writing composition skills?
3.   In what way does it support knowledge sharing?
4.   In what way does it help to comprehend the writing composition skills?
5.   How much time does it allow to fulfill the writing composition activities?

3.5. Data Analysis

Table 1 shows that the control and experimental participants similarly performed in the pretest of English writing composition. In this regard, the minimum and maximum scores of the control group ranged from 50-53, whereas they fall between 50-52 marks for the experimental participants. The two groups had two roughly similar mean scores; (3.45) for the control group and (3.44) for the experimental group. The standard deviations for the two groups were (4.21) and (4.20) successively. The little difference between the two groups' standard deviations indicates that the two groups had similar performance in the English writing composition pretest. The pretest errors revolve around the normal order of parts of speech; subject, verb and object (SVO). For examples, tennis my favorite sport, Friday my favorite day, Re-Salah my favorite movie, etc. In this regard, copula deletion, capitalization and ill-structured sentence patterns are also among the participants' errors. The finding supports the first null hypothesis that the performance of the control and experimental participants does not differ in the English writing composition pretest.

Table 1. The two groups' descriptive statistics of performance in the (EWC) pretest.

Participants	Main (MS)	Standard deviation (SD)	Min. /Max. scores
Control	3.45	4.21	50-53
Experimental	3.44	4.20	50-52

Table 2 indicates that the performance of both groups was improved in writing English composition due to the traditional method for the control group and WhatsApp-based activities for the experimental group. However, the latter group's performance highly exceeded the former group's performance in the English writing composition posttest. The minimum and maximum scores of the latter group ranged between 56-88 marks, while these scores fall between 54-72 marks for the former group. Similarly, the mean score and standard deviation of the experimental students (15.43) and (8.25) highly exceed those (8.67) and (12.47) for the control participants. The posttest results show that the experimental participants made less writing errors compared to the control group participants in spite of the improvement in both groups' performance. Still the pretest writing errors existed in the posttest with fewer ratios for both participants, though they were higher on the part of the control group participants. These errors include copula deletion, ill-formed structures, capitalization, punctuation, spelling, etc. This finding rejects the second null hypothesis that performance of the control and experimental participants does not vary in the English writing composition posttest.

Table 2. The two groups' descriptive statistics of performance in the (EWC) posttest.

Participants	MS	SD	Min. /Max. Scores
Control	8.67	12.471	54-72
Experimental	15.43	8.253	56-88

Table 3 shows the paired samples T-Test results indicating significant different performance of both groups in the EWC pre-and posttests. The finding rejects the third null hypothesis that there is no statistically significant difference in the performance of the two groups in the English writing composition posttest. Although the control group' performance in the posttest was significantly higher than its performance in the pretest (p value was 0.004), the experimental participants' performance in the EWC posttest was statistically significant than that of the control group in the posttest (p value was 0.000) as shown in Table 4. In this regard, the gained mean score of the experimental group (11.99) was higher than that of the control group (5.22). This finding indicates that WhatsApp-based instruction had positive effect on improving the experimental group's performance in EWC. The results are similar to the findings reported by Saleh (2019) and Muthmainnah and Azmina (2020).

Table 3. The paired samples T-test.

T	M	SD	N	DF	T-value	Sig.
Pretest control group score	3.45	4.21	30	29	4.730	0.004
Posttest control group score	8.67	12.47	30	29		
Pretest experimental group score	3.44	4.20	31	30	7.628	000
Posttest experimental group score	15.43	8.25	31	30		

Table 4. The independent samples T-test.

Group	N	M gain score	SD	DF	T-value	Sig.
Control	30	5.22	8.26	29	2.898	0.000
Experimental	30	11.99	4.05	30		

Table 5 indicates the results of the experimental group's responses to the semi-structured interview about the benefits of using WhatsApp-based activities to learn English writing composition. It indicates that majority of the experimental participants (96.78%) asserted that WhatsApp-based activities support sharing knowledge. Meanwhile (93.55) believed that using WhatsApp facilitates their learning of English writing composition. In addition,

(90.32%) of them affirmed that WhatsApp helps them to understand how to write English writing composition. The two less percentage scores (87.09%) and (83.87%) were respectively related to having enough time to fulfill the English writing composition tasks and solving problems in conjunction with the English writing composition tasks. Therefore, it becomes obvious that WhatsApp-based instruction positively affects the experimental group's performance in English writing composition. In this respect the fourth null hypothesis that states "WhatsApp-based instruction does not have positive effect on improving the experimental group's performance in English writing composition" is rejected.

Table 5. Descriptive statistics of the experimental groups' responses to semi-structured interview (n=31).

Item	F	%	Mean score	Standard deviation
1. WhatsApp facilitates the learning of writing composition skills	29	93.55	0.94	0.83
2. It helps to solve learning problems of writing composition skills	26	83.87	0.84	0.61
3. It supports knowledge sharing	30	96.78	0.97	0.92
4. It helps to comprehend the writing composition skills	28	90.32	0.90	0.74
5.It allows enough time to fulfill the writing composition activities	27	87.09	0.87	0.59

4. DISCUSSION

The present study found that the two groups of control and experimental participants had quite similar performance in English writing composition pretest. The participants of the two examined groups commonly share making the same errors in English writing composition. These errors include the normal order of parts of speech; subject, verb and object (SVO). For examples, they did not observe the SVO order as in tennis my favorite sport, Friday my favorite day. In this context, it is remarkable that they tended to omit the copula, failed to observe rules of capitalization and produced ill-structured sentence patterns. The finding supports the first null hypothesis that the performance of the control and experimental participants does not differ in the English writing composition pretest. On the contrary to the pretest, the posttest performance of both groups' participants was remarkably different. Although the traditional method and WhatsApp-based activities led to better performance of both examined groups in English writing composition, the experimental group participants had significantly higher mean score in comparison to the control group participants. The difference in EWC performance between the two groups was statistically significant. Therefore, the present study rejects the second null hypothesis that performance in EWC does not differ between the two examined groups in the posttest. The current study also rejects the third null hypothesis that there is no statistically significant difference in the performance of the two groups in the English writing composition posttest. In addition, the experimental group' supremacy in EWC performance indicates the effectiveness of using the WhatsApp-based activities in improving the participants' writing composition skills. Thus, the present study rejects the fourth null hypothesis that WhatsApp- based instruction does not have positive effect on improving the experimental group's performance in English writing composition. These findings are consistent with those reported by Ajid et al. (2018); Saleh (2019); Juliana (2021) and Khan et al. (2021). Furthermore, the interview findings indicated that the participants have positive perception of the WhatsApp usefulness in learning English writing composition. In this regard, the present study emphasized that the teaching of English writing composition to Grade 9 Jordanian EFL study requires innovation by using e-learning tools such as WhatsApp. This is attributed to the finding that WhatsApp was found usefully effective in improving the Jordanian Grade 9 EFL students' performance in English writing composition. In other words, the use of WhatsApp-based instruction led to better learning outcomes on the part of Jordanian Grade 9 EFL students when writing English composition. Thus, the Jordanian FL teachers should find ways to exploit WhatsApp in carrying out learning activities for the purpose of realizing further improvement of in their students' skills of writing English composition. As such, the present study asserts the need of basic schools in Jordan to be well-

equipped with necessary utilities that ease the technology integration process into FL teaching. They need to be prepared and trained on how to apply such technology in the classroom, particularly at a time when technology has become an essential component of the EFL teaching and learning process not only in practicality of integrating technology into FL curricula in the Jordanian basic schools.

5. CONCLUSION

It is expected that findings can contribute to improve the Jordanian Grade 9 students' performance in Al-Ruba basic school for Girls, education directorate of Lwaa Al-Qasr. It is also hoped that the findings can be useful to other Jordanian basic schools. Moreover, the following are recommended for further research:

1. Investigation of the practicality of integrating e-learning tools such as WhatsApp into FL curricula in Jordan.
2. The Jordanian FL teachers should have adequate training of applying e-learning tools to the process of FL teaching in the Jordanian basic schools.
3. The impact of utilizing WhatsApp on developing other language skills can be studied as well.
4. The Jordanian students' performance at other educational levels can be also investigated when taught by using WhatsApp-based instruction.
5. Other studies can analyze the impact of using WhatsApp-based activities on the Jordanian students' FL learning strategies.
6. It is also recommended that the process of planning FL curricula in Jordan should be keen on integrating technology into different EFL syllabi in basic school Grades. This recommendation will help basic-school students to actively participate in various learning activities in order to enhance their FL skills.

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APPENDIX

Appendix A. Examples of WhatsApp-based English writing composition activities.

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https://englishforeveryone.org/Topics/Writing-Practice.html#google_vignette

1. "Your Favorite Color"

Directions: Try to answer the question below.

Question: What is your favorite color? Why?

Example Answer: My favorite color is blue. I like blue because it is the color of the sea and of the sky. Also, it is the color of my jeans.

2. "In Your Family"

Directions: Try to answer the question below.

Question: Who is the oldest member of your family? What is he or she like?

Example Answer: The oldest person in my family is my grandmother. She is 92 years old. Grandma loves all the children in the family. She goes for a walk outside every day. She usually takes some children with her. Everybody likes to go with Grandma.

3. "Your Favorite Clothing"

Directions: Try to answer the question below.

Question: What is your favorite piece of clothing? Why?

Example Answer: My favorite piece of clothing is my brown jacket. I can wear it everywhere. It looks good with everything. Everybody likes my brown jacket. It is perfect!

    4.   "Collecting Stamps"

Directions: Try to answer the question below.

Question: What is your favorite hobby? Why?

Example Answer: My hobby is collecting stamps. I like getting stamps from different countries. I like trading stamps with my friends.

    5.   "Time to Relax"

Directions: Try to answer the question below.

Question: How do you relax? When?

Example Answer: I am always tired after work. When I get home, I usually make a cup of tea or coffee. I listen to music, drink my tea, and read my mail. After I do this, I feel happy and have more energy.

    6.   "Starting Your Day"

Directions: Try to answer the question below.

Question: How do you usually start your day? Do you have a basic routine? Explain.

Example Answer: I always start my day with a jog around the neighborhood. When I get home, I take a hot shower. After I get dressed, I drink a good, strong cup of black coffee and check my email. I usually have a scrambled egg and a piece of toast for breakfast. I read the front page of the paper just before I take off for work.

    7.   "The Wisest Person"

Directions: Try to answer the question below.

Question: Who is the wisest person you know? Why are they so wise?

Example Answer: The wisest person I know is my dad. He understands much about the world and is always building on his knowledge. Also, he is wise because he uses his knowledge to help others. I like it when people help others.

    8.   "Someone You Admire"

Directions: Try to answer the question below.

Question: Who do you admire? Why? Example Answer: I admire Mohandas Gandhi because he was a peaceful person. He struggled nonviolently for independence for his country. His life was simple and modest, yet he achieved his goal. He was a humble hero.

    9.   "Your Oldest Memory

" Directions: Try to answer the question below.

Question: What is the oldest memory you have? Explain.

Example Answer: The oldest memory I have is of when I was about four years old. I remember playing with my pet dog in the driveway of my old house. I loved that dog. She was a German Shepard named "Coma". We called her Coma because she slept so heavily, it seemed as though she were in a coma.

    10. "What You Have Built"

Directions: Try to answer the question below.

Question: Have you ever built anything before? If not, what would you like to build?

Example Answer: Yes, I have built several things. Last month, my dad and I built a bookcase together. My dad is a perfectionist, so he planned how we were going to put it together. He also measured the wood. I cut the boards to the correct size, and we assembled it together. Next month, we're planning to build a chest of drawers for my sister.

Appendix B. English writing composition tests.

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https://englishforeveryone.org/Topics/Writing-Practice.html#google_vignette

Twenty questions with five marks each and total mark is 100 Marks

Name_____ Date_____

1. What is your favorite day of the week? Why?

    Example Answer: My favorite day of the week is Wednesday. I usually play soccer at night with my friends on Wednesday. I think soccer is the best sport in the world.

2. What is your favourite number? Why?

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3. What is ypur favourite sport? Why?

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4. What is your favourite music? Why?

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5. What is ypur favourite song? Why?

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6. What is ypur favourite TV programme? Why?

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7. What is your favourite movie? Why?

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8. What is ypur favourite ? Why?

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9. What is your favourite food? Why?

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10. What is your favourite hobby? Why?

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11. What is the most exciting thing? Why?

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12. What do you like to red? Why?

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13. What is your great accomplishment?

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14. How do you celebrate your birthday?

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15. What do you usually do with your best friends?

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16. How is your favourite sportsman/sportswoman? Why?

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17. What is the most productive day of the week? Why?

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18. What do you eat for lunch? Where do you eat it? When?

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19. Have you met anyone exceptionally interesting lately? Why was he or she so interesting?

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20. Which country would you like to visit? Why?