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PUJILÍ CAMPUS

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH REPORT

**“SOCIAL MEDIA: TECHNOLOGICAL TOOLS FOR IMPROVING ENGLISH
WRITING SKILLS IN STUDENTS MAJORING IN ENGLISH AT THE
TECHNICAL UNIVERSITY OF COTOPAXI”**

Research report before obtaining the bachelor's degree in National Foreign Languages
Pedagogy, English Major.

Authors:

Chicaiza Llambo Pamela Elizabeth

Chiliquinga Toapanta Wendy Ruby

Tutor:

Tovar Viera Rodrigo Vicente, PhD.

PUJILI-ECUADOR

MARCH -2025

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Chicaiza Llambo Pamela Elizabeth, with citizenship card No. 185047068-1, Chilibuina Toapanta Wendy Ruby, with citizenship card No. 100502004-3 declare to be authors of the present RESEARCH PROJECT: **“SOCIAL MEDIA: TECHNOLOGICAL TOOLS FOR IMPROVING ENGLISH WRITING SKILLS IN STUDENTS MAJORING IN ENGLISH AT THE TECHNICAL UNIVERSITY OF COTOPAXI”**, being PhD. Tovar Viera Rodrigo Vicente, Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

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Pujilí, February 25, 2025



Chicaiza Llambo Pamela Elizabeth
C.C: 185047068-1




Chilibuina Toapanta Wendy Ruby
C.C: 100502004-3

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PhD. Tovar Viera Rodrigo Vicente
C.C.: 0502414089
TUTOR



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Chicaiza Llambo Pamela Elizabeth
C.C: 185047068-1



Chiquinga Toapanta Wendy Ruby
C.C: 100502004-3

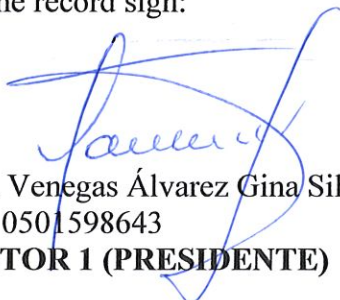
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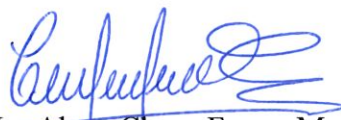
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PhD. Venegas Álvarez Gina Silvana
C.C: 0501598643
LECTOR 1 (PRESIDENTE)



MSc.Cando Guanoluisa Fabiola Soledad
C.C.: 0502884604
LECTOR 2 (MIEMBRO)



Mg. Abata Checa Fanny Mercedes
C.C: 0502278740
LECTOR 3 (MIEMBRO)

GRATEFULNESS

We thank God for guiding us through this journey and giving us strength and wisdom. Our deepest gratitude goes to our parents, whose unwavering support and love have been my greatest motivation.

Chicaiza & Chiliquinga

DEDICATION

*I dedicate this research to the people who
contributed little or much to my life because,
thanks to them, I became who I am.*

Wendy Chilibingwa.

DEDICATION

I dedicate this work mainly to God for his guidance and strength, to my mother Rosa Llambo for her unconditional love and support, to my father Juan Chicaiza for his encouragement and exemplary character, and to my brother Andrés Chicaiza for always believing in me. I am also grateful to my teachers and friends for their support and companionship. Lastly, I extend my heartfelt thanks to everyone who contributed to this achievement in any way.

Pamela Chicaiza

TECHNICAL UNIVERSITY OF COTOPAXI

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**THEME: “SOCIAL MEDIA: TECHNOLOGICAL TOOLS FOR IMPROVING
ENGLISH WRITING SKILLS IN STUDENTS MAJORING IN ENGLISH AT
THE TECHNICAL UNIVERSITY OF COTOPAXI”**

Authors:

Chicaiza Llambo Pamela Elizabeth

Chiliquinga Toapanta Wendy Ruby

ABSTRACT

Facebook and WhatsApp as technological tools offer interactive and collaborative features. Facebook is a platform that allows sharing and creating information, news, and audiovisual content and WhatsApp is an instant messaging platform that allows sending messages, documents, images, and audio voice. Despite these platforms offering interactive features, these have certain limitations such as the lack of immediate grammar correction, proper language use, and vocabulary selection. This study aims to analyze the students' perception of using Facebook and WhatsApp for practicing writing skills in the fifth-semester students majoring in English at the Technical University of Cotopaxi. It used qualitative-descriptive research design involving 20 participants who were engaged in a writing task of 150 words to answer the question: Why did you decide to study the National and Foreign Languages Pedagogy Major? Meanwhile a WhatsApp group called ‘Active Writing’ was created to find students’ interests through a survey feature, which led them to Facebook groups such as Music, Series/Movies, and Tourism/Travel. Based on students’ interests and the written pieces analysis a syllabus was designed with the content to include in the written activities provided through the platforms. Over one month, they received interactive activities designed to practice their writing skills. Then, a survey questionnaire was distributed through Google Forms to evaluate students’ satisfaction and perception of the activities and the platforms. The questionnaire included two parts: demographic information and the second part was divided into four sections such as content, structure, applicability, and effectiveness. The data collection was analyzed through Taguette and Excel programs. Research findings suggested that most of the participants generally had a positive perception of using Facebook and WhatsApp to practice writing. Additionally, some students had some neutral and disagreeing responses. It suggests that while many students benefit from social media for writing practice, others may require additional support, clear instructions, or different digital sources to maximize their learning potential.

Keywords: Technological tools, Facebook, WhatsApp, writing skills.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ

TÍTULO: “REDES SOCIALES: HERRAMIENTAS TECNOLÓGICAS PARA LA PRÁCTICA DE LAS HABILIDADES DE ESCRITURA EN LOS ESTUDIANTES DE LA CARRERA DE INGLÉS EN LA UNIVERSIDAD TÉCNICA DE COTOPAXI”

Autoras:
Chicaiza Llambo Pamela Elizabeth
Chiliquina Toapanta Wendy Ruby

RESUMEN

Facebook y WhatsApp, como herramientas tecnológicas, ofrecen funciones interactivas y colaborativas. Facebook es una plataforma que permite compartir y crear información, noticias y contenido audiovisual, mientras que WhatsApp es una aplicación de mensajería instantánea que permite enviar mensajes, documentos, imágenes y notas de voz. A pesar de que estas plataformas ofrecen características interactivas, presentan ciertas limitaciones, como la falta de corrección gramatical inmediata, el uso adecuado del lenguaje y la selección de vocabulario. Este estudio tiene como objetivo analizar la percepción de los estudiantes sobre el uso de Facebook y WhatsApp para la práctica de la escritura en inglés en los estudiantes de quinto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Cotopaxi. Se empleó un diseño de investigación cualitativo-descriptivo con la participación de 20 estudiantes, quienes realizaron una tarea de escritura de 150 palabras respondiendo a la pregunta: ¿Por qué decidiste estudiar la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros? Paralelamente, se creó un grupo de WhatsApp llamado *Active Writing* para identificar los intereses de los estudiantes a través de la función de encuestas, lo que permitió dividirlos en grupos de Facebook según sus intereses en temas como música, series/películas y turismo/viajes. Basado en los intereses de los estudiantes y el análisis de sus escritos, se diseñó un sílabo con el contenido de las actividades de escritura que se proporcionaron a través de estas plataformas. Durante un mes, los participantes recibieron actividades interactivas diseñadas para mejorar sus habilidades de escritura. Posteriormente, se distribuyó un cuestionario a través de Google Forms para evaluar la satisfacción y percepción de los estudiantes respecto a las actividades y las plataformas utilizadas. El cuestionario constaba de dos partes: la primera recopiló información demográfica, y la segunda se dividía en cuatro secciones: contenido, estructura, aplicabilidad y efectividad. El análisis de los datos se realizó utilizando los programas Taguette y Excel. Los hallazgos sugieren que la mayoría de los participantes tuvieron una percepción positiva sobre el uso de Facebook y WhatsApp para la práctica de la escritura. Sin embargo, algunos estudiantes mostraron respuestas neutrales o en desacuerdo. Esto indica que, si bien muchos estudiantes se benefician del uso de las redes sociales para mejorar su escritura, otros pueden requerir apoyo adicional, instrucciones más claras o diferentes recursos digitales para optimizar su aprendizaje.

Palabras clave: herramientas tecnológicas, Facebook, habilidades de escritura, WhatsApp.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

Social media: Technological tools for improving English writing skills in students majoring in English at the Technical University of Cotopaxi

Starting Date:

October 2024

Ending Date:

March 2025

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Pujilí Campus

Sponsoring Major:

National and Foreign Language Pedagogy, English

Macro Project of the Major:

Academic discourse: A transdisciplinary study of education and linguistics in linguistic-communicative contexts for teaching English.

Research Group:

Pamela Elizabeth Chicaiza Llambo and Wendy Ruby Chiliquinga Toapanta

Work Team:

PhD. Tovar Viera Rodrigo Vicente, Pamela Elizabeth Chicaiza Llambo, and Wendy Ruby Chiliquinga Toapanta.

Knowledge Area:

Education

University Research Line:

Education, Communication and Graphic Design for Human and Social Development.

Pujilí Campus Research Subline: Education, Linguistics, Literature, Interculturality, and Society.

2. PROBLEM STATEMENT

In the digital age, social media has become an essential part of students' daily lives because of the variety of platforms that social media offers, among which Facebook and WhatsApp stand out as the most widely used tools. According to Syarif and Zaim (2020), WhatsApp has several useful features such as instant text messaging, voice and video calls, multimedia sharing, and voice notes that help users stay connected and communicate with each other. Similarly, Putri and Aminatun (2021) suggested that Facebook can be used to practice writing skills among students, particularly through informal written pieces. It can help students become more comfortable and confident in writing. However, despite the growing presence of digital communication, opinions on its educational value may vary, particularly regarding its role in writing skills development. Consequently, it remains unclear how students perceive these platforms concerning their writing practice.

Therefore, writing skills are essential for students to develop, especially in an academic setting. However, some students face challenges when practicing English writing, such as difficulties in structuring their ideas, applying correct grammar, or maintaining coherence in their texts. Similarly, university students may struggle with finding engaging and effective ways to practice their writing outside the classroom. In this context, digital platforms like Facebook provide opportunities for students to practice writing through interactive activities and peer feedback. Overall, according to UNESCO (2023) "Over 87% of students learn best through visual and tactile modalities" (para.16). By addressing these aspects, this study contributes to the research field exploring students' perception of using Facebook to practice writing skills.

This research analyzes students' perceptions of using Facebook groups as a platform for practicing English writing skills among fifth-semester students majoring in English at the Technical University of Cotopaxi. The study explores how interactive activities and peer feedback on Facebook contribute to writing development, while WhatsApp serves as a tool for direct communication, providing instructions and relevant

information. To guide this investigation, the research question was formulated: What are students' perceptions of using Facebook and WhatsApp for writing practice?

3. JUSTIFICATION

Writing is a fundamental skill for university students, enabling them to communicate ideas, opinions, and arguments effectively. However, many students struggle with writing due to limited practice, lack of confidence, and insufficient feedback. In the digital era, social media platforms such as Facebook and WhatsApp offer interactive and collaborative spaces where students can engage in writing activities beyond the classroom. This research is justified by the need to explore how students perceive these widely used digital tools for supporting writing practice among EFL learners. By analyzing students' perceptions, this study aims to determine whether Facebook and WhatsApp as technological tools can help students for practicing writing activities, providing a more dynamic and accessible learning experience.

This research employed a qualitative approach with a descriptive design to analyze students' perceptions of using Facebook and WhatsApp for practicing writing proficiency. It involved 20 fifth-semester English majors at the Technical University of Cotopaxi, following ethical protocols by obtaining departmental permission and informing participants about the study. The research began with a writing task adapted from a printed book by Johnson (2011), where students wrote a 150-word paragraph in 30 minutes to assess their writing proficiency to select content to apply in further writing activities through the platforms. A WhatsApp group, "Active Writing," was created for engagement, and students were categorized into Facebook groups based on their interests Music, Series/Movies, and Tourism/Travel. Weekly writing activities were implemented over a month through Facebook, but five students were excluded due to inactivity. Data collection included a validated survey via Google Forms assessing satisfaction and effectiveness, analyzed using Taguette for qualitative categorization and Excel for quantitative insights. The study maintained data confidentiality while examining content, structure, coherence, and cohesion in student writing.

This research also has pedagogical implications, as it aims to provide insights into the effectiveness of social media as a supplementary tool for practicing writing skills. If

students perceive Facebook and WhatsApp as beneficial for writing practice, educators may consider incorporating these platforms into their teaching methods to enhance student participation and engagement. Furthermore, this study aligns with the increasing emphasis on digital literacy and the need to integrate technology into education. By evaluating students' experiences with these platforms, this research can contribute to the development of innovative teaching practices that utilize social media to support language learning. Ultimately, the findings will help educators and institutions make informed decisions about leveraging digital tools for EFL writing instruction.

4. OBJECTIVES

4.1 General Objective

To analyze the students' perception of using Facebook and WhatsApp for practicing writing skills.

4.2 Specific Objectives

To explore the use of Facebook and WhatsApp to practice writing skills in EFL context.

To diagnose students' challenges and preferences to select content for practicing writing skills through Facebook and WhatsApp.

To describe the students' perceptions of Facebook and WhatsApp in developing writing skills in students.

5. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objectives	Activities	Verifications means	Evidence
To explore the use of Facebook and WhatsApp to practice	-Select primary and secondary bibliographic resources. -Read and classify	-Theoretical framework	-References

writing skills in EFL context.	important content.		
To diagnose students' challenges and preferences to select content for practicing writing skills through Facebook and WhatsApp.	-Writing task	-Diagnose the contents to be included in the writing activities based on the written production.	-Taguette -Syllabus
To describe the students' perceptions of Facebook and WhatsApp in developing writing skills in students.	-Data recollection	-Perception survey through Google Forms.	-Analysis -Conclusions -Recommendations

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

As Putri and Aminatun (2021) mentioned, Facebook is the most used technological tool for social media nowadays. Using the qualitative method, they explored the students' perceptions of the Facebook platform as a technological tool for practicing and improving their English writing skills. In this study, 20 students majoring in English at the Universitas Teknokrat Indonesia Bandar Lampung actively participated. The two main instruments used for the data collection process were a questionnaire and a semi structured interview. The questionnaire used a Likert scale of 5 items, and it was divided into two sections to evaluate the general platform use, and the second focused on its influence on their writing skills. The interview was taken as a complementary element to support the gathered data from the questionnaire. The data collection was analyzed

showing that students' perceptions are positive considering using the platform as a good experience to practice and increase their writing skill development.

According to Shahzadi and Kausar (2020), the increasing use of social media has impacted various aspects of life, including education. In this context, this study explored the potential of Facebook to enhance undergraduate students' English writing skills using a mixed-method research approach. To begin with, a survey was conducted to examine students' tendencies in using social media, revealing that most students have easy access to Facebook through mobile devices. Following this, an experiment employing a pretest-posttest design was conducted with a group of 25 students to assess the impact of Facebook discussions on their writing skills. Additionally, a focus group discussion provided deeper insights into students' perceptions, highlighting that they found Facebook an engaging and motivating platform for writing practice. Furthermore, the findings confirmed that using Facebook as a discussion forum significantly improved students' paragraph writing skills. Although Facebook should not replace traditional classroom learning, it can serve as a valuable tool to enhance language teaching by fostering collaboration between students and teachers in a stress-free environment. Therefore, integrating social media with conventional methods can help engage students more effectively in the digital learning process.

Thus, Altam (2020) highlighted that this study focused on the impact of social media, specifically Facebook, Twitter, YouTube, and WhatsApp on EFL Yemeni learners in Indian universities during COVID-19. To achieve this, a quantitative research design was employed using an online questionnaire distributed via Google Forms. Notably, findings revealed that learners spent more time on social media for language learning, with listening being the most improved skill. Moreover, social media helped students acquire new vocabulary and reduce spelling errors, while YouTube emerged as the most preferred platform for learning English. Additionally, students viewed social media as a useful and engaging tool that enhanced their interaction with peers and lecturers, contributing to their academic performance. However, some participants noted the risk of time-wasting, particularly when engaging in non-academic activities. Therefore, while social media is beneficial for language learning, careful use is necessary.

Finally, Muñoz (2020) analyzed the impact of social media on writing skill development. The research involved 40 participants including 35 students and 5 teachers from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato (UTA). A mixed-methods approach was used, incorporating qualitative and quantitative methods through an online survey (Google Forms) that contained 20 questions with a Likert scale using 5 items. The survey was validated by UTA faculty teachers from the PINE program and the data collection was analyzed with the Chi-square process. The results revealed that social media positively influences writing skills, as students feel more motivated when using platforms. Consequently, the researcher recommends integrating virtual platforms to enhance writing development.

6.2 THEORETICAL FRAMEWORK

Theories in digital learning

The emergence of social media has transformed the way individuals communicate and engage with their friends and peers. According to Ngo and Tran (2020), Facebook plays an important role in facilitating collaborative learning, aligning with constructivist learning theory because learning is acquired through experience and interaction. As Chand (2024) mentioned about Piaget's constructivism theory, the teacher acts as a facilitator, allowing a student-centered approach that promotes a meaningful and individual active learning process through experiences. Likewise, Chand stated that Piaget identified three key cognitive processes: Assimilation: It is a process by which a student incorporates a new concept into their existing knowledge base, forming new meaning by merging it with prior mental structures. Accommodation is the process of modifying cognitive systems to adapt to a new concept that challenges existing mental frameworks. And, equilibration is the act of maintaining balance to ensure no conflict exists between new and existing ideas, keeping cognitive consistency.

On the other hand, Chand mentioned that Vygotsky's theory emphasizes that cognitive and intellectual development relies on social interaction. It highlights the importance of dialogue and engagement between students and peers to facilitate meaningful learning experiences. Additionally, social constructivism allows the

construction of meaning in a learning role, exchanging individual perspectives among students to build collective knowledge. Therefore, based on constructivism principles, knowledge is not developed independently but rather within a collaborative environment involving teachers and students.

Constructivism, based on the theories of Jean Piaget and Lev Vygotsky, proposes that knowledge is actively built by learners through their experiences. It highlights the role of social interaction and engagement in shaping cognitive development. According to Siemens (2005), connectivism integrates principles from chaos, network, complexity, and self-organization theories, emphasizing that learning occurs in ever-changing environments beyond individual control. Unlike traditional theories, it highlights that knowledge can exist externally, such as in organizations or databases, and prioritizes forming connections between information sources. Furthermore, decision-making plays a crucial role, as new information constantly reshapes understanding, requiring the ability to differentiate relevant from irrelevant data. Key principles include the importance of diverse opinions, the ability to see connections between disciplines, and the necessity of maintaining networks for continuous learning. Additionally, connectivism acknowledges that learning can reside in non-human systems and stresses the importance of acquiring up-to-date knowledge. It also addresses organizational challenges in knowledge management, emphasizing that information must be meaningfully connected to be classified as learning.

The role of technology in language learning

The integration of technology can foster students' engagement and participation. Technology offers students access to target language exposure, opportunities for production, and constructive feedback. As stated by Shadieff and Yang (2020), technology contributed to an effective strategy for teachers to organize class material and connect with many students. Regardless, the use of technology-adjusted teaching strategies and activities by teachers. Additionally, this promotes the effective use of available materials because teachers and students can gather experiences or information about the advantages of technology in an educational context avoiding its drawbacks. Also, teachers should prioritize the objectives for promoting effective language teaching and learning.

According to Sidding (2020), technology in language teaching helps students connect study materials with real-life content usage through social media, and technology in language learning can be utilized in a collaborative approach. The collaborative approach allows working in groups to succeed at a specific goal. Social media platforms allow interaction and collaboration with their classmates, and strategically select groups that improve learning and acquiring English competencies as a second language.

Benefits and challenges of using digital technologies for learning

According to Parveen and Ramzan (2024), technology can make the instructions more motivating and significantly innovate the education system. Teachers can use digital technologies for preparation and to encourage students' experiences for the future. Moreover, digital tools have some benefits such as:

1. Enhanced engagement and interactivity: Digital technologies offer interactive learning opportunities that engage students in ways that traditional approaches cannot. Additionally, it allows multimedia presentations, educational games, and virtual simulations to enhance the learning experience, making it more engaging and enjoyable among students.
2. Active learning: Students receive guidance on how to use digital devices and other educational tools in a manner that encourages active learning, as opposed to relying on memorization and passive learning.
3. Access to a wealth of resources: the internet provides a vast collection of academic resources such as e-books, videos, and online classes. And, for exploring there are digital libraries and databases such as academic articles and research materials.
4. Personalized learning: Teaching facilitates personalized learning by adapting to students' individual needs, strengths, and weaknesses. Tools like adaptive learning platforms and intelligent tutoring systems offer tailored feedback and create customized learning plans, allowing students to progress at their own pace. This approach not only enhances students' self-confidence but also improves their overall learning outcomes. Additionally, adaptive learning software and online platforms adjust educational content to suit each student's learning style, while personalized feedback and progress tracking help students focus on areas requiring improvement. This personalized approach makes learning more efficient and effective.
- And, 5. Collaboration and communication: Digital technologies permit among students and teachers. Additionally, Online discussion boards,

video calls, and cooperative tools encourage interaction and collaboration cultivating an environment of sharing and mutual learning.

Nevertheless, educational technologies have challenges in implementation such as:

1. Access and equity: Differences in access to digital devices and internet connectivity lead to inequalities in educational opportunities. Rural and underserved areas often face challenges due to insufficient infrastructure and resources, hindering their ability to fully support digital learning initiatives.
2. Digital literacy: and skill gaps: Many students and educators face difficulties with fundamental digital literacy skills needed to use digital tools effectively. Bridging the digital skills gap among educators is crucial to fully leverage the advantages of digital technologies in the classroom.
3. Security and privacy concerns: As technology becomes more integrated into education, protecting student privacy and ensuring data security have become crucial priorities. Educational institutions must implement strong security measures and adhere to privacy regulations to protect sensitive student information. Balancing the benefits of technology with privacy concerns is essential to establish trust and maintain a secure learning environment.
- And, 4. Overreliance on technology: Digital technologies can reduce critical thinking skills and limit students' ability to engage with materials in offline settings. It is essential to balance digital and traditional teaching methods to provide a well-rounded education that encourages creativity and promotes independent thinking.

Social Media as a technological tool in education

In the contemporary world, social media has revolutionized the communication process that fosters synchronous and asynchronous interaction, collaboration, and access to a variety of resources in online communication. According to Osborne (2014) social media “is simply a collection of websites and applications designed to build and enhance online communities for networking and sharing information” (p. 55). While, Kaplan and Haenlein (2010) mentioned that in the educational context, social media serves as a technological tool that enables learners to participate in interactive and collaborative activities, making the learning process dynamic and engaging.

Social media has upsides that help students in an academic context. Sutherland et al. (2020) mentioned that higher education works as a tool to facilitate teaching, learning,

and communication generating educational benefits. Two upsides were identified in their study: First, *connections and networking*: social media overcomes geographical barriers, fosters academic and professional networks, and strengthens student connections. Facebook groups were used to share and interact with specific users according to interests, being one of the most used platforms among academics. Second, *teaching and professional support*: fosters connections and provides teaching and professional support for academics through online communities. Also, platforms like Facebook groups allow academics to create and engage in discussions about teaching practices getting ideas from communities with experience.

Technological tools in English language learning

Yu et al. (2022) explained that the platforms to produce writing emphasize collaborative interaction among students and self-directed exploration. It focuses on the process effectiveness, learning, or level of engagement. To evaluate online learning, there are two assessment tools: one measuring collaborative communication and the other independent inquiry to establish standards for student participation. Writing skills play a crucial role in using English for daily communication. Furthermore, mobile learning technology helps students overcome the constraints of traditional teaching, such as limited space, time, and resources. Otherwise, blended learning integrates traditional methods (presential) and digital technologies (online) combining the learning process for developing English skills. Overall, teachers and students greatly appreciate its high level of flexibility and well-organized thematic approach, as it allows for a more engaging and adaptable learning experience. Moreover, its structured design helps facilitate better comprehension and active participation, making it an effective tool for both. The author recommends that the contents should be short, concise and suitable for periods for a better understanding and improving learning experiences.

Facebook as a technological tool

According to Zuckerberg (2022), the Facebook platform reports nearly 2 billion monthly active users worldwide enabling them to create personal profiles, posts, texts, photos, and reels. Besides, it allows engaging with others through likes, comments, and shares, and joining interest-based groups. Similarly, research by Putri and Aminatum

(2021) indicated that Facebook has become a prominent social media platform, offering features like the “like” button, comment section, and sharing options that encourage users to engage in discussions and share their thoughts in real time. Furthermore, this trend has led researchers to examine the use of Facebook as a tool for enhancing writing skills among students. The researchers aim to explore the students' feedback and experiences with this approach. However, the writing techniques employed during the process of writing on Facebook do not follow a formal writing style. Additionally, group page: A group page is a closed space where it is only possible to participate if you are accepted as a member. According to Etriani, et al. (2022), Facebook groups as a platform are useful for collaborative learning, this allows students to share their writings, provide feedback, and engage in discussions, making the learning process more interactive and enjoyable.

Benefits and drawbacks of Facebook as an educational tool

Nadeem et. al (2020) mentioned the importance of social media such as teaching and learning tools among university students. Facebook is used as a teaching tool for cooperation and shared effort interaction. A learning tool is used to increase motivation because Facebook is a familiar and accessible tool among users. Also, Facebook has been used by students and teachers to communicate and discuss in learning groups to resolve educational activities. Moreover, Ngo and Tran (2020) indicated that the educational benefits of Facebook-based activities (FBA) have features that facilitate users to integrate texts, images, and audio for diverse objectives. And, there are crucial aspects that support students in enhancing their learning ability, achieving a deeper understanding, and encouraging language use in real life more effectively.

Facebook-based activities come from educational communities or groups that share interests and useful activities anytime and anywhere. For this reason, students can spend time on non-relevant or entertaining information. Nadeem et al. highlighted that if not used in a controlled manner, students may experience procrastination, distraction, and poor management. To mitigate these drawbacks, the author suggested that teachers pay attention to the features of texts, images, and so on, selecting students' proficiency level and time of adaptation to the platform.

WhatsApp as a technological tool

WhatsApp is a platform that allows people to send texts, videos, and documents through individual and group chats. As mentioned by Morales et al. (2022), this useful platform is used to receive and send university academic resources allowing interaction with their classmates and teachers generating reinforcements and learning through dynamic activities and available storage in the chat group. In the same vein, Syarif and Zaim (2020) asserts that the students favored WhatsApp as a mobile learning tool to enhance their writing skills. The utilization of WhatsApp is beneficial and will assist students in improving their writing capabilities. In addition to the diverse types of WhatsApp messages, it also encourages students to enjoy using the app for writing tasks. Students use WhatsApp group chats to share their thoughts and emotions, and they can utilize emoticons to convey their feelings. By engaging in WhatsApp group chats, students can express their writing without worrying about making mistakes.

Benefits and drawbacks of WhatsApp as an educational tool

Syarif and Zaim (2020) argued that the widespread integration of WhatsApp has not been overlooked in educational settings. Teachers and students have been using it as a communication tool with each other. In fact, many aspects of school activities now involve WhatsApp for interaction, such as assigning learning tasks, discussing content, and providing feedback on learning materials. This, in turn, has been helping both teachers and learners in the educational process. Particularly in language learning, the various types of messages available on WhatsApp play an important role in supporting learning. For instance, audio messages can enhance students' listening and speaking skills. Similarly, video messages help improve listening comprehension and vocabulary, while text messages contribute to expanding vocabulary and writing skills. Consequently, the author highlights numerous benefits of producing formal communication through written means, such as sending emails, memos, reports, and more. Emphasizing that writing is especially important in higher education, where students are required to carry out research, write essays, present seminar papers, or produce professional articles. According to Handayany and Aminatun (2020), some technical issues were encountered when using the WhatsApp group chat, including excessive messages, weak signals, and

unwanted notifications. In addition, the constant flow of chats and interruptions from irrelevant notifications made the experience less efficient.

Writing skills

Writing holds a special position in language teaching as it integrates cognitive, metacognitive, and collaborative skills while also requiring awareness of other language skills. In fact, mastering writing involves multiple stages, including planning, drafting, revising, and editing, which are essential for structuring ideas coherently. As stated by Beiki (2022), various writing theories contribute to understanding the writing process. For example, expressivist approaches emphasize self-discovery through fluency-focused activities like journal writing, whereas cognitivist theories view writing as problem-solving, requiring students to analyze rhetorical problems and refine their work systematically. Moreover, writing is not only an individual process but also a social and interactive act. From an interactive perspective, writers must ensure clarity in organization, arguments, and transitions to effectively communicate with their audience. Additionally, the social constructionist view highlights that writing is shaped by the discourse community, as language and structure depend on the intended audience and context. Therefore, teachers' awareness of different writing theories is crucial in the educational context, as it helps them guide students through effective strategies for writing. Consequently, understanding these perspectives benefits language practitioners, university students, and educational administrators in enhancing writing proficiency within academic settings.

English writing and its importance in EFL

According to Ghafar and Mohamedamin (2022), language proficiency is a primary objective for students learning English as a foreign language, yet developing writing skills remains a challenge for both learners and teachers. Effective writing requires mastering language structure and writing techniques to ensure clarity and organization. Moreover, academic writing differs from other forms of writing, as it demands a structured and precise approach. Also, the author mentioned aspects of writing: Writing, as a form of communication, can be interpreted in various ways depending on the context. According to the Online Dictionary of Written Languages and

Languages, writing is considered a technique used to visually or physically represent language. In this regard, writing systems use symbols to represent speech sounds, often including punctuation marks and numerals. These sets of symbols, which are referred to as orthographies, play a crucial role in structuring written language. This crucial skill can be observed in writing proposals, memos, reports, applications, emails, and numerous other situations that require the exchange of written messages. As a result, students who struggle to express their ideas to teachers and peers will likely face challenges in doing so with employers and colleagues. This is because the intended audience will not be able to comprehend the message being conveyed.

Benefits and difficulties in writing skills

Writing is a skill that shows a teacher that a student has a strong grasp of the language and can express themselves clearly and effectively. Since writing is a multifaceted task, students learning English as a Foreign Language (EFL) face various challenges, such as interference, grammar, vocabulary, and other related issues. Szlachta et. al (2023), writing is an essential skill for both academic and professional progress, as it allows individuals to craft logical arguments, reflect on their thoughts, accept feedback, and prepare for future challenges. Furthermore, engaging in creative writing nurtures language development at all levels, including grammar, vocabulary, and discourse, which promotes both linguistic and emotional growth. This, in turn, enhances self-assurance and motivation, while also encouraging reading, as students gain a deeper understanding of how texts are structured and apply these techniques in their writing.

In contrast, Ghafar and Mohamedamin (2022) mentioned that writing difficulties often emerge for students who are unfamiliar with the grammar and structure of the target language. For instance, mastering essential aspects such as tenses, prepositions, and adverbs is crucial for producing clear and coherent text. Additionally, choosing the right terminology can be challenging, as students need to select words that accurately communicate their ideas while navigating unfamiliar or unclear terms. As a result, students frequently struggle with new phrases whose meanings are not fully understood, making the writing process more complex. To overcome these obstacles, continuous exposure to new concepts and a solid understanding of grammar and vocabulary are necessary.

Types of writing texts

According to Educasia (2020), kinds of writing develop creativity and spontaneity from a free to a structured writing manner. These steps help students to write academic text correctly with specific purposes. There are three kinds of writing: free writing, controlled writing, and guided writing: a). *Freewriting*: It is a process in which the writer or student fosters or expresses ideas in writing without worrying about mistakes. b). *Controlled writing*: It is a process where the writer/student develops grammatical knowledge, accuracy, and correctness. Also, the teacher plays an important role because it motivates students and follows rules. And, c). *Guided writing*: It is a process where the writer/student helps structure writing with the teacher's guidance.

However, Educasia also highlighted that the students must take notes and share their findings (communicative context) before writing. In academic research on writing, it is essential to examine the relationship between different writing approaches and text types, as both influence the development of effective communication skills. Students categorize writing into free, controlled, and guided forms, each shaping the writer's ability to express ideas with varying degrees of structure and support. Additionally, research highlights that narrative, descriptive, expository, procedural, and persuasive texts serve distinct functions, requiring specific linguistic and rhetorical strategies. By understanding these classifications, teachers and researchers can better analyze how writing proficiency develops and how different writing techniques enhance clarity, coherence, and audience engagement.

Thus, WETA (2025) explained that there are five common text types that students should know: 1) *Narrative text*: This type of text has a chronological order (beginning, middle, and end) Also, It can include fictional beings, representations, conflicts, and resolutions. 2) *Descriptive text*: This text has evocative details. For example: Aspects of place, objects characteristics, and descriptions of people. 3) *Expository text*: This text should have explanations, specific information, and logical processes (cause and effect). 4) *Procedural or instructional text*: This text provides instructions, guides, or steps using images to build a clear understanding. And, 5) *Argumentative or persuasive text*: This text tries to persuade, entertain, or influence an audience enhancing communication effectiveness.

Written language and its styles

Language is a symbol, sign, or code system interpretation that allows humans to communicate. Bloomfield (1933) viewed language as the collective utterances of a speech community emphasizing its role as a social construction. A study by Mustafai (2022) also highlights that language is fundamentally a tool for communicating, conveying elements, and effectively using various social contexts. This perspective focuses beyond communication as merely an exchange of thoughts, ideas, or words but a complex system interpretation of a constructed system of symbols and signs that result in meaningful human connection. This dynamic nature of language means that the use of language for the communication process is not static but adapts to the context in which it is used.

A study by Akhtursunova and Aubakiroba (2024) suggests that two types of language can be used in different contexts with different purposes such as (1) *Informal Language*. This type of language is characterized by the use of colloquial and common vocabulary, which allows for short and casual sentence structure. Therefore, it can be used in daily situations and personal relationships, such as friendly and familiar contexts, text messages, and informal emails. And, (2) *Formal Language*. It adheres to more complex sentence structures, strict syntax, and grammar conventions because it is used in professional, academic, and governmental situations. Language precision is fundamental, avoiding informal abbreviations, and vague expressions using broad and exact vocabulary. This language style also refers to a more polite manner of communication.

Digital writing vs. traditional writing

The integration of digital tools offers significant potential for improving writing instruction. However, teachers must also consider the challenges and limitations associated with their use. By combining the advantages of digital resources with traditional teaching methods, they can create a more effective learning environment that meets diverse student needs. Moreover, this balanced approach can enhance student engagement and improve writing proficiency. Additionally, digital tools can incorporate and support EFL students in their writing process, helping to develop a better understanding of essential writing components. Pitukwong and Saraiwang (2024) highlighted that from a digital writing perspective, technological tools serve as valuable

collaborative aids, each offering unique benefits to the writing process. In particular, their user-friendly design and ability to provide immediate feedback significantly enhance the learning experience. Furthermore, students reported that these digital tools not only facilitated their writing but also increased their engagement and motivation. As a result, integrating digital resources into writing instruction promotes active participation and supports students in developing their writing skills more effectively than traditional methods alone.

From a traditional writing perspective, peer comment activities using paper and pen remain an effective method for improving students' writing skills. While some studies have explored the impact of Facebook-based peer feedback on students' attitudes, revisions, and writing outcomes. Correspondingly, Phi et al. (2020) talked about how it is important to note that traditional peer review continues to offer valuable learning opportunities, especially for teachers who are not comfortable integrating technology into their classrooms. Moreover, traditional peer feedback is particularly beneficial for students who lack regular internet access or do not own a computer. Also, digital peer comments may enhance writing quality highlighting that traditional peer review remains a practical and reliable approach for fostering student engagement and improving writing skills in diverse learning environments.

Communication and its role in social media writing

Communication is a fundamental aspect of human interaction, enabling the exchange of ideas, emotions, and information across various contexts. According to Kurnidi and Mahaputra (2021), the communication process involves information exchanged from a sender to a receiver to transfer a message, thoughts, ideas, and opinions with a specific purpose. This process is fundamental to human interaction occurring in diverse contexts including interpersonal, group, and organizational communication, each context has its requests and dynamics. Consequently, the communication effectiveness depends on the participants' perception, if participants have similar perceptions of the message the communication process will be reached successfully.

As Kurdini and Mahaputra (2021) mentioned the communication process is developed in certain contexts they also highlighted three types of communication

development such as: I) *Verbal Communication*: This type focuses on spoken language to provide information where the sender and receiver can understand the message. II) *Nonverbal Communication*: This type of communication can occur without verbal production and uses gestures, posture, facial expressions, and sign language. And, III) *Written Communication*: This representation of language is essential for registering data that can be reported through written words, such as letters and documents, and safeguarding the text's purpose. Dewi and Rizal (2023) mentioned that social media can enhance writing skills through posts. Students can use a user feedback module or chat function to comment on others' posts and acquire new words from inaccuracies. Likewise, students can communicate ideas, share viewpoints, and participate in groups or pages that quickly share English content.

Writing practice through social media

Mukhamad et. al (2020) stated that the consistent practice significantly enhances students' writing skills. For instance, repeating vocabulary can serve to improve students' scores, demonstrating that the more students engage with the language, the better their understanding will be. Additionally, allocating sufficient time for writing practice in English helps students become more proficient writers. Consequently, it has positively impacted students' grammar and confidence in writing. Furthermore, it was revealed that students displayed a positive attitude toward using social media in writing classes. However, challenges such as large classes, lack of training on internet use, and inadequate facilities could hinder the effectiveness of these platforms. Notably, platforms like Facebook can improve writing skills, including accuracy, clarity, and fluency, while also boosting self-confidence and satisfaction. On the other hand, the frequency of accessing English or regular practice content on social media enhanced writing abilities.

In another point of view, Cotos et. al (2020) argued that the main objective for students was to develop the ability to produce genre-specific texts that align with the conventions of their academic and professional communities. To achieve this, they required exposure to authentic disciplinary discourse, guidance on writing norms, structured writing practice, personalized feedback, and meaningful interaction. Therefore, meeting these needs involved integrating a theoretical framework that supported both the

social and cognitive aspects of writing, enabling the design of technological tools that facilitate effective learning.

Impact of social media on writing skills

As stated by Putri (2022) the integration of digital tools into writing instruction has significantly enhanced students' writing skills by promoting engagement and interaction. For instance, peer feedback activities on these platforms provide instant responses, allowing students to refine their writing in real-time. Moreover, these tools encourage collaboration, enabling learners to exchange ideas and improve their grammar, vocabulary, and overall coherence. In contrast, traditional writing methods, while still effective, may lack the immediacy and accessibility that digital platforms offer. Additionally, students who actively participate in online writing activities can demonstrate greater motivation and confidence in expressing their thoughts. Therefore, incorporating social media into writing classrooms can be a valuable strategy for improving writing proficiency and fostering a more interactive learning environment.

7. METHODOLOGY

This study employed a qualitative research approach to analyze students' perception of using Facebook and WhatsApp for practicing writing proficiency. Similarly, a descriptive research design was chosen to provide a detailed account of students' perceptions of using Facebook and WhatsApp for practicing writing skills. This design was appropriate as it enabled the description of patterns, attitudes, and challenges faced by the students. This study involved 25 students from the fifth semester majoring in English at the Technical University of Cotopaxi. Following key ethical principles in educational research Haneef and Agrawal (2024) the researchers first obtained permission from the head of the English department to collect data. They then visited the classes to explain the study's purpose to the participants. This approach ensured that participants were informed about written activity, allowing them to complete both freely without feeling assessed.

Using an activity of writing task following the instruction: In a paragraph of 150 words answer the question "Why did you decide to study the National and Foreign Languages Pedagogy Major?" This activity allowed us to identify problems in writing

proficiency in fifth-semester students majoring in English. This topic was adapted from the printed book “Write Right: Paragraph to Essay 2” by Johnson (2011) (See appendix 1). The writing task was developed in 30 minutes in a classroom at the Technical University of Cotopaxi. Within this activity a WhatsApp group including all the participants was created with the name “Active writing” to find out about their interests through a survey, to find out about their interests through a survey, and socialize their interaction progress. (See appendix 2). Then, in order to practice writing based on the writing proficiency problems of students in the written task, a weekly task syllabus was created with a fixed 24-hour timetable for them to solve the activity once given. (See appendix 3). Similarly, participants were classified into the Facebook groups according to their interests: Music, Series/Movies, and Tourism/Travel (See appendix 4). After a month of interaction on the platform, five students were not considered in the research, because these students did not actively participate either in the writing task or in the engagement with activities created in the platforms. To be considered in the study, the interaction scale was the highest with 38 and the lowest with two (2). (See appendix 5).

Finally, a survey validated by three experts with third and fourth level degrees from the institution was distributed through Google Forms. (See appendix 6 and 7) to evaluate students’ satisfaction and the perceived effectiveness of the activities designed in the digital tool. The questionnaire included two parts: 2 questions for demographic information and the second part was divided into four sections such as content, structure, coherence, and cohesion. For data analysis, the pieces of writing were analyzed using the Taguette program. This program serves to classify qualitative data and tag them with a certain category. The qualitative process analyzes the most common errors found within the writing task: content, structure, coherence, and cohesion. Meanwhile, in the survey results students responded using the Likert measurement tool, with five options ranging from 1 = Strongly Disagree to 5 = Strongly Agree. All these data were collected quantitatively and finally, analyzed using the Excel program. Data management included storing all results in a source format to maintain participants’ confidence.

8. ANALYSIS AND DISCUSSION OF RESULTS

Table 1. *Most common errors found within the writing task.*

Most Common Errors Found			
	Type of Error	Error	Correction
Grammar	Incorrect verb tense	I decide^study	I decided to study
	Missing prepositions	I decide^study	I decided to study
	Incorrect auxiliary verbs	I don't^ Knew	I didn't know
	Subject-verb agreement	this carrer help^ me look at the best job	this major helps me find the best job
	Incorrect use of articles	I hope being a good teacher like a^ teacher Victor Hugo.	I hope to be a good teacher like the teacher Victor Hugo.
	Missing punctuation	It was very dificult ^however,	It was very difficult. However,
	Capitalization	I study ^english	I study English
Vocabulary	False friends	I like study this ^career.	I like studying this major.
	Incorrect word choice	I have ^reflectioning	I have reflected
	Spelling errors	^knodlegde	knowledge
Cohesion	Lack of transition words	I think that this career can be challenging, but not imposible. ^ I like study this career.	I think that studying this major can be challenging, but not impossible. However, I like studying this career.
	Improper use of conjunctions	I aspire to achieve my dreams of be^ a great teacher but also I want be stewardess	I aspire to achieve my dream of being a great teacher, but I also want to be a stewardess.
	Repetitive sentence	I will be a good teacher and teach to children and young	I will be a good teacher for children and young people.

	Lack of logical flow	at the university english I decided study here	I decided to study English at the university
Coherence	Confusing statements	Maybe at the beginner I thought only, learn the language and travel to another countrie however conform pass the time.	Maybe at the beginning, I thought only about learning the language and traveling to another country. However, as time passed, my perspective changed.

After the written activity was administered, written pieces were analyzed through the Taguette program, which serves as an instrument to classify qualitative data taking into account four relevant aspects in writing. such as grammar, vocabulary, cohesion, and coherence and giving them a tag. The results suggested that there were found generally 55 errors in coherence, 60 in cohesion, 195 in grammar, and 101 in vocabulary. Grammar errors were the most prevalent, including incorrect verb tenses, missing prepositions, misuse of auxiliary verbs. and subject-verb agreement mistakes. Additionally, errors related to articulate usage, punctuation, and capitalization indicate a need for reinforcing fundamental writing proficiency aspects. In terms of vocabulary, students exhibit difficulties with false friends, incorrect word choices, and spelling errors, which could hinder their ability to express ideas precisely. The cohesion, and coherence issues, such as the lack of logical flow and confusing statements, suggest the necessity of practicing students' writing skill.

Discussion

The findings of this study align with previous research highlighting that the most common challenges EFL students face in writing, particularly in grammar, vocabulary, cohesion, and coherence. According to Ghafar and Mohamedamin (2022), grammar knowledge and the syntax of the target language are crucial. Consequently, students who are not entirely immersed within the rules may struggle in writing production. Similarly, lack of vocabulary and correct word selection can produce difficulties in the written tasks. As a result, cohesion and coherence may be affected because of the mandatory structure of language. Besides, students who struggle to articulate their ideas effectively with the people around them.

Additionally, these findings suggest that learners require more structure guidance. Besides, it is important to target instructional strategies, such as explicit grammar instruction, vocabulary expansion activities, and writing practices that emphasizes coherence and cohesion based on students' needs. Consequently, a weekly syllabus was created to support students' writing skills performance.

8.2 Results and discussion of the survey

First Section:

Statement 1: The writing activities on Facebook and WhatsApp are engaging and promote creativity.

Table 2. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	6	31,6%
4=Agree	11	57,9%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

On one hand, as can be seen, 11 participants agree with the Statement representing 57,9%, indicating that more than half of the participants have a positive perception regarding the Statement. Meanwhile, 6 students representing 31,6% fall under neutral posture. It suggests that nearly one-third of the respondents neither agree nor disagree, possibly due to the lack of strong options or uncertainty about the Statement. A smaller segment, 10,5% strongly agree, showing that a minor but notable percentage of participants firmly support the statement. On the other hand, there are no responses for disagree and strongly disagree, implying that no participants expressed direct opposition to the Statement presented in the survey.

Interestingly, the results suggest that most of the participants acknowledge or support the Statement highlighting that the writing activities on Facebook and WhatsApp are engaging and promote creativity. Additionally, nearly one-third of the respondents remained neutral, possibly indicating uncertainty or lack of strong opinion on the Statement.

Discussion

These findings align with studies such as those by Parveen and Ramzan (2024), which emphasize the role of Facebook and WhatsApp in enhancing learning by fostering interaction and engagement in writing tasks. Their research highlights how these platforms provide students balance between digital and traditional teaching methods to provide a well-rounded education that encourages creativity and promotes independent thinking. Additionally, the interactive nature of social media encourages peer discussions, enabling students to refine their writing skills through exposure to different writing styles and constructive criticism.

Statement 2: The prompts and exercises provided are meaningful and relevant to my learning needs.

Table 3. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	3	15,8%
4=Agree	14	73,7%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As evidenced by the data, the largest segment of the chart, 73,7%, corresponds to 14 participants agreeing, showing that nearly three-quarters of the respondents have a positive perception of the Statement. Although, the other largest portion, 15,8% shows that three (3) respondents neither agree nor disagree. In contrast, representing 10,5%, two (2) participants strongly agree. Signifying that a minor portion has a firm positive stance. Notably, no answers disagree or strongly disagree with the Statement.

The data reveals that the majority of participants hold a positive perception of the proposed prompt, with most expressing agreement. These findings imply that the provided exercises were generally meaningful and aligned with students' learning needs.

Discussion

The results indicate that most participants found the writing prompts and exercises meaningful for their learning by the high level of agreement. It is similar to a study by Shahzadi and Kausar (2020), who found that university students perceive social media

platforms as valuable tools to support their learning needs using them on their mobile dispositive. It provided easy interaction and collaborative communication particularly in a language learning context.

Statement 3: The platforms offer content that aligns with my practicing English purposes.

Table 4. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	2	10,5%
4=Agree	14	73,7%
5=Strongly Agree	3	15,8%
Total answers:	19	100%

Based on the observed data, among the 19 respondents, 73,7% agree with the Statement. Equally 15,8% represented by three (3) respondents strongly agree. This denotes that most participants found useful the content on the platforms for their English practice. Whereas, a smaller portion 10,5 % represented by two (2) students who selected neutral, suggesting that they neither agree nor disagree, possibly due to variability in their experiences or lack of strong opinion on the topic. Eventually, disagree and strongly disagree indicate that none of the participants found the content misaligned with their objectives.

The results analysis demonstrated that most students perceive the content provided through the platforms as useful for their English writing practice. The absence of negative responses, meanwhile, highlights that no participant found the content completely irrelevant or unhelpful, suggesting that the platforms are generally meeting students' expectations for practicing writing.

Discussion

These findings support the perspective of a study by Sidding (2020), who highlighted the role of digital platforms in enhancing language learning through engagement and accessibility. Besides the important role of dynamic content in digital platforms in practicing and enhancing students' writing skills. The high level of learners'

agreement with the provided content through the platforms aligns with a study by Yu et al. (2022), who found that students' attitudes were positive because the provided activities were short, concise and suitable content for periods to students revealed a better understanding and improved their learning experiences.

Statement 4: Facebook and WhatsApp activities include examples that are appropriate for my language level.

Table 5. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	2	10,5%
4=Agree	13	68,4%
5=Strongly Agree	4	21,1%
Total answers:	19	100%

It is evidenced from the data that among 19 respondents, the majority 68,4% agree with the Statement. Moreover, two (2) students representing 21,1% strongly agree, reinforcing that a significant number of students believe the content is highly appropriate for their English level. Meanwhile, two (2) respondents representing 10,5% selected neutral. It suggests that they neither agree nor disagree with the Statement. Conversely, no respondents disagree or strongly disagree with the Statement.

These study findings suggest that most of their participants found the examples provided suitable for their English proficiency. However, neutral responses may indicate that some students were not sufficiently convinced by the difficulty level of the examples or might not have fully engaged with the activities to form a clear opinion. The absence of negative responses suggests that the Facebook and WhatsApp activities included examples that are appropriate for their language level.

Discussion

The data reveals that most respondents found the examples provided in Facebook activities were appropriate for their English language level. These findings align with the perspective of Shahzadi and Kausar (2020) that highlighted students' perceptions of reading peer examples helped them in the writing process. Furthermore, some of them

shared their experience that when they read their classmates' posts well written, they became more aware of their own writing.

Statement 5: The activities foster writing skills elements and collaborative interaction through the platforms.

Table 6. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	4	21,1%
4=Agree	13	68,4%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As reflected in the responses, 13 participants representing 68,8% in the chart agree with the Statement. Although four (4) respondents are neutral, indicating that a small portion of participants neither agree nor disagree with the Statement. However, 10,5% represented by two (2) students strongly agree with the Statement, reinforcing that some participants feel that the activities enhance their writing abilities and interaction with peers. Importantly, no respondents disagree or strongly disagree with the Statement.

Upon completing the data analysis, it can indicate that they believe the activities effectively support their writing skill development and encourage collaboration. It means that no one perceives the activities on the platforms as ineffective in fostering writing skills and collaboration. While the overall perception is positive, the neutral opinions suggest a potential area for improvement, such as incorporating more interactive and structured peer collaboration.

Discussion

These results align with the findings of Ngo and Tran (2020), who found that students can find benefits of Facebook-based activities, as these serve as crucial elements in supporting their learning skills. Their study also highlighted Facebook and WhatsApp interactive features because these are crucial elements that help them to support their learning skills. Additionally, the social aspect of Facebook fosters collaborative practices, which allow students to exchange ideas, clarify doubts, and improve their writing skills through peer interactions.

Second Section:

Statement 6: The layout and features of Facebook and WhatsApp are easy to use for writing activities.

Table 7. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	6	31,6%
4=Agree	10	52,6%
5=Strongly Agree	3	15,8%
Total answers:	19	100%

Once the data was collected, it can be seen that 10 respondents representing 52,6% agree with Statement 6. However, six (6) respondents representing 31,6% of the chart are neutral. This can suggest that a significant portion of the population maintains a neutral position about the Statement. Nevertheless, 15,8% of participants strongly agree with the allegation. There are no respondents who disagree or strongly disagree with the Statements. The data analyzed revealed that most participants perceive these platforms as user-friendly to practice writing activities. Above all participants do not consider these platforms particularly difficult to use.

Discussion

After analyzing the data, a strong similarity was found between this study finding and the findings of Mukhamad et. al (2020), who suggested that students perceive social

media platforms easy to use for practicing English skill. This also indicates that students not only find Facebook and WhatsApp accessible but also consider them effective for enhancing their writing abilities. Furthermore, the study supports the idea that these digital tools can allow appropriate environments that encourage active engagement.

Statement 7: The instructions for writing assignments are clear and straightforward.

Table 8. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	4	21,1%
4=Agree	12	63,2%
5=Strongly Agree	3	15,8%
Total answers:	19	100%

The results clearly show that the majority of responses to the survey Statement are positive. 12 participants representing 63,2% agree, indicating that more than half of the participants have a good perception regarding the Statement. The second largest portion 21,1% falls under the neutral option. It showed that some of the participants neither agree nor disagree with the Statement. However, the smallest portion of the participants 15,8% strongly agree that the instructions for writing assignments were clear and straightforward. In the same vein, the results do not include responses disagreeing or strongly disagreeing with the Statement, implying that no participants expressed misunderstanding of the activity directive.

The results indicate that most participants perceived the instructions for writing activities as clear as easy to follow. It also suggests that the guidance provided was sufficiently structured for their experiences with the activities' instructions. While, the absence of negative answers implies that none found the instructions confusing or difficult to understand.

Discussion

The data analysis revealed that students generally perceived the instructions for writing assignments as clear. This aligns with Parveen and Ramzan (2024), who mentioned that clear instructions for writing assignments can allow students to have a better understanding about what they have to do. Additionally, by utilizing digital

resources, students can access necessary materials, download relevant information, and upload their work, fostering greater independence and engagement. This suggests that well-structured digital instructions not only clarify assignments but also support student autonomy and active participation in the learning process.

Statement 8: The organization of activities on both platforms allows for logical sequence in learning.

Table 9. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	1	5,3%
3=Neutral	3	15,8%
4=Agree	13	68,4%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As illustrated in the table and figure above, the majority of participants 68,4% agree with Statement eight (8) of the survey, Additionally, 10,5% of respondents strongly agree. Together, these responses account for 78,9% of the participants and show a generally positive perception of the way activities are structured on the Facebook and WhatsApp platforms. Nonetheless, a small percentage 15,8% maintains a neutral posture about the Statement. This can suggest that some participants neither find the activities organization particularly helpful nor problematic. Meanwhile, 5,3% of the respondents disagreed and felt that the activities lacked a clear sequence for writing practice.

The results reveal that a considerable part of participants had a positive perception of the organization of activities on Facebook and WhatsApp. Besides, it indicates that the structured sequence contributed to their writing practice. However, a minor segment remained neutral, suggesting that they did not perceive a significant impact, either positive or negative, on their experience. Additionally, a little percentage of participants indicated that the organization of activities were not clear or had sequence for an effective writing practice.

Discussion

The research findings highlight that most of students' perception of this study remains that the organization and engagement of activities on both platforms allowed a logical sequence in their learning process. Besides, this highlights how digital resources

not only enhance engagement but also streamline educational processes, making learning more efficient and accessible. Similarly, a study by Parveen and Ramzan (2024) emphasizes that digital technologies offer interactive learning experiences that engage students in ways traditional methods cannot. Additionally, the organization of activities on social media platforms allowed students to follow a logical sequence in their writing skills practice.

Statement 10: It is easy to follow and review the writing progress through digital platform features.

Table 11. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	6	31,6%
4=Agree	12	63,2%
5=Strongly Agree	1	5,3%
Total answers:	19	100%

Answers in Statement number 10 show that 63,2% representing 12 respondents agree with the Statement. Additionally, 5.3% of respondents strongly agree with the Statement. Combined, these responses represent 68,5%. This proposes that participants reflect a positive perception of the platforms to develop their writing skills development. However, 31,6% of respondents had a neutral attitude towards the Statement. Notably, none of the respondents disagree or strongly disagree.

A clear upward can be seen in the results because of the mainly positive students' perception about Facebook and WhatsApp features, which facilitate reviewing and monitoring their writing development. Meanwhile, some respondents maintained a neutral posture, meaning that a considerable portion of participants neither find the platforms' features particularly helpful nor difficult to use for tracking their writing performance.

Discussion

As shown in the analysis, learners' perceive it easy to visualize their progress through the features of Facebook and WhatsApp as is mentioned by Szlachta et al. (2023) Facebook and WhatsApp enable individuals to construct logical arguments, articulate their thoughts, receive feedback, and prepare for future challenges. This process not only boosts confidence and motivation but also helps learners to follow and review the writing progress.

Third Section

Statement 11: The platforms enhance my vocabulary and grammar skills through interactive writing.

Table 12. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	0	0%
4=Agree	17	89,5%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As the results demonstrated, an overwhelming 89,5% of participants agree with the Statement, highlighting a strong consensus that Facebook and WhatsApp effectively enhance their vocabulary and grammar writing skills through interactive writing activities. In the same way, 10,5% of respondents strongly agree with the prompt. With a total of 100% of participants expressing a positive perception. It can be suggested that the interactive writing activities on social media were highly effective in supporting vocabulary and grammar development. However, no participants were neutral or disagreed, and strongly disagreed with the Statement denoting that interactive writing through the platforms can be useful as supplementary learning resources.

Discussion

The findings of this study indicate a unanimous positive perception among participants regarding the effectiveness of Facebook and WhatsApp in enhancing vocabulary and grammar skills through interactive writing activities. These results align with previous research of Altam (2020) which found that students who engaged with

social media for language learning experienced improvements, particularly in vocabulary acquisition and spelling accuracy. While prior studies highlight listening as the most enhanced skill, the present research emphasizes the benefits of interactive writing in fostering grammar and vocabulary development. This comparison underscores the multifaceted role of social media in language learning, demonstrating that different platforms and activities can contribute to various linguistic improvements, depending on how they are utilized.

Statement 12: Group interactions and comments motivate me to edit and practice writing.

Table 13. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	5	26,3%
4=Agree	13	68,4%
5=Strongly Agree	1	5,3%
Total answers:	19	100%

After analyzing the data, it was reflected that 68,4% representing 13 respondents agree with the prompt. Additionally, 5,3% representing one (1) respondent strongly agree with Statement number 12 of the questionnaire. Together, these responses account for 73,7%. Further supports the idea that some students find peer engagement highly encouraging for practicing their writing skills. Whereas, 26,3% representing five (5) respondents maintained a neutral posture, implying that more than a quarter of participants neither found the group interactions particularly motivating nor helpful. Interestingly, no participant disagreed or strongly disagreed with the Statement.

These findings suggest that a majority of participants perceive group interactions and peer feedback as motivating factors in their writing performance. As most of the participants showed high positivity. It can be mentioned that engaging with peers through comments and discussions encouraged them to edit and improve their writing. In contrast, data also suggest that while most students benefit from collaborative feedback, some may require different types of engagement or support to feel fully encouraged in their writing practice.

Discussion

A research of Dewi and Rizal (2023) highlighted that Facebook groups can serve as a valuable tool for enhancing writing skills through posts. Besides, students can utilize features such as the user feedback module or chat function to engage with peers, provide comments, and learn from linguistic inaccuracies. Similarly, the finding of this research reveals that the participants perceived that these platforms enabled them to express their ideas, exchange perspectives, and join groups or pages that regularly share English-language content. This interactive environment fosters continuous language exposure, allowing learners to expand their vocabulary, refine their writing, and develop greater confidence in their communication skills.

Statement 13: I can easily develop my writing skills on these digital platforms.

Table 14. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	1	5,3%
3=Neutral	6	31,6%
4=Agree	8	42,1%
5=Strongly Agree	4	21,1%
Total answers:	19	100%

On one hand, a considerable percentage of participants 42,1% agree that they can easily develop their writing skills using Facebook and WhatsApp. Likewise, 21,1% strongly agree, meaning that a combined 63,2% of respondents found these platforms beneficial for their writing performance. On the other hand, 31,6% representing 6 respondents, indicated that they do not necessarily find these platforms either helpful or unhelpful for writing practices. Meanwhile, a small percentage of 5,3% disagree with the proposed Statement. It showed that a minority of students may struggle to develop their writing skills effectively through these digital tools.

It has been shown that most respondents viewed Facebook and WhatsApp as valuable technological resources for their writing performance, with most respondents expressing agreement and or strong agreement with this perspective. This highlights the role of digital platforms in fostering a supportive and interactive space for writing practice. However, a notable percentage of participants selected the neutral option,

indicating mixed experiences or uncertainty regarding the effectiveness of these tools. Additionally, a small minority disagree, suggesting that while social media platforms benefit many learners, some may encounter difficulties in utilizing them effectively, possibly due to personal preferences, learning styles, or digital literacy challenges.

Discussion

Based on the observed data, this study's findings suggest that most students can easily develop their writing skills on Facebook and WhatsApp. The interactive and collaborative nature of these platforms provides students with opportunities to engage in meaningful writing activities. Similarly, a study by Shahzadi and Kausar (2020) highlights how students can practice and develop their writing skills on these digital platforms for language learning by fostering communication and interaction and collaboration in a digital environment. The accessibility and user-friendly features of Facebook and WhatsApp allow students to practice writing beyond the classroom, promoting autonomous learning.

Section 4: Effectiveness

Statement 14: Facebook and WhatsApp provide easy access to practice my grammar, vocabulary, cohesion, and coherence in writing activities.

Table 15. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	4	21,1%
4=Agree	13	68,4%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As reflected in the responses, the majority of participants 68,4% agree and 10,5% strongly agree indicating that Facebook and WhatsApp provide easy access for practicing grammar, vocabulary, cohesion, and coherence in the provided activities. Meanwhile, 21,1% of the participants remain neutral, suggesting that some students do not find the platforms particularly beneficial and inefficient for practicing their writing skills. Likewise, no participants perceive these digital tools as barriers to their language performance.

This data highlights that while most students recognize the advantages of using Facebook and WhatsApp for writing practice, a portion may require additional structure to support and maximize their learning experience.

Discussion

Once the data was analyzed, it was found that the participants in this research demonstrated that Facebook and WhatsApp provide easy access to practice grammar, vocabulary, cohesion, and coherence in writing activities. As Putri and Aminatun (2021) mentioned, students found the use of social media platforms interesting because these platforms enable them to practice their writing skills by commenting on Facebook fan pages. Additionally, students can enhance their vocabulary, which helps them generate more ideas and better organize and express their thoughts. This suggests that social media platforms offer valuable opportunities for improving various aspects of writing in a practical, engaging way.

Statement 15: My vocabulary has expanded through digital platform activities.

Table 16. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	1	5,3%
3=Neutral	2	10,5%
4=Agree	16	84,2%
5=Strongly Agree	0	0%
Total answers:	19	100%

As evidenced by the data, 84,2% representing 16 respondents agree with Statement number 16 of the survey. This suggests that the majority of the participants consider that their vocabulary has expanded through digital platform activities. However, a small percentage of 10,5% remained neutral with the Statement proposed. These results imply that a minimal number of participants did not perceive a noticeable enhancement in their vocabulary. Meanwhile, no participants strongly agree, which may indicate that part of the students recognize some level of vocabulary expansion. The impact might not be substantial enough for them to consider it highly effective.

The findings show that the largest part of the participants felt that the activities on Facebook and WhatsApp have helped them to expand their vocabulary. This highlights

that engaging with language input through activities on these platforms has contributed to their lexicon growth. However, a small percentage of participants remain neutral, suggesting that they either did not notice a significant change or were uncertain about the activities' effect.

Discussion

After the data was analyzed there was found that the activities development allowed them to expand their lexicon. Similarly, mentioned by Mukhamad et al. (2020), who highlighted that regular practice is essential for improving students' writing skills, particularly through repeated exposure to vocabulary. The author also mentioned that writing practice through Facebook and WhatsApp leads to better comprehension and retention, resulting in higher scores. By dedicating sufficient time to writing in English, students enhance their proficiency, refine their grammar, and build confidence. Overall, consistent practice strengthens linguistic accuracy, fosters a positive attitude toward writing, and contributes to broader language development, including vocabulary expansion.

Statement 16: The collaborative features (e.g., comments, chats) provide useful feedback to practice writing.

Table 17. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	4	21,1%
4=Agree	13	68,4%
5=Strongly Agree	2	10,5%
Total answers:	19	100%

As reflected in the responses, 68,4% representing 13 participants agree with the Statement. Similarly, 10,5% representing two (2) respondents strongly agree that the collaborative features of Facebook and WhatsApp, such as comments and chats, provide useful feedback for practicing writing. Nevertheless, 21,1% representing four (4) respondents maintained a neutral posture about the proposed Statement, suggesting that some students could not have perceived the feedback as particularly beneficial or may not

have engaged with it actively. Notably, no participants disagree or strongly disagree with the prompt. It indicates that one found the collaborative features unhelpful. Moreover, this suggests that while most of the respondents benefit from feedback through the platforms, a small portion requires more structured or personalized guidance to leverage its features fully.

Discussion

The data reflected shows that students who have a positive perspective about collaborative features (e.g., comments, chats) can provide useful feedback to practice writing. Equally to a previous research by Dewi and Rizal (2023), who mentioned that social media can enhance writing skills through posts. Students can use a user feedback module or chat function to comment on others' posts and acquire new words from inaccuracies. Likewise, the author mentioned that students can communicate ideas, share viewpoints, and participate in groups or pages that quickly share English content.

Statement 17: The digital platforms help me identify and correct my grammar and spelling mistakes.

Table 18. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	1	5,3%
3=Neutral	3	15,8%
4=Agree	11	57,9%
5=Strongly Agree	4	21,1%
Total answers:	19	100%

As can be observed, 11 representing the majority of participants 57,9% agree that writing activities on Facebook and WhatsApp encourage them to practice, identify and correct their grammar and spelling mistakes. Similarly, 21,1% representing four (4) respondents strongly agree with the proposed Statement. This indicated that nearly 80% of students recognize these platforms as beneficial for developing their writing skills. However, 15,8% representing three (3) respondents remained neutral with the Statement. It can indicate that they neither found the activities particularly useful nor effective for enabling their self-expression. Likewise, a small portion, 5,3%, disagree with the prompt.

This overall highlights that while most students benefit from the platform's activities, some could require alternative strategies to evidence more clearly the typing errors.

Discussion

The findings in this research suggest that the majority of participants believe that writing activities on Facebook and WhatsApp help them practice, identify, and correct their grammar and spelling mistakes. This finding supports the perspective of Educasia (2020), who highlighted that students' language skills often entail committing errors in writing practices, allowing them the opportunity to identify and correct mistakes through repeated practice. In line with this, Facebook and WhatsApp provide a platform for immediate feedback, either from peers or self-reflection, encouraging learners to engage actively in the correction process.

Statement 18: Peer feedback and interactions make me feel more confident to write in English.

Table 19. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	4	21,1%
4=Agree	12	63,2%
5=Strongly Agree	3	15,8%
Total answers:	19	100%

As illustrated in the figure below 63,2% representing 12 participants as the majority agree that peer feedback and interactions in the platforms help them feel more confident to practice writing in English. While 15,8% representing three (3) respondents strongly agree with the proposed Statement. However, 21,1% representing four (4) respondents remained neutral with the Statement, indicating that while they did not find peer feedback unhelpful, they also did not experience a notable confidence from it. Importantly, none of the students disagree or strongly disagree with the proposed prompt.

There is a consistent pattern in the way that participants responded to the Statement, in which the majority of them consider that peer feedback is a good collaborative engagement on Facebook and WhatsApp that plays a significant role in

boosting students' confidence in their writing abilities. Above all, it shows that no one perceives peer interactions to be a negative or discouraging factor.

Discussion

The findings reveal that the majority of participants believe that peer feedback and interactions on Facebook and WhatsApp significantly boost their confidence in practicing English writing. This indicates that students view peer feedback as a valuable collaborative tool, fostering engagement and positive reinforcement. According to Dewi and Rizal (2023), who mentioned that social media can enhance writing skills through posts. Additionally, students can use a user feedback module or chat function to comment on others' posts and acquire new words from inaccuracies. Likewise, as the author mentioned, students can communicate ideas, share viewpoints, and participate in groups or pages that quickly share English content with each other for a better experience.

Statement 19: I am satisfied with the effectiveness of Facebook and WhatsApp as tools for practicing my writing skills.

Table 20. *Students' answers frequency*

Alternative	Frequency	Percentage
1=Strongly Disagree	0	0%
2=Disagree	0	0%
3=Neutral	3	15,8%
4=Agree	11	57,9%
5=Strongly Agree	5	26,3%
Total answers:	19	100%

The results clearly show that a significant portion of participants 57,9% agree with Statement number 19 of the questionnaire. Similarly, 26,3% representing five (5) respondents strongly agree. This demonstrates that over 84% of students recognize the benefits of these platforms in supporting their writing practice. Nevertheless, 15,8% representing three (3) respondents stayed with a neutral position. Notably, no participants disagree or strongly disagree with the Statement. This highlights the overall positive reception of Facebook and WhatsApp as writing tools.

The data analysis confirms that students show they are satisfied with the effectiveness of Facebook and WhatsApp as tools for practicing my writing skills. The accessibility, interactive features, and real-time engagement provided by social media

likely contribute to this positive perception. Despite this, there are some neutral answers indicating that they neither found the platforms especially effective nor ineffective for their writing performance.

Discussion

Based on the analysis, the majority of students expressed a positive perception of using Facebook and WhatsApp to practice their English writing skills. Above all, many students felt more motivated and confident in their writing, with peer interactions playing a key role in boosting their self-correction. Furthermore, the platforms were seen as useful tools for vocabulary expansion and error correction, helping students refine their writing skills. These findings align with the study of Muñoz (2020), who highlighted that in his study most of the participants were satisfied and motivated, considering that social media, particularly Facebook can be useful technological tools for practicing their English writing skills.

9. CONCLUSIONS

The exploration of Facebook and WhatsApp as tools for writing practice was conducted through an extensive review of primary and secondary bibliographic resources, allowing the development of a strong theoretical framework. These bibliographic resources highlighted Facebook and WhatsApp are useful platforms for improving writing skills due to easy access to exchange information, clarifying doubts immediately, and instant feedback. It can also provide activities and tasks with prompts and features through Facebook groups encouraging self-correction, collaborative learning, and promoting expressive writing through the reactions of users.

The diagnostic phase provided great results. This process involved a writing activity to analyze students' written production. Using the Taguette software the most common student errors were found. The most deficient areas identified were grammar, vocabulary, cohesion, and coherence, which guided the selection of relevant writing activities through technological tools. Accordingly, following the syllabus, activities were offered weekly for a month with monitor-controlled content within the Facebook groups. Consequently, students can interact and practice on the comment box having free access to the activities or contents of the groups.

Once the data was analyzed, the study findings revealed that participants generally had a positive perception of using Facebook and WhatsApp to practice writing. They emphasized the benefits of peer interactions and collaborative feedback. Additionally, the survey results indicated that the activities provided through Facebook and WhatsApp facilitated vocabulary expansion, and boosted students' confidence to express their ideas. However, the survey results also revealed some neutral and disagreeing responses suggesting that while many students benefit from social media for writing practice, others may require additional support, clear instructions, or different digital sources to maximize their learning potential.

10. RECOMMENDATIONS

It is recommended that future research continues to explore the potential of Facebook and WhatsApp by integrating a wider range of bibliographic resources, including recent studies on digital learning environments. Ongoing research is needed to refine best practices and address potential challenges in using social media for educational purposes. Additionally, educators should be encouraged to leverage these platforms strategically by designing activities that align with theoretical insights, ensuring that students receive both meaningful and structured learning opportunities.

Based on the findings of this research work, it is recommended that to enhance the effectiveness of these platforms, it could be advisable to refine the implementation of writing activities based on a structured syllabus that targets specific areas of students' difficulties.

Given the generally positive perceptions of students toward Facebook and WhatsApp, it is recommended that institutions consider integrating these technological tools as complementary help in their writing courses. However, to maximize their effectiveness, structured guidance, and controlled activities should be provided to students, ensuring that tasks promote deeper engagement and interaction. In addition, continuous monitoring through surveys and student feedback should be conducted to refine the activities and maintain student motivation in digital writing practices.

11. LIMITATIONS

While these platforms offer numerous benefits, some challenges remain. Facebook and WhatsApp as public technological tools do not easily allow control of the interaction in each activity provided. Consequently, the absence of a structured and monitored space compromised the authenticity of the data collected, as there was no certainty that students' work genuinely reflected their writing abilities. To address this limitation, future implementations should be conducted in close and supervised settings, such as a laboratory, where students can engage in writing tasks under controlled conditions.

Additionally, it is important to note that the short period of the study, which was a month, has limited the extent of observable improvements. While the data suggests a positive students' perception between interaction levels and writing skills practice, even more relevant changes might require a longer intervention period. Consequently, it is recommended that future research over an extended timeframe could provide deeper insights into the long-term effects of social media-based learning on writing skills development.

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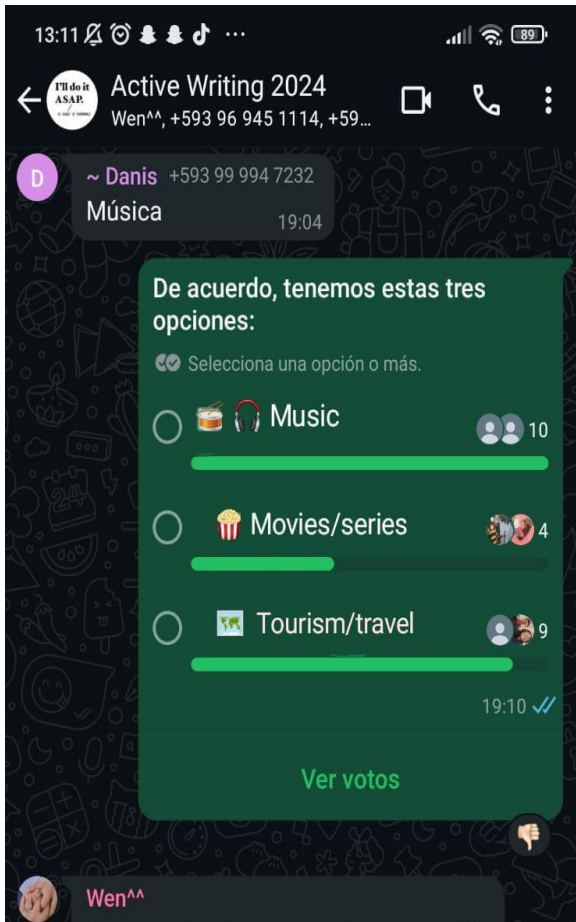
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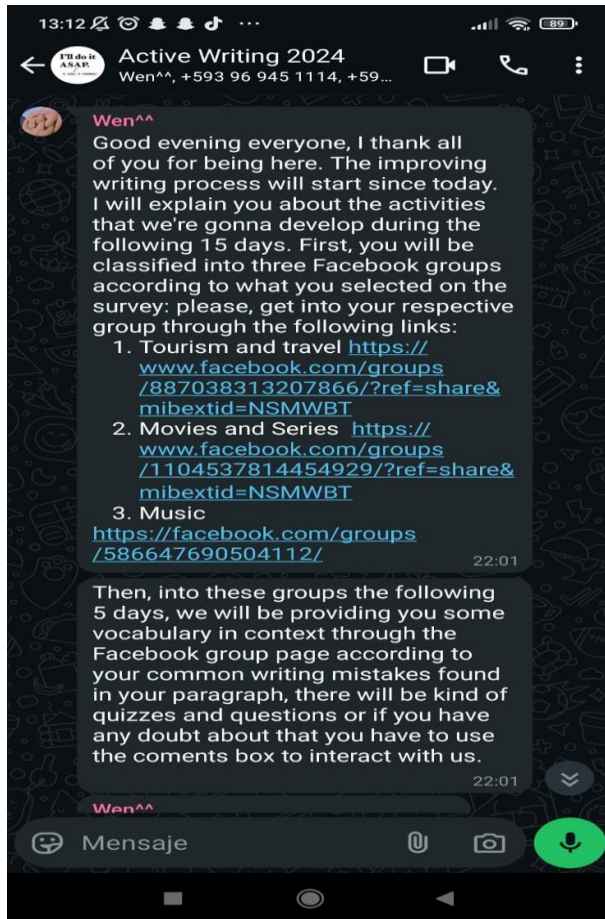
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Appendix 2: WhatsApp group “Active writing”





Appendix 3. Syllabus

SYLLABUS

1.- General Data.

Area: Foreign Language area

Subject: English

Semester: Fifth “A”

Institution: Technical university of Cotopaxi

Time: 4 weeks (1 month)

Instructors: Pamela Chicaiza and Wendy Chiliquinga

2. Objectives of the course:

General Objective:

-To enhance university students' writing proficiency by practicing grammar, coherence, cohesion, and vocabulary through interactive activities in Facebook groups.

Specific Objectives:

-To practice grammatical accuracy in students' writing by engaging them in structured exercises and discussions within Facebook groups.

-To develop coherence in students' written texts by encouraging logical organization of ideas through guided writing tasks and peer feedback.

-To strengthen cohesion in writing by promoting the appropriate use of linking words and sentence connectors in Facebook group interactions.

-To expand students' vocabulary range by incorporating topic-based writing activities and discussions in Facebook groups.

Student's problems:

-Problem vocabulary: Limited academic vocabulary, leading to repetitive or imprecise word choices.

-Problem grammar: Incorrect verb tense usage in complex sentences.

-Problem coherence: Lack of logical flow between ideas, making arguments difficult to follow.

-Problem cohesion: Overuse or misuse of linking words.

Learning Outcomes:

To demonstrate English writing proficiency applying grammar rules, expanding vocabulary, and communicating effectively in a real context.

3. Weekly development of planning.

Unit	Date	Communicative competence	Grammar	Vocabulary
Week 1:	from 06-12-2024 to 13-12-2025	Writing skills	-Simple present, past and future tense verb forms. -Linking words	-Infinitive verbs -Gerund verbs -Verbs and phrasal verbs -Linking words (consequence, contrast, adding ideas, purpose, conditions, opinion, choice)
Week 2:	from 13-12-2024 to 20-12-2024	Writing skills	-Paragraph (topic sentences, supporting ideas, and concluding sentence) -Coordinating conjunctions	-Verbs -Transitions words -FANBOYS -Punctuation marks
Week 3:	from 20-12-2024 to 27-12-2024	Writing skills	-Wh questions -Logical order -Adjectives	-Wh questions rules and its use -Word choice -Descriptive words

Week 4:	from 27-12-2024 to 06-01-2025	Writing skills	– Answers the questions	-Riddles -Crossword puzzle -Error hunt activity -Synonyms and antonyms
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4. Pedagogical Approach:

The pedagogical approach used as base in this process is Constructivism, because this theory suggests learners construct knowledge actively rather than receiving it passively. It emphasizes the role of learners in building their understanding and knowledge through experiences, interactions, and reflection or “learning by doing”. Similarly, Connectivism theory by George Siemens (2005) emphasized that knowledge is distributed across networks and is acquired through connections with people. For that reason, it integrates both lexical-communicative learning and the process approach to writing within the activities.

5. Methodology:

The methodology follows a technology-enhanced activity which ensures practical application of the selected content. The first phase lexical-communicative approach focuses on structured grammar and vocabulary activities, peer collaboration, and contextualized practice. Meanwhile, the process approach guides students through structured writing stages in the groups of the Facebook platform, encouraging peer feedback and self-correction.

6. Evaluation:

Diagnostic	Formative	Summative	Technique	Instrument
-Written task analysis -Observation	-Writing activities -Peer Feedback	-Final writing assignments based on coherence, grammar, cohesion, and vocabulary.	-Observations -Chatbox commentaries	-Facebook -WhatsApp

7. Links Facebook groups:

1. Tourism and travel:

<https://www.facebook.com/groups/887038313207866/?ref=share&mibextid=NSMWBT>

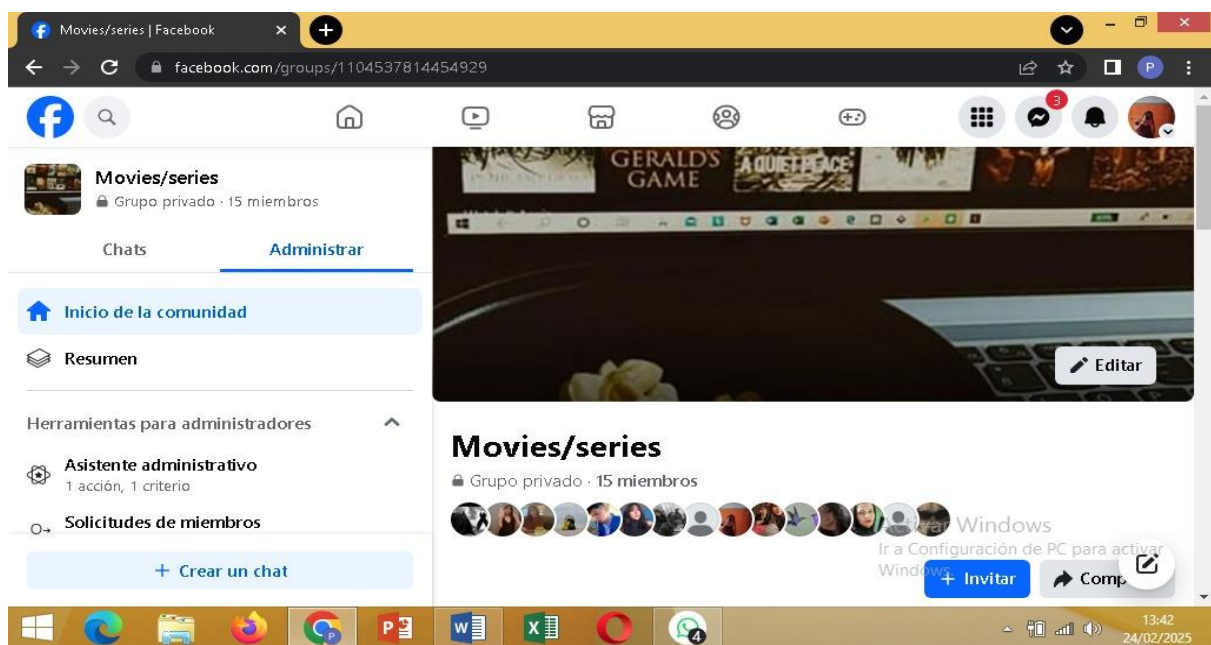
2. Movies and Series:

<https://www.facebook.com/groups/1104537814454929/?ref=share&mibextid=NSMWB>

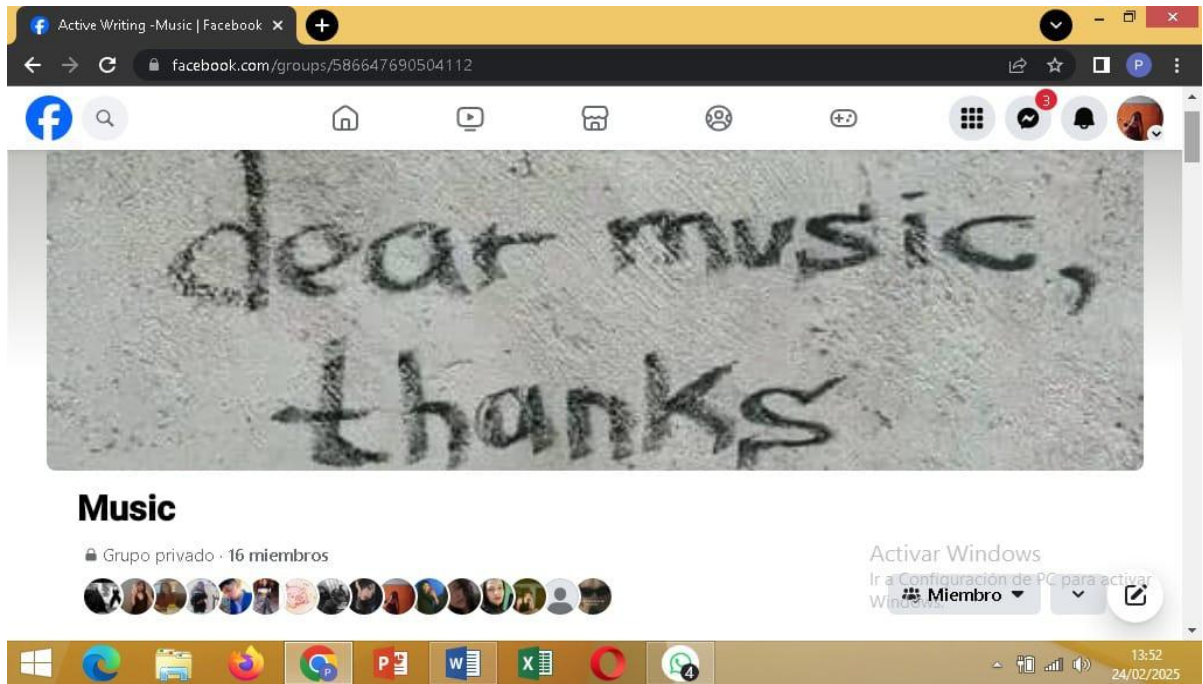
3. Music:

<https://facebook.com/groups/586647690504112/>

Appendix 4. Facebook Groups



The image shows a screenshot of a web browser displaying a Facebook group page. The browser's address bar shows the URL `facebook.com/groups/887038313207866`. The page header includes the Facebook logo, a search bar, and navigation icons for home, video, marketplace, profile, and group settings. The group name is **tourism/ travel**, and it is identified as a private group with 23 members. The cover image features a vintage camera, a map, and a passport. The left sidebar contains navigation options: 'Inicio de la comunidad', 'Resumen', and 'Herramientas para administradores' which includes 'Asistente administrativo' and 'Solicitudes de miembros'. The main content area shows the group name, member count, a row of member profile pictures, and buttons for 'Invitar' and 'Compartir'. The Windows taskbar at the bottom shows various application icons and the system clock indicating 13:43 on 24/02/2025.



Appendix 5. Activities through the platforms

Home icons: Home, Video, Live, Profile, Chat

Pame Chicaiza
 Administrador Colaborador en ascenso
 16 de diciembre de 2024 · 🌐

Have you heard about FANBOYS?
 Link: www.englishgrammarhere.com

Coordinating Conjunctions

FANBOYS

FOR	Beacuse	I have to find a new job, for I am unemployed.
AND	In addition to	I have one dog and three love birds.
NOR	And not	Neither Mark nor Mary were at the school yesterday.

Home icons: Home, Video, Live, Profile, Chat

Pame Chicaiza
 Administrador Colaborador en ascenso
 20 de diciembre de 2024 · 🌐

Wh questions rules: In the English language, there are a variety of question words which can go at the beginning of a sentence, for example who, when, what or why. These words are an integral part of the English language and as a student of the language, it is important that you have a good knowledge of them.
 Activity: Review this link and choose 2 Wh questions and, then someone random will answer your question in the comment box. (Remember use the topic: Movies/ series) Ver más

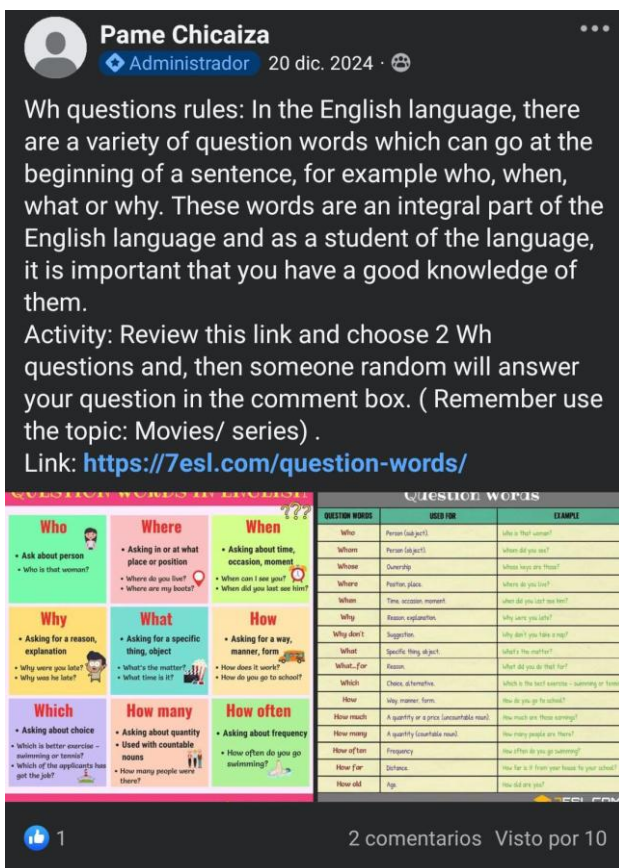
QUESTION WORDS IN ENGLISH		Question Words	
QUESTION WORDS	QUESTION	QUESTION	EXAMPLES
Who • Ask about person • Who is that woman?	Where • Asking for an exact place or position • Where do you live? • Where are my books?	When • Asking about time, occasion, duration • When can I see you? • When did you get married?	Who Where When Where When Why What How Which How many How often
Why • Asking for a reason, explanation • Why were you late? • Why aren't you here?	What • Asking for a specific thing, object • What's the matter? • What time is it?	How • Asking for a way, reason, fact • How does it work? • How do you get to school?	Why What How Which How many How often
Which • Asking about choice • Which is better: chocolate or fruit? • Which of my applicants has got the job?	How many • Asking about quantity • How many people were there? • How many people will come?	How often • Asking about frequency • How often do you go swimming? • How often do you see your parents?	Which How many How often How often How often How often

Pame Chicaiza Administrador · 20 dic. 2024 · 🌐

Wh questions rules: In the English language, there are a variety of question words which can go at the beginning of a sentence, for example who, when, what or why. These words are an integral part of the English language and as a student of the language, it is important that you have a good knowledge of them.

Activity: Review this link and choose 2 Wh questions and, then someone random will answer your question in the comment box. (Remember use the topic: Movies/ series) .

Link: <https://7esl.com/question-words/>

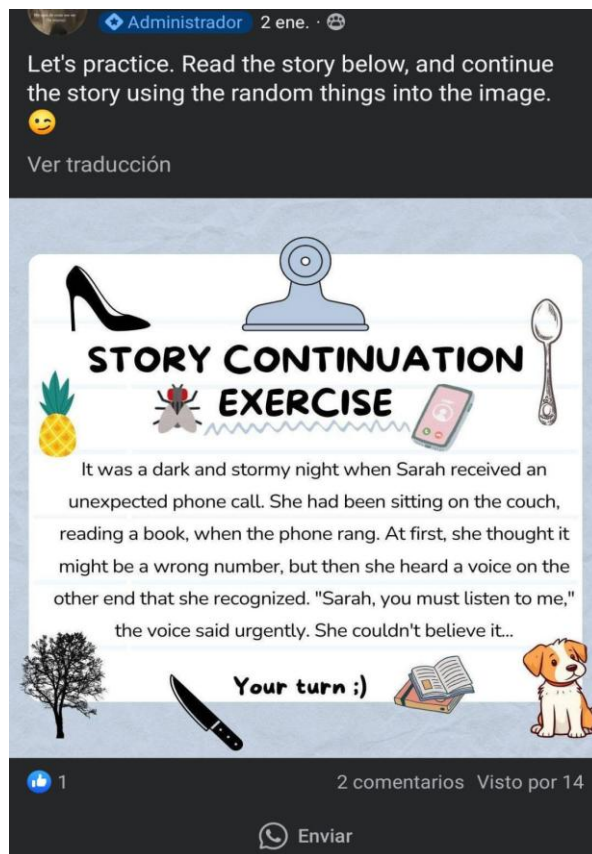


QUESTION WORDS	USED FOR	EXAMPLE
Who	Person (adj./adv.)	Who is that woman?
Whom	Person (obj./adv.)	Whom did you see?
Whose	Ownership	Whose bag are those?
Where	Position, place	Where do you live?
When	Time, occasion, moment	When did you last see her?
Why	Reason, explanation	Why were you late?
Why don't	Suggestion	Why don't you like a dog?
What	Specific thing, object	What's the matter?
What...for	Reason	What did you do that for?
Which	Choice, alternatives	Which is the best exercise - swimming or tennis?
How	Way, manner, form	How do you go to school?
How much	A quantity or a price (uncountable noun)	How much are those oranges?
How many	A quantity (countable noun)	How many people are there?
How often	Frequency	How often do you go swimming?
How far	Distance	How far is it from your house to your school?
How old	Age	How old are you?

1 2 comentarios Visto por 10

Let's practice. Read the story below, and continue the story using the random things into the image. 😊

Ver traducción



STORY CONTINUATION EXERCISE

It was a dark and stormy night when Sarah received an unexpected phone call. She had been sitting on the couch, reading a book, when the phone rang. At first, she thought it might be a wrong number, but then she heard a voice on the other end that she recognized. "Sarah, you must listen to me," the voice said urgently. She couldn't believe it...

Your turn ;)

1 2 comentarios Visto por 14

Enviar

Appendix 6. Students' interaction

STUDENTS CODE	Total Interactions
STUDENT_A	38
STUDENT_B	36
STUDENT_C	32
STUDENT_D	27
STUDENT_E	26
STUDENT_F	24

STUDENT_G	23
STUDENT_H	21
STUDENT_I	20
STUDENT_J	19
STUDENT_K	18
STUDENT_L	17
STUDENT_M	13
STUDENT_N	12
STUDENT_O	10
STUDENT_P	9
STUDENT_Q	6
STUDENT_R	5
STUDENT_S	4
STUDENT_T	2
STUDENT_U	2
STUDENT_V	2
STUDENT_W	0
STUDENT_X	0

STUDENT_Y	0
STUDENT_Z	0
STUDENT_AZ	0

Appendix 7. Questionnaire validation

TECHNICAL UNIVERSITY OF COTOPAXI

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

TOPIC: Social Media: Technological Tools for Practicing English Writing Skills Majoring in English at the Technical University of Cotopaxi

Objective: To analyze the students' perception of using Facebook and WhatsApp to practice writing skills.

OVERALL RATING: Place the validity coefficient obtained in the respective interval and mark it with an X in the related box.

1. Excellent
2. Good

3. Acceptable
4. Deficient

ITEMS	Degree Agreement			
	1	2	3	4
Content				
1. Does the content of the instrument cover all the important aspects of the topic under study?	✓			
2. Are the words used in the instrument understandable for the English level of the students?	✓			
3. Is the vocabulary used in the instrument correct to reach the objective?	✓			
Structure				
4. Is the format of the instrument clear and easy to follow?	✓			
5. Does the instrument allow you to obtain the research objectives?	✓			
Feasibility				
6. Can the instrument be easily administrated in the purpose environment?	✓			
7. Is the instrument flexible enough to adapt to the students?	✓			
8. Will the applicability of the test meet the proposed objectives?	✓			
Observations:				
.....				

VALIDATION ASPECTS

DATA COLLECTION INSTRUMENT VALIDATION SHEET

GENERAL DATA

1. Name and surname of the evaluator.

.....
Sonia Castro

2. Position or institution where you work.

.....
Universidad Técnica de Cotopaxi

3. Years of experience of the evaluator.

.....
22 years

4. Academic Degree

Magister



EVALUATOR SIGNATURE

Place and Date:

This document ensures that the data collection instrument has been reviewed and validated by experts in the field, ensuring its relevance, clarity, and applicability for analyzing the students' perception of using Facebook and WhatsApp to practice writing skills.

TECHNICAL UNIVERSITY OF COTOPAXI

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

TOPIC: Social Media: Technological Tools for Practicing English Writing Skills Majoring in English at the Technical University of Cotopaxi

Objective: To analyze the students' perception of using Facebook and WhatsApp to practice writing skills.

OVERALL RATING: Place the validity coefficient obtained in the respective interval and mark it with an X in the related box.

1. Excellent
2. Good

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ITEMS	Degree Agreement			
	1	2	3	4
Content				
1. Does the content of the instrument cover all the important aspects of the topic under study?	✓			
2. Are the words used in the instrument understandable for the English level of the students?		✓		
3. Is the vocabulary used in the instrument correct to reach the objective?	✓			
Structure				
4. Is the format of the instrument clear and easy to follow?	✓			
5. Does the instrument allow you to obtain the research objectives?	✓			
Feasibility				
6. Can the instrument be easily administrated in the purpose environment?	✓			
7. Is the instrument flexible enough to adapt to the students?	✓			
8. Will the applicability of the test meet the proposed objectives?	✓			
Observations:.....				
.....				

VALIDATION ASPECTS

DATA COLLECTION INSTRUMENT VALIDATION SHEET

GENERAL DATA

1. Name and surname of the evaluator.

.....
Grisa Silvana Velazquez Alvarez
.....

2. Position or institution where you work.

.....
Docente - investigador.
.....

3. Years of experience of the evaluator.

25

4. Academic Degree

Doctora en Lingüística y Letras, PhD



EVALUATOR SIGNATURE

Place and Date:

This document ensures that the data collection instrument has been reviewed and validated by experts in the field, ensuring its relevance, clarity, and applicability for analyzing the students' perception of using Facebook and WhatsApp to practice writing skills.

TECHNICAL UNIVERSITY OF COTOPAXI

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

TOPIC: Social Media: Technological Tools for Practicing English Writing Skills Majoring in English at the Technical University of Cotopaxi

Objective: To analyze the students' perception of using Facebook and WhatsApp to practice writing skills.

OVERALL RATING: Place the validity coefficient obtained in the respective interval and mark it with an X in the related box.

1. Excellent
2. Good

3. Acceptable
4. Deficient

ITEMS	Degree Agreement			
	1	2	3	4
Content				
1. Does the content of the instrument cover all the important aspects of the topic under study?	✓			
2. Are the words used in the instrument understandable for the English level of the students?	✓			
3. Is the vocabulary used in the instrument correct to reach the objective?	✓			
Structure	✓			
4. Is the format of the instrument clear and easy to follow?	✓			
5. Does the instrument allow you to obtain the research objectives?	✓			
Feasibility	✓			
6. Can the instrument be easily administrated in the purpose environment?	✓			
7. Is the instrument flexible enough to adapt to the students?	✓			
8. Will the applicability of the test meet the proposed objectives?	✓			

VALIDATION ASPECTS

DATA COLLECTION INSTRUMENT VALIDATION SHEET

GENERAL DATA

1. Name and surname of the evaluator.

..... *Juan Lopez Palacios*

2. Position or institution where you work.

..... *Docente universitaria*

3. Years of experience of the evaluator.

..... *30 años*

4. Academic Degree

Master in Linguistics Applied


EVALUATOR SIGNATURE

Place and Date:

This document ensures that the data collection instrument has been reviewed and validated by experts in the field, ensuring its relevance, clarity, and applicability for analyzing the students' perception of using Facebook and WhatsApp to practice writing skills.

Appendix 8. Survey- Questionnaire

TECHNICAL UNIVERSITY OF COTOPAXI

SURVEY-QUESTIONNAIRE

Topic: Social media: Technological tools for improving English writing skills in students majoring in English at the Technical University of Cotopaxi.

Objective: To analyze the students' perception of using Facebook and WhatsApp for practicing writing skills.

The questionnaire is divided into **demographic information** and four sections: **Content, Structure, Applicability, and Effectiveness.**

Instructions:

Rate each statement based on your level of agreement:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Part 1: Demographic Information

What is your age?

- 20-24
- 25-29
- 30-34

What is your sex?

- Male
- Female

Part 2: Distribution of Platform

Section 1: Content

1. The writing activities on Facebook and WhatsApp are engaging and promote creativity.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

2. The prompts and exercises provided are meaningful and relevant to my learning needs.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

3. The platforms offer content that aligns with my practicing English purposes.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

4. Facebook and WhatsApp activities include examples that are appropriate for my language level.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

5. The activities foster writing skills elements and collaborative interaction through the platforms.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section 2: Structure

6. The layout and features of Facebook and WhatsApp are easy to use for writing activities.

- 1 = Strongly Disagree
- 2 = Disagree

- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

7. The instructions for writing assignments are clear and straightforward.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

8. The organization of activities on both platforms allows for logical sequence in learning.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

9. It is easy to follow and review the writing progress through digital platform features.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section 3: Applicability

10. The platforms enhance my vocabulary and grammar skills through interactive writing.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

11. Group interactions and comments motivate me to edit and practice writing.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

12. I can easily develop my writing skills on these digital platforms.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section 4: Effectiveness

13. Facebook and WhatsApp provide easy access to practice my grammar, vocabulary, cohesion, and coherence in writing activities.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

14. My vocabulary has expanded through digital platform activities.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

15. The collaborative features (e.g., comments, and chats) provide useful feedback to practice writing.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

16. The digital platforms help me identify and correct my grammar and spelling mistakes.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

17. Peer feedback and interactions make me feel more confident to write in English.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral

4 = Agree
5 = Strongly Agree

18. I am satisfied with the effectiveness of Facebook and WhatsApp as tools for practicing my writing skills.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree