



The Role of social media in Developing English Language Writing Skills: Moulay Ismail University as a Case Study

Mounim Lakhali

Faculty of Letters, Languages and Arts. Ibn Tofail University. B.P. 242, Kenitra – Morocco

* Lakhali.mounim@gmail.com

Received: 22 May 2022; Received in revised form: 15 Jun 2022; Accepted: 22 Jun 2022; Available online: 26 Jun 2022

©2022 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

Abstract— *The use of social media in the field of education has taken effect for quite some time. Social media applications offer learners good learning opportunities of using the language. The most important thing they provide learners with is that they promote authentic language use making it possible for students to improve their grammar knowledge and writing skills. Social media, as a learning platform, offers online platforms for users to generate and share information with other users and to interact with them synchronously or asynchronously by written and spoken word. Research has indicated that social media apps could be an efficacious platform for language learning. This study, therefore, comes to explore the effects of social media in the development of university students' English writing skills and see how EFL students perceive social media in terms of usefulness and ease of use. It also examined whether or not there is any correlation between these variables. The sample consisted of 153 EFL university students using the convenience sampling technique. The obtained data were analyzed using SPSS version 20 and descriptive statistical tools were used to gain an in-depth understanding of the research topic. The results reveal that social media plays a key role in the development of EFL university students' writing performance.*

Keywords— *social media, EFL university students, writing Skill.*

I. INTRODUCTION

Over the last few years, the Internet and social media in particular, have dramatically affected the life of Moroccans, in general, and the educational community, in particular. It is ascribed to the proliferation and expansion of modern technologies in all corners of the globe. Online tools such as social networks, search engines, Blogs, chat rooms, mailing and web-sites offer great learning opportunities for users to log in, construct their own profiles, create a community with whom they can connect and communicate via online platforms, share thoughts and interact with other users, comment on their posts, and so on and so forth. Recent reports indicate that the Web 2.0 applications, on top of which come social media, blogs and wikis, have reached an unprecedented universal popularity among students worldwide.

Mobile technologies, including Internet access, are already ubiquitous and today's

students have grown up with them. These students have both a need and a desire to learn differently and mobile devices (...) are seen as a perfect platform for this to occur (McCaffrey, 2011, p.26).

Many scholars (e.g., Saunders & Klemming, 2003; Smith & Craig, 2013; Lee 2016) aver that social media tools pave the way, if rightly used, for an appealing mode of learning whereby students become active and lifelong autonomous learners. Social media platforms offer a space wherein students can authentically hone their oral and written communication skills. Writing is one of the four language skills that demands special importance and requires greater attention. It is a significant productive skill which plays a vital role in effective communication (Kellogg, 2008) as it serves to transmit the message properly and immaculately. Its proficiency has always been and still remains an elusive goal for most students.

Writing is a daunting task for quite many EFL students due to its multifarious nature (Ling, 2016). Learned from an early school age, the act of writing enables success in academic and professional life. In the field of higher education, writing plays a significant role because a great part of students' academic career is dedicated for writing academic documents (Fujii & Fukao, 2001; Zhu, 2004). Students' writing performances are judged in job recruitments and promotions at the work place. This crucial skill is highly likely to be enhanced through social media platforms. Students can increase their confidence and even fall in love with the writing task if they are exposed to a context wherein they are actively and socially involved in social interaction with others (Alvermann & Phelps, 2005; Vacca, Vacca, & Mraz, 2011). Social media play a major role in promoting language learning in general and in enhancing the writing skill putting into consideration the fact that students practice writing only in class (Kiuahara, Graham, and Hawken, 2009). The majority of students spend long hours online to keep in touch with friends and peers. Students may use online platforms and develop a daily writing practice while conversing with their peers. Apparently, learning how to write on social media platforms would make the learning experience rewarding.

II. LITERATURE REVIEW

2.1 Key Definitions of SM

Having a glance at the provided definitions that exist in the literature on the concept of social media, one can find that it has no clear definition and that all of them share some common properties. Jacka and Scott (2011) assert that "there is no single recognized definition of social media" (p.5). In fact, several scholars have put forward insightful definitions of the term 'social media'. To state but a few of these prominent ones: Carr & Hayes (2015) identify it as an "Internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content" (p.8). McCay-Peet & Quan-Haase (2016) define it as "web-based services that allow individuals, communities, and organizations to collaborate, connect, interact, and build community by enabling them to create, co-create, modifies, share, and engage with user-generated content that is easily accessible" (p.17). Margetts, John, Hale & Yasserli (2015) opine that it is an "Internet-based platform that allows the creation and exchange of user-generated content, usually using either mobile or web-based technologies" (p. 5). Safko & Brake (2009) define it as

activities, practices, and behaviors among

communities of people who gather online to share information, knowledge, and opinions using conversational media. Conversational media are Web-based applications that make it possible to create and easily transmit content in the form of words, pictures, videos, and audios. (p.6)

And as far as Dabbagh & Kitsantas (2011) are concerned, social media is

a 21st century term used to broadly define a variety of networked tools or technologies that emphasize the social aspects of the Internet as a channel for communication, collaboration, and creative expression, and is often interchangeable with the terms Web 2.0 and social software. (p.1)

Last but not least, one particularly useful and widely used definition is conveyed by Kaplan and Haenlein (2010) who identify it as a "group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User-Generated Content" (p.61). Put differently, social media is web-based and developed through Web 2.0 applications and ideologies where anyone can participate due to the democratic nature and the expected equality of participation. Individuals participating in social media are communicating, encoding, transmitting, and decoding messages at a basic level. By and large, this communication takes the form of user-generated content (UGC) which is created, shared, and gathered. Communication is predominately efficient. The social process is distant through time and space; individuals can participate anytime and anywhere. Social interactions can equally assist individuals in completing a task or building and maintaining relationships. Or more simply put, social media are virtual places where people can share anything anywhere anytime.

Overall, there seems to be a general consensus among scholars about the term social media. Generally, all the definitions provided by the literature on social media seem to describe it as a channel through which knowledge is conveyed and transmitted between learners and communities. Likewise, all these definitions of social media imply use of Internet and online technologies. In today's modern world of technology, everything that we need to know is available online through the use of social media. One can even express their opinions and thoughts instantaneously on things that have been written or advertised. It must be said that social media has made this world a paperless and open-sourced environment where people are able to convey thoughts on certain issues with less control as compared to newspapers or magazines

where comments are held for approval by editors.

Social connectedness is also a key attribute that characterizes social media. It can be defined as “interpersonal, community, and general social ties” (Teixeira, 1992, p. 36). Interpersonal ties can be maintained by these social networking technologies. In fact, what makes social media unique is that it enables users to make new acquaintances, spark meaningful conversations with strangers and extend their social network (Boyd & Ellison, 2007). In line with this idea, Mayfield (2008) asserts that “most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people” (p. 5).

2.2 Prominent studies on SM and students’ academic performances

Several studies have shed light on the important role social media plays on students’ academic performances in higher education. For example, a study conducted by Faizi (2018) entitled: “*Moroccan Higher Education Students’ and teachers’ Perceptions towards Using Web 2.0 Technologies in Language Learning and Teaching*” reveals that students and language faculty members are immersed in virtual online communities for educational purposes and make beneficial uses of these online platforms. Moreover, these users acknowledged that Web 2.0 technologies exert a positive impact on language teaching and learning. Another study led by Wheeler, Yeomans and Wheeler, (2008) found that social media usage by university students has four main advantages, namely it helps improve learning motivation, it offers personalized course materials, it develops collaborative abilities and finally it boosts relationships and networking. Likewise, an AT&T online survey conducted in 1998 revealed that 68% of parents, 69% of students, and 69% of teachers said that they had personally seen students ‘grades improve with the help of the net technology (AT&T.,1998). In another study made in 1994 by three scholars, namely Worthen, Van Dusen & Sailor (1994), they found out that students with computer-assisted technologies outperform their peers who use traditional methods of education. Khan (2012) made a research study to explore the impact of SNSs on university students. He found that students having 3.0 to 3.5 GPA mostly use social media applications for entertainment. This finding signifies that a large proportion of Doctorate students use social media platforms to better their academic performance. In the same line of findings, Jain, Verma, Verma & Tiwari (2012) conducted a study which they entitled “*The Impact of Social Networking in Promoting Education*” and found that students are fond of using social media as a helpful learning tool to boost their confidence for presentation and reports. Jain and his

colleagues also found that chatting online and texting on social media platforms helps improve their communicative skills in English. They also found that by chatting, the inferiority complex of writing and speaking is thus reduced to the minimum. Another interesting study was conducted by Ahmed (2019) that he entitled: “*Chat and Learn: Effectiveness of Using WhatsApp as a pedagogical tool to enhance EFL Learners Reading and Writing Skills*” to examine the pedagogical role of WhatsApp as one of mobile-assisted language learning applications in developing reading and writing skills. Its findings revealed that WhatsApp is a very effective application in developing students’ motivation to improve their reading and writing skills. Thanks to WhatsApp English-medium groups, students were able to expand their vocabulary repertoires, improve their grammar, reading comprehension and writing skills. The study also found that students displayed positive perceptions of WhatsApp as a pedagogical learning tool. Likewise, Yunus & Salehi (2012) undertook a study titled: “*The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students’ Perceptions*” to investigate students’ perceptions on the effectiveness of Facebook groups for teaching and improving writing. Their findings reveal that social media usage does help students expand their vocabulary repertoires in English, improve their writing skills and reduce their spelling mistakes. These scholars conclude that “the main challenge that teachers need to take note of is the distractions by other features of FB such as FB chat, games, and other applications” (Yunus et al., 2012, p. 95). Overall, it is incumbent on users to be prudent and cautious towards social media usage lest their academic lives should be affected.

As a matter of fact, social media has tremendously facilitated learning and broadly impacted the nature of learning in higher education as never before. Different researchers conducted research to see the influence of social media on users’ academic performance and found positive relations between the use of SNSs and writing ability.

Other scholars, like Kolan & Dzandza (2017), Mensah & Nizam (2016), Osharie (2015), Kuppuswamy & Narayan(2010), Maya (2015), among others, argue that social media is a double-edged tool or, as Christian Lous Lange puts it, ‘the most useful servant but a dangerous master’. Indeed, social network platforms can be a lethal weapon that distracts students from their studies but these platforms can be tremendously useful for education based on judicious use. As far as research related to the impacts of social media on writing standards is concerned, much ink has been spilled on it. According to Connolly (2011), a researcher of the Wisconsin Center for Education and

Research, social media is tremendously beneficial in that it offers students the platform to connect with their school, classmates and peers and share their creative thoughts. Besides, he assumes that introvert students who are willing to quit school could change their minds and link up smoothly and quickly with others through social media and thus overcome their isolation as they form friendships. Social media helps isolated students to build and maintain long-lasting relationships, develop communication skills and display their interests and potentials without obstacles with others. Social scientists believe that being involved in groups through social media exerts a positive influence on users' well-being; social media users benefit when making meaningful social connections.

Broadly, studies on the effects of social media on students' writing skills are dissimilar and divergent. Some scholars argue in favor of the positive academic aspect of social media while others argue conversely. Last but not least, Asad, Mamun, & Clement (2012) have nicely settled the debate on the interplay between social media and students' academic performances as they assert: "students' academic learning outcomes could increase when their social learning outcomes were heightened" (p. 501). Social media is not only an ineffective tool that serves educational role but also an appealing medium of instruction for English language learning.

III. METHODOLOGY

The quantitative research design is adopted as the main substantial method of the study. Researchers who use quantitative methods attain a high level of objectivity, reliability and generalizability. Some social scientists believe that reality about human phenomena can be generated, measured, quantified through numbers and analyzed statistically by fragmenting them into measurable units and variables (Welman, Kruger, & Mitchell 2006; Charles 1995; Dudovskiy 2016). This method of inquiry seeks to understand the relationship between variables through using deductive procedures. That is to say, researchers form hypotheses, use data collection strategies that yield numerical data and analyze it in an objective way so as to come up with conclusions which eventually allow them to either confirm or refute their suggested hypotheses (De Vos, Strydom, Fouche & Delpont, 2011).

3.1 Participants

The respondents of the study were Moroccan EFL

university students from the department of English at Moulay Ismail University, school of Arts and Humanities. 153 EFL university students were selected as the subjects of quantitative data. A convenience sampling, which falls under the non-probability sampling technique, was used. These respondents were selected on the basis of their proximity and convenient accessibility to the researcher.

3.2 Research Design

The present study sought to examine the role of social media in the enhancement of EFL university students' writing performances. It is quantitatively driven and hence descriptive in nature. The study participants were undergraduate students who study English in Moulay Ismail university, Meknes-Morocco. The sample of the study comprised 153 EFL university students. The researcher used a questionnaire as the main data collection tool. After collecting the questionnaires, data were analyzed using SPSS version 20 to get a full understanding of the phenomenon under study.

3.3 Objectives of the study

This study will be accomplished by conducting a review of relevant literature and by analyzing data collected via a questionnaire.

- 1- To describe students' perceptions, attitudes and engagements with social media apps vis-a-vis writing skill development.
- 2- To identify the role of social media in the enhancement of university students' writing performances.

IV. RESULTS AND DISCUSSION

Data were mainly collected from a questionnaire addressed to EFL university students. One of the most critical research questions the present study sought to answer was the role of social media in English writing development. The bar chart in (Figure 1) highlights the role of social media in the enhancement of writing performance because 104 (68%) Respondents either 'agreed' or 'strongly disagreed' to the statement that social media plays a significant role in the improvement of writing skill. However; 16% of the respondents 'disagreed' while only (24%) remained 'neutral'. Overall, the overwhelming majority confirmed that social media improves their writing skills as (Figure 1) shows: 68 % answered favorably while 30.9 % responded negatively.

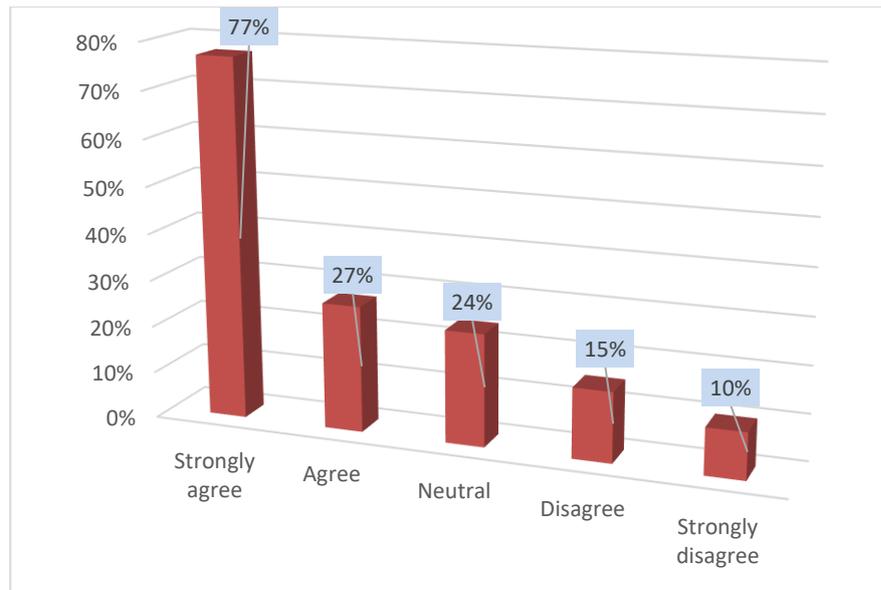


Fig.1: The distribution of students in terms of social media role in the development of the writing skill

Table 1: The Role of Social Media in the Development of the Writing Skill

Scales	Frequency	Percentage
Strongly agree	77	50%
Agree	27	18%
Neutral	24	16%
Disagree	15	10%
Strongly disagree	10	6%
Total	153	100.00%

Likewise, to explore the nature of activities EFL university students take up while getting online, they were asked to determine if they use social media for learning goals. Table ‘2’ indicates that out of 153 respondents, 124 (81%) expressed their agreement to the statement; 18 (12 %) expressed disagreement while (7%) answered that they had no opinion.

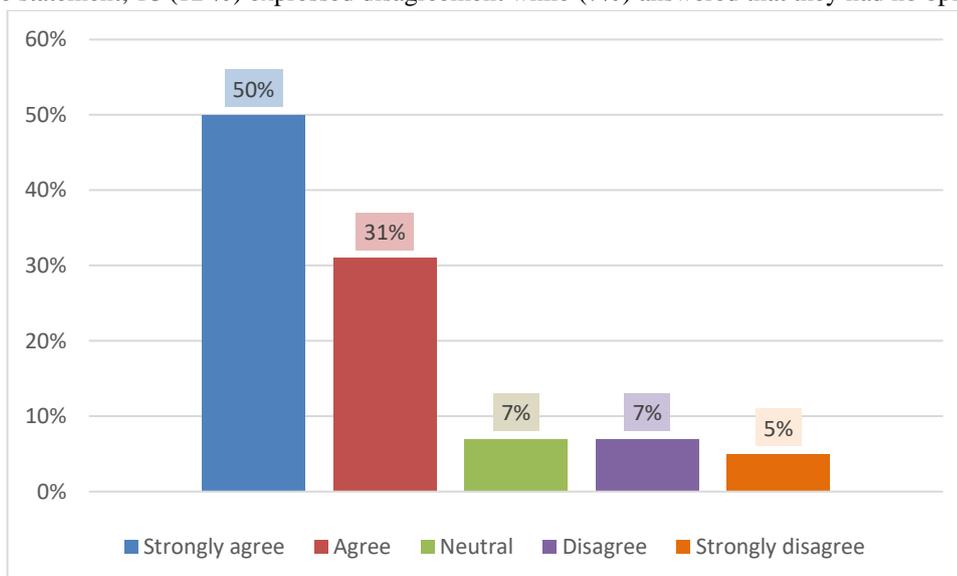


Fig.2: The distribution of students in terms of SM use for English language learning purposes

Table 2: EFL university students use SM for English language learning purposes.

Scales	Frequency	Percentage
Strongly agree	77	50%
Agree	47	31%
Neutral	11	7%
Disagree	11	7%
Strongly disagree	7	5%
Total	153	100.00%

In order to explore students' perceptions apropos the effectiveness of social media vis-à-vis writing performance, students were asked if they use social media for the sake of writing development. The overwhelming majority, as (figure 3) highlights, (68 %) of the respondents answered favorably; (19%) responded negatively while (13%)voiced no opinion. These findings reveal that a large proportion of students use social media in order to develop their writing skills.

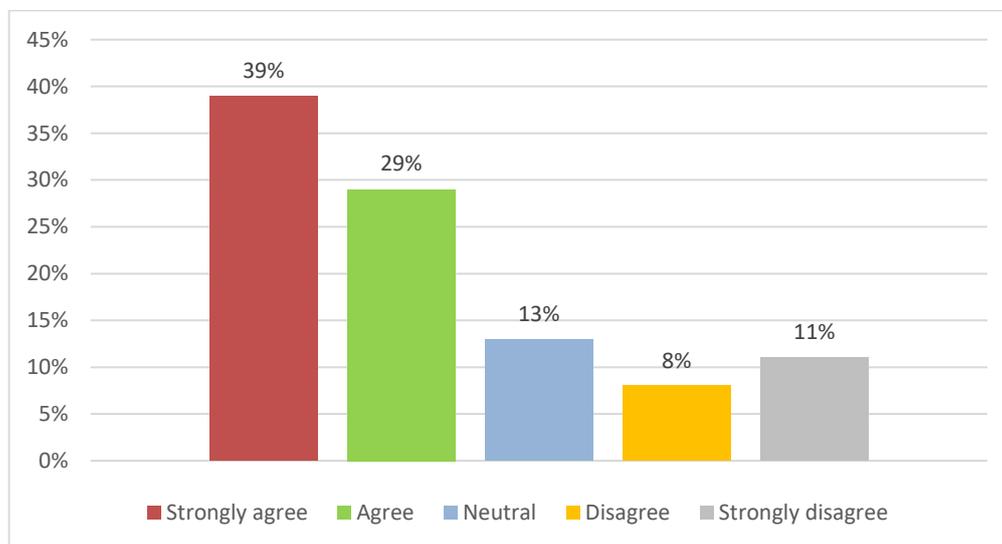


Fig.3: The distribution of students in terms of SM use to improve writing performance

Table 3: EFL university students use SM to improve their writing skills

Scales	Frequency	Percentage
Strongly agree	59	39%
Agree	45	29%
Neutral	20	13%
Disagree	12	8%
Strongly disagree	17	11%
Total	153	100.00%

The respondents were further asked if they witnessed some improvements in their writing performances since they became engaged into social media apps. The results of the data (figure 4)indicated the following: 68% of the students answered favorably; 18% responded negatively while 14% remained neutral. The results suggest that a large proportion of students achieved satisfactory results in writing since they became engaged in social media apps.

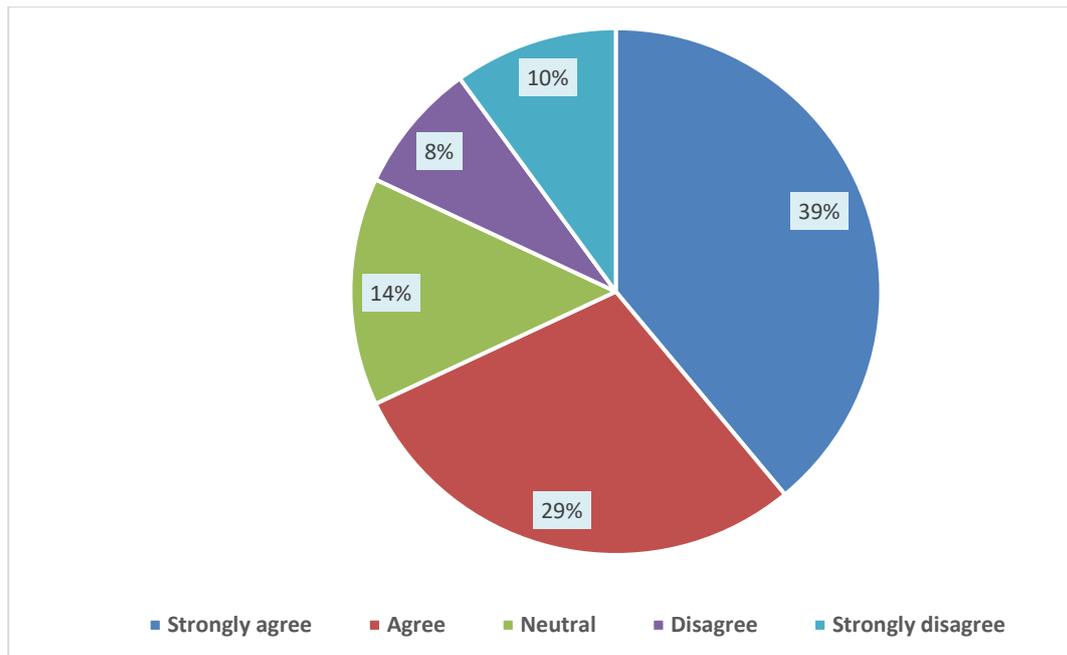


Fig.4: The distribution of students in terms of improvements in their writing performances since they became engaged into SM apps.

Table 4: There have been some improvements in my writing performance since I became engaged into social media apps.

Scales	Frequency	Percentage
Strongly agree	59	39%
Agree	45	29%
Neutral	21	14%
Disagree	13	8%
Strongly disagree	15	10%
Total	153	100.00%

In order to measure the role of social media in enhancing English language skill, the following questionnaire items were used:

Table 5: The overall mean score of SM perceived usefulness.

Items	Frequency	Percent	Valid Percent	Standard deviation
I have recourse to materials obtained from SM apps I order to brush up my English	79	51,6	51,6	0,6
SM helps me to feel comfortable to practice my English other with online users	77	50,3	50,3	0,7
Online interaction between a student, his/her classmates and the teacher makes learning fruitful.	87	56,9	56,9	0,58
I use SM for online academic group discussion	97	63,4	63,4	0,9
I use SM to research work	76	49,7	49,7	0,6
I use social networking sites to solve my academic	80	52,3	52,3	0,3

problem				
I practice my writing on SM apps better than class	98	64,1	64,1	0,2
SM can be used as a tool for formal teaching	106	69,3	69,3	0,13
My academic performance will undermine in case I stop using SM	81	52,9	52,9	0,1
Engaging in instructive materials on SM increases the rate of my understanding	65	42,5	42,5	0,4

In order to explore students' perceptions apropos the impact social media exerts on their writing performances, students were asked if they think social media use, in general, benefit them academically in any way. The overwhelming majority said that social media does indeed benefit them academically. The analysis of data, as (Table 5) highlights, indicates that the overall score of SM perceived usefulness is high and the items ranked as follows: (SM can be used as a tool for formal teaching: 69.3 ± 0.13) (I practice my writing on SM apps better than class: 64.1 ± 0.2) (I use SM for online academic group discussion: 63.4 ± 0.9) (Engaging in instructive materials on SM increases the rate of my understanding: 42.5 ± 0.4). It is worth-noting that all of the items were at high levels and this evidence suggests that there was a positive correlation between the judicious use of social media and writing development.

V. DISCUSSION

One of the most fascinating findings that this study unveiled is the significant role of social media in EFL university students' writing performance development. It is also found that social media is positively perceived by students as an educational tool that helps them to expand their vocabulary repertoires. They expressed acute awareness that digital media played a key role in developing their writing skills and in providing them with opportunities for communication in English in such a way that enabled them to enhance their linguistic competences. They have also given sufficient proof that social media is a convenient tool to develop better writing skills. Social media, as Lakhal 2021 confirms, has "tremendously facilitated learning and broadly impacted the nature of learning in higher education as never before" (p.134). It is intriguing to reiterate that social media have yielded positive outcomes on English language learning in general and on writing performance in particular, especially when students use it for educational goals. Students are therefore advised to develop a self-directed online learning approach such as online blogging for it helps them to learn writing skills through a method that is individualized, collaborative, participatory and interactive. Given that

writing is a skill that necessitates much practice, online blogging can thus meet this need and be utilized as a powerful tool to optimize students' writing performances. Blogging-based writing practice can dramatically hone students' writing skills in terms of style, diction, structure, language mechanics as well as other writing sub-skills. The findings from the present study converge with other findings in the literature. For instance, Jain, Verma, Verma & Tiwari (2012) and Quader (2014) found that social media apps play a key role in developing written and spoken communicative skills in English and reduce the inferiority complex of writing and speaking to the minimum. In general, not only does social media support social interaction and community building, but it also motivates and empowers low achievers to be more engaged in the writing task. Interestingly enough, it makes writing an enjoyable experience and provides students with plenty of practice to increase their writing performances. It is high time to revolutionize the traditional method of writing in class that seems tedious and substitute it with the modern one that initiates learning through pleasure deriving channels.

VI. IMPLICATIONS OF THIS STUDY

This study has contributed empirical knowledge to the field of educational technology and media studies. It has highlighted the utility of social media as an educational tool. Social media is a useful means of providing learners with great opportunities to develop vocabulary, grammar, reading comprehension and written communication skills. When exploited well, they can excel in the creative area of writing. Social media can be utilized as an aid for students to develop a daily writing practice.

Owing to the affordances of social media, coordinated efforts on the part of education stakeholders should be geared towards the development of this critical skill. Social media is an amazing tool that serves educational role and proved to be a motivating pedagogical tool for English language learning. Duffy and Bruns (2006) point out that "many students are already socially hyperactive in Internet-based environments, interacting with and commenting on one another's written

accounts — even without being cognizant of that- (...). It is now possible to harness these developments in an educational context” (p. 35). Thus, though some education practitioners view social media platforms as informal settings unfit for formal learning, there is no harm in incorporating them as formal educational instruments to hone writing skills- the end sometimes justifies the means. EFL university students are encouraged to use social media responsibly and meaningfully by developing a daily writing practice and good habits for forging productive relationships with online community members willing to improve English language and writing skills through social media and available ICT technologies.

3 CONCLUSION

The aim behind this study was to explore the effects of social media on university EFL students’ writing performance development. The evidence from this study suggests that Moroccan university EFL students continue to show more and more engrossment with Internet-based media applications and that social media have yielded positive outcomes on writing performance development. Social media is undoubtedly a convenient tool to develop better writing skills when students use it judiciously.

REFERENCES

- [1] Ahmed, S. T. S. (2019). Chat and Learn: Effectiveness of Using WhatsApp as a Pedagogical Tool to Enhance EFL Learners Reading and Writing Skills. *International Journal of English Language and Literature Studies*, 8(2), 61-68. DOI: 10.18488/journal.23.2019.82.61.68
- [2] Alvermann, D.E., & Phelps, S.F. (2005). Content reading and literacy: Succeeding in today’s diverse classrooms (4th ed.). Boston: Allyn Bacon
- [3] Asad, S., Mamun, M. A., & Clement, C. K. (2012). The Effect of Social Networking Sites to the Lifestyles of Teachers and Students in Higher Educational Institutions.
- [4] Boyd, D. M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13,210-230.
- [5] Carr, C. T., & Hayes, R. A. (2015). Social Media: Defining, Developing, and Divining. *Atlantic Journal of Communication*, 23(1). doi: 10.1080/15456870.2015.972282
- [6] Charles, C. M. (1995). *Introduction to Educational Research* (2nd Ed.). San Diego, Longman.
- [7] Connolly, M. (2011). Does Social Networking Enhance or Impede Student Learning? Social Networking and Student Learning: Friends without Benefits. Retrieved from <https://contestedissues.wordpress.com/table-of-contents/chapter-7-does-social-networking-enhance-or-impede-student-learning/>
- [8] Dabbagh, N., & Kitsantas, A., (2011). Personal Learning Environments, Social Media, and Self-regulated Learning: A Natural Formula for Connecting Formal and Informal Learning, Internet and Higher Education, doi:10.1016/j.iheduc.2011.06.002
- [9] De Vos, A., Strydom, H., Fouche, C. & Delport, C. (2011). *Research at Grass Roots: For Social Sciences and Human Services Professions*. Van Schaik Publishers, Pretoria.
- [10] Dudovskiy, J. (2016). The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance. Retrieved from <http://research-methodology.net/research-methodology>.
- [11] Duffy, P. & Bruns, A. (2006). The Use of Blogs, Wikis and RSS in Education: a Conversation of Possibilities. In *Proceedings Online Learning and Teaching Conference 2006*, pp. 31-38, Brisbane. Retrieved from <https://eprints.qut.edu.au/5398/>
- [12] Faizi, R. (2018). Moroccan Higher Education Students’ and Teachers’ Perceptions towards Using Web 2.0 Technologies in Language Learning and Teaching. *Knowledge Management & E-Learning*, 10(1), 86–96.
- [13] Fukao, A., & Fujii, T. (2001). Investigating difficulties in the academic writing process: Interview as a research tool. *ICU Language Research Bulletin*, 16, 29-40.
- [14] Jacka, J. M. & Scott, P. R. (2011). *Auditing Social Media: A Governance and Risk Guide*. Wiley.
- [15] Jain, N., Verma, A., Verma, R., & Tiwari, P. (2012). Going Social: The Impact of Social Networking in Promoting Education. *International Journal of Computer Science(IJCSI)*, 9(1), pp.483-485. ISSN: 1694-0814. Retrieved from <http://eric.ed.gov/?id=ED548379>.
- [16] Kaplan, A. M., & Haenlein, M. (2010). Users of the World, Unite! The Challenges and Opportunities of Social Media. *Business Horizons*, 53, 59–68. Retrieved from <https://doi.org/10.1016/j.bushor.2009.09.003>
- [17] Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1).
- [18] Kiuahara, S., Graham, S., & Hawken, L. (2009). Teaching writing to high school students: A national survey. *Journal of Educational Psychology*, 101, 136–160.
- [19] Kolan, J. B & Dzandza, P. E. (2017) Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon Library Philosophy and Practice.
- [20] Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *Internal journal of virtual Communities and Social Networking (IJVCSN)*, 2(1)67-79.
- [21] Lakhal, M. (2021). Social Media use and its Effects on writing Ability among Moroccan University EFL Students. *International Journal Of English Literature And Social Sciences*, 6(3), 132-143. doi: 10.22161/ijels.63.21
- [22] Lee, L. (2016). Autonomous Learning through Task-based Instruction in Fully Online Language Courses. *Language Learning & Technology*, 20(2), 81–97.
- [23] Ling, Y. L. C. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Eds.), *English Language Teaching Today: Building a Closer Link between Theory and Practice* (pp. 1-20). New York: Springer International.

- [24] Margetts, H., P. John, S. Hale & T. Yasseri (2015). Political Turbulence: How Social Media Shape Collective Action. Princeton and Oxford: Princeton University Press.
- [25] Maya, k. G., (2015). Achievement Scripts, Media Influences on Blacks Students' Academic Performance, Self-Perceptions and Career Interests. *Journal of Black psychology*, 42(3) pp.195-220. DOI: 10.1177/0095798414566510.
- [26] Mayfield, A. (2008). *What is Social Media? iCrossing*. Retrieved from www.icrossing.co.uk/.../What_is_Social_Media_iCrossing_ebook.pdf
- [27] McCaffrey, M. (2011). Why Mobile is a Must. *T H E Journal*, 38 (2), 21-22. Retrieved from <http://thejournal.com/articles/2011/02/08/why-mobile-is-a-must.aspx>
- [28] McCay-Peet, L. & Quan-Haase, A. (2016). What is Social Media and What Questions Can Social Media Research Help Us Answer? In L. Sloan and A. Quan-Haase (Eds.), *The SAGE Handbook of Social Media Research Methods* (pp. 13-26). London and California: SAGE Publications.
- [29] Mensah, S. O., & Nizam, I. (2016). The Impact of Social Media on Students' Academic Performance- a Case of Malaysia Tertiary Institution. *International Journal of Education, Learning and Training Wwww. Ftms. Edu. My/Journals/Index. Php/Journals/Ijelt, 1(1)*.
- [30] Osharie, P. (2015). Social Media and Academic Performance of Students. Conference paper of January 2015. Retrieved from <https://www.researchgate.net/publication/273765340>.
- [31] Quader, S. B. (2014). Online SNS Usage Patterns of Undergraduate Students in Private Universities of Dhaka, Bangladesh | Shams Quader - Academia.edu. Retrieved from http://www.academia.edu/3521370/Online_SNS_usage_patterns_of_undergraduate_students_in_private_universities_of_Dhaka_Bangladesh.
- [32] Safko, L. & Brake, D. K. (2009). *The Social Media Bible: Tactics, tools, and strategies for business success*. John Wiley & Sons.
- [33] Saunders, G., Klemming, F. (2003) Integrating Technology into a Traditional Learning Environment. Reasons and Risks of Success. *Active Learning in Higher Education*, Vol 4(1), 74-86.FFREY
- [34] Smith, K. & Craig, H. (2013). Enhancing the Autonomous Use of CALL: A New Curriculum Model in EFL. *CALICO Journal*, 30(2), 252-278.
- [35] Teixeira, R.A. (1992) *The disappearing American voter*. Washington, DC: The Brookings Institution.
- [36] Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston, MA: Pearson.
- [37] Welman, C., Kruger, F., & Mitchell, B. (2006). *Research Methodology*. OUP Southern Africa.
- [38] Wheeler, A., Yeomans, P., & Wheeler, D. (2008). The Good, the Bad and the Wiki: Evaluating Student-Generated Content for Collaborative Learning. *British Journal of Educational Technology*, 39(6), 987-995. DOI: 10.1111/j.1467-8535.2007.00799.x.
- [39] Worthen, B. R., Van Dusan, L. M., & Sailor, P. J. (1994). A Comparative Study of the Impact of Integrated Learning Systems on Students' Time-on-task. *International Journal of Educational Research*, 21, 25-37.
- [40] Yunus, M. M., & Salehi, H. (2012). The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students' Perceptions. *Journal of Education and Information Technologies*, 1, 87-96.
- [41] Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of second language Writing*, 13 (1), 24-48.