

The Pedagogical use of Social Networks to improve Writing Skills with EFL Students from Nabón Third Grade High School

El Uso Pedagógico de Redes Sociales para mejorar la Escritura con Alumnos de Tercero de Bachillerato en Idioma Inglés in la Unidad Educativa Nabón

Norma Guayllas Sarango, Cristina Juca Castro

ABSTRACT

Social Networks have become essential resources for modern citizens in all aspects of life. It is a need in the whole features of society, and education is not an exception. The use of social media somehow could improve the students' achievement in English language learning. The research proposal aims to investigate which Social Networks are the most useful for students from "Nabón High School" and incorporate social media in a lesson plan sample to motivate and help learners to develop their English Writing Skills in a dynamic context. Quantitative and qualitative research methods were used to carry out this study. The instrument used in this study includes a survey questionnaire that was conducted for students in Third Grade high school in a major computing system. During this process, students demonstrated their freedom of expression in the survey due to their practice through social media connections in their daily life. On the other hand, the gathered data revealed positive viewpoints on using Social Networks such as Facebook, WhatsApp, and TIKTOK. The research proposal suggests that teachers should change their teaching methods in order to make their classes more interesting by applying innovative strategies

Keywords: Social Networks; writing; English language learning.

Norma Guayllas Sarango 

Universidad Católica de Cuenca – Ecuador. norma.guayllas.68@est.ucacue.edu.ec

Cristina Juca Castro 

Universidad Católica de Cuenca – Ecuador. cristhina.juca@ucacue.edu.ec

<http://doi.org/10.46652/runas.v4i7.101>

ISSN 2737-6230

Vol. 4 No. 7 enero-junio 2023, e230101

Quito, Ecuador

Enviado: enero 12, 2023

Aceptado: marzo 07, 2023

Publicado: marzo 18, 2023

Publicación Continua

RESUMEN

Las redes sociales se han convertido en recursos esenciales para la ciudadanía moderna en todos los aspectos de la vida. Es una necesidad en toda su dimensión para la sociedad, y la educación no es una excepción. El uso de las redes sociales de alguna manera podría mejorar el rendimiento de los estudiantes en el aprendizaje del idioma Inglés. La propuesta de estudio tiene como objetivo investigar que redes sociales son las más utilizadas por los estudiantes del “Colegio Nabón” e incorporar el uso de las mismas en una planificación como ejemplo para motivar y ayudar a los estudiantes a desarrollar las habilidades de escritura en Inglés en un ambiente dinámico. Se aplicaron métodos de investigación cuantitativos y cualitativos para llevar a cabo esta propuesta de este estudio. El instrumento utilizado en este estudio incluye un cuestionario de encuesta para estudiantes de tercer año de secundaria de la carrera de informática. En este proceso, los estudiantes demostraron libertad de expresión en la encuesta debido a que ellos utilizan redes sociales en su vida diaria. Por otra parte, los resultados obtenidos revelaron puntos de vista positivos sobre el uso de las redes sociales, tales como el uso de Facebook, WhatsApp y TIKTOK. La propuesta de investigación sugiere que los profesores deberían cambiar los métodos de enseñanza para que sus clases sean más interesantes, aplicando estrategias innovadoras.

Palabras clave: Redes Sociales; escritura; aprendizaje del idioma inglés.

1. Introduction

Information and Communication Technology (ICT) has been developed as a useful communication medium for citizens in the early 21st century. Technology began to increase in the Education field because of its potential to be innovative. ICT offers access to different sources of information. It also provides an online interaction facility. Both teachers and students can share ideas and opinions about any topic in the learning process in the classroom (Sansanwal, 2020). Currently, the use of technology has made the teaching-learning process more enjoyable. Therefore, this study focuses on making a proposal that helps students improve their writing skills through Facebook, WhatsApp, and TIKTOK that are used by students from “Nabón” High School. The problem faced by learners is that Writing skills are limited because the teacher’s methods are traditional, and students cannot expand their vocabulary.

The great demand for the use of Social Networks has made the educational environment obtain learning benefits. Likewise, the current society wants to hire competent workers who are technologically enabled and able to use technology in their environment (Chouthaiwale & Al-kamel, 2022). It can be established that technological and communicative changes have produced a different education world, and it is the reason to carry out proposals to consider the importance of Social Networks as tools in the teaching-learning process.

According to Al-Jarrah et al. (2019), Social Networks have become a learning platform making it possible for learners and teachers do self-study, wherein the ideas can change, as well as comments and tasks can be presented to enhance students’ grammar knowledge and Writing skills.

Today, Social Network users are youthful people. The online activities that they use are Facebook, WhatsApp and TIKTOK which have been more popular in order to communicate around Ecuador. These Social Networks have a significant number of consumers from their mobile devices (Lucero & Arias, 2020).

ICT tools are considered technological instruments which are applied to be used to talk and build information, publish, save, and handle information. ICT tools can be different ways of communication such as the internet, smartphones, and among others (Ratheeswari, 2018).

In the last decade, the use of ICT has achieved a laudable outcome around the world in the educational field. According to Chouthaiwale and Al-kamel (2022), ICT is a key to have a quality education, and it has also improved communication and allowed people to obtain information easily.

As said by Ahmed (2019), the application of technology in a language learning environment is when students can access the internet through their phones and keep interaction among them by using WhatsApp, Facebook, Twitter and YouTube. These applications give learners opportunities to study outside the classroom and practice English.

However, most of the students have opened Social Networks in local Internet Cafes, schools, or family smartphones only for having fun and informal communication, but not for learning purposes. This has led the closely intertwined relationship between technology and communication (Alkamel & Chouthaiwale, 2018), for instance, people have developed a dependency on ICT tools such as “smartphones, tablets, and computers” (Chouthaiwale & Al-kamel, 2022).

ICT and Social Networks play a relevant part in the context of teaching English as a foreign language (EFL) due to the integration of Social Networks in the classroom may produce students' interests in learning although they are not in class (Dwiono et al., 2018). As it mentioned before, the aim is to make sure that the combination of technology could be useful in education in order to continue pushing strategies to teach and learn better, so students can gain more confidence.

For most educators with the use of Social Networks, the school environment has been transformed because of the use of technology. Also, teachers consider that students can be more critical if they practice the new language, especially writing communication by applying Social Networks inside a classroom where the activities that are proposed to students are related to a profile that is built by themselves (Awadeh, 2020).

1.1. Research Questions

Based on the literature review, the following two research questions are put forward:

What are the friendliest Social Networks for students from Third Grade in a major computing system at “Nabón High School” to improve writing skills?

How can a Social Network lesson plan apply to improve Writing skills with students from Third Grade in a major computing system at “Nabón High School”?

1.2. Hypothesis

For the development of this proposed study, the following hypothesis is posed: 1. The pedagogical use of Social Networks improves students' Writing skills from Third Grade in a major computing system at “Nabón High School”. For a long time, Writing skills in the English language have been a weakness in students' learning process because of the traditional methods used by English teachers. This kind of outdated method does not only affect rural areas but also, all area levels. According to the above paragraph, it is relevant to analyze if the use of Social Networks as a new pedagogy can strengthen students' Writing skills.

The increase of ICT and the great impact of the internet offer new tools for the development of different abilities in the language learning process through audio, video, documents online, interactive pages, radio, channels, TV, magazines, PowerPoint, images, virtual words, chats, video conferences.

Considering students from “Nabón High School” have faced challenges in the Writing skills process, it is necessary to apply new pedagogical practices with the use of Social Networks.

1.3. Justification

In the current world where new technologies emerge daily, there are new, modern, creative, and innovative methods and tools that make education generate the development of all these concepts such as learning of the new century, technology, communication, etc., (Alkamel & Chou-thaiwale, 2018a). Hence, everybody is involved with a new digital area and has Internet access at home and limited Wi-Fi in devices that have the chance to be connected from everywhere and with everybody through Social Networks. In addition, it is argued that internet helps students keep in touch with other people by using Writing skills. These Writing skills have been considered one of the most valuable tools in communication because they allow learners to express themselves (Chicaiza, 2020). The educational system policy has changed with the implementation of ICT tools in the institutions to strengthen Writing skills in the teaching-learning process.

The application of ICT in the classroom makes students feel more motivated and allows them to do tasks and investigations which enhance knowledge through dynamic and funny activities. Furthermore, learners can gain positive attitudes with the use of ICT in order to solve their educational tasks.

Research Objectives

General Objective:

To make a proposal to improve the students' Writing skills from "Nabón" High School with the use of Facebook, WhatsApp, and TIKTOK.

Specific Objectives:

To investigate in different articles how the use of Social Networks influences new language acquisition.

To make a lesson plan sample based on Writing skills through interactive activities with the use of Social Networks in order to help students be motivated in the English language learning process.

1.4 Theoretical Framework

The study proposal is built on Constructivism, Natural Approach, and Acquisition-Learning. Constructivism is built in people's minds where they construct reality. Associated with education, the teaching-learning process must connect with a practical and modern world (Muna Aljohani, 2017). That is, the experiences must be reflected in a classroom where students have the chance to share their opinions and practices.

Besides, this research is based on the Natural Approach in which the teaching approach is derived from the second language acquisition theories that have become useful to English teachers. Along with Krashen, Acquisition Learning is divided into two independent systems of foreign language performance. First language acquisition is the creation of an intuitive method in which children gain their first language. However, when people become adults, they can learn a new language when they listen to music, read English books, and watch TV (Krashen, 1981). On the other hand, second language learning is the product of formal instruction, so it means that it is the result of an explained language, for example, "...grammatical order..." (Krashen, 1981, p. 56). This means teachers play an active role in this process because they must guide students on how to construct their learning.

Also, Krashen points out that in the effective filter hypothesis which is part of the second language acquisition (SLA) comprehensible input is not enough when a student learns L2. He suggests key factors of learners' success that influence the positive result in learning which should be associated with students' emotional condition. Taking into consideration this hypothesis, an emotional filter appears when learners might be distracted as: stress, lack of motivation self-doubt, etc. Effective factors may reinforce language acquisition, for instance, learners who feel really good because of their high level of motivation are better equipped for success in second language achievement; on the contrary, students with low motivation self-esteem, anxiety introversion, and inhibition have problems when they want to achieve a second language (Marzá, 2019).

It is pertinent to mention that the Natural order hypothesis is focused on grammatical structures that follow a natural order which is predictable and inclines to be assimilated early while others are late. Krashen claimed people learn L2 in a certain natural order. That is, learners acquire common questions that they can answer with yes/no. Conversely, Krashen suggests teachers do not have to reinvent language programs because it should be developed in a similar sequence found in the study (Krashen & Terrel, 1998).

As it is said before, this research proposal is focused on how ICT tools improve pedagogical issues. Hafifah and Sulisty (2020) claim that the integration of technology in English Foreign Language teaching has positive benefits in education outcomes that enhance students' achievement in learning English. Alkamel and Chouthaiwale (2018) state that information and communication technology (ICT) are one of the basic building blocks of modern society. The increasingly extensive use of social media in the English teaching-learning process has expanded and strengthened communication skills. Thus, it is a potentially significant phenomenon that has implications for K-12 (primary and secondary scholar) teacher preparation in the 21st century standards. For instance, Social Network sites are informative and communicative technologies that facilitate interaction among educators, learners, and relatives, as well as the support of content both within and outside the classroom (Greenhow & Askari, 2017).

It is worth saying that due to Covid-19 cases, most educational institutions have considered and formalized the use of Social Networks and continue taking care of students' health. There arises the use of several social media platforms such as Facebook and WhatsApp groups to access virtual learning. Moreover, social media has replaced direct communication in order to increase students' learning during the COVID-19 pandemic. WhatsApp, Facebook, YouTube, and Wikipedia are considered "top-rated media" for academic communication (Asghar et al., 2021).

In accordance with (Salikin & Tahir, 2017), teachers should change their teaching methods to make their classes more interesting with the aim of encouraging the students to learn English language skills. In writing subjects, for example, the students are assisted with conductive learning activities, so they can write in English as well as possible. From their point of view, the first thing that a teacher should do is to create the best conditions for learning. It means that the teacher is responsible for creating a context that provides opportunities and stimulates the students to communicate in the English Language. In fact, the implementation of Social Networks helps educators construct a good teaching-learning process in order to create and modify applications, facilitate, motivate, and support students to let them raise their writing skills. According to (Shahzadi & Kausar, 2020), Social Networking sites and texting on cell phones are helpful to improve students' writing skills. These digital technologies facilitate learners' personal expressions and creativity which allow students to feel comfortable when they express their thoughts and feelings. In this way, learners increase their communication with their partners by using productive Writing skills.

1.5 Literature Review

Apriani and Handrianto (2021) argue that increasing technology in education has a great impact because of the growth of ICT that has affected the students' mindset, thinking or opinion, or in the way they learn something. Identifying the influence of new technologies on the students' and teachers' context and their present life; nowadays, learning establishments try to restructure their training programs and classroom facilities to pay attention to the present and future teaching-learning technology (Ratheeswari, 2018).

The influences of Social Networks are considered very much at schools. It means that they let learners and teachers have more chances to adapt teaching and learning to single requirements, imposing schools to properly reply to this practical improvement. The use of technology in the classroom has been effective in learning a language that would help students develop their tasks. Also, the technology facilitates an improvement in learning performance in terms of output, interaction, immediate feedback, and motivation (Shadiev & Yang, 2020). They suggest that the use of technology can develop all language skills (for instance, listening, speaking, reading, and writing).

Information and Communication Technology (ICT) may be defined as "a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information" (Alkamel & Chouthaiwale, 2018). This general definition of ICT includes radio, television, film, DVDs, telephone (both fixed line and mobile phones), satellite networks, computer, and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail, and blogs (Apriani & Hidayah, 2019).

Peace et al. (2020) state that ICT has now innovated the educational environment and underpinning the very success of education in the 21st century. All educational organizations must therefore search for an advantage from technological developments. To do this, professionals (teachers) must be trained with sound ICT experiences, regardless of specific computer platforms or software environments. The benefits of ICT tools are shown from different angles and have the potential to renovate, accelerate, improve, and deepen skills with the aim of encouraging and engaging students.

The branch of education and the use of Social Networks have seen a significant change, especially among learners and teachers that establish a multi-dimensional learning approach through distance learning. Mobile devices have provided learners with more opportunities to be connected and interact with others through Facebook and YouTube which have been considered learning tools. They allow students to acquire information by helping them to develop their educational progress (Slim & Hafedh, 2019).

In this new era, learners are called to use technology in their learning process. One of the ways to use technology is through lectures that support the curriculum to increase students' skills. The implementation of technology has significantly changed in English teaching methods. In fact, technology gives teachers so many alternatives such as making teaching interesting and more pro-

ductive in terms of advancement. For example, the use of film in teaching helps learners develop the activity dynamically, so students' knowledge is improved (Ahmadi, 2018).

The effective use of ICT affects students and different characteristics of the learning process in a positive way. This can help educational places improve and develop excellent teaching by providing information that supports difficult subject areas. To achieve these objectives, teachers need to be involved in ICT in order to change some teaching strategies in education. As said by (Peace et al., 2020), teachers can use the Internet if it is necessary because they could renovate a new dimension to their teaching process, and increase the quality of activities assigned to students, and they feel more motivated during the learning process.

Several investigations have been focused on "...social media availability and the new horizons they have created, especially for the youths..." (Slim & Hafedh, 2019, p. 58) such as Facebook, Twitter, and YouTube, not only do they give users the possibility to generate information but also, they share it with other users around the world. Moreover, Facebook and WhatsApp have been used within and outside classrooms for teaching purposes, such as uploading educational videos or learning materials for students. Slim and Hadfedh (2019) affirm that "Such action has been taken due to the popularity of these media among students who use them to complement and thus enhance their classroom learning due to their ease and speed of communication..." (p. 58). Sobaih et al. (2020) argue that social networks have encouraged students to communicate through Facebook and WhatsApp which support them to create a great opportunity to enhance academic communication. Facebook is considered an effective tool because it improves students' learning and awareness of their learning experience. Maqbulin, (2020) states that there are some technologies that can be applied in the classroom such as computers, Facebook, WhatsApp, and YouTube.

Facebook

Social Networks seem to be the most widely accessed and one of the most useful is Facebook which has become the tendency of today's communication. Due to its continually increasing active members, Facebook has gained popularity among teenagers; almost all teenagers have access to Facebook. The Facebook group makes the learning process enjoyable, and it improves students' English language. Furthermore, it provides students with a chance to develop their writing competencies (Sabaruddin, 2019). One of the benefits according to the result of her study is that using Facebook closed groups in which the students can enhance their writing ability.

WhatsApp

Another social network that has a huge significance in the teaching-learning process is WhatsApp, which is an instant messaging application for smartphones. This application permits its users to send and accept messages, images, or videos to others if they have an internet connection.

The result of this research shows that WhatsApp can enhance students to improve their writing, speaking, vocabulary, and word choice ability (Alkamel & Chouthaiwale, 2018).

TIKTOK

Subsequently, TIKTOK is another popular social media application that has taken an essential place in the international field. It is characterized by recording short videos ranging from 15 seconds to 5 minutes. The four main purposes for using social media applications are entertainment, socialization, informatively, and academic. Educators use social media applications into language teaching and learning contexts to develop learners' language proficiency. However, limited research has studied the feasibility of applying TIKTOK for EFL teaching from students' viewpoints. It is important to indicate that the majority of participants hold positive attitudes towards the use of TIKTOK for learning English (Yang, 2020). The English language increases entertainment through TIKTOK. Videos help language learners improve their four basic communication skills (Duan, 2023). To (Tan et al., 2022) TIKTOK has been defined as a pedagogical potential tool because of its influence on teaching-learning. TIKTOK is an alternative method of learning writing which provides students with opportunities to write and expose themselves to the outside world. Additionally, Tamayo (2020) mentions that Social Networks have produced motivation in the English Language learning context. Writing skills are one of the productive English Language skills due to the influence of the internet and social networks. The Current generation can easily keep in touch with more people despite the physical distance. So, people can express their feelings and ideas using social networks where writing skills have played a vital role. But also, it is really important to consider that if students want to get proper writing, they must focus on the following writing skills characteristics such as: content, grammar, vocabulary, spelling, organization, and mechanics. For this reason, writing is known as a creative process because students can express their thoughts correctly by using this skill. When a learner is learning a second language, Writing skills have been hard for them due to low proficiency of the language and students' lack of interest in writing. Besides English teachers have applied the corporation of Cooperative Learning (CL) to help students work together more successfully in order to let them could interact and understand better the process of gathering a new language (Yusuf et al., 2019)

2. Methodology

The present proposed study is supported by qualitative and quantitative approaches since quantitative research contributed to the survey in order to gather information data and helped this study to analyze the use of Social Networks through a writing process in its natural setting by applying statistical analysis. In addition, this study was established under a qualitative design which helped it understand findings and identify that Social Networks have been easy to access for students according to some authors who manifested that teachers must incorporate social media into English as a second language in order to improve Writing skills (Ishtiaq, 2019).

Besides, this proposal is designed to find out how Third Grade students at Nabón High School use Social Networks tools in English Language learning. Hence, it works on two aims, namely knowing the implementation of Social Networks to let students at Nabón High School improve their Writing skills by applying Facebook, WhatsApp, and TIKTOK, and, making a sample lesson plan based on Writing skills through interactive activities with the adaptation of Social Networks to help students be motivated in the English language learning process.

The participants in this proposed study are thirty- eight from Third Year High School between 17 – 18 years old who currently are studying B1 level of English language. There are 19 male and female students. They were selected as the subjects using a random sampling technique by considering that all of them are instantly engaged in an online learning system. The Educative Institution is in the Nabón urban area which is located in the Azuay province of Ecuador. A survey with a closed questionnaire that had eight questions was applied and the results were triangulated to reach reliable information regarding the use of Social Networks tools in the teaching-learning process.

Concerning data displayed, it is presented in the form of tables, figures, explanations, and discussions. Finally, the analysis of data is concluded and described qualitatively to give a clear description for the readers.

3. Results

According to the different results gathered in the survey on the use of Social Networks, Table 1 shows the number of students who connect to the internet most frequently by using different technological devices. The sample distribution of the 38 students.

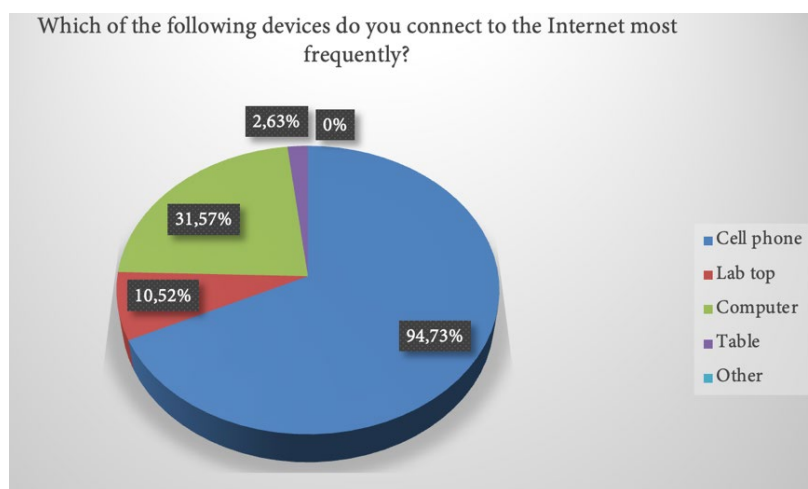
Question 1

Table 1. The use of devices to connect to the internet.

Which of the following devices do you connect to the Internet most frequently?	Students	
	f	%
Cell phone	36	94,73%
Lab top	4	10,52%
Computer	12	31,57%
Tablet	1	2,63%
Other	0	0%

Source: Own development.

Figure 1. The use of devices to connect to the internet.



Source: Own development.

According to Table 1, the results show that all 38 students have different technological devices, taking into account that 1 student has more than 1 device. For this reason, the results are presented in this way: 94,73% of students have cellphones, 31,57% have computers, 10,52% have laptops and 63% have tablets. In relation to (Maqbulin, 2020), learners who are very near to advance, they are known as digital natives. Also, it said that there are different devices that can be applied in the classroom.

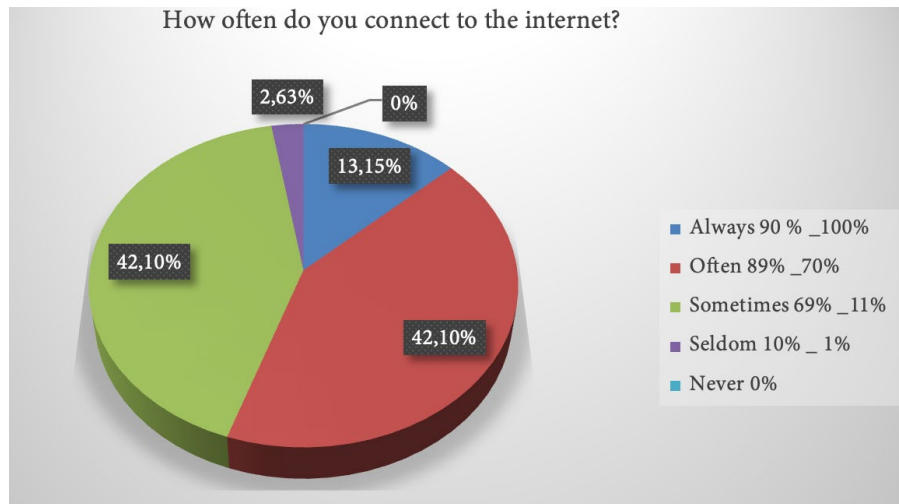
Question 2

Table 2. The frequent internet connections by students.

How often do you connect to the internet?	Students	
	f	%
Always 90 % _100%	5	13,15%
Often 89% _70%	16	42,10%
Sometimes 69% _11%	16	42,10 %
Seldom 10% _ 1%	1	2,63%
Never 0%	0	0 %
Total	38	100%

Source: Own development.

Figure 2. The frequent internet connections by students



Source: Own development.

In Table 2, the results have demonstrated numerous scenarios of internet connection. In this context, 42,10% of students often and sometimes connect to the internet, 13,15% of students always connect to the internet, and 2,63% of students seldom connect to the internet. Nowadays, the internet has become easier to be linked with the real world by acknowledging the all-around events (Soni, 2019). Also, it has been considered as the medium which provides lots of advantages to the users.

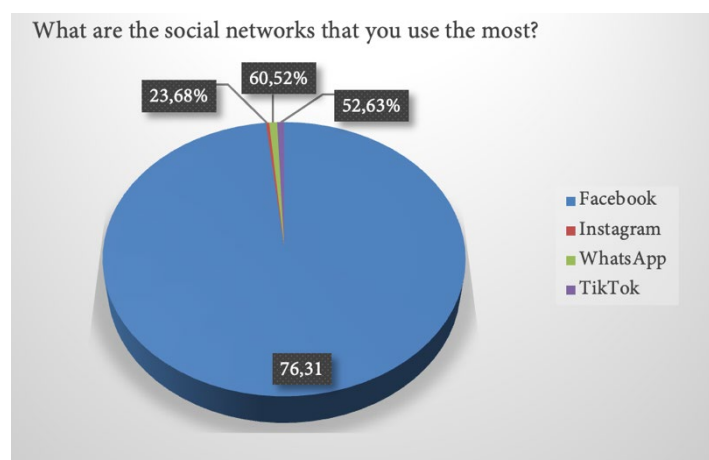
Question 3

Table 3. The friendliest social networks for students.

What are the social networks that you use the most?	Students	
	f	%
Facebook	29	76,31
Instagram	9	23,68 %
WhatsApp	23	60,52%
TIKTOK	20	52,63 %

Source: Own development.

Figure 3 The friendliest social networks for students.



Source: Own development.

Table 3 shows that 76,31% of students state that Facebook is the most useful social network; 60,52% reported that WhatsApp is a friendly social network; 52,63% use TIKTOK while 23,68% use Instagram. It is relevant to clarify that all the 38 students use Social Networks for different purposes. Social Networks integration in the classroom may produce that students could keep learning although they are not in class (Dwiono et al., 2018). Writing skills are one of the productive English skills in education that are useful.

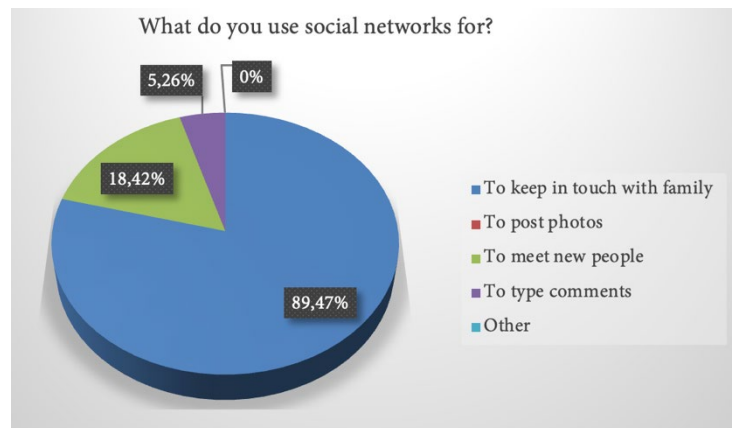
Question 4.

Table 4. Purpose of the use of Social Networks.

What do you use social networks for?	Students	
	f	%
To keep in touch with family	34	89,47 %
To post photos	4	10.52 %
To meet new people	7	18,42%
To type comments	3	5,26%
Other	0	0 %

Source: Own development.

Figure 4. Purpose of the use of Social Networks



Source: Own development.

Regarding this question, the results in Table 4 show 89,47% of the students use Social Networks to keep in touch with family, 18,42% use to meet new people, 10,52% use to post photos, and 26% use to type comments. Technologies have brought new ways of communication.

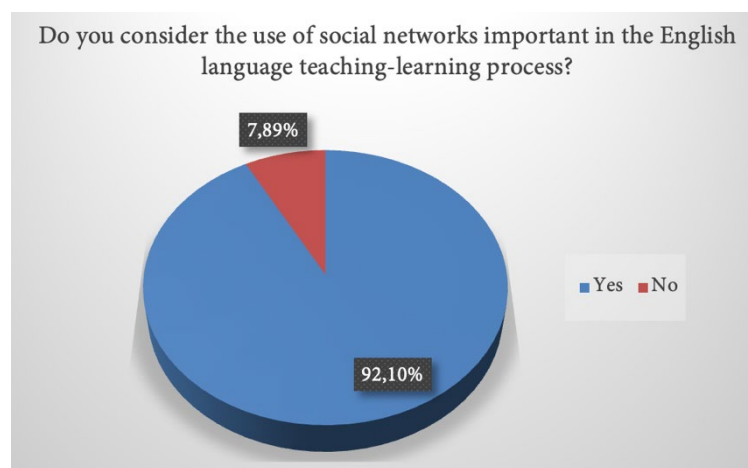
Question 5.

Table 5. The importance of Social Network in English Language teaching–learning process.

Do you consider the use of Social Networks important in the English language teaching-learning process?	Students	
	f	%
Yes	35	92,10%
No	3	7,89%
Total	38	100%

Source: Own development.

Figure 5. The importance of Social Network in English Language teaching learning process



Source: Own development.

According to the results in Table 5, 92,10 % of students agreed that the use of Social Networks is important in English teaching–the learning process because they allow them to obtain new knowledge and thus learn new things. Besides, students can take online English courses, improve pronunciation and writing skills. Social Networks help students solve academic activities in English teaching–learning process. Whereas 7,89% of students disagreed assuming that young learners do not use Social Network in a good way.

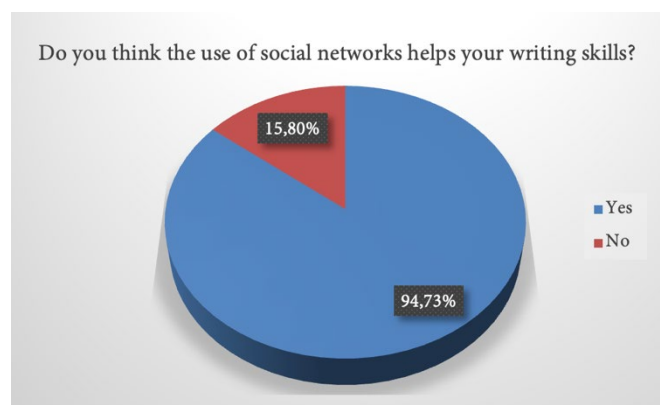
Question 6.

Table 6. The implementation of Social Networks in English Language Learning helps students improve Writing skills.

Do you think the use of Social Networks helps your Writing skills?	Students	
	f	%
Yes	32	94,73%
No	6	15,8%

Source: Own development.

Figure 6 The implementation of Social Networks in English Language Learning helps students improve Writing skills.



Source: Own development.

In relation to the results in Table 6, it shows that 94,73 % of students claimed that the use of Social Networks helps them correct spelling mistakes and improve Writing skills. But also, Social Networks allow students to use English translators in order to see the correct words and know the meaning of them. On the other hand, it also strengthens reading and the Writing skills in an easy and innovative form. Otherwise, 15,8% of students respond that Social Networks have just been used to entertain learners and do not help them with their Educational purposes.

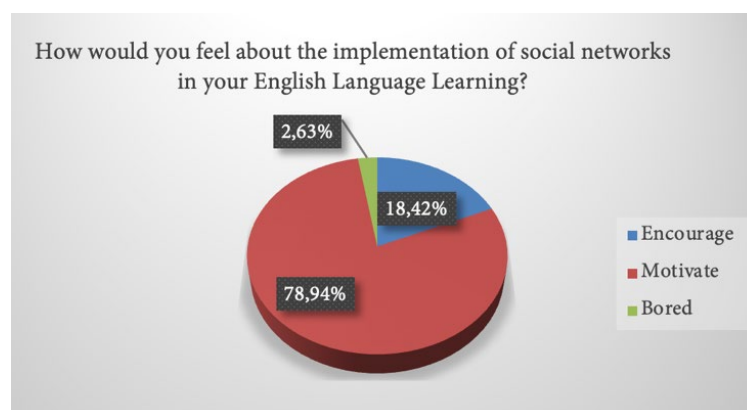
Question 7

Table 7. Social Network implementation in English language learning has positive effects in students learning.

How would you feel about the implementation of Social Networks in your English Language Learning?	Students	
	f	%
Encourage	7	18,42 %
Motivate	30	78,94%
Bored	1	2,63 %
Total	38	100%

Source: Own development.

Figure 7. Social Network implementation in English language learning has positive effects on students' learning.



Source: Own development.

The results point out that 78,94% of students stated that social media implementation in English Language Learning has aroused learners' motivation, 18,42% considered that it helps students feel encouraged; whereas 2,63% of them assumed that they feel bored when they use Social Networks. According to Cabero Almenara et al. (2019), nowadays, the application of technology as an instrument for teaching English is emerging due to teachers have understood its ability to create both autonomous and cooperative learning environments in which students can learn English much easier. Considering ways of learning that were mentioned before, the researchers state that it lets students be more active and motivated, at the same time, learners can increase their earlier knowledge, and finally, it supports them to gain their own self-esteem (Kassymova et al., 2021).

4. Discussion

The findings of this proposed study and the results obtained by several authors are the same. According to Apriani and Handrianto (2021), the use of technology in education has had a great impact. To Ratheeswari (2018) the impact of new technologies in education tries to restructure educational programs and classroom facilities. Students' experiences focus on the fact that there is a direct relationship between the use of technology and the progress in their academic performance.

Along with the findings of the study developed by (Slim & Hafedh, 2019), there are some benefits of Social Networks that have let students the chance to be linked and cooperate with others by using Writing skill production as it is identified in Tables 5 and 6. Sobaih et al. (2020) assume that Social Networks keep students motivated when they learn something new by using Facebook and WhatsApp. It is relevant to mention that compared with the students' outcomes, they have a similar point of view because the use of Social Networks allows learners to have good interaction with others from anywhere through gadgets like cell phones and computers which have been most used. Some authors state that Facebook, WhatsApp, and TIKTOK have become relevant in communication and easy to access by everyone. Further, Writing skills improvements can be achieved if the internet and Social Networks are adapted to the English language learning process (Tamayo, 2020).

5. Conclusion and Recommendation

In conclusion, the findings of this proposed study show that there are positive viewpoints on using Social Networks. Although looking through the conducted surveys, students shared more positive impacts of Social Networks when they are outside the classroom because few students have access to the internet in school. There was a group of students that had more self-confidence since they could use more internet connection, even so, their motivation has been higher with the suitable use of technology in the classroom. It is recommended to incorporate technology in a lesson plan which can help teachers and students feel more interested and motivated when they have to practice and produce Writing skills in class. Finally, teachers should apply new teaching strategies to let students work in a dynamic and encouraging context in order to help learners improve their English skills.

References

- Ahmadi, D. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- 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. <https://doi.org/10.18488/journal.23.2019.82.61.68>
- Al-Jarrah, T. M., Al-Jarrah, J. M., Talafhah, R. H., & Mansor, N. (2019). The Role of Social Media in Development of English Language Writing Skill at School Level. *International Journal of Academic Research in Progressive Education and Development*, 8(1), 87–99. <https://doi.org/10.6007/ijarped/v8-i1/5537>
- Alkamel, M. A. A., & Chouthaiwale, S. S. (2018a). The Use of ICT Tools in English Language Teaching and Learning: A Literature Review. *Journal of English Language and Literature (JOELL)*, 5(2), 0–5. <http://www.epess.net/tr/download/article-file/334413>
- Alkamel, M. A. A., & Chouthaiwale, S. S. (2018b). The Use of ICT Tools in English Language Teaching and Learning: A Literature Review. *Journal of English Language and Literature (JOELL)*, 5(2), 0–5.
- Apriani, E., & Handrianto, C. (2021). Empowering ICT Potentials in English Language Teaching. *Journal Polingua Scientific Journal of Linguistics Literature and Education*, 10(2), 42–48. <https://doi.org/10.30630/polingua.v10i2.180>
- Apriani, E., & Hidayah, J. (2019). The ICT Used by the English Lecturers for Non English Study Program Students at STAIN Curup. *Vision: Journal for Language and Foreign Language Learning*, 8(1), 26. <https://doi.org/10.21580/vjv8i13280>
- Asghar, M. Z., Iqbal, A., Seitamaa-Hakkarainen, P., & Barbera, E. (2021). Breaching learners' social distancing through social media during the covid-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(21). <https://doi.org/10.3390/ijerph182111012>
- Awadeh, O. K. A. (2020). the Role of Social Media in Improving the Academic English Writing Skills of Arab Students. *Journal of Content, Community and Communication*, 12, 117–126. <https://doi.org/10.31620/JCCC.12.20/11>
- Cabero Almenara, J., Martínez Pérez, S., Valencia Ortiz, R., Leiva Nuñez, J. P., Orellana Hernández, M. L., & Harvey López, I. (2019). La adicción de los estudiantes a las redes sociales on-line: un estudio en el contexto latinoamericano. *Revista Complutense de Educación*, 31(1), 1–12. <https://doi.org/10.5209/rced.61722>
- Chicaiza, D. A. P. (2020). Italki social network app and writing skills. *Kaos GL Dergisi*, 8(75), 147–154. <https://doi.org/10.1016/j.jnc.2020.125798%0A>
- Chouthaiwale, S., & Al-kamel, M. (2022). *The positive Effect of ICT on the English Language Learning an ...* 1, 1–9.
- Duan, C. (2023). *Tik Tok: A New Way of English Learning*. 8, 127–133.
- Dwiono, R., Rochsantiningsih, D., & Suparno, S. (2018). Investigating the Integration Level of Information and Communication Technology (ICT) in the English Language Teaching. *International Journal of Language Teaching and Education*, 2(3), 259–274. <https://doi.org/10.22437/ijolte.v2i3.5752>

- Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and Information Technologies*, 22(2), 623–645. <https://doi.org/10.1007/s10639-015-9446-9>
- Hafifah, G. N., & Sulisty, G. H. (2020). Teachers' ICT literacy and ICT integration in ELT in the Indonesian higher education setting. *Turkish Online Journal of Distance Education*, 21(3), 186–198. <https://doi.org/10.17718/TOJDE.762050>
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*.
- Krashen, S. & Terrel, T. (1998). *The Natural Approach Language Acquisition in the Classroom*. Prentice-Hall Europe.
- Kassymova, G. K., Vafazov, F. R., Pertiwi, F. D., Akhmetova, A. I., & Begimbetova, G. A. (2021). *Upgrading Quality of Learning with E-Learning System*. Iv, 26–34. <https://doi.org/10.31643/2021.04>
- Lucero-Romero, G., & Arias-Bolzmann, L. G. (2020). Millennials' use of online social networks for job search: The Ecuadorian case. *Psychology and Marketing*, 37(3), 359–368. <https://doi.org/10.1002/mar.21292>
- Maqbulin, A. (2020). The Use of Information and Communication Technology (ICT) in English Teaching for Islamic Senior High Schools in Nganjuk. *Inovasi-Jurnal Diklat Keagamaan*, 14(3), 170–179. <https://doi.org/10.52048/inovasi.v14i3.163>
- Marzá, N. E. (2019). Theory and practice in language studies. *Theory and Practice in Language Studies*, 3(4), 418–437.
- Muna, A. (2017). Principles of “Constructivism” in Foreign Language Teaching. *Journal of Literature and Art Studies*, 7(1), 97–107. <https://doi.org/10.17265/2159-5836/2017.01.013>
- Peace, E., Suleiman, M. M., Yahya, A. T., & Tukur, M. (2020). Effective Utilization of ICT Tools in Higher Education. *Journal of Xidian University*, 14(9). <https://doi.org/10.37896/jxu14.9/061>
- Ratheeswari, K. (2018). Information Communication Technology in Education. *India Journal of Applied and Advanced Research*, 2018(3), 45–47. <https://dx.doi.org/10.21839/jaar.2018.v3S1.169>
- Sabaruddin. (2019). Facebook Utilisation to Enhance English Writing Skill. *English Language Teaching*, 12(8), 37. <https://doi.org/10.5539/elt.v12n8p37>
- Salikin, H., & Tahir, S. Z. Bin. (2017). The Social Media-Based Approach in Teaching Writing at Jember University, Indonesia. *International Journal of English Linguistics*, 7(3), 46. <https://doi.org/10.5539/ijel.v7n3p46>
- Sansanwal, P. D. N. (2020). Use of ICT in Teaching – Learning & Evaluation. *Journal of Xidian University*, 14(5), 21–26. <https://doi.org/10.37896/jxu14.5/642>
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability (Switzerland)*, 12(2). <https://doi.org/10.3390/su12020524>
- Shahzadi, A., & Kausar, D. G. (2020). Using Social Media to Improve Students' English Writing Skills: A Mixed Method Study. *Journal of Research in Social Sciences (JRSS)*, 8(1), 124–141. <https://doi.org/10.52015/jrss.8i1.71>

- Slim, H., & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. *Teaching English with Technology*, 19(1), 56–71.
- Sobaih, A. E. E., Hasanein, A. M., & Elnasr, A. E. A. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability (Switzerland)*, 12(16), 1–18. <https://doi.org/10.3390/su12166520>
- Soni, V. D. (2019). IOT connected with e-learning. *International Journal on Integrated Education*, 2(5), 273–277.
- Tamayo, M. R. (2020). Identification of Challenges in Teaching Writing To Ecuadorian Efl Students. *Axioma*, 1(23), 5–9. <https://doi.org/10.26621/xvi23.2020.12.a01.pucesi.2550.6684>
- Tan, K. H., Rajendran, A., Muslim, N., Alias, J., & Yusof, N. A. (2022). The Potential of TikTok's Key Features as a Pedagogical Strategy for ESL Classrooms. *Sustainability (Switzerland)*, 14(24), 1–22. <https://doi.org/10.3390/su142416876>
- Yang, H. (2020). Secondary-school students' perspectives of utilizing tiktok for English learning in and beyond the EFL classroom. *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, *Etss*, 162–183.
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative learning strategies to enhance writing skills among second language learners. *International Journal of Instruction*, 12(1), 1399–1412. <https://doi.org/10.29333/iji.2019.12189a>

AUTHORS

Norma Guayllas. Docente de inglés en la Unidad Educativa Nabón. Profesora de estudiantes de bachillerato. Título en tercer nivel Licenciada en Ciencias de la Educación mención inglés.

Cristina Juca. Maestría en lingüística Aplicada a la enseñanza del inglés como Lengua Extranjera-Universidad de Cuenca. Actualmente, profesora de estudiantes universitarios y coordinadora del departamento de inglés-Campus Cuenca.

STATEMENT

Conflict of interest

The authors declare that there is no conflict of interest.

Funding

No financial assistance from parties outside this article.

Acknowledgments

N/A

Notes

The article has not been submitted to another journal, nor previously published.