



SOCIAL MEDIA'S IMPACT ON SECONDARY SCHOOL-LEVEL ENGLISH LANGUAGE WRITING SKILL DEVELOPMENT

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ABSTRACT:

For a long time, social media has been utilized for education. Students can utilize social media as a learning platform to enhance their writing and grammar skills by studying independently, exchanging ideas, leaving comments, and submitting assignments. This study looked at how students perceived social media in terms of its usability, simplicity of use, and attitude toward using it for tasks. It also looked at any correlations between these aspects. A random selection procedure was used to choose 132 students from secondary schools for the sample. SPSS version 23 was used to tabulate and analyze the data using descriptive statistical methods. It was shown that social media significantly impacts the growth of the English language. It was discovered that social media strongly impacts how well learners write in English at their school level.

Keywords: *Social Media, English Language, Writing Development, School-Level Learners.*

INTRODUCTION :

The quick development of technology has led to the emergence of rapidly expanding social media platforms, which students are using more and more in both social and academic contexts. Because social networking sites' community-centered design facilitates the spread of real language and fosters meaningful interactions outside of the classroom, academics view them as being equally beneficial for language learning. Higher education institutions need to take advantage of technology to better meet the creative requirements of their students, as students are prepared for these changes in the learning process (Akhiar Mydin & Kasuma, 2017). Currently, Facebook, Instagram, and Twitter are widely used social networking sites with a large percentage of university students (Cortijo, 2015) & Gettman; as such, they could be used as mobile learning tools to enhance language acquisition. The official language of the entire planet is English. However, the conventional instructional methods. Since English in Jordan relies heavily on lecturing and

is mostly taught via the traditional chalk-and-talk method, it has reduced English language learning to mechanical memorization and has utterly failed to develop language competency among students (Al-Jarrah et al., 2019; Gillett, 2009). By treating students as passive language absorbers rather than active learners, these typical teaching strategies and materials make learning boring and instill distaste in them (Sumathi, 2016).

Students are frequently unable to completely understand lectures or actively participate in class discussions because they have limited exposure to academic English and few opportunities to utilize the language in communication. Additionally, many people struggle with writing (Gilakjani & Ahmadi, 2011). One of the four language skills that needs extra focus is writing. It is a crucial ability for language creation since it is used to deliver messages clearly and efficiently, and communication greatly depends on its ability (Kellogg, 2008). The hardest aspect of learning a

second language is writing (Ferris, 2011). Students in secondary school lack the knowledge and proficiency necessary to feel comfortable speaking English as a foreign language in an effective and efficient manner. . The development of oral expression, written skills, literature, and creativity are some of the many aspects of language instruction (Richards & Rodgers, 2014). But according to Kiuahara, Graham, and Hawken (2009) and AlJarrah et al. (2019), students don't write very often, and the majority of their writing is restricted to the classroom. When it comes to writing assignments, the most crucial element is that students must be actively involved in order to maximize the learning experience and make learning more fascinating and relevant. Many of us are aware that perfection, particularly in writing, comes with practice. We become better writers the more we write.

Through the usage of social media, students can be inspired to enhance and fortify their writing by combining their originality and individuality. Teaching and learning are becoming more dynamic and interesting thanks to technology. Facebook, YouTube, Instagram, WhatsApp, Snapchat, Telegram, Twitter, and email are just a few of the websites and apps that are increasingly being incorporated into classes. According to Selwyn (2007), social media is likely the most popular social networking site in the globe. It allows users to connect and share with others in their network. They also help to make online interactions, communication, and collaboration easier. Students use social media to connect with peers in significant numbers. According to research by Valenzuela, Park, and Kee (2009), freshman primarily used social media for an hour every day in order to interact with friends. This demonstrates social media's potential as an online learning tool. The social networking site, which is ranked among the top 20 nations with the highest number of social

media users, has become an indispensable part of everyday life. It appears that if social media is used well as a teaching tool, kids will certainly benefit from it.

Literature Review:

Numerous studies have examined the effects of social media, both good and bad, on students' academic achievement. According to Mushtaq (2018), for instance, social media use can be a helpful way for students to cope with their academic disappointments, particularly if they are able to connect with other students who are experiencing similar issues. Students can debate class topics on social media by connecting with other students, which can be highly beneficial. Furthermore, Bkeer (2009) sought to understand how students felt their use of social networking sites affected their academic achievement. A group of university students in Malaysia participated in an initial survey conducted by the researchers. It was discovered that most respondents concurred that social networking sites improve their academic achievement.

According to Mensah and Nizam (2016), students' academic performance is significantly impacted by social networking. They also drew attention to pupils' unusual usage of social media. According to the report, Malaysian universities and colleges can benefit from teaching their students how to use these platforms for learning, which would eventually improve their academic performance.

Babbie (2015) claimed that social media is more likely to have an impact on students. College students' life are undoubtedly impacted to some degree, including their academic performance. They went on to say that social media appeals to college students because it offers them a new social circle and a healthy way to relieve stress. Additionally, it was mentioned that a strategy is needed to maintain equilibrium in the interaction between academic research and

social media. College students should therefore consider striking a balance between their studies and social media use.

Additionally, the outcomes of a study by Eke, Omekwu, and Odoh (2014) among Nigerian undergraduate students revealed that social media use has certain advantages, including enhanced self-esteem and wellbeing, research and learning, reading and writing web skills, and virtual meetings with fellow researchers. Additionally, it was observed that students use social media for academic purposes, to watch movies, to stay in touch with friends, and to discuss national concerns such as politics, the economy, and religion.

Mingle and Adams (2015), several students said that their use of social media improved their reading abilities. Additionally, on social media, respondents exchanged thoughts, debates, and test questions with one another.

In addition, Heffner and Tara (2016) studied undergraduates at Rowan University in the United States. Social media has no beneficial impact on pupils' academic performance, according to the study's findings. because using social media caused the student's GPA to drop. Undergraduate students should control and keep an eye on how much time they spend on social media sites like Facebook, according to the report.

Mushtaq (2018) found in another study that social media contributes to students' lack of newspaper reading habits and may lead to their losing out on a lot of useful information found in newspapers.

Furthermore, students' productivity and grades are unquestionably impacted by social networking, according to Urdan and Schoenfelder (2006). Consequently, educators must be concerned about these issues and work to uncover more effective solutions. The ideas presented here can be used to examine how communication technology is used not only in

educational settings but also in homes, workplaces, and many other contexts, and for a wide range of audiences, including families, young adults, teenagers, and the elderly. Utilizing Technology to Improve Writing

According to Bakeer (2009), the instructor is no longer the only source of information; students can now mold their education to closely resemble the demands of their everyday lives. The user is encouraged by all of the aforementioned to interact with English-language content by reading and writing both officially and casually. These strategies can serve as a link to promote communication both within and outside of the classroom. Additionally, these gadgets can be effective teaching and learning tools.

Khan, Ayaz, and Faheem (2016) examined the impact of social media on university-level vocabulary growth in English in their descriptive study. 36 university instructors who were chosen at random made up the sample. They came to the conclusion that, at the university level, social media plays a major influence in the growth of English vocabulary. Due to the fact that social media helps English language learners acquire new words and phrases and expand their vocabulary, it plays a crucial role in vocabulary growth.

Social media has a significant impact on English language learners since it gives them the chance to get better at writing and reading as well as reading new texts and phrases to expand their vocabulary. Teachers have discovered that using software tools to meet the needs of English language learners can be very helpful. Unrestricted exposure to technical, business, and academic materials offers chances to improve students' comprehension and fluency. Text-to-speech software can be utilized independently or in conjunction with pre-existing special-purpose tools.

Purcell, Buchanan, and Friedrich (2013) surveyed 2,462 teachers who were involved in the National Writing Project and Advanced Placement. They discover that digital technologies are influencing student writing in a variety of ways and have developed into useful resources for middle and high school writing instruction. In their opinion, the internet and digital tools like social media, smartphones, and texting generally help teenagers express themselves creatively and personally, increase the audience for their writing, and encourage them to write more frequently and in a variety of formats than may have been the case in previous generations.

Researchers Sakkir, Rahman, and Salija (2016) and Al-Jarrah, Talafhah, and Al-Jarrah (2019) looked at how students felt about social media being used to teach English in a higher education institution in Indonesia. Most students had a favorable attitude toward and were willing to use social media in the writing classroom, according to the study's findings. Large class sizes, a lack of Internet-related training, and a lack of facilities, however, may be obstacles to the use of social media in the classroom.

METHODOLOGY :

The study's primary and most important methodology was the quantitative research design.

When using a quantitative approach, the investigator gathers, examines, and interprets various numerical information gathered from a huge population.

Participants

The study's participants included secondary school pupils from LTKV Boys School in Chandrapur, Prabodhan Vidyalaya in Arwat, and Lokmanya Tilak Kanya Vidyalaya in Chandrapur. These responders were chosen at random from secondary school. These secondary

schools are home to over 400 pupils. 132 pupils were selected at random from among them to serve as the subjects of quantitative data

Research Pan:

In order to analyze the role of social media in the development of English writing skills at the secondary school level in Lokmanya Tilak Kanya Vidyalaya, Chandrapur, the study was descriptive in character. Students learning English at the secondary level in school made up the population. In this study, 132 students who were enrolled in secondary English courses, either functional or required, made up the sample. The researcher collected data using a self-made questionnaire, and SPSS version 24 was used to statistically analyze the data in order to determine the study's trustworthy findings.

OBJECTIVES OF THE STUDY:

The Primary goals of the research are as follows:

1. To draw attention to the opinions of schoolchildren about the use of social media in Improving their English language writing skills.
2. To determine the contribution of social media to the improvement of writing skills at the school level.

RESULTS AND DISCUSSION:

A questionnaire given to pupils presently enrolled in secondary school courses in English served as the main data collection too.

The role of social media in English language writing performance development.

The fact that 78 (59.09%) of the respondents "Agreed" or "Strongly Agreed" with the assertion that social media use has a significant influence on writing growth makes the above table abundantly evident how important social media is to the development of English language writing. Of the respondents, a significant majority of 18 (13.64%) said they "disagreed," while only 24 (18.18%) said they were "undecided."

Social media's impact on the development of English language writing skills: percentage, frequency, and scales. To gauge how social media contributes to the improvement of English writing abilities, the researcher employed questionnaire items. To gauge how social media contributes to the growth of English writing abilities, the researcher employed questionnaire items.

The information in the table offers insightful information about how students view social media's contribution to the improvement of their English writing abilities. The vast majority of respondents (59.09%) had a good opinion, with 17.42% "Agreeing" and 41.67% "Strongly Agreeing" that social media has a significant influence on writing growth. This high level of agreement implies that students view social media sites like Facebook, Instagram, YouTube, and WhatsApp as more than just social networking tools; they also see them as casual learning settings that increase their exposure to written English. Regular writing in the form of posts, comments, captions, and messages is frequently encouraged by these platforms, which may help with writing confidence, vocabulary, and fluency.

While 12 respondents (9.09%) "Strongly Disagreed" and 18 respondents (13.64%) "Disagreed," it is clear that a sizable minority does not believe social media can help with writing growth. The use of colloquial or non-standard English, spelling shortcuts, overuse emojis or abbreviations, and the possible deterioration of grammatical quality could all contribute to their unfavorable opinions. This is consistent with studies that highlight the dangers of excessive exposure to informal digital communication in academic writing settings.

Remarkably, 24 respondents (18.18%) said they were "Undecided." While some people may acknowledge that social media gives them additional writing chances, they may also be

unsure of the academic worth of social media in comparison to traditional classroom learning, which could explain this neutrality. Additionally, it suggests that students may be utilizing social media more for amusement than for learning, which may account for their ambiguous position.

The overall mean score for social media's perceived usefulness was high (Mean = 4.00), as shown in Table 1. The first item with the highest mean score (mean = 4.35), "I use social media to disseminate knowledge to my classmates," was followed by item number eight (The My grades (Mean = 4.08) and item number three (Social media is a fantastic place to verify class notes or homework provided by the teacher, Mean = 4.06) have improved as a result of my use of social media for research. Item number nine (participating in academic forums on social media lowers my rate of knowledge; mean = 3.69) had the lowest mean score. Interesting to note is that every single item were at high levels.

DISCUSSION:

According to the study's results and conclusions, social media helps English language learners develop their writing skills at the school level in a number of ways, including making it easier for them to pick up new vocabulary and words that fit their level of proficiency, making it more convenient for them than reading books and other text materials, and igniting their interest in learning the language. The results of this study showed that social media sites including Facebook, Instagram, YouTube, and WhatsApp significantly affect secondary school pupils' ability to write in English. The vocabulary, originality, and fluency of students' informal conversation have all improved noticeably as a result of these platforms' increased exposure to real English. According to numerous participants, regular social media activity increased their confidence in expressing

themselves, trying out different sentence structures, and using new terminology they came across online.

The study did, however, also show that this ongoing exposure to digital communication brought about certain unfavorable writing habits. Grammatical and spelling accuracy have been neglected due to the widespread use of emojis, phonetic spellings (e.g., u for you, bcz for reason), and abbreviations. Formal writing standards have declined as a result of students frequently incorporating these informal writing methods into their academic work. Furthermore, it was found that students frequently used code-mixing, or the mingling of English with regional languages, in their social media writing, which hindered their capacity to create strictly academic English sentences.

Short and fragmented writing styles were promoted by social media, which was another significant conclusion. Since the majority of platforms encourage brevity (brief postings, brief conversations, hashtags), students have a tendency to create succinct but superficial expressions rather than refining arguments or practice writing cohesive paragraphs. There may be long-term effects of this change in writing culture on students' capacity to write the formal, organized essays that are expected in academic settings.

The study also discovered that social media might be a strong incentive for practicing English. Because they could interact with peers and even persons from various cultural backgrounds, students found online interactions to be more relevant and interesting than those in the classroom. Compared to conventional homework assignments, this real-world setting provided more chances for impromptu writing practice.

In short, the study highlights that social media is a double-edged tool: while it fosters vocabulary growth, fluency, and confidence in

informal contexts, it simultaneously contributes to the erosion of grammar accuracy, spelling habits, and formal writing competence. and the English learners may use social media tools for a long enough period of time without any hesitation or boredom. Similarly, the findings of the study also confirmed with (Al-Jarrah, Talafhah, & Al-Jarrah, 2019) that the use of social media is easy for young university-level learners compared to books or other text materials while going to the library and getting books related to vocabulary development. However, the learners may use social media sources like Facebook, Twitter, Flickr, YouTube, WhatsApp, and many tools of social media to improve their writing performance of the English language, not only in text form, but they may also see pictures of things through online media.

Negative Impacts of Social Media on Writing Skills

Declining Formal Writing Skills

One of the most noticeable drawbacks identified in this study is the erosion of formal writing standards. Students' heavy reliance on abbreviations, shortcuts, and informal expressions such as *u* for *you*, *bcz* for *because*, or *lol* for *laughing out loud* is gradually affecting their academic writing performance. When such habits become ingrained, learners often transfer them unconsciously into their essays, assignments, and examination answers. This shift not only reduces spelling accuracy but also impacts the structural quality of writing. Students tend to overlook punctuation, capitalization, and sentence boundaries, which are essential for formal communication. Consequently, although social media may increase the frequency of writing practice, it risks lowering the overall academic standard of written English.

Code-Mixing and Slang Usage

Another significant concern is the widespread use of code-mixing—the blending of English

with regional or native languages—on platforms such as WhatsApp and Instagram. For example, students may write messages like “*Kal party hai, don’t forget to come*” or “*Are you coming na?*” which demonstrates a hybrid use of English alongside local expressions. While this form of bilingual communication reflects linguistic creativity and cultural identity, it weakens students’ ability to construct grammatically accurate sentences in English alone. Similarly, excessive reliance on slang and informal idioms picked up from online communities often seeps into students’ academic writing. Such usage makes their writing appear casual, lacking in precision, and inappropriate for school-level examinations or formal communication.

Attention Span and Superficial Writing

Social media platforms are designed to encourage quick, short, and fragmented exchanges. Tweets, captions, hashtags, and instant messages reward brevity rather than depth. As a result, students become accustomed to expressing ideas in just a few words, emojis, or phrases instead of developing arguments or constructing detailed explanations. Over time, this practice reduces their ability to produce extended and coherent pieces of writing, such as essays, reports, and analytical responses. Furthermore, the constant distraction and multitasking associated with social media lowers attention span. Instead of focusing on complex sentence structures or higher-level vocabulary, students resort to simplistic wording. This creates a risk of superficial thinking, where writing communicates information at a surface level without logical development or critical reflection.

Overreliance on Digital Support Tools

Another emerging issue is students’ growing dependence on autocorrect, predictive text, and online translation tools. While these features assist in faster communication, they often reduce learners’ conscious effort to internalize

correct grammar and spelling. Instead of learning from their mistakes, students rely on technology to “fix” errors. This weakens their editing and proofreading skills, which are crucial for academic writing.

Lack of Standardized Writing Register

Because social media conversations are highly informal and context-driven, students struggle to differentiate between informal digital writing and formal academic writing. For instance, the tone and style used in a casual group chat may inadvertently appear in a school essay. This lack of awareness about writing registers leads to inconsistencies, reducing the overall effectiveness and professionalism of their written communication.

Limitations of the Study

Despite the valuable insights this research provides on the role of social media in shaping English language writing skills at the secondary school level, certain limitations must be acknowledged.

Limited Sample Size

The number of participants in this study was relatively small compared to the larger population of secondary school students. As a result, the findings may not fully represent all learners. A larger sample size across multiple Schools could yield more generalizable results.

Focus on a Single Region.

The study was conducted in a specific geographical area, which restricts the scope of its applicability. Students in rural areas, urban settings, and different cultural or socio-economic backgrounds may use social media differently, leading to varied impacts on writing skills. Therefore, the conclusions drawn here should be interpreted within the context of the chosen region.

Reliance on Self-Reported Data

Much of the data was collected through self-reports, questionnaires, or interviews. While these methods provide valuable insights into

students' perceptions and experiences, they are subject to response bias. Students may exaggerate, underreport, or provide socially desirable answers, which could influence the accuracy of the findings.

Lack of Longitudinal Perspective

This research adopted a cross-sectional design, examining students' writing skills at a particular point in time. It does not capture the long-term effects of social media use on writing development. A longitudinal study following students over several years could reveal more accurate trends and causal relationships.

Absence of Platform-Specific Analysis

Although the study referred to popular platforms such as WhatsApp, Facebook, Instagram, and YouTube, it did not analyze in detail how each platform uniquely affects writing skills. Since each medium has different modes of communication (e.g., short captions vs. long posts).

CONCLUSION :

In the current context, it is important that students keep abreast of technological developments and are aware of the English language skills that each learner possesses. These need to be harnessed and developed further to both engage learners and improve their English language skills. Based on the research findings, a high percentage of students use social media. After the successful completion of this descriptive study, it was concluded that the social media role is dominant in writing performance development of the English language at the school level. The role of social media in English language writing development is like the brightness of the day because social media facilitates English learners to learn new words and phrases and to improve their writing skills. Moreover, emerging technologies, especially social media, have transformed the forms and genres of writing. Studies suggest that pedagogically sound use of

social media has the potential to increase students' motivation for writing, strengthen their awareness of audience and authorship, and promote writing development. These affordances of social media expand opportunities for second language learners to engage with writing in their daily lives and can enhance students' writing development in classroom environments.

Recommendations for Future Research

Based on the findings and limitations of this study, several areas are recommended for further investigation:

1. A single cross-sectional snapshot may not capture gradual changes in grammar, vocabulary, or writing style. Tracking students across several years would provide insights into whether social media habits become more deeply embedded in academic writing or whether students learn to separate informal and formal contexts with maturity.
2. This study was limited to one region; therefore, comparative research between rural and urban student populations would be highly valuable. Students in rural areas may have different access to technology, levels of exposure to English, and patterns of social media use compared to their urban counterparts. Such comparisons could reveal whether social media has a stronger positive influence in resource-limited settings, or whether it reinforces linguistic gaps between the two groups.
3. Each social media platform encourages different styles of writing (e.g., WhatsApp for short conversational texts, Instagram for captions, YouTube for video comments, Facebook for longer posts). It would be useful to study the unique effects of individual platforms on writing development.
4. Future studies could explore how teachers can integrate social media into classroom instruction to balance informal and formal writing. Research could examine the effectiveness of structured activities, such as

reflective journaling through blogs, collaborative writing projects via Google Docs or WhatsApp groups, or peer review exercises on discussion forums. This would help determine whether guided social media use can enhance formal writing rather than weaken it.

5 Influence of the Language Background

Since many secondary school students are bilingual or multilingual, further research should analyse how social media shapes writing practices in multilingual contexts. Does frequent code-mixing on social media hinder or facilitate English learning? Do students who already have stronger foundations in English show different adaptation patterns compared to those for whom English is a second or third language?

Contribution of this Research:

This study is significant to the teachers, parents, and students. This study will serve as a guide

and help the teachers of the school to know the influence the social media has and is still having wielding over the academics of students, especially on their English speaking and writing abilities, and also as an eye opener for them to assist in enlightening and creating awareness for the students, explaining to them the possible negative influences it could have on them if not checked. In the same vein, the study will enable the students of the senior level to have an understanding that, apart from the social benefits of this social networking site which is more protected, using the sites more than necessary will pose possible dangers to their life and career. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevant material for students and other researchers undertaking similar Research.

CONCLUSION OF DISCUSSION:

The present study demonstrates that social media acts as a double-edged sword in the development of English writing skills among

secondary school students. On one hand, it provides rich opportunities for authentic language exposure, vocabulary enrichment, and increased confidence in self-expression. The informal and interactive environment of platforms such as WhatsApp, Facebook, Instagram, and YouTube encourages students to write more frequently than they might in traditional classroom settings, thereby enhancing fluency and creativity. Social media also fosters peer-to-peer learning and motivates learners by making communication immediate, engaging, and personally meaningful.

On the other hand, the findings reveal that without proper guidance, social media can negatively affect students' ability to write in a formal, academic style. The overuse of abbreviations, slang, code-mixing, and reliance on autocorrect tools contributes to a gradual decline in grammatical accuracy and spelling habits. Moreover, the culture of short, fragmented communication nurtured by digital platforms reduces students' ability to develop extended, coherent, and critically reasoned pieces of writing. Such patterns, if left unchecked, may weaken their academic performance in examinations and other formal writing tasks.

Therefore, the study concludes that the influence of social media on writing is neither entirely positive nor entirely negative; rather, it depends on how students, teachers, and educational institutions approach its use. With appropriate pedagogical strategies, such as integrating social media-based writing tasks into the curriculum, teaching students to distinguish between formal and informal registers, and encouraging critical reflection on online writing practices, the advantages of social media can be maximized while minimizing its drawbacks.

In essence, social media should not be seen as a threat to academic writing but as a tool with transformative potential, provided it is used in a

structured and educationally meaningful way. The challenge for educators is to channel students' digital engagement into activities that strengthen both their informal fluency and their formal academic competence

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Table – 1 The role of social media in English language writing performance development.

Scales	Frequency	Percentage
Strongly Disagree	12	9.09%
Disagree	18	13.64%
Undecided	24	18.18%
Agree	23	17.42%
Strongly Agree	55	41.67%
Total	132	100%

Table-2 Post-Hoc Test

No.	Item Standards	Means	Deviations	Level
1	I make use of social media to disseminate knowledge to my classmates.	4.35	0.73	High
2	I use materials gotten from blogging sites to complement what I have been taught in class.	3.96	0.66	High
3	Social media is a good place to check class notes or homework posted by the teacher	4.06	0.76	High
4	I engage in academic discussions on Social media and this has improved my academic performance	3.69	0.75	High
5	Watch a cartoon with English sound track from websites	3.90	0.74	High
6	I usually have unlimited access to social media, and this has affected my academic performance negatively.	4.04	0.75	High
7	I will not perform well in my academics even if I stop using social media.	4.04	0.75	High
8	The usage of social media for research has helped improve my grades.	4.08	0.71	High
9	Engaging in academic forums on Social media reduces my rate of understanding.	3.69	0.70	High
10	Use an online dictionary to solve linguistic problems	3.90	0.72	High

Total 4.00 0.50 High.00 0.50 High

Diagram 1

