

SOCIAL MEDIA IN WRITING SKILL

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ABSTRACT

The most important internet tool for fostering human connections is social media. People use social media for a variety of reasons, and students frequently utilize it for daily tasks, schoolwork, and writing assignments. Consequently, this study using social media to support writing is beneficial. The researcher wants to investigate how social media affects students' ability to writing skill. Due to the widespread use of ICT tools and the accessibility of the internet, technology integration is growing in popularity in the pedagogical community. Social media was employed in addition to conventional teaching techniques to teach writing.

Keywords: Writing Skill, Second Language Learners, social media, English, social networking

1.0 BACKGROUND

The usage of social media can be a great educational tool for motivating students to learn English, as well as providing students and teachers with unique and dynamic learning experiences. As an academic tool, social media has evolved into a standard tool that everyone uses to exchange academic works, research discoveries, book reviews, and communicate with their classmates and lecturers. Learners and instructors can connect and communicate in new and fascinating ways with the help of social media, which boosts their chances of learning. Nowadays, many EFL teachers use social media such as Facebook, Twitter, and Zalo for their teaching. Those websites give a forum for students to interact, share ideas, and find answers to problems. Such online interactions potentially bring many benefits for educational purposes as they can be employed to encourage active learning and collaboration among students (Maloney, 2007). In addition, teachers can use social media as a fantastic source of content to adapt to their English lectures. The use of social media enables them to change from traditional teaching methods which are known as teacher-centered methods to modern and innovative ones, known as student-centered approaches such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Social media can assist shy students to improve their communication skills. While many students find it difficult to express their opinions in front of their peers, they may feel more at ease 'sharing' on social media.

There are some researchers' perspectives on the use of social media. Moody, 2010 & Liburd, 2011 emphasized potentials for better learning of applying social media. They explained that when social media is used in the classroom, students have more possibilities to express themselves, collaborate, acquire information, share and store knowledge, analyze writing, receive instructor feedback, reflect, and learn together. Greenhouse (2010) also stated that

students that utilize social media in class improve their technical and communication abilities, as well as being more creative and receptive to new ideas. Social media delivers real-world language and mirrors how native speakers engage with one another in real life. The teacher can propose that students save any unfamiliar language or structure they come across on social media platforms and discuss it in class. Students that utilize social media are more likely to help and guide one another (Halverson, 2010). Also, students' critical thinking skills can be improved by participating in online discussion forums. For example, teachers can create a Google group or a Facebook group and publish discussion questions; watch the debate for clarification or to encourage students to think more thoroughly about a topic. Students can also practice interacting in a suitable style by using social media to publish comments. When social media is used actively in class, students gain greater media and information technology abilities, and they are better prepared for today's society, which is pervaded by digital media. (Lowe and Laffey 2011; Levinsen 2011; Shannon 2011).

It is now widely accepted that the use of technology in language classes benefits teaching and learning. Social media has been extremely popular among users of all ages, particularly young people because of its developments. According to Greenhow, Robelia & Hughes, 2009, social media are also designed to encourage students and expose them to real-world examples of the target language. Learners can now use online chat rooms for interaction (Dalton, 2011), as well as social networking sites like Facebook and Twitter for writing practice (Cheng, 2012). Thus, social media provides a lot of fantastic elements that English teachers and students may use. It would be easier, more colorful, engaging, and limitless if they used social media in the English teaching and learning process. The benefits of using social media could help them stay new and professional, productive and effective, ensuring that teaching English is never boring. These tools give EFL teachers the opportunity to include them into their teaching techniques in order to increase student engagement and introduce authentic English into the EFL classroom environment. They can also provide students with immediate feedback and make them feel connected (Ammade et al., 2018).

2.0 WRITING SKILL

Writing is the process of putting a spoken word into written form. To ensure that readers can recognize and comprehend the author's message, an active process of organizing, formulating, and developing thoughts on paper is required. Additionally, writing demands precision and appropriate capitalization, spelling, grammar, and punctuation (Bram, in Imeldi, 2001). According to Khroma (1988, p. 172), writing is a form of activity in which the author transfers the thoughts in his head onto the page to create a sentence, a paragraph, and an essay. Lindblom (1983) claims that writing is a method for learning to concentrate on all the important topics and learn about them. The students will describe in writing a concrete physical object or area that is significant to their vision. To explain the visual outcomes in line with the depicted things, they should arrange their words and details in this scenario.

Previous studies on the usage of social media, ICT, and writing have demonstrated that these tools will inspire students and support their academic achievement. A study on SMS texting and its potential effects on students' writing communication skills was undertaken by Solomon (2011, p. 222) Specifically in an academic setting where English is the L2 language for the majority of students, he discovered that the SMS text messaging function could increase the propensity among students to adopt unconventional uses and contracted forms of

English words in their coursework, exams, and research reports. Similarly, the use of Twitter as a social networking platform to enhance college students' business writing abilities was the subject of a study by Lajuan and Roger (2011, pp. 401–406). According to this study, using Twitter as a social media tool can help learners write better. Short messaging service (SMS) language and written language skills: educators' views were the topic of a study by Salomé Geertsema et al. (2011, pp. 475–487). The findings showed that most educators believed SMS language had a detrimental effect on students' written language abilities. The learners' spelling, punctuation, and sentence length were all perceived to be affected. Another study revealed that most educators address the harmful effects of SMS language when they come into contact with it.

3.0 SOCIAL MEDIA IN EDUCATION

College students today are constantly exposed to and connected to information technologies. Furthermore, they use digital media virtually constantly, and using them is second nature. In other words, they consider technology to be an integral part of their lives and take it for granted (Jung, 2006). ICTs have quickly evolved into one of the fundamental pillars of contemporary civilization. The rapid advancement of new information and communication technologies (ICTs) will further alter how knowledge is generated, acquired, and transmitted, even while no technology is intended to replace the teacher. Most people utilize social media sites like Facebook, LinkedIn, and Twitter. Working together, networking, sharing, and creating new knowledge and material are all important aspects of social media in the context of higher education, (Gupta, 2015).

Social media refers to human interaction in which individuals build, share, or exchange knowledge and concepts in online communities and networks. "A range of Internet-based apps that build on the theoretical and technological underpinnings of Web 2.0 and that enable the creation and exchange of user-generated content," according to the definition of social media. Social media are seen as lifelong learning enhancers and bridge-building tools. Additionally, social media platforms that are highly participatory and allow for the sharing, co-creation, discussion, and modification of user-generated material are created using mobile and web-based technology. They bring about significant and profound changes in how companies, communities, and people communicate (Rajesh & Michael, 2015).

Through participatory digital cultures, it is believed that social media can help formal and informal learning come together. Social media integration into learning situations is controversial for its potential to improve education. Social media integration in learning and teaching environments may result in new modes of inquiry, communication, collaboration, identity work, information sharing, and resource sharing, according to research on the subject. It may also have positive effects on cognitive, social, and emotional development (Greenhow & Lewin, 2015). Professors can communicate with their students off-campus and with their former students thanks to social media. By setting up groups and accounts where students may access the content, professors use social media as a teaching tool (Gupta, 2015). According to Rajesh & Michael (2015), social media networks are expanding and reaching more individuals every day. They discovered that students can use group services, blogging services, and interaction services in their studies. Due to time limits and/or the lack of a formal feedback mechanism, traditional lecture formats are one-way and eliminate the need for emphasis and clarification. A social network can help to learn by enabling lengthier

interactions between the educator and the learner, which has the effect of reinforcing the information given before the learner advances (Vervaart 2013). Access to information is possible, (Gupta, 2015).

4.0 INTEGRATION OF SOCIAL MEDIA IN WRITING SKILL

Today's world has made studying English more crucial. However, not many students are interested in learning English through formal academic means like classes and private tutoring. Many students are encountering this latter since writing is the most challenging talent to learn. The most recent tool being used as a creative way to assign education-related tasks is the integration of social media. Social media is a dynamic platform where users can create content using online and mobile technologies for a variety of sharing activities. Social media has a significant impact in situations where it is solely web-based and it is a free, participatory, and supportive enhancer for increasing students' learning experiences in providing networking opportunities (Roopchund, Ramesh & Janky, 2018). Students are more likely to use self-directed learning strategies, such as examining and rewriting their writing processes so they can practice good writing and provide alternative suggestions, sentence constructions and the deletion of unneeded articles (Laire, Casteleyn & Mottart, 2012). According to Zheng, Yim, and Warshauser (2018), social media gives second language learners more opportunities to engage in everyday writing tasks and advance their writing skills in a classroom setting. These researchers also noted that using social media as a writing medium can give language learners the chance to engage in genuine and persuasive conversations with native English speakers while honing their written language.

Dhanya (2016), clarifies that the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English, reading and writing both formally and informally. The use of these techniques can act as a bridge to facilitate communication inside and outside the classroom. These devices can be a powerful teaching and learning device too.

With the flexibility of choosing when, where, and how to study thanks to social media, English Language Learners may take control of their education and concentrate on the material at hand rather than stumbling over English grammar and mechanics. It is also mentioned that English language learners frequently struggle with writing down their thoughts and ideas clearly. Purcell, Buchanan, and Friedrich carried out a survey like national writing projects and they discovered that digital technologies are greatly influencing student writing in a variety of ways and are also useful teaching resources for students. These professors believe that the internet and digital tools like social networking sites, cell phones, and texting typically encourage kids to express themselves creatively and personally, to write more frequently in a variety of media than perhaps was the case in previous generations.

To help second language writers (L2) rewrite and edit their work, Kuo (2008) noted that online writing included some useful resources like access to a dictionary. L2 authors were able to evaluate their own practice through peer evaluation and online exchanges. The content was highlighted and input increased with writing advice. Online writing offers additional benefits, according to Amos (2011). Students are made aware of their audience when they communicate online, for instance. To improve their selfstudy in the online writing

environment, students could maintain their own e-portfolio and modify, publish, and access it.

Qian and McCormick (2014) found that university students from the UK or Western Europe participated in a forum by both actively contributing to the content of the forum and passively digesting the content from the forum. The study also concluded that more students only passively read the content from the forum rather than contributing to the forum. Students wanted to join the forum to ask for support or offer support. In addition, students shared learning experiences, resources, and difficulties, as well as achievements. As a writing platform, some authors have attempted to contrast Facebook with other settings (Dizon, 2016; S. Wang & Camilla, 2014; Yen, Hou, & Chang, 2015). Dizon (2016) contrasted the outcomes of writing on private Facebook groups to those done on paper and a pen. The study came to the conclusion that Facebook might serve as an alternative setting for writing practice.

5.0 CONCLUSION

This article has shown the benefits of integrating social media in writing skill. Second language learners as well as teachers can benefit from social networking integration under the appropriate conditions. It is hoped that this study will contribute to the development of a better understanding of the concept of roles of social media in general and its application in writing skill in particular.

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