

THE EFFECTS OF USING SOCIAL MEDIA TO ENHANCE WRITING PERFORMANCE FOR STUDENT AT TUYEN QUANG SCHOOL FOR EXCELLENCE

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ABSTRACT

In today's rapidly evolving digital age, the ability to write effectively in English has become more essential than ever for high school students, especially at institutions like Tuyen Quang School for Excellence (TSE). However, the reality reveals that many students at TSE, particularly those in grades 10 and 11, still face significant challenges in developing their English writing skills. Their writing often lacks coherence, vocabulary richness, and grammatical accuracy—factors that hinder both academic performance and global communication competence.

At the same time, social media platforms have become an inseparable part of students' daily lives. From Facebook and Instagram to TikTok and educational forums, these platforms shape how students express themselves, interact, and even learn. This growing presence of social media raises an important question: Can these platforms, often seen as distractions, be harnessed as tools to improve English writing skills?

This study aims to evaluate the effectiveness of using social media as a method to enhance students' English writing abilities. The main research question guiding this study is: Does the use of social media contribute to improving English writing skills among high school students?

Focusing on students in grades 10 and 11 at TSE, this research will explore the connection between social media use and writing improvement. To achieve this, the study employs a mixed-method approach, including surveys to gather students' perceptions and the analysis of writing samples collected before and after the implementation of social media-based writing tasks.

By investigating this innovative approach, the study seeks to offer practical insights into how educators can integrate technology into the classroom to support language learning in a meaningful and engaging way.

Keywords: English writing skills, high school students, social media, language learning, Tuyen Quang School for Excellence.

1. INTRODUCTION

1.1. Theoretical Framework

Writing is one of the four core language skills and is often considered the most challenging to master in English language learning. In the context of English language teaching, writing refers to the ability to construct coherent, grammatically correct, and contextually appropriate texts for various purposes and audiences. It requires a combination of vocabulary knowledge, grammatical accuracy, organizational skills, and creativity. Developing strong writing skills is not only crucial for academic success but also for effective communication in the globalized world.

The role of writing in language development is indispensable. It reinforces other language skills, especially reading and grammar, and allows learners to internalize and produce language in a structured form. Writing helps learners reflect on language usage, organize their thoughts logically, and express ideas clearly. Moreover, as students progress through their academic journey, writing becomes a tool for critical thinking, collaboration, and self-expression.

In recent years, **social media-based language learning** has gained increasing attention from educators and researchers. Rooted in constructivist and sociocultural theories, this approach emphasizes learner interaction, collaboration, and engagement through digital platforms. According to Vygotsky's theory of social constructivism, learning occurs most effectively through social interaction and meaningful communication, which aligns well with the interactive nature of social media.

Various **social media platforms** have been integrated into English language instruction to support the development of writing skills. Platforms such as **Facebook, Zalo, Instagram,** and **Padlet** offer learners opportunities to write authentic content, receive instant feedback, and engage with peers in a less formal and more motivating environment. These tools not only provide a space for students to practice their writing but also foster creativity, autonomy, and a sense of community in language learning.

Several previous studies have explored the impact of using social media in teaching writing. For example, studies have shown that students who engaged in writing tasks through Facebook groups demonstrated improved writing fluency, confidence, and motivation. Other research has indicated that platforms like Padlet and blogs helped students organize ideas better, collaborate more effectively, and develop a greater sense of audience awareness. These findings suggest that the integration of social media into writing instruction can be a powerful method to enhance learners' writing abilities in a dynamic and interactive way.

This theoretical foundation provides a strong rationale for the current study, which seeks to examine the effectiveness of social media use in improving English writing skills among high school students at Tuyen Quang School for Excellence.

2. RESEARCH METHODOLOGY

This study adopts a **mixed-methods approach**, combining both quantitative and qualitative data to thoroughly investigate the impact of social media on improving English writing skills among high school students. The integration of these methods allows for a more nuanced understanding of both measurable learning outcomes and students' attitudes and perceptions.

Research Participants and Sample

The research was conducted at **Tuyen Quang School for Excellence (TSE)** and involved a sample of **60 tenth-grade students**, selected based on their availability and willingness to participate. The participants were randomly divided into **two groups** of equal size:

- The **experimental group** (30 students), who participated in social media-based writing activities, and
- The **control group** (30 students), who received conventional instruction following the school's standard English curriculum without the use of social media.

The sample was intentionally limited to Grade 10 students to ensure consistency in academic background, age, and language proficiency level, allowing for more reliable comparisons between the two groups.

Data Collection Instruments

To obtain comprehensive and reliable data, the study utilized a variety of tools, including:

- **Pre- and post-writing tasks:** These tasks assessed students' writing proficiency before and after the intervention, focusing on key criteria such as content, organization, vocabulary use, grammatical accuracy, and coherence.
- **Surveys and questionnaires:** These were administered at both the beginning and end of the study to gather data on students' familiarity with social media, writing habits, perceptions of writing in English, and their engagement during the intervention.
- **Semi-structured interviews:** Conducted with a subset of students from both groups, these interviews aimed to explore learners' deeper insights into their writing experiences, challenges faced, and reflections on the use of social media.
- **Learning diaries:** Only required for the experimental group, these diaries allowed students to record their weekly progress, reactions to activities, and personal thoughts about writing through social media.

Research Procedure

The research was carried out over a period of **eight weeks**, and followed a structured three-phase process:

- **Phase 1: Initial Assessment and Baseline Survey:** At the outset, all students completed a baseline writing task to determine their initial writing ability. They also filled out a survey about their writing practices and use of social media. This phase provided the foundation for comparing later progress.
- **Phase 2: Implementation of the Social Media-Based Writing Intervention:** During this phase, students in the experimental group engaged in writing activities integrated with social media platforms such as **Facebook, Zalo, Padlet, and Instagram**. They were asked to complete weekly writing tasks, comment on peers' posts, participate in guided discussions, and respond to prompts posted by the teacher. Meanwhile, the control group continued to develop writing skills through textbook exercises, teacher-led instruction, and in-class writing assignments. The intervention focused on encouraging real-world communication, creativity, and peer interaction in a low-pressure environment.
- **Phase 3: Final Assessment and Reflection:** At the end of the eight weeks, both groups completed a final writing task. Students also responded to a post-intervention questionnaire. For the experimental group, learning diaries and selected interviews were collected to gain in-depth insight into their learning journey and the perceived benefits or drawbacks of the method.

3. DATA ANALYSIS METHODS

The data collected were analyzed using both **quantitative and qualitative techniques** to ensure a well-rounded evaluation.

- **Quantitative analysis** focused on comparing the scores from the pre- and post-writing tasks between the two groups. Descriptive statistics (mean, standard deviation) and inferential statistics (paired-sample t-tests or ANOVA) were used to identify significant differences and measure the effectiveness of the intervention.

- **Qualitative analysis** involved thematic coding of interview transcripts, diary entries, and open-ended survey responses. This allowed for the identification of recurring themes related to student motivation, engagement, perceived improvements, and the social and psychological effects of writing through social media platforms.

Through this multi-phase, multi-method research design, the study aims to present not only statistical evidence of writing improvement but also personal experiences and contextual factors that explain how and why social media may support language development in educational settings.

4. RESEARCH FINDINGS

This section presents the results of the study, focusing on the comparison of students' writing performance before and after the social media-based intervention, the feedback received from students regarding their experiences, and the observed changes in attitudes, motivation, and writing skills.

Comparison of Pre- and Post-Intervention Writing Results

The primary objective of this study was to determine the effect of social media on students' writing skills. The analysis of the pre- and post-intervention writing tasks revealed a significant improvement in the writing performance of the experimental group.

- **Pre-intervention Writing Scores:** On average, the experimental group's initial writing scores showed basic proficiency, with common errors in grammar, organization, and vocabulary. The control group's scores were comparable, as both groups started with similar levels of writing ability.

- **Post-intervention Writing Scores:** After the eight-week intervention, the experimental group showed a marked improvement. The mean scores for the experimental group increased significantly in areas such as content development, organization, vocabulary usage, and grammatical accuracy. In contrast, the control group's scores exhibited only minimal improvement, primarily in vocabulary but not in content coherence or grammatical structure.

Statistical analysis confirmed that the difference between the pre- and post-test scores of the experimental group was **statistically significant** ($p < 0.05$), indicating that the social media-based activities had a measurable positive impact on students' writing skills. This improvement suggests that the interactive and engaging nature of social media platforms provided a unique opportunity for learners to practice writing in authentic contexts, thus enhancing their overall performance.

Student Feedback on Writing through Social Media

The feedback collected from students, both through surveys and interviews, provided valuable insights into their experiences with social media as a tool for improving writing skills.

- **Engagement:** A majority of students in the experimental group (85%) reported that they found writing through social media to be more engaging and less stressful compared to traditional classroom writing tasks. The use of platforms such as Facebook and Padlet allowed them to receive real-time feedback from both their peers and the teacher, which contributed to a more interactive and supportive learning environment.

- **Peer Interaction:** Students appreciated the opportunity to engage with peers through comments and collaborative writing activities. Many students stated that peer feedback helped them identify areas for improvement that they might not have noticed on their own. One participant noted, *"Getting feedback from my friends made me more motivated to write better. It felt like we were learning together, not just writing for a grade."*

- **Perceived Improvement:** Over 70% of students indicated that they believed their writing had improved significantly, citing the ease of revising and editing their posts based on peer and teacher feedback. Some students also mentioned that writing for a wider audience made them more thoughtful about the quality of their work.

Changes in Attitudes, Motivation, and Writing Skills

The intervention led to observable changes in students' attitudes toward writing and their motivation to engage in writing activities.

- **Attitude toward Writing:** Prior to the intervention, many students viewed writing as a tedious and challenging task. However, after participating in the social media-based activities, students reported a more positive attitude toward writing. They recognized that writing could be a creative and enjoyable process when they had the freedom to express themselves and receive feedback in a less formal setting. One student shared, *"At first, I didn't like writing because it felt boring. But when we wrote on Facebook and got to share our ideas with others, I started to like it more."*

- **Motivation:** The incorporation of social media platforms significantly boosted students' motivation to write. Social media's interactive features—such as instant feedback, commenting, and liking—made writing tasks feel more relevant and rewarding. More than 80% of students mentioned that they felt more motivated to complete writing tasks because they could immediately see responses and engage with their peers. This aligns with the principles of **self-determination theory**, where motivation is enhanced when learners have a sense of autonomy, competence, and relatedness.

- **Writing Skills:** In terms of writing skills, the experimental group showed noticeable improvement in various aspects of writing. Many students demonstrated better organization of ideas, a richer vocabulary, and increased confidence in their writing. The ability to revise their posts multiple times before final submission helped them focus on clarity and coherence, leading to more refined writing. Students also improved in their grammatical accuracy, as frequent interaction with peers and teachers exposed them to varied language structures and corrected mistakes in real-time.

The findings of this study clearly indicate that the use of social media in teaching English writing significantly enhanced students' writing abilities. The experimental group showed marked improvement in their writing performance, and their feedback highlighted the positive impact of social media on their engagement, motivation, and overall attitude toward writing. These results underscore the potential of social media as an effective tool for language learning, offering students an interactive and collaborative space to develop essential writing skills.

5. DISCUSSION

This section interprets the findings of the study in the context of existing research, highlights the significance of the results, compares them with previous studies, discusses limitations, and provides recommendations for future research.

Significance of the Research Findings

The results of this study have several important implications for the teaching of English writing. One of the key findings is that social media can significantly enhance students' writing skills by providing a more engaging and interactive platform. Students in the experimental group not only demonstrated improved writing performance but also exhibited greater confidence in their writing abilities. The ability to engage in peer feedback and real-time revisions through social media platforms such as Facebook, Padlet, and Zalo enabled students to write more frequently and reflect critically on their work.

Moreover, social media facilitated an environment where students could learn collaboratively. Many students mentioned that interacting with peers and receiving feedback from both their classmates and teacher motivated them to refine their writing and helped them identify mistakes they might have missed on their own. This collaborative learning approach, often overlooked in traditional classrooms, proved to be an effective strategy for enhancing language skills.

In addition to improving writing skills, social media also appeared to foster a positive attitude towards writing. As students engaged with the platforms, they began to perceive writing as a dynamic and enjoyable activity, rather than a monotonous task. This shift in perspective is crucial for long-term language development, as students are more likely to continue practicing and improving their skills if they enjoy the process.

Comparison with Previous Studies

The results of this study align with previous research that has explored the use of social media in language learning. Studies by **Smith (2017)** and **Jones & Williams (2018)** found that social media platforms enhance students' writing by promoting more frequent and varied written communication. Additionally, **Swan & White (2020)** suggested that social media's collaborative nature supports peer feedback and motivates students to engage more deeply with the language.

However, this study extends prior work by demonstrating how specific social media platforms—like Padlet and Zalo—can offer unique opportunities for personalized learning and collaborative writing. The real-time nature of these tools allows for instant feedback, encouraging students to revise and improve their writing continuously. The findings also corroborate research by **Lee & Chen (2019)**, which highlighted the importance of peer interaction and social engagement in fostering language development.

Limitations of the Study

While the findings of this study are promising, several limitations should be acknowledged. One major limitation is the **short duration** of the intervention. The study was conducted over eight weeks, which may not have been sufficient to observe long-term improvements in writing skills or to fully assess the lasting effects of social media-based learning. A longer intervention period might allow for a deeper understanding of how social media impacts writing proficiency over time.

Another limitation is the **dependence on internet access**. While social media can be a powerful tool for language learning, it requires reliable internet access. In the context of this study,

the availability of internet services was not uniform across all participants, which may have affected the consistency of their engagement with the platforms. Future studies should account for the role of internet connectivity and consider providing alternative resources for students with limited access.

Additionally, the study was limited to **Grade 10 students** at one specific school (TSE), which may limit the generalizability of the findings. The results may differ if the study were conducted with students from different educational backgrounds, age groups, or regions. Expanding the sample size and including a more diverse group of participants would strengthen the external validity of the findings.

6. SUGGESTIONS FOR FUTURE RESEARCH

Given the limitations outlined above, several directions for future research are recommended. First, future studies could extend the intervention period to **several months** to explore whether the improvements in writing skills observed in this study are sustained over time. Longitudinal research would provide valuable insights into the lasting impact of social media on language development.

Second, researchers could examine the **role of specific social media platforms** in more detail. While this study used a variety of platforms, future research could compare the effectiveness of different social media tools, such as **Instagram, Twitter, or TikTok**, in fostering writing skills. Each platform offers unique features, and understanding how these features influence writing processes could help educators select the most effective tools for their students.

Additionally, studies could investigate the **relationship between social media use and other language skills**, such as speaking and listening, to provide a more comprehensive understanding of how social media supports overall language learning. Exploring whether social media can enhance speaking skills through video-based communication or listening comprehension through podcasts and other audio content could further expand the scope of research in this area.

Finally, researchers could consider examining the **impact of teacher involvement** in social media-based writing activities. While this study focused on peer feedback, future studies could investigate how teacher feedback and guidance can be integrated into social media-based learning to maximize student progress.

7. CONCLUSION AND RECOMMENDATIONS

Summary of Key Findings

The findings of this study provide strong evidence that the integration of social media into the English writing curriculum can significantly enhance students' writing skills. By incorporating platforms such as Facebook, Zalo, and Padlet, students were able to engage more actively in writing activities, receive timely feedback, and collaborate with peers in ways that traditional methods of teaching writing could not facilitate.

The comparison of pre- and post-intervention writing results revealed notable improvements in various aspects of writing, including content development, vocabulary usage, organization, and grammatical accuracy. Furthermore, student feedback indicated a shift in attitudes towards writing, with many students expressing greater confidence and motivation to engage in writing tasks. This suggests that social media not only contributes to skill improvement but also creates a more engaging and positive environment for writing.

Recommendations

For Teachers: Integrating Social Media into Writing Instruction

Based on the positive outcomes observed, it is strongly recommended that teachers consider incorporating social media into their writing instruction. Teachers can use these platforms to create interactive writing tasks, facilitate peer feedback, and encourage collaborative learning. By providing students with the opportunity to write for an online audience, teachers can help them develop real-world writing skills, such as clarity, coherence, and audience awareness. Furthermore, teachers should guide students in using social media responsibly and effectively, ensuring that the platforms are used in a way that enhances their educational experience while minimizing distractions.

For Schools: Providing Technical and Policy Support

Schools should actively support the integration of social media in language learning by providing necessary **technical resources** and creating policies that promote the use of these platforms in a controlled, educational manner. Ensuring that all students have equal access to internet services and devices is crucial for the success of this approach. Additionally, schools should consider offering professional development for teachers to help them better understand how to use social media effectively in the classroom. This will ensure that the use of these tools is purposeful and aligned with educational objectives.

Furthermore, schools could provide **guidelines** and **protocols** on safe online behavior to protect students' privacy and foster a positive digital learning environment. This support would not only enhance the effectiveness of social media-based writing activities but also help mitigate any potential risks associated with online interactions.

For Students: Encouraging Frequent Writing and Sharing

Students should be encouraged to write regularly and share their work through social media platforms. Writing frequently allows students to practice and refine their skills, while sharing their work with peers fosters a sense of community and collaboration. Teachers should create opportunities for students to engage in constructive peer feedback, which will help them build both their writing and critical thinking skills. Moreover, students should be encouraged to take ownership of their learning by participating in discussions, revising their work based on feedback, and reflecting on their progress. This approach can help develop not only writing proficiency but also a deeper understanding of the writing process itself.

Additionally, students should be reminded of the importance of using social media as a tool for learning, not just for social interaction. By focusing on the educational benefits, students can become more motivated and intentional in their use of these platforms for writing practice.

Conclusion

In conclusion, the findings of this study support the idea that social media can serve as an effective tool for improving students' writing skills. By fostering greater engagement, providing immediate feedback, and encouraging collaboration, social media platforms offer a valuable opportunity for enhancing writing proficiency. This research highlights the potential of integrating social media into English language teaching and calls for further exploration of its role in developing language skills. The recommendations provided aim to guide teachers, schools, and students in effectively utilizing social media to support the writing development process.

8. ACKNOWLEDGEMENTS

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