



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**FACEBOOK AS A DIDACTIC TOOL TO PROMOTE WRITING IN AN
EFL CLASSROOM**

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en la
Enseñanza de Inglés

By:

Diana Laura Cortés Posadas

Thesis Director:

Dra. Norma Flores González



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The way has been rough in my career, but finally, this is the end.

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I dedicate this thesis to my beloved parents: Mrs. Posadas and Mr. Cortés, who supported me with their love, guidance, and encouragement.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

Writing is an ability that takes a process to develop. That is why students must practice as much as they can. For instance, when a teacher asks to write in their notebooks, it could be monotonous because nowadays, the use of paper is a little bit old for all the work that involves such as erasing, correcting, and writing again.

Besides, when someone does some writing, grammar, vocabulary, linkers, coordinating and subordinating conjunctions, logical thinking, punctuation, and re-edition are fundamental elements. Thus, if a student uses paper as a medium of writing, it could be exhausting.

Moreover, writing is not an easy skill to develop in this research context. Thus, teachers have to look for ways students practice it. Nonetheless, in times of contingency, there are applications to foster writing, reading, listening, and speaking interactively and collaboratively. One is Facebook, an app where people interact with natives to practice a language. Indeed, the use of this app could be helpful to privilege desirable writing skills, and even, students could develop strategies to manage it with coherence and cohesion and accomplish written communication.

Facebook is an innovative and helpful tool to promote writing since most students spend considerable time on that app. Then, they could use that time to write there and consequently improve that ability.

1.2 Research setting

This research took place in a second semester with students from the English language teaching Bachelor in the Faculty of Languages, BUAP, registered in the Academic Writing course.

The student's assignments were short essays taking into account coherence and cohesion, and Facebook was a tool to deliver them and encourage students to share their tasks with the whole class or English native friends.

1.3 Aims of the study

The purpose of this research is to support students develop their writing ability through essays with an innovative tool such as Facebook. This app will work as a medium to work on assignments and encourage students to write more because their writing ability is one of the most unpracticed in classes. Therefore, students need such practice to accomplish those essays with well-created sentences, cohesion, and coherence.

Further, writing ability needs enough training because of factors like the time assigned in class and the kinds of activities. Then, it is essential to persuade students to devote time to become proficient writers.

In general, Facebook is a tool to encourage students to create essays and learn and apply different writing strategies in future assignments.

1.4 Research questions

- Does Facebook promote writing?
- Which strategies does Facebook foster to develop writing?

Based on the previous research questions, there are the following specific objectives:

1. To know if Facebook promotes writing on students from the English language teaching Bachelor in the Faculty of Languages, BUAP.
2. To identify the strategies that Facebook fosters to develop writing

1.5 Justification

Education has suffered many good and bad changes due to different factors. One of the most important is the online class, where students have to learn through a screen, with the support of presentations, online articles, platforms, and different online tools; then, the classes are more challenging for students. Therefore, teachers have to look for new ideas to help students, as in this case, Facebook, which pretends foster writing.

Moreover, the use of digital gadgets is everywhere, mainly in schools. For example, when a student has to do a project, the first option to research is online, using all the elements available to access updated information. Indeed, students will not use a sheet of paper

because it is exhaustive; instead, they will accomplish online writing, where it is easier to correct and modify it, and also, they will save time.

Facebook will permit students to share their essays and ideas individually or collectively. In this way, the app will contribute to process writing easier.

Finally, Facebook will create a friendly atmosphere among students and teachers that facilitate the creation of essays and exercises.

1.6 Key terms

Facebook. A website where a user can display personal information and communicate with groups of friends (Cambridge dictionary).

Writing. The capacity to produce meaningful written messages with words, sentences, or coherent texts (Ekarista, 2018).

Strategies for writing. They are sequences to engage students in planning, composing, revising, and other writing-related activities (Torrance, Thomas & Robinson, 2000).

1.7 Conclusion

This chapter describes the problem of the study and its justification. It also limited the research context, aims of the study, research questions, and key terms.

The next chapter will describe the literature review for a better understanding of the relevant areas of this study.

CHAPTER II: LITERATURE REVIEW

2.1 English in Mexico

English is an issue subject in Mexico because it is not mandatory for all levels in public schools, and in consequence, not all students have the opportunity to get a good English level when they graduate. Nonetheless, the most outstanding reason is the lack of sequence through the educational levels.

In 2006, the Secretaria de Educacion Publica started the National English Program in Basic Education (NEPBE), which included English programs for the three levels of basic education: kinder garden, primary school, and secondary school. Those programs took place in some schools with the implementation of NEPBE (SEP, 2006), and in 2016 a new one started. Then, “The original program was scrapped, but another, similar program—the National Program of English (PRONI)—was implemented in its place” (Eccius-Wellman & Santana, 2020, p.1).

Those two programs have been the more recent ones, but before those, some others were state programs like the English Encyclopedia and the Program for Strengthening the Quality of Basic Education (PFCEB) in the 1990s (Ramírez-Romero & Sayer, 2016). All such programs were part of public primary education without having success, they have helped in English education, but it needs many other things to have a good end, such as more support and efforts from the government.

Furthermore, English programs took place in certain parts of each state. For example, in the state cities, excluding little towns and marginalized areas, and even in the city, not all schools have access to the programs. Considering PRONI, Ramírez-Romero & Sayer (2016) concluded in their research that the program was insufficient regarding its coverage and demography. This program ought to be available in all Mexican schools so that all students learn the English language, and in the future, they could have the same opportunities.

After all, despite the application of different English programs, changes in laws, in the contents of the courses, and in teaching approaches throughout time to improve the learning and teaching of English, “there is concluding evidence that proves that all the efforts have been insufficient to make learners competent users of English (Rodríguez-Ramírez, 2014, p. 5). However, Petró (2009, p. 118) mentioned that “yet after decades of efforts by the

Mexican government, relatively few Mexican adolescents and adults have sufficient linguistic skills to be employed in jobs that require high levels of proficiency in English”. Those students are the minority who probably had access to the English language since they were in kinder garden, acquiring knowledge since being children.

On the other hand, English as a foreign language in Mexico is mandatory not until secondary school. Students take English during the three years of secondary school but with a minimum of hours per week, between two and a half or three hours. When students start high school, they continue studying English for the first two years, three hours per week (SEP, 2018). On the whole most students take five years of English before starting the university. Five years could sound reasonable, but they are five years with just three or fewer hours per week, and of course, we must quit the months of vacation, then it is a few times of English classes.

Additionally, during those five years of learning, students face another problem because, in high school, they take English lessons from scratch (Santos, 2012). As a result, they stop learning it as a foreign language and become stagnant with the same English topics they already knew. Consequently, students do not achieve a sufficient English level to survive or cover the needed requirements for the university or a job.

For this reason, Mexico is in the 82 position of 100 countries with English proficiency (EF English Proficiency Index, 2020), which is very concerning. Thus, the whole country tends to have fewer opportunities and possibilities for growth in all aspects. On the contrary, the Netherlands is in the number one position, and this is because the two countries have huge differences, starting with educational culture, laws, and people’s thoughts.

Nowadays, people have to know a second language which is quite mandatory not only for work but to succeed in life because we live in a very diverse country where live people from different countries, which can involve problems for communicating if there is no a lingua franca as English. At this point, Rodríguez-Ramírez (2014, p. 3) comments that “English is the language for worldwide communication. It has undoubtedly become the lingua franca through which exchanges in science, technology and entertainment take place on a daily basis around the world”.

In the same way, Despaigne (2010) remarks that Mexicans need to learn English to get a better social and economic life due to their closeness with the English language because

Mexico shares a border with the USA, where English is the principal language. This neighboring country brings economic benefits to Mexico, and as Borijan (2015) mentioned, the relationship between the US and Mexico has motivated and sometimes obliged many Mexicans to learn English to advance economically. The economic aspect has been essential in learning English because if a person wants a profitable job in Mexico, one of the first requirements is to have a high level of English.

In sum, an average student in Mexico who has studied in a public school hardly could have an acceptable English level to deal with the high demand that currently exists in the market, and this is the result of poor English programs that have not succeeded. Without a doubt, programs take a long process for their development and application, and the English program is no exception.

2.2 Teaching English

Teaching English in Mexico changed many years ago. Most of those changes favor the learning process; for example, regarding resources, in the past, teachers just had the book (in some cases) and the board, letting the teachers with too many needs and lack of materials to provide students with the necessary to learn the English language.

Nowadays, teachers count on many resources, being the most beneficial technology. It leads to opportunities for learning and growing for students. Due to the increasing technological advancements, teaching English has had several benefits; in this sense, English classes turned into “interactive, responsive, and relevant to make language learning more challenging and meaningful to the learners” (Mabuan & Ebron, 2017, p.265). With technology, English learning is easy because teachers can use different tools to provide input.

The current learning is very different from the learning in the past. Some years ago, English classes centered on repetition and translations. Later, thanks to research about new teaching methods, it changed. Actually, “new modalities have changed multimodal digital platforms that present educators with the possibility of providing meaningful opportunities for engagement and creativity employing different cognitive, audio-visual senses and ability to interact” (Gupta, 2019, p. 55).

Currently, the diversity of tools in the classroom provides teachers and students with meaningful learning (Gupta, 2019), developing listening, reading, speaking, and writing in a productive way, and at the same time, they facilitate the process of accomplishing any activity.

Listening

The listening skill has suffered numerous changes throughout time. First of all, it is known that

“listening is a complex interactive process where listeners actively interpret with what they know and what they are hearing. It can be also explained from schematic point of view, which involves the connection between the background knowledge and the knowledge currently they are acquiring. Listeners’ role is not just to hear. Actually, listening involves comprehension” (Abedin, Khan, & Akter, 2009, p. 81).

The process through time has been quite similar to the current one, listening, comprehending, and producing. What has changed are the tools used now. Some teachers in the past only had access to a portable stereo, where they could play the same CDs. Now, most teachers have several tools, such as a computer to play songs, videos, movies, social media, and apps to practice listening skills. Besides, those tools allow teachers to work in and out of the classroom.

Then, students and teachers have more opportunities to grow because those tools help them with this skill. Finally, students must take advantage of tools to perform successfully in class.

Reading

Reading skill has not suffered many changes because, since the beginning of English teaching in Mexico, students have access to at least one book, short story, or any writing where they could practice and improve this skill. However, nowadays, it is more interactive and dynamic due to the digital tools teachers and students have to practice reading. For example, actual students can read whatever they want by typing something on the Internet. Then, they will have texts for all levels and ages, from short stories to novels. That is an advantage because students can learn about different things with the support of audiovisual materials.

In contrast, the students of the past probably just had a book, which all students read; then, they practiced reading based on a reduced variety of topics, which was a disadvantage for them.

As Arpa and Kaya (2020, p. 91) state “reading skills constitute the basis of educational life. The reading skills assumed to have been acquired in the early years of primary school affects both academic and social developments of students”.

Then, students have more opportunities in this time because of the use of different materials to practice reading skills.

In short, students need to practice this skill since being children due to all its benefits as fluency, grammar and knowledge acquisition, and vocabulary. Besides, if the reading skill takes place from the beginning, it is known that students will succeed in their academic and social life (Arpa & Kaya, 2020).

Speaking

The speaking skill is the hardest to develop because it is an output skill where a student first learns and then produces a message. Further, as Bahadorfar & Omidvar (2014, p. 9) stated “speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must master in learning foreign language”.

This skill is necessary not only for school but also for everyday interaction. Therefore, teachers are responsible for preparing students to speak in natural contexts outside the classroom (Bahadorfar & Omidvar, 2014), facing any scenario and achieving enough practice to perform different activities with the help of digital tools.

Currently, the development of speaking skills can be favored by technology.

“The present world is driven by technology, which cannot be denied. It is the means to get access with this modernized world. Though technology cannot play the crucial role of a teacher, it can be used as an additional tool for improving teaching methods in classroom. Internet, podcasts, video conferencing, videos and speech recognition software, TELL, Blogging are considered to be some of the best tools for teaching speaking skills” (Parveen, 2016 p. 121).

All those tools will help students with the development and performance of their speaking skills in a faster way.

Writing

Writing is another output skill that takes a long process to develop in a good way. For correct writing, it is necessary to have an acceptable level of grammar, vocabulary, and strategies. That is why this skill got many benefits from technology. First of all, in the past, students needed to write with the elements they had, for example, the previous knowledge they had, a book, and perhaps a dictionary.

Nowadays, the Internet is part of almost everything. In the case of writing, it is a digital tool that not only motivates students and connects with the world but also provides them with ideas and supporting details to write (Anderson & Mims, 2014).

On the whole, English teaching has improved over the years due to many aspects such as the economy and the growth of the country, and thanks to it, education access to different tools to promote a more inclusive education with enough books for everybody, free Internet for some schools among other materials, changing traditional classes and classrooms.

2.3 Writing

Writing is one essential skill in a language class to develop the other ones in a good way. According to Hamp-Lyons (1987), writing is a complex process and frequently the last language skill to be acquired for native speakers and foreign or second language learners. All skills have their level of complexity, but writing turns into a more difficult one because it implies aspects such as coherence, cohesion, and punctuation. For that reason, writing needs to be at the forefront of current efforts to improve schools and the quality of education (MacArthur, Graham & Fitzgerald, 2006).

As known, writing is not only for schools but also for daily life. As Wills (1998) says, it gives opportunities for students to blend school learning with their real-world concerns and experiences. Writing provides students with scenarios to express their thoughts in their language or in what they dominate. In this respect, MacArthur, Graham & Fitzgerald (2006) claim that writing provides means for personal self-expression.

Further, people use writing to explain who they are, combat loneliness, chronicle their experiences, and create alternative realities; that is why natives and learners of a language must achieve an acceptable level of writing to use it.

On the other hand, writing in education is essential since Al-Haj (2015, p. 2) states that “Writing is one of the four language skills that should be mastered to communicate with others. It is an active means of communication that requires a special attention as it is a productive language process”. In other words, writing skills are a long process for achieving them.

In addition, MacArthur, Graham & Fitzgerald (2006) claim that writing makes it possible to gather, preserve, and transmit information widely, with great detail and accuracy. Thus, students must develop this skill suitably to perform accurately in a writing activity.

In the same way, Tribble (1996) says that writing is an element in most language teaching course books, but it is sometimes difficult to decide what the purpose of the writing is. It is because teachers can get different achievements from a written text. Consequently, they play a role in the development of writing skills. As Al-Haj (2015) mentioned, teaching methods privilege upgrading students’ ability to communicate their ideas and feelings through writing.

The production of writing not only takes time, but also a student must have enough knowledge in different aspects like grammar, vocabulary, punctuation, and spelling to express ideas, experiences, thoughts, and feelings (Friatin, 2018). Then, writing goes hand in hand with the rest of the skills.

The four English skills are taught and learned in the classroom, but sometimes, writing skill is not practiced as much as it is needed because “most English teaching classes have focused too much on the students’ input abilities, more specifically, listening and reading, while speaking and writing as output abilities are ignored” (Wei, 2018, p. 198). These two output abilities (speaking and writing) are less practiced in class because creating a text takes too much time since the student has to think about what to write about, how to organize it, and the teacher’s review.

Another reason is that students have serious problems when they want to create writing. Regarding this, Wei (2018, p. 67) states that “on the class, students listen carefully and nod all the time, but after the class, they actually do not know how to write a composition”.

This problem does not come from the classroom but in the early stages because they are not used to writing. Therefore, students must develop writing habits from being kids to developing strategies and avoiding spending too much time writing (Khusnita, 2017).

Even though the writing is difficult, it has become one of the most important and recognized in society and schools (Wei, 2018). As it is known, all skills are for specific purposes, and writing is not an exception.

To summarize, the four English skills (speaking, writing, reading, and listening) imply difficulty; nonetheless, writing takes a long process to learn due to the knowledge and information needed to achieve an acceptable writing pattern.

2.4 Writing at the Faculty of Languages

The Faculty of languages at BUAP offers many subjects where students can practice, develop and improve the four English skills, reading, listening, speaking, and writing. Besides, the writing skill taught in one specific subject is Academic Writing, which takes place during the first two semesters of the degree, and students learn how to create a text through different writing activities to develop and improve such a skill.

The academic writing subject is the only one that focuses specifically on the development and performance of the student's writing, which is essential for Research Seminar I and II.

The writing skill, as mentioned before, is one of the hardest to achieve at an acceptable level; that is why students need to exert themselves with practice and assignments asked by the teacher to reach all the objectives of the subject. Therefore, teachers and students play a role of major significance because according to what they work on, the result will be visible at the end of those courses and on students' performance in the following subjects.

2.5 Facebook

Facebook is an app where people interact with each other in different ways. As Ahmed (2016, p.933) states, “its features as the “like” button, comment application and sharing button have attracted users to create discussion and share their thoughts instantly”.

On the whole, the users have different activities to do in the app. Facebook also creates an excellent environment with its varied participatory mechanisms for discourse communities (Ghani, 2015).

Moreover, Facebook is one of the apps best known and most used worldwide. Mabuan & Ebron (2017) define it as a Social Network Site (SNS) that boasts more than 1 billion

monthly active users with the fastest-growing and best-known sites on the Internet today. Then, people have easy access to use it because of its popularity.

Many people use Facebook because it has a variety of activities to do. As Ghani stated (2015, p.98), everybody “can create their personal profile page allowing them to list interests and activities and share with others”. It allows people to connect with other users through profiles, conversations, photos, and videos (Hamidah & Yanuarmawan, 2017). With so many interaction activities, people can spend a lot of time there without getting bored. All these features allow people to carry out different activities, mainly to develop conversations with close friends or people from around the world.

Moreover, “Facebook users can also create and join groups and like pages” (McCorkindale, DiStaso, & Fussell, 2013, p.68). Additionally, Facebook groups are closed or open communities of people with interests and tastes in common who share information, pictures, and other things. Those groups can have an objective such as fun, learning something, or even business. On the other hand, the like pages usually are for a person or company who desires to share information, pictures, or offer a product.

Those groups and like pages are for-profit or nonprofit organizations taking advantage of the high consumer ratings these sites attract. Additional to the traditional uses of Facebook to stay in touch with friends, family, and coworkers, the site can be used as a strategic marketing tool for companies to promote products, solicit donations, support causes, and interact with the public. In summary, Facebook is also a viable option for corporate and educational institutions, which use this social network as a medium for sharing information so that people can know them (McCorkindale, DiStaso & Fussell, 2013).

Furthermore, Facebook facilitates people's interaction and offers many other activities like a connection with education and creative aspirations (Toland, 2013). For example, if someone is looking for the help of a professional, that person only types the name in the search bar of Facebook, and immediately, the person will have a variety of options. Then, he can send a message and receive all the required information. It is worth mentioning that it applies to any profile people search. Even if you do not want to send a message, it is necessary that you check the information that the person, professional, or company has in the profile to know if it is what you want.

At this point, it is crucial to mention that schools can use this social network to have a greater outreach in terms of publicity so they can have more students every day. They also use this social network to work in and outside the classrooms in different ways and innovative methodologies. According to Munoz and Towner (2009, as cited in Toland, 2013, p. 41), "Facebook is the most widely used social media among college students and colleges".

With the use of Facebook, educators, who facilitate online, blended, or face-to-face instruction, can engage students easier in an active and innovative learning process.

According to Toland (2013, p.43), "Today's learners have very different learning styles and preferences. However, the majority of their information now comes from technology and, more precisely, through social media. Facebook offers students and educators a learning enhancement tool that can be incorporated with online learning to encourage authentic learning and constructivism practices".

The social network facilitates an increase in students' concentration, perception, long-term memory, and logical thinking by providing an inlet for new information. Undoubtedly, Facebook counts on different features to help and support students in their education.

After all, Facebook is a social network mainly created for interaction among people, but nowadays, it is for many other activities like communication, publicity, business, and education.

2.6 How to teach writing with Facebook

Facebook is an app to communicate with people from all over the world and to share information with friends; nevertheless, education changes it by considering it a didactic tool. In that sense, students do not only use a pencil and a book; instead, they use digital tools to support their learning process. A clear example is social media sites, which support education through the new social orientation because they allow humans a more personal connection than other platforms (Rojas-Kramer, Esquivel-Gamez & Garcia-Santillan, 2015). Thereupon, Facebook could be a great option used by students for pedagogical purposes. Most students use this app as a source of enjoyment; that's why they spend considerable time there. Based on this information, Facebook must be part of education due to its features like posting texts or pictures, comments, and sharing information, which many

researchers believe to be a potential connection to acquiring knowledge (Yunus, Salehi, Sun, Phei & Kwan, 2011). Besides, the fact that the students know and use this app is an advantage because it will save time (Escobar-Rodríguez, Carvajal-Trujillo & Monge-Lozano, 2014).

Additionally, Sakkir & Dollah (2019, p. 77) point out that “Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications”. Moreover, Rodliyah (2016, p. 83) pointed out that “with its large number of users worldwide, Facebook has a great potential as an educational tool that teachers cannot ignore”.

Thus, Facebook must be part of a class, and teachers must adapt to the new teaching technology tools to have more dynamic and attractive sessions. Thus, when a teacher wants to carry out activities for a specific skill, it may be rough to achieve them, specifically in writing, because it is a complex skill that needs enough time to create such a text and different activities to fulfill the objective.

Moreover, such activities must adjust students' necessities to succeed in writing. In this respect, Trinadhah, Sada, & Salam (2014, p.2) affirm that “it can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, groups, notes, chats, page, and many more”.

As Shih (2011) mentioned, the sharing status is one of the most fundamental activities because students can discuss and share all kinds of information and knowledge through this function. This interaction also allows students to practice and learn new ways of writing, vocabulary, and grammar.

Facebook provides opportunities to practice their writing through its communicative and interactive features (Ahmed, 2016). Due to these features, Facebook has advantages for promoting writing skills. For instance, a previous study by Melor et al. (2012) proved that using Facebook helped students to complete their essays easier by participating in Facebook. Another study also “revealed that Facebook can be embedded in writing activity as the participants utilize the features in Facebook to learn new vocabulary by reading the comments of the other students in the group, discussion in getting ideas for writing, and spell-check by peers” (Ghani, 2015, p. 98).

Another advantage of the use of Facebook is that students can post their essays, receive feedback from their classmates and teacher, and they can post comments too; by doing so, the “interactive communication enables students to be actively engaged in the writing process and improve their writing skills” (Ahmed, 2016, p.933). Moreover, in research accomplished by Hamidah & Yanuarmawan (2017, p.305), “the students suggested that the comments helped them in changing the writing style, act as reminder of the errors and gave confidence to submit it to the lecturer”.

Another advantage of Facebook is the comments because of the interchange of information since Kabilan et al., affirmed that “Students also discover new sentence or writing structures by reading the comments and posts from their peers” (in Yunus, Salehi, Sun, Phei, & Kwan, 2011, p.76). In other words, the essay could be developed with extra activities through comments to have an interactive activity.

On the other hand, Facebook is an app that students can use everywhere and anytime; then, Facebook has the potential to improve students’ writing skills by being the link between academic writing and communication. It means that students can learn and work not just in school but also in any other place they are working with Facebook because it provides learners with authentic and personalized context, which helps their writing (Hamidah & Yanuarmawan, 2017).

Equally important, Roberts (2009) mentioned four reasons to consider Facebook as crucial in a foreign language classroom, and one of them is that “Facebook is ideal for out-of-class time; it keeps valuable class time available for other important activities” (Hamidah & Yanuarmawan, 2017, p 304). It is one of the best advantages Facebook possesses because students can work their way and take enough time to finish their activities. At the same time, teachers can also have more developed activities because it is not only an activity in class; indeed, it is an action students can start in the classroom and finish outside.

In addition, Shih (2011) concluded in a study that students indicated the facility they got with Facebook to find and correct writing mistakes. It is because the own corrector of Facebook could work as an extra tool for students. Also, they mentioned that learning was easy through Facebook because of the postings on Facebook. One more thing deals with assignments, being more convenient through Facebook to reduce stress and foster an environmental impact. In this case, social media also helps reduce the use of paper, too.

Finally, they said that Facebook improved teamwork because they kept permanent communication. Students can chat at any time during the process, being a positive point for their success with their writing because they can help each other.

Additionally, developing writing skills could be boring for students if the teaching methodology is traditional. Then, motivation is an aspect to develop in class to avoid students' unwillingness to such competence. In this respect, social networking sites like Facebook could bring real life into the classroom with engaging activities (Trinadiah, Sada, & Salam). Besides, students could feel more motivated because they are not working in the usual way; instead, they are working on a social networking site to feel more comfortable and engaged in the learning process. Consequently, if students work in something they like, they probably work better, and the atmosphere for learning will be great (Rodliyah, 2016). The change of activities in the classroom always has a positive change because students will have a different routine.

To sum up, Facebook has many activities to work with, and according to different researchers and studies, if students apply this social media, their writing is appropriate because of all the advantages already mentioned as the popularity of the site, the reduced time, the facility to use it, among others.

2.7 How to evaluate writing with Facebook

The evaluation in writing is essential because it allows mistake correction and text improvement. Also, evaluation lets students see their progress and improve their writing quality. Then, evaluations must be constant to show students how they are working. As Gupta (2019) states, evaluation is necessary for any instructional practice to assess its effectiveness in a summative or formative way. Moreover, it helps students understand that such evaluation is to improve quality writing rather than pass exams or approve courses.

Equally important, evaluation allows to monitor students' progress to know their needs, and in that way, teachers can help them to improve their skills because during the writing process, "Students can become better learners and improve their knowledge and skills when they reflect on what they are learning" (Gupta, 2019, p.55).

Evaluation has certain principles through which the teacher reviews aspects such as coherence, cohesion, correct grammar, vocabulary, punctuation marks, and use of connectors, among others. In this respect, Castolo & Dizon (2007, p. 31) stated that “the evaluation is a continuous process” to know the progress level.

It is also cooperative because teachers and students participate in such a process to identify needs. Another principle is related to specific objectives to improve skills, and the last one has to do with the design, which should encourage self-evaluation among students. Therefore, students must work, develop and improve their skills and techniques to get acceptable results.

Further, “the evaluation instruments vary in format, applicability, and usefulness. They can be short or long, detailed or generalized, appropriate for one subject or another” (Castolo & Dizon, 2007, p. 32). That is why the teacher is in charge of researching and selecting the best instrument or tool to evaluate students according to their needs and goals to have a suitable assessment.

However, the evaluation is not only used in a classroom with a pencil and paper (traditional exams). Indeed, there are many ways to evaluate writing, for instance, with blogs, apps, and social media. On this point, social media like Facebook is one of the most used nowadays. It has a considerable number of users around the world.

Different studies have shown it as a medium of evaluation because students can store their writings so that teachers can give feedback instantly. As Sakkir & Dollah (2019) mention, social media offers excellent opportunities to conduct writing competence since this is a space where students and teachers can work as a team to develop writing competence.

Moreover, Facebook can evaluate writing in different ways. One of them is by storing the essays in social media to accomplish a peer evaluation. In that manner, students receive feedback in the comment section and send a message if they want to clarify something. As seen, the process of reviewing is accessible and pertinent.

One advantage of this application deals with the accomplishment of co-evaluation. For instance, students can post a piece of writing on Facebook where all their classmates can see, comment or review it, give feedback and interact with that posting. Such a practice will help students to become aware of their writing process and increase their proficiency level in the language.

In sum, Facebook as a tool to evaluate writing is an innovative implementation in education because it is according to students' likes and learning styles since they are digital natives.

2.8 Advantages of using an app to teach

Nowadays, app usage is almost essential to do something, and in the educational field, it is no exception. For example, if a student does not know a word, he could look for it with the help of an app, or if someone needs to read a book, he could check it on the Internet for free. In other words, technology gives access to updated information for free. In this respect, Mabuan & Ebron (2017, p. 265) affirm that “the ‘24/7/365 fingertip access to information allows students to navigate the information superhighway, stay updated and connect interpersonally in virtual spaces with anyone, anytime, and anywhere”. Then it permits an easier use of the information, which leads to having the needed content to work in anything. The speed at which people get information can bring benefits. For instance, Rodliyah (2016) affirms that encouraging students to use technology wisely can maximize their learning. Then, with the apps, students can guarantee their learning process because of their styles. In addition, Trinadiah, Sada, & Salam (2014) mention that apps offer new opportunities to enrich the teaching-learning experiences for students and teachers that support the new knowledge. Consequently, they can see learning differently without getting bored or experiencing the same teaching methods.

Besides, “the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking sites in their learning” (Hamidah & Yanuarmawan, 2017, p. 304). In modern times, students do not use to work as before; therefore, teachers have to provide specific tools for the learning process to achieve the desired goals.

As its implementation, the apps take place in and outside the classroom. For example, as a warm-up at the beginning, during the class, or as extra activities. The last use is suggestable because students can work with the same topic at their own pace, getting suitable outcomes. According to Rodliyah (2016), working with apps reinforces long-term memory regarding the information and provides a potential understanding of the content seen in a class.

It is a great option to use the apps in class with benefits for students and teachers since they can cover more activities and learn the language more integrally.

Moreover, Friatin (2018) considers social media, especially apps, as a bridge between academic content and informal learning experiences that offers more highly engaged opportunities for students in the educational content. Such a bridge is also a chance for teachers because it lets them more tools to achieve their goals and provides students with more possibilities to learn and practice the language in different contexts.

Another advantage is the promotion of teamwork. At this point, as Shih (2011) stated, technology and apps promote collaborative and cooperative learning potentially because they encourage students to interact with each other to develop quality input. Equally important, one of the most fundamental and commonly cited benefits of the apps considered by students is their ability to facilitate collaboration and communication among them (Escobar-Rodríguez, Carvajal-Trujillo, & Monge-Lozano, 2014).

It is so due to the students' digital use. They communicate with their classmates at any moment. Then, if that communication is effective and organized, the teamwork improves and the learning process too.

Moreover, due to confinement, technology has become a crucial part of education. Indeed, during such a time, it was almost impossible to quit it. Then, taking into account those scenarios, schools, and teachers must include it in the classroom to continue with the emergency remote teaching process, and in the post-pandemia stage, it will continue being part of the teaching-learning process, providing more interactive and fun learning environments.

According to McCorkindale, DiStaso, & Fussell (2013, p.67), "digital media so pervades their lives, they cannot imagine living without it. Digital content and communication literally enable their social lives". Then, with technology, students will feel more comfortable, and as a result, they will work appropriately.

If teachers try to overuse or leave technology aside, they could get negative results. In the first case, students can lose the objective of the class by focusing on technology rather than content. In the second situation, they can lose motivation due to the lack of interactive material or active role.

On the whole, the apps are essential because of their role in students' life, being in use all long-day for educational purposes and daily activities in the classroom.

In summary, if writing is an output skill, apps are suitable options to develop it because they make students practice elements to carry out it appropriately. It is worth mentioning that while dealing with it, teachers must use all the possible strategies and tools to provide accurate writing.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter will describe the methodology that explains the design, subjects, instruments, and model analysis to interpret data.

3.2 Research design

This research will use the quantitative method to measure the use of Facebook and its plausibility for developing writing in a Foreign language. The reasons for the selection of this method are the following:

First, the quantitative method describes, explains, and predicts phenomena using probability sampling on larger samples (Williams, 2007).

At this point, Sukamolson (2007, p. 4) states that

“quantitative research generally focuses on measuring social reality. Quantitative research and/or questions are searching for quantities in something and to establish research numerically. Quantitative researchers view the world as reality that can be objectively determined so rigid guides in the process of data collection and analysis are very important”.

Second, this approach is accurate because it measures based on different answers giving a reliable result.

Third, it provides the characterization of the phenomena since it is descriptive.

In addition, Cohen & Manion (1980) affirms that quantitative research is a social approach that employs empirical methods and statements. In this case, such a statement is descriptive. Typically, empirical statements show numerical terms according to empirical evaluations, defined “as a form that seeks to determine the degree to which a specific program or policy empirically fulfills or not a particular standard or norm” (Sukamolson, 2007, p. 2).

Moreover, according to the research questions, the quantitative method is suitable because it describes how much Facebook helped students with their writing skills.

Furthermore, Leedy and Ormrod (cited by Williams, 2007, p. 66) stated that quantitative research is specific to surveying and experimentation because when respondents answer questionnaires or any instrument, the answers are accurate. Besides, quantitative researchers look for clarifications and arguments replicated in other populations and

contexts. In other words, these methods try to establish, confirm, or validate relationships and develop generalizations that contribute to understanding the phenomena and explaining a theory. That is why in this study, this type of method takes place.

Equally crucial, Holton III & Burnett (2005) mention that the quantitative techniques are suitable options when the study is about large groups of people because it works to make generalizations from the instrument applied. Besides, Queirós, Faria, & Almeida (2017) stated that in the quantitative approach, the data is numerical because of the large samples.

Furthermore, this method has some advantages similar to the ones that Goertzen (2017) affirmed. The first deals with findings that can be generalized to a specific population. The second is that the data lets the researcher get outcomes for representing the population. The last is the findings that can be shared and replicated thanks to the data collected.

Subsequently, “quantitative research makes use of variety of quantitative analysis techniques that range from providing simple descriptive of the variables involved, to establishing statistical relationships among variables through complex statistical modeling” (Khalid, Hilman, & Kumar, 2012, p.16).

Consequently, the collected data in quantitative research is typically numeric; that is why the researcher could tend to use mathematical models as the methodology of the analysis (Williams, 2007). In this respect, Queirós, Faria, & Almeida (2017) mention that to analyze the data, Mathematics and Statistics play a fundamental role in completing the process, making generalizations, and getting a conclusion.

In summary, “quantitative research focuses on objectivity and is especially appropriate when there is the possibility of collecting quantifiable measures of variables and inferences from samples of a population” (Williams, 2007, p. 66). Hence, in this study, the quantitative method will measure the study variables to know if Facebook helps students to develop and improve their writing competence.

3.3 Subjects

The sample of this research was 40 students from the Faculty of Languages at the Benemerita Universidad Autonoma de Puebla who took the Academic writing course. They also had problems with writing competence in terms of coherence, cohesion, and appropriate register.

3.4 Instrument

The instrument for this research was a questionnaire consisting of 60 questions to know the students' perceptions towards whether Facebook helped them to foster their writing skills and what strategies helped them to write when working on such an app. The questionnaire contains a Likert scale format because it is an ordinary psychometric measurement of attitudes, which lets to identify if Facebook as a digital tool develops writing competence based on five options of choice.

At this point, it is crucial to describe how to build the Likert questionnaire. According to Jhons (2010), each Likert item has two parts: a statement, question, or idea that respondents will answer and a scale. Those statements must be reliable and well-constructed. In that sense, they must be simple, short, clear, and unambiguous. Thus, they have to follow some rules like the following:

1. Avoid the double-barreled questions and the ones that deal with two different issues. These questions create problems for the respondents because they force answers in both options.
2. Avoid quantitative statements. Words like always could cause problems for respondents and the researcher because the answer would not be clear. For instance, if the respondent answers strongly disagree, the researcher will not know if the answer refers to always or to the rest of the statement. In other words, Likert items capture the extent of agreement or disagreement with an idea and do not measure some quantity.
3. Avoid leading questions because the statements in a Likert questionnaire must be clear and potentially persuasive assertions.

According to Nemoto & Beglar (2014, p. 2), "a Likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue". In this case, this scale will provide information on how students felt about Facebook.

Such scale is widely part of many disciplines, especially in Social Sciences like Education and Psychology. This scaling method, responded positively or negatively, was invented by a psychologist named Rensis Likert in 1932, "whose purpose is to look for an effective and efficient means of describing attitudes of humans and its influences that affected them" (Pimentel, 2019, p. 183).

Additionally, there are two types of scales: asymmetric and symmetric. The former, in some cases, forces choices where there is no perceived value of indifference or neutrality of the researcher. On the contrary, the latter counts with different answers because of the two extremes: strongly disagree and strongly agree. Hence, it provides independence to choose any response in a balanced and symmetric way in either direction (Joshi, Kale, Chandel & Pal, 2015).

For the case of this study, the scale measures the level of agreement and disagreement of the respondents, taking into account a five-point range (Bertram, 2007).

This scale has some advantages. The first one is the data concentration from a large number of respondents. The second one is that the subjects provide highly reliable information since they have different options to choose from and can select the answer that best describes their point of view. The third is that “the data they provide can be profitably compared, contrasted, and combined with qualitative data-gathering techniques, such as open-ended questions, participant observation, and interviews” (Nemoto & Beglar, 2014, 76).

Furthermore, the Likert scale follows different purposes. One is to understand participants’ opinions or perceptions from a single study variable. Such a variable has several dimensions represented by the items in the questionnaire. Then, the objective of those constructed mutually-exclusive items is to provide specific information for characterizing the variables of the whole phenomena. Here, during analysis, the scores of all items from the questionnaire are combined (sum) to generate a composite score, which logically measures a uni-dimensional trait.

A second purpose is to capture participants’ feelings, actions, and pragmatic opinions about mutually exclusive issues around the study. That is why “according to the respondents’ answers, points of view can be inferred and known” (Joshi, Kale, Chandel & Pal, 2015, p. 398).

3.5 Data Collection Procedures

The process followed two stages. First, the questionnaires were delivered directly to students in the classroom when the Academic writing course finished, and the researcher

asked them to participate in the research. After they answered the instrument, the questionnaires were collected to process the data.

3.6 Data Analysis Procedures

The questionnaire has 60 items, divided into the two variables of the study. The former was Facebook as a tool to develop writing, and the latter was strategies to promote writing based on Facebook. Then, each variable has 30 items, as the analysis model shows in the following table.

Analysis model

Variable	Items	Purpose
Facebook as a tool to develop writing	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60.	Answer research question 1
Strategies to write based on Facebook	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59.	Answer research question 2

Analysis Model. (Sakkir and Dollah, 2019; Trinadiah, Sada, & Salam, 2014; Shih, 2011; Ahmed, 2016; Hamidah & Yanuarmawan, 2017).

This chapter described the goals of the study, the research method, subjects, instruments, data collection, and analysis processes. The next chapter will describe the findings.

CHAPTER IV: RESULTS

4.1 Introduction

This chapter will analyze the data obtained from the instrument, and the interpretation will be through graphs as a medium of showing the results.

4.2 Research questions

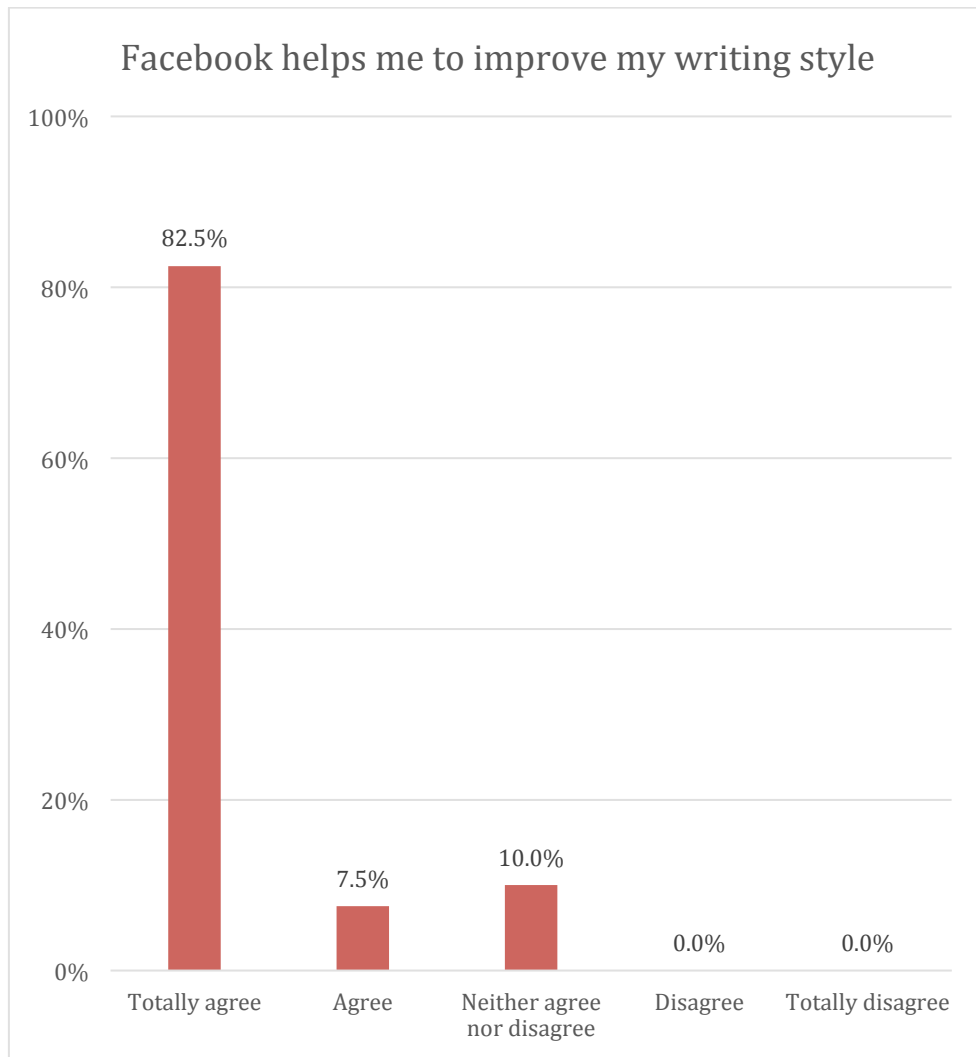
As mentioned before, this research is based on two research questions to know the students' perceptions about Facebook, specifically how they could develop and improve their writing skills through the essays posted on Facebook, and identify the strategies that promote writing competence through the activities on the same app.

Based on the previous information, the outcomes are in two sections.

4.3 Answers to Research Questions

The results from the questionnaires are analyzed in the following way. For the first research question, thirty items grouped into ten graphics examine the students' perceptions.

4.3.1 Facebook as a tool to promote writing competence

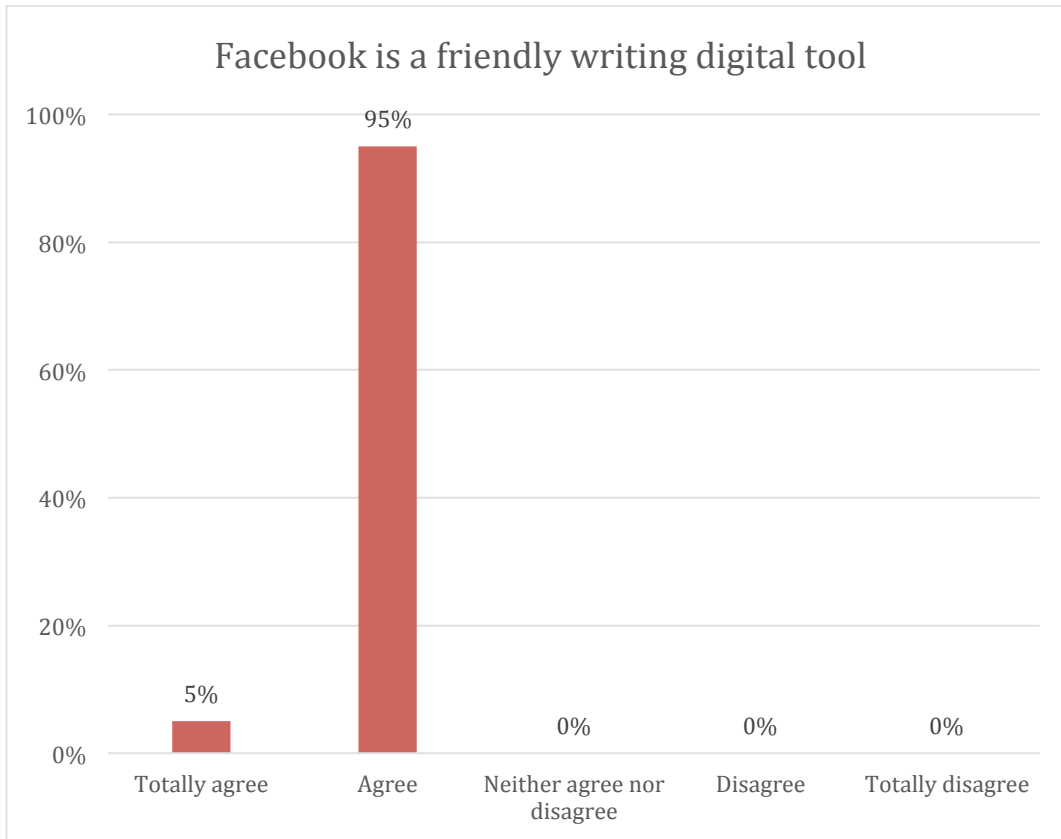


Graphic 1. Facebook improves writing style.

According to the graph, 82.5% totally agreed that Facebook helped them improve their writing style, and 7.5% agreed. On the other hand, 10% neither agreed nor disagreed. It means that the tool Facebook was helpful for them because it improved their writing style.

These results proved what Ahmed (2016) mentions by pointing out that the practice of essays posted on Facebook improves writing skills. Moreover, Hamidah & Yanuarmawan (2017) affirmed that with such an app, students could change their writing style and, at the same time, they improve it. Finally, Kabilan et al. (cited in Yunus, Salehi, Sun, Phei, & Kwan, 2011) affirmed that students also discovered new writing structures.

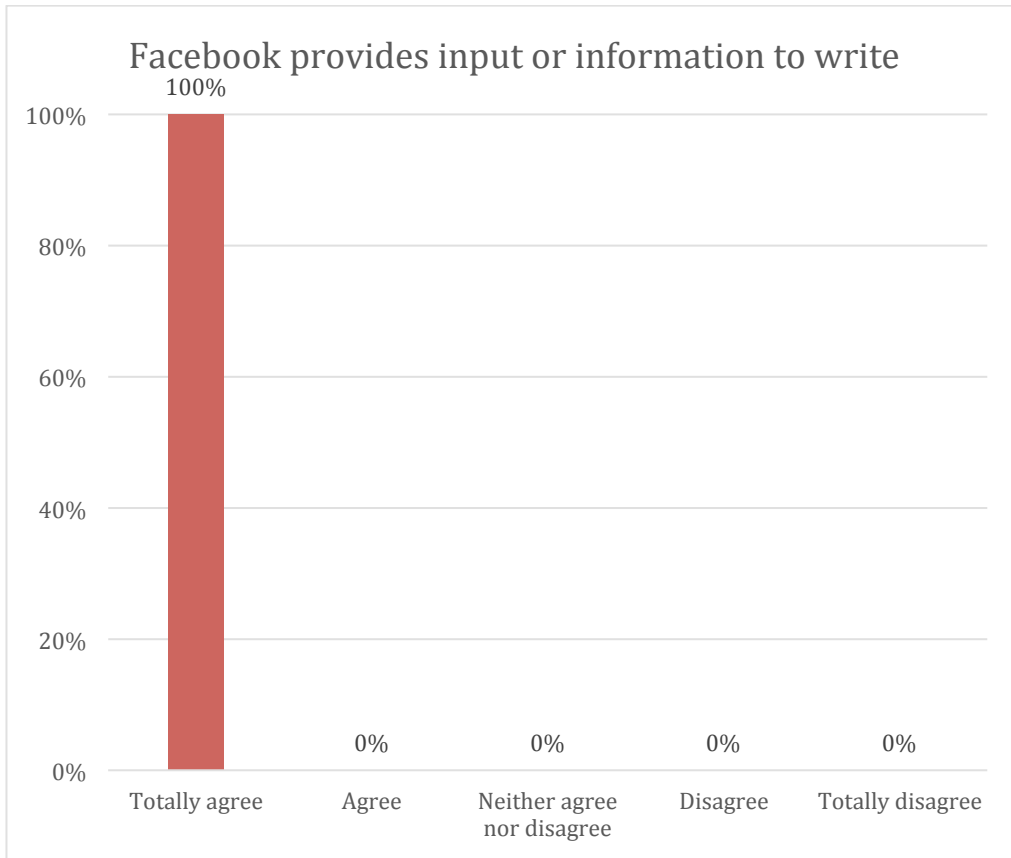
As the graph shows, students perceived Facebook as a potential tool to foster writing competence.



Graphic 2. Facebook is a friendly writing digital tool.

As seen in the graph, 5% of the students totally agreed, and 95% agreed with the idea of considering Facebook as a friendly tool for writing. It means that everybody found a writing partner on Facebook, which means that teamwork is better than working alone.

These results match what Rojas-Kramer, Esquivel-Gamez, & Garcia-Santillan (2015) mentioned in their research regarding work and communication on Facebook, which lets a more personal human connection and works in a team effectively. In this sense, every student could find a writing partner who can be a support in his writing. In this respect, Shih (2011) concluded in research that students improved teamwork because they were in permanent communication on Facebook by chatting at any time to provide feedback, explanations, or suggestions during the given task. In sum, Facebook facilitates keeping in touch, despite time and space, creating a sense of community.



Graphic 3. Facebook provides input or information to write.

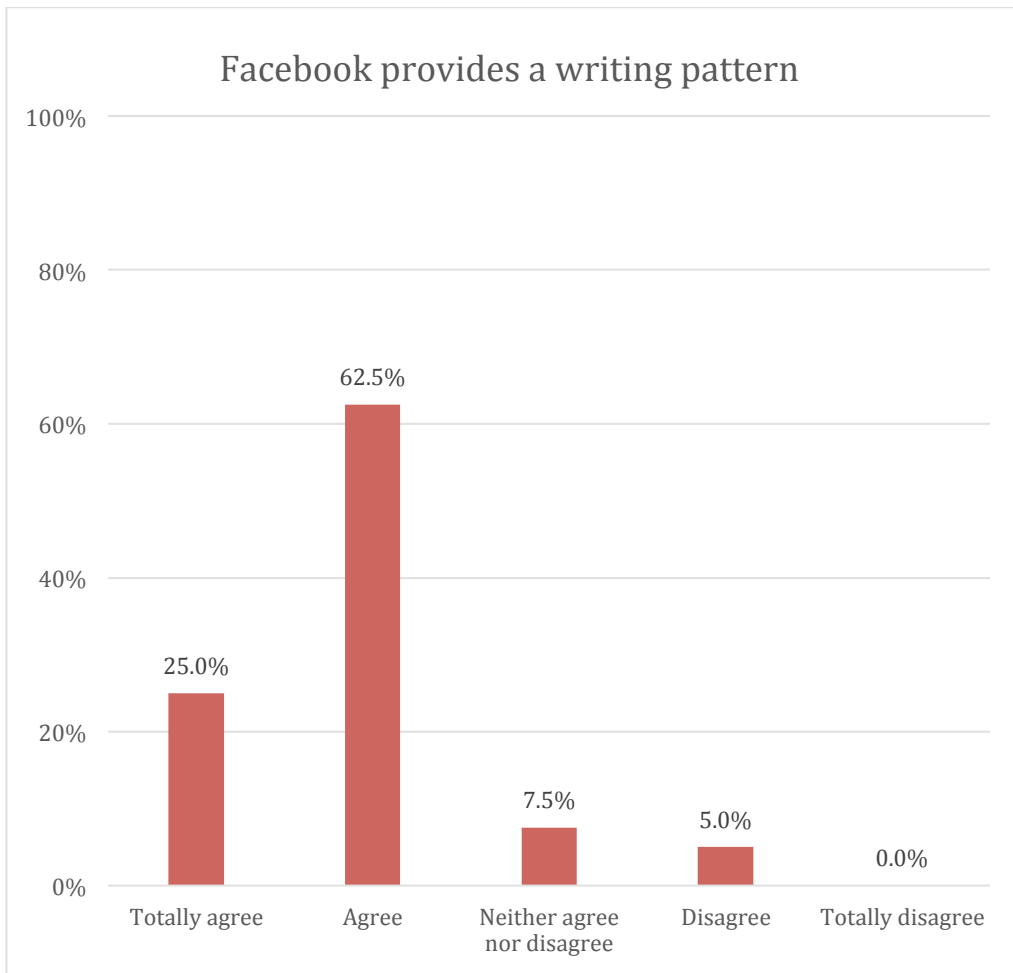
100% of the students totally agreed that Facebook kept them reading and contributing content or ideas for their writings because participants’ interactions provided information and knowledge to practice and develop innovative forms of writing.

Thanks to such an interaction, students also learn sub-skills like vocabulary, expressions, and new strategies for appropriate writing.

At this point, Boonkit (2011) stated that reading on Facebook helped EFL students to link their classroom experience with their independent reading of different topics mainly available on the Internet. That is why users perceived Facebook as an easily accessible discussion board to post and express ideas or comments on their friends’ topics or articles.

Thus, Facebook is an academic space where they have the freedom to develop extensive reading, which gradually helps them to improve their English skills and foster critical thinking.

In other words, students perceived Facebook as an easy-access tool to provide students with suitable writing patterns to write better.



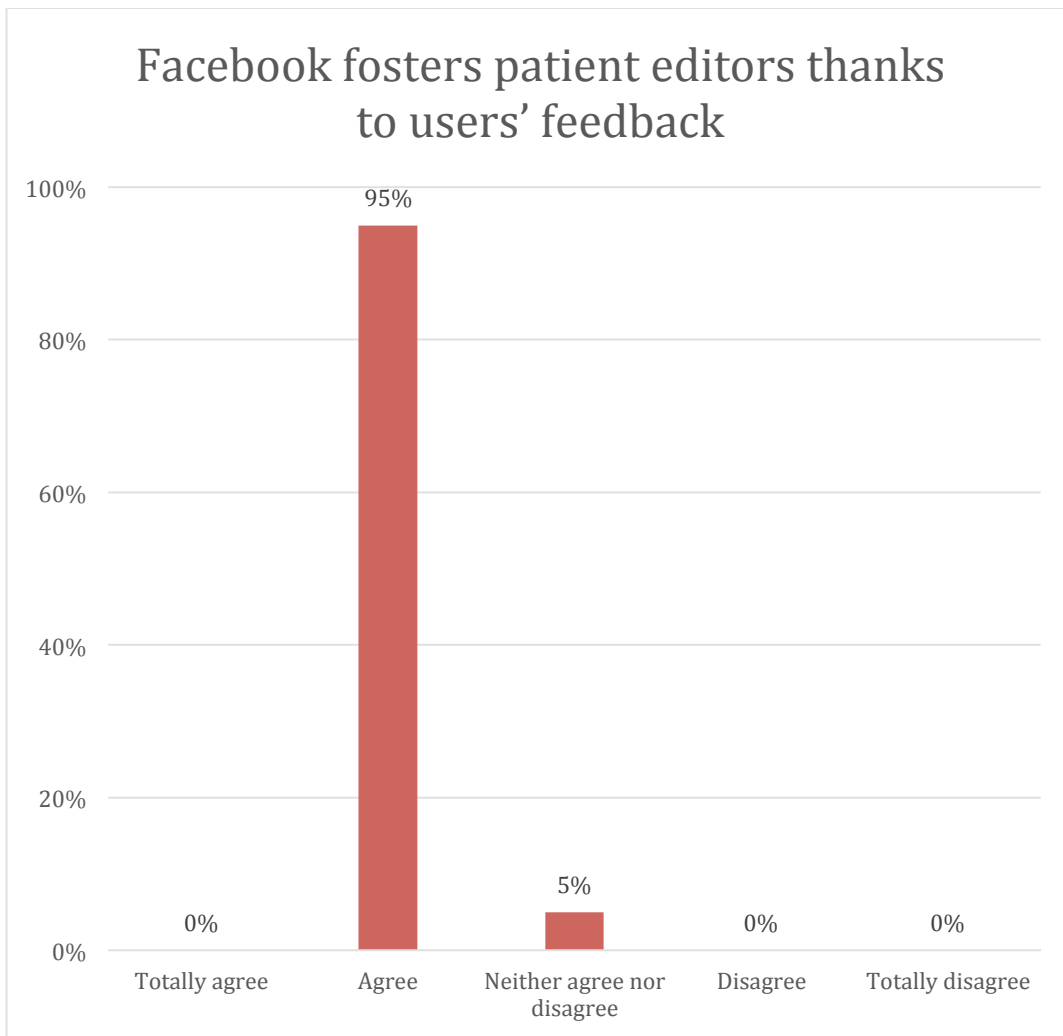
Graphic 4. Facebook provides a writing pattern.

As seen in the graph, just 87.5% agreed that Facebook provided them with a writing model, 7.5% neither agreed nor disagreed, and 5% disagreed. However, the results show a positive answer from 88% of the sample that perceived Facebook as a pattern to promote writing.

Indeed, they identified a writing model from two activities. The first activity was the share status. As Shih (2011) stated, it is one of the most fundamental activities because students discuss and share information and knowledge. Moreover, this activity allows students to practice and learn innovative ways for writing by sharing their status and reading classmates' status, enriching their vocabulary baggage, phrases, and grammar structures.

The second activity is the comments on Facebook. At this point, students affirmed that the entry comments helped them change their writing style, collect more information about the topic and distinguish new writing models from their classmates. Such findings match Hamidah & Yanuarmawan's studies (2017).

Additionally, comments let students discover new sentences or writing structures by reading peers' posts (Yunus, Salehi, Sun, Phei, & Kwan, 2011).



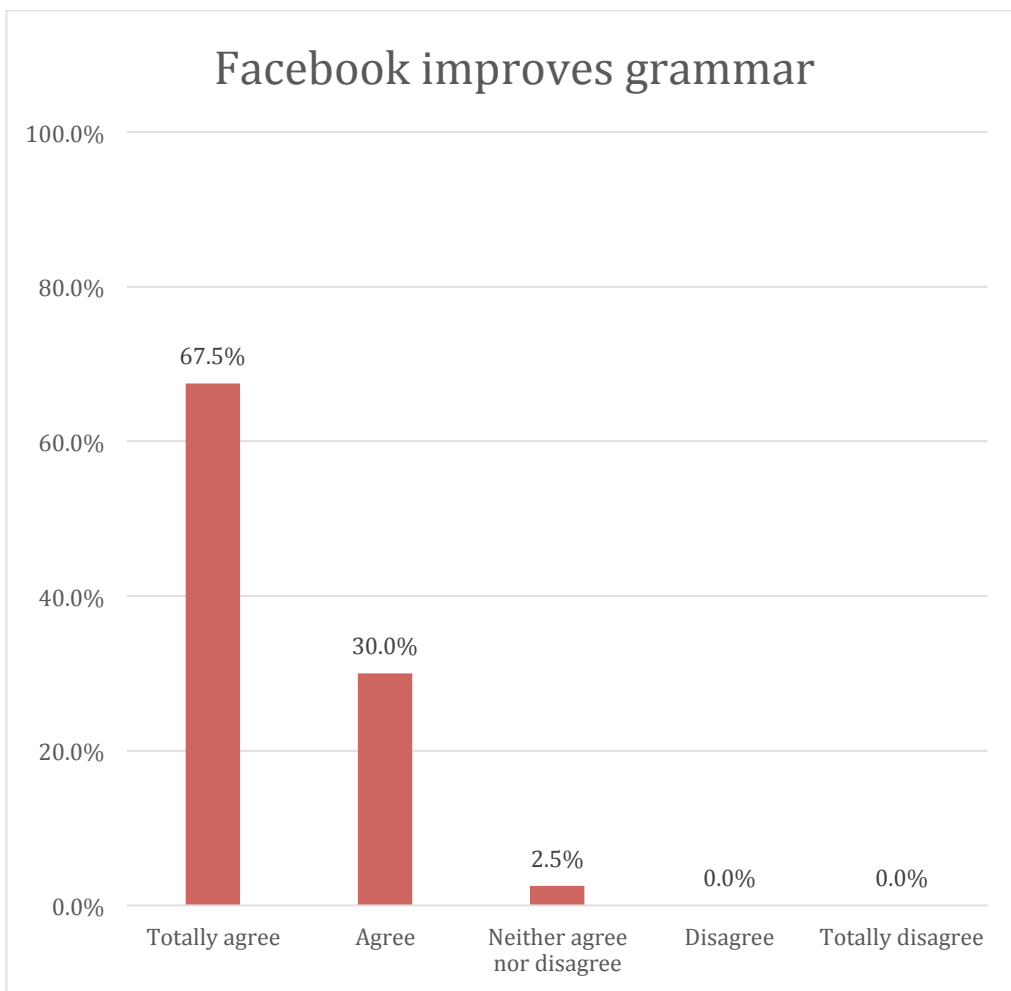
Graphic 5. Facebook fosters patient editors thanks to users' feedback.

According to the graph, 95% of the students agreed that Facebook helped them be patient editors; indeed, they realized they needed to improve their writing when they applied it. Contrarily, 5% neither agreed nor disagreed. These findings match Hamidah &

Yanuarmawan's study (2017) because their students mention that their writing skills improved by receiving feedback from their friends and the lecturer.

In this respect, Ahmed (2016) stated that feedback from classmates and teachers is necessary for interactive communication and suitable writing because, in this way, students realize their mistakes to improve their essays.

Consequently, feedback is one of the final and most essential steps in writing to avoid mistakes and fossilized errors. Additionally, they could identify their mistakes and learn from each other collaboratively.



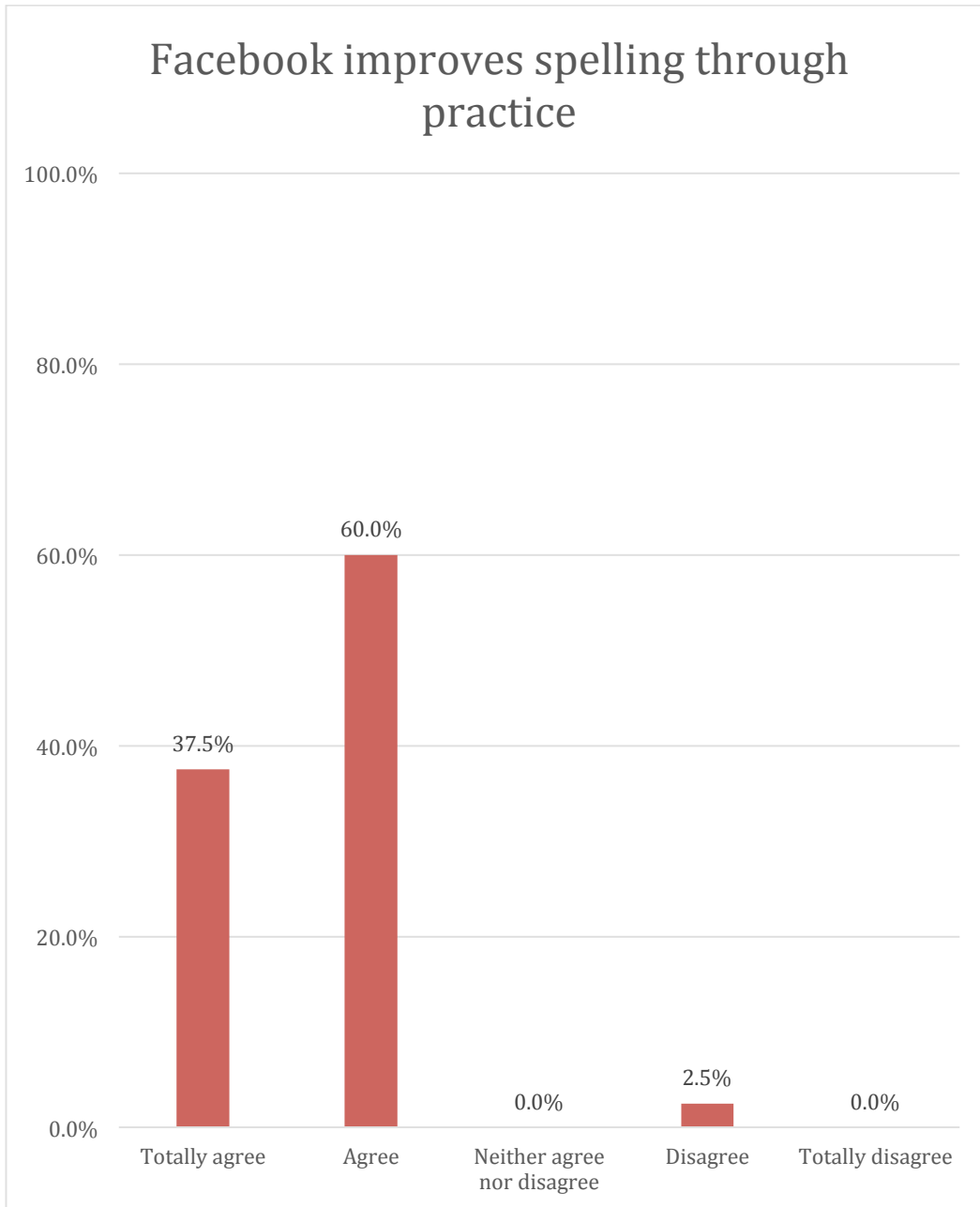
Graphic 6. Facebook improves grammar.

As the graph shows, 97.5% of the students totally agreed that writing on Facebook allowed them to improve their grammar. Nonetheless, 2.5% neither agreed nor disagreed. Such

results are similar to Suthiwartnarueput and Wasanasomsithi's outcomes (2014) that report Facebook as a base for learning grammar and developing writing activities. Their results showed that Facebook was an effective way to learn grammar and writing because its interactive features provided students with a convenient and helpful means to participate in discussions with their teachers and other users, getting better grammar knowledge.

Moreover, students pointed out that they improved their grammar and had more fun learning with online activities (Sumakul, 2013). Ahmed (2016) also stated that the pupils' grammatical and writing competencies enhanced after three months of using Facebook for discussions.

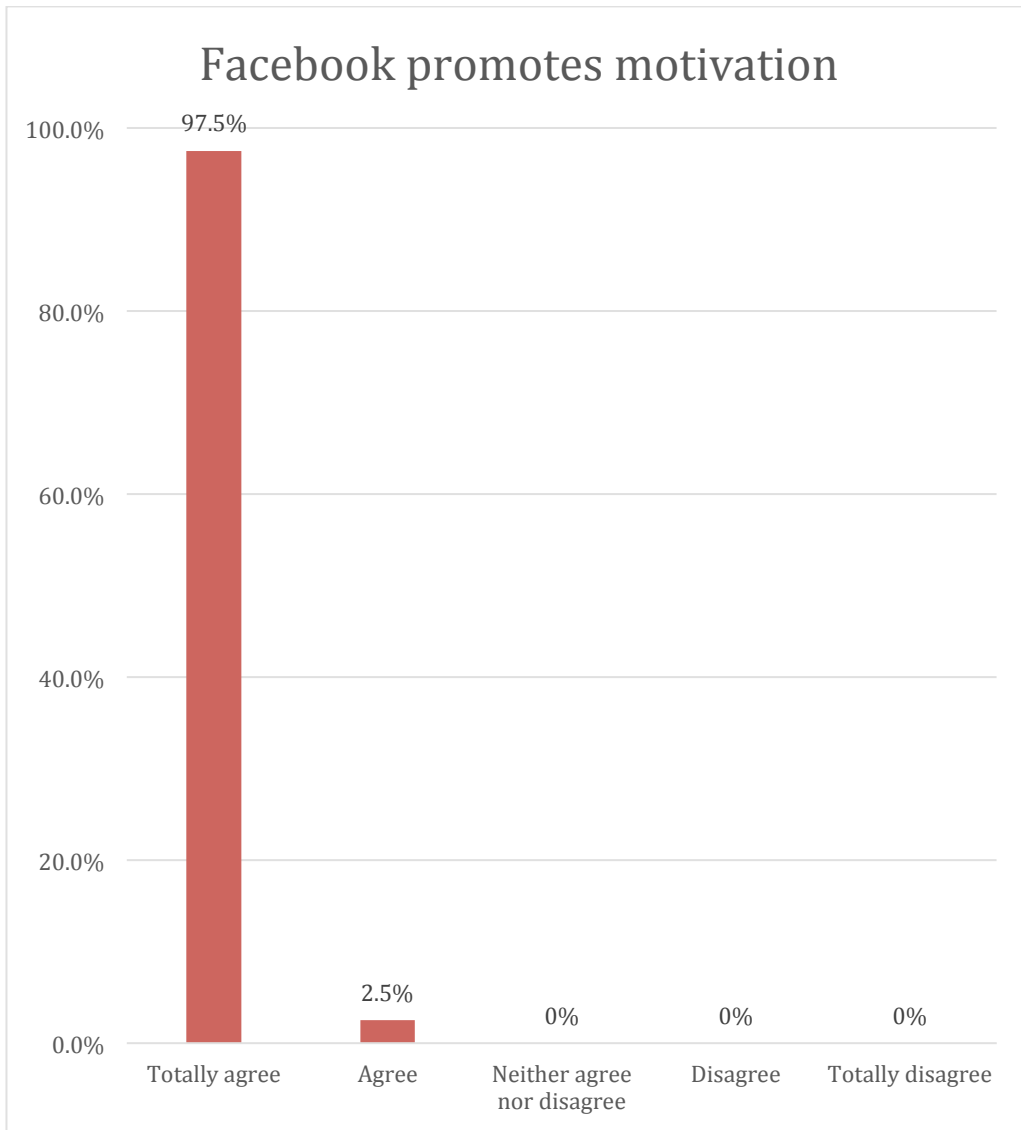
In general, the sample chose the correct items in the grammar section after using Facebook for a while, and their opinion regarding Facebook was an up-to-date learning tool, which was easily accessible by providing convenience and more choices for studying English grammar and developing their writing competencies.



Graphic 7. Facebook improves spelling through practice.

Another fundamental element of writing is spelling because it promotes successful communication. According to the graph, 97.5% totally agreed that Facebook improved their spelling through practice. On the contrary, only 2.5% of the student disagreed. The majority of students could work on their spelling through Facebook. These results proved what Ghani (2015) concluded in his study. He mentioned that students could check their spelling each other while working on Facebook with the entry comments. Moreover, Hamidah &

Yanuarmawan (2017) supported these results too. Indeed, students concluded that with the entry comments, they could correct their own errors.



Graphic 8. Facebook promotes motivation.

Motivation connects learning and previous knowledge because it helps students actively participate in tasks, develop competencies, solve problems, reach goals and change behavioral patterns.

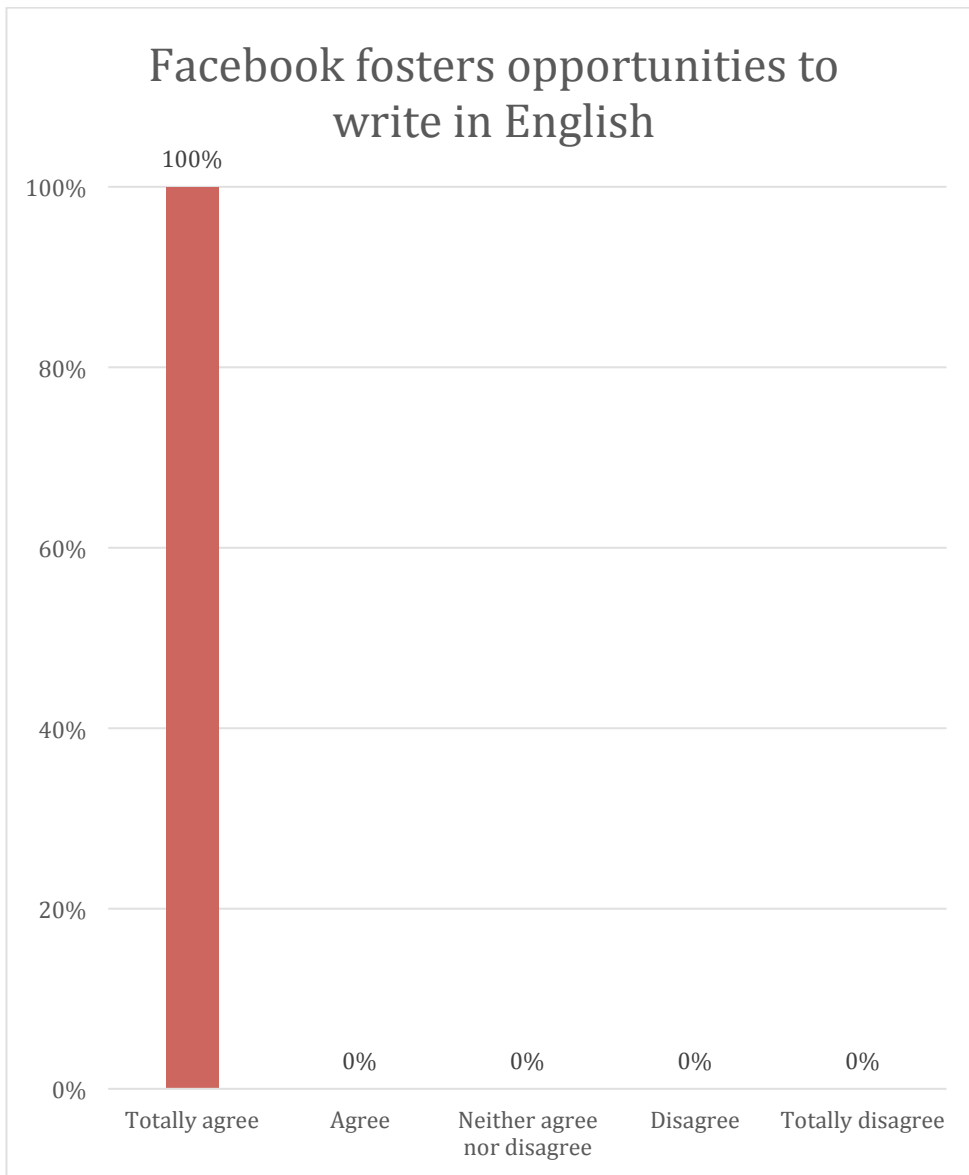
At this point, the graph demonstrated that 100% of the students agreed with the idea that Facebook makes them feel motivated to learn English.

The results harmonized with the study of Rojas-Kramer, Esquivel-Gamez, & Garcia-Santillan (2015). They mentioned that the students use social media sites to support education since they allow a more personal and motivational connection than other platforms. Further, Facebook motivates students to do their assignments because they work differently.

Additionally, Trinadiah, Sada, & Salam (2014) affirmed that developing writing skills in traditional ways could be kind of boring for students. In such a situation, motivation is a crucial aspect of the learning process; thus, social networking sites have an essential role in bringing fun into the classroom as a motivational element.

Rodliyah (2016) also supports Facebook for educational purposes. He assures that students could feel more motivated because they are not working in the usual way; instead, they are working on a social networking site, which is more comfortable and eye-catching for their engagement. In other words, if students work in something they like, they probably work better, and the atmosphere for learning will be great. Moreover, the change of activities in the classroom always has a positive impact because students will have a different routine.

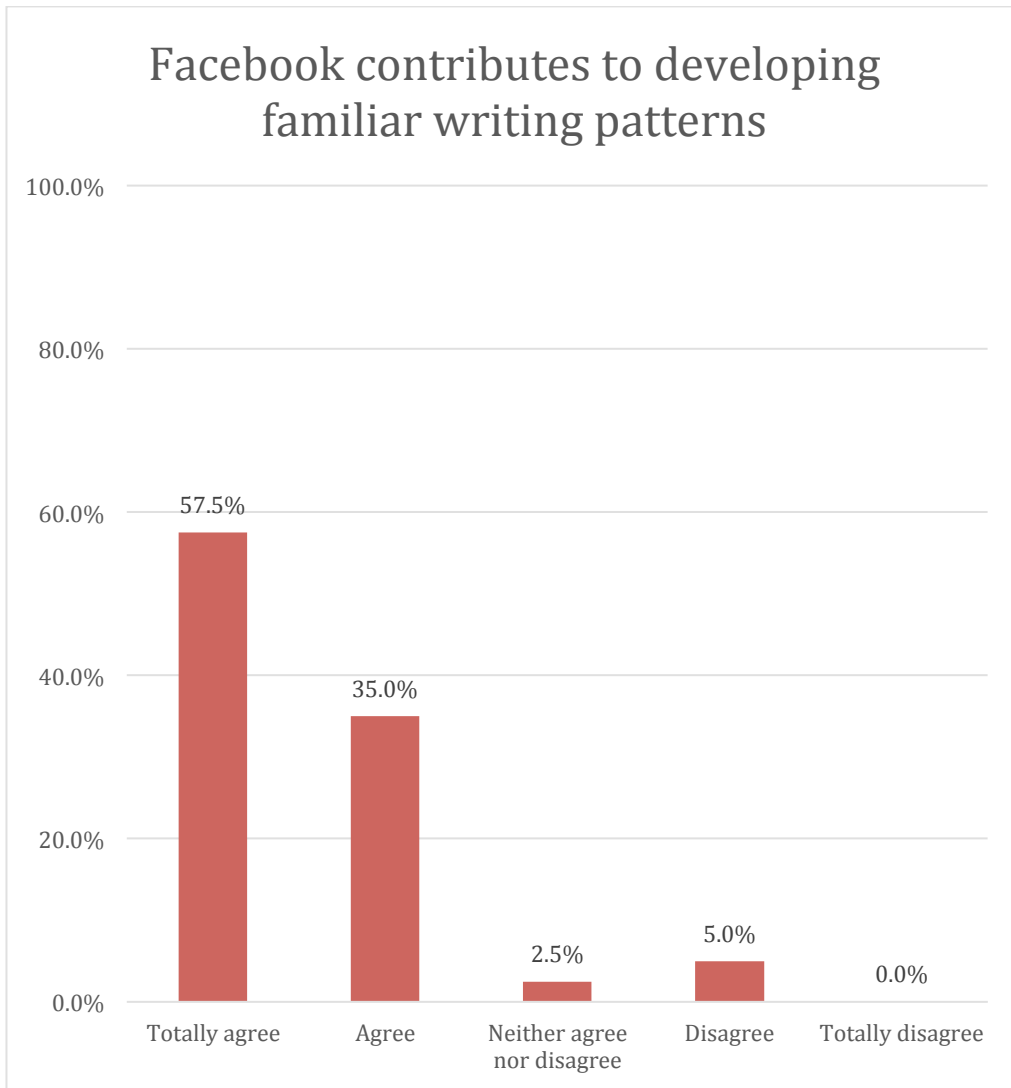
Based on the previous information, motivation plays a fundamental role in class because if students are motivated, they will work on any assignments without a problem.



Graphic 9. Facebook fosters opportunities to write in English.

According to the graph, 100% perceived Facebook as an opportunity to write in English because it gives many writing activities. For instance, Yunus, Salehi, Sun, Phei, & Kwan (2011) stated that Facebook offers different activities such as posting texts or pictures, comments, and sharing information. With such features, students can practice at any time and reinforce their writing. Besides, Trinadhah, Sada, & Salam (2014) and Shih (2011) affirmed that Facebook supports teaching through status, groups, notes, and pages.

In sum, students find several features on Facebook that allow them to practice writing, reading, vocabulary, and spelling. Moreover, the variety of activities makes them engage in writing, turning easier, more enjoyable, and a part of their lives.



Graphic 10. Facebook contributes to developing familiar writing patterns.

As shown in the graph, 92.5% totally agree that they were familiar with the way to write in English when working on Facebook. In contrast, 2.5% of the students were neutral, and 5% disagreed.

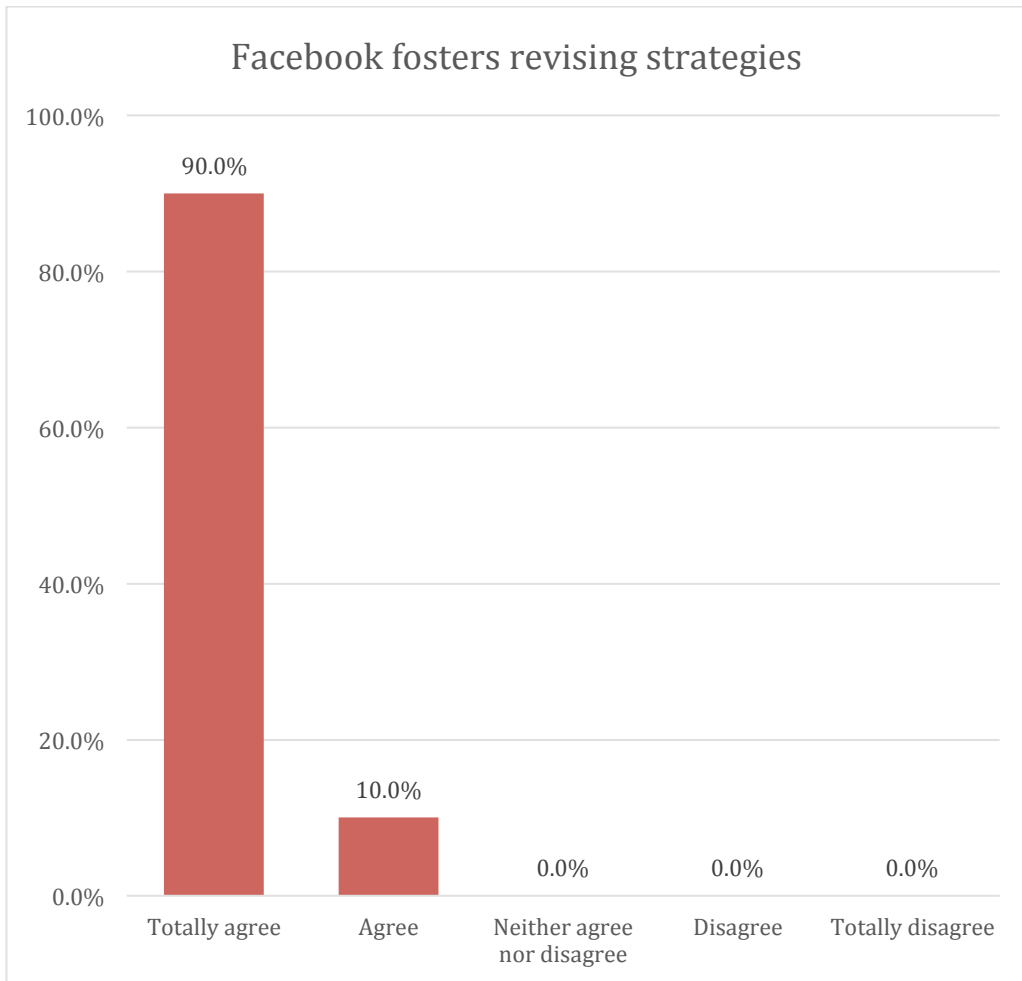
However, a high percentage of the sample perceived this tool as a principal to engage pupils in the writing process and develop it successfully through practice. In addition,

Friatin (2018, p. 48) supported the previous results by mentioning that “students become comfortable to write everything by adopting Facebook as a modern technique”.

Mohamad, Mohd, & Fadzli (2014) also reported outcomes where students did not show any problem with writing because they were familiar with the environment and writing patterns.

4.3.2 Strategies that Facebook fosters to develop writing

Regarding the second research question, the last thirty items were into ten graphics to identify the strategies used to promote writing while working on Facebook, according to students’ perceptions.

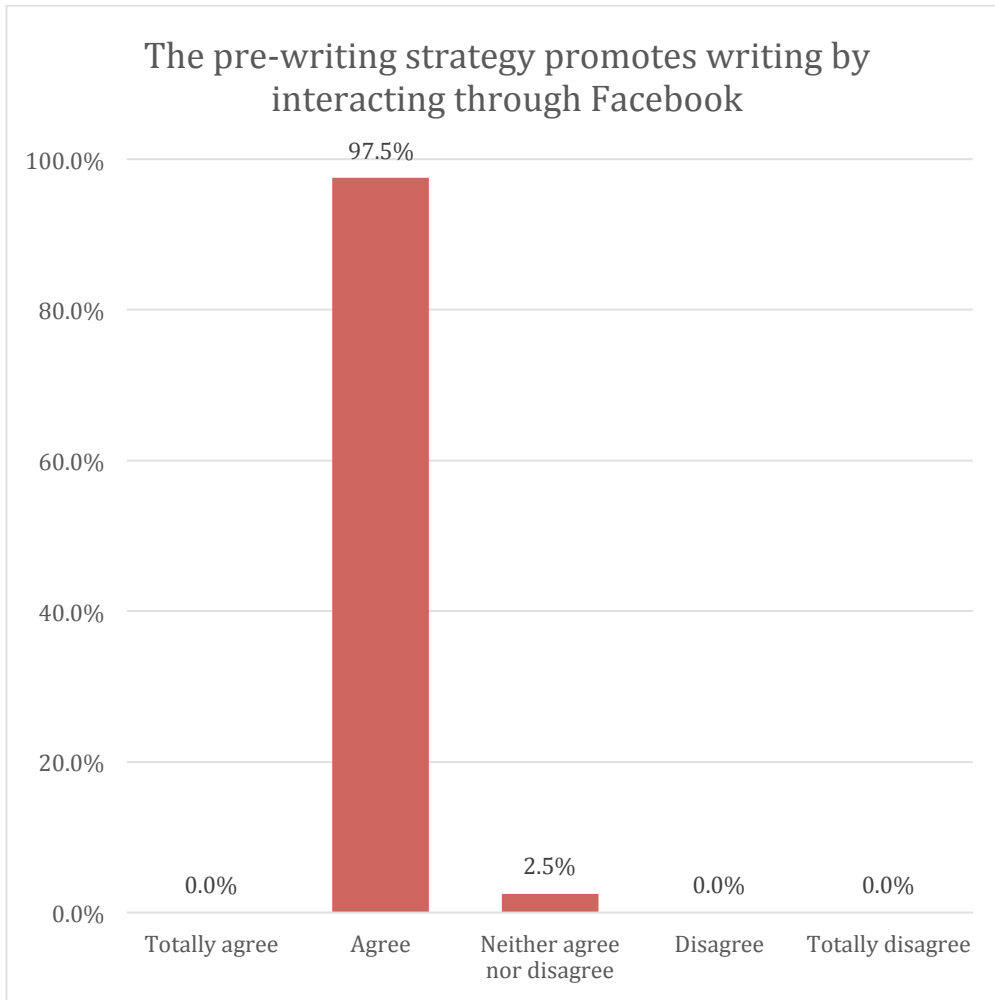


Graphic 11. Facebook fosters revising strategies.

According to the graph, 100% agreed that Facebook fostered revising strategies, which are essential to get cohesive paragraphs and coherent writing. These findings are congruent with previous studies showing that Facebook is a principal media in teaching writing that leads to the improvement of the student's writing skills (Trinadiah, Sada, & Salam, 2014). Besides, Shih (2011) mentioned that through the different activities that Facebook offers as the share status, students discuss and share all kinds of information and knowledge just through this function. Then, the interaction allows students to practice their skills and strategies for writing.

Additionally, Dizon (2017) confirmed that Facebook improved the writing skills of his students and many other aspects like confidence and writing fluency. Likewise, Hamidah & Yanuarmawan (2017) noticed that the student's perceptions of Facebook were positive and convenient for improving their English writing skills.

Overall, Facebook in teaching writing is a suitable option because students can practice several times their writing skills by reviewing strategies and different activities.



Graphic 12. The pre-writing strategy promotes writing by interacting through Facebook.

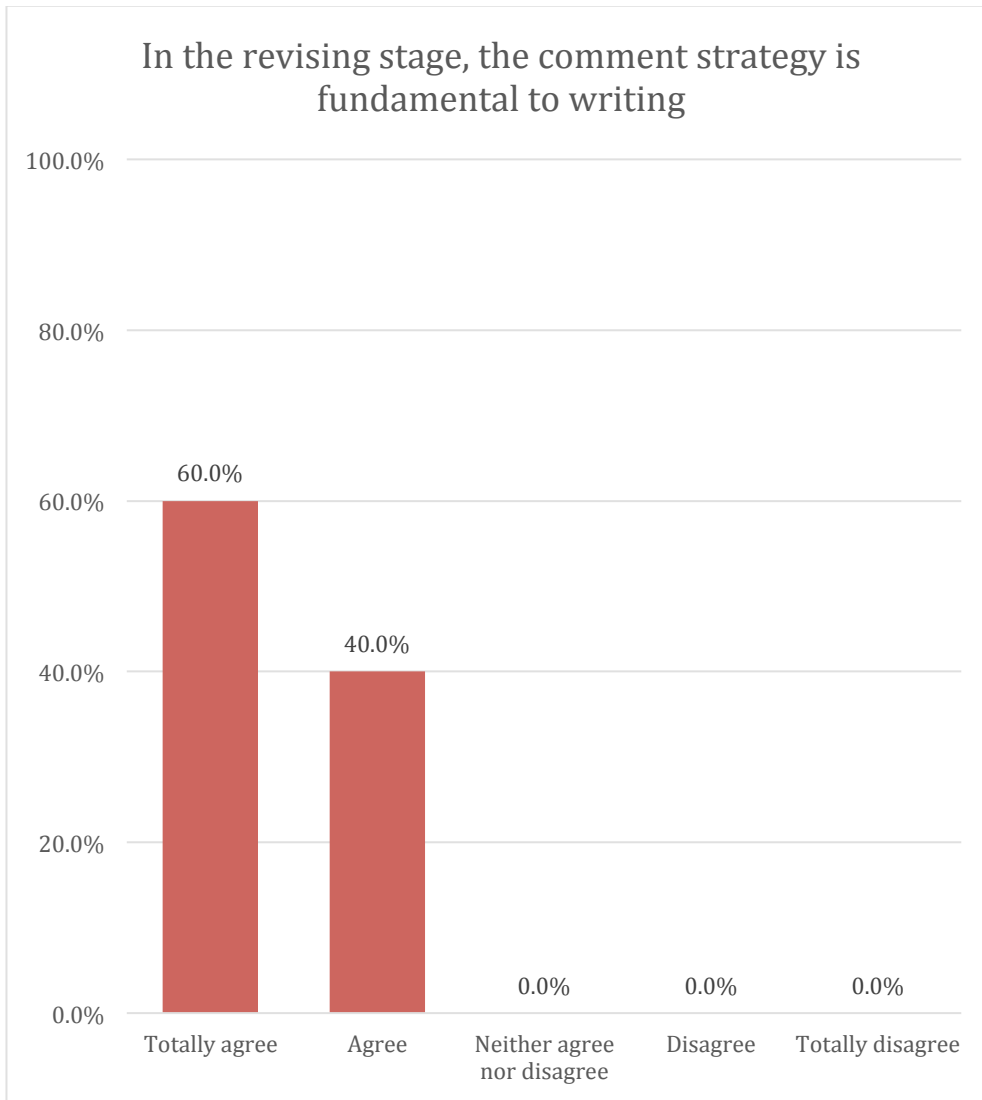
As seen in the graph, 97.5 % of the students agreed that the pre-writing strategy helped them write when interacting through Facebook. However, 2.5% of the students neither agreed nor disagreed.

These results match those of Friatin (2018), who stated that if using Facebook, their students develop better writing, particularly in the pre-writing stage, because it lets them build their texts with enough vocabulary and acceptable spelling. Besides, Yunus, Salehi, Sun, Phei, & Kwan (2011) mentioned that most of their students agreed that posting ideas and opinions before writing was helpful to have a better idea of what they will write because it functioned as information content.

In addition, Yunus & Salehi (2012) confirmed that students found it easier to complete their essays after participating in different activities on Facebook because it is a brainstorming

section to organize their thoughts and get new from the entry comments before the final writing version.

Finally, students feel more comfortable if they experience a previous interaction through Facebook to get ideas to do their essays and enrich their writing baggage with new expressions and grammar structures from the application.

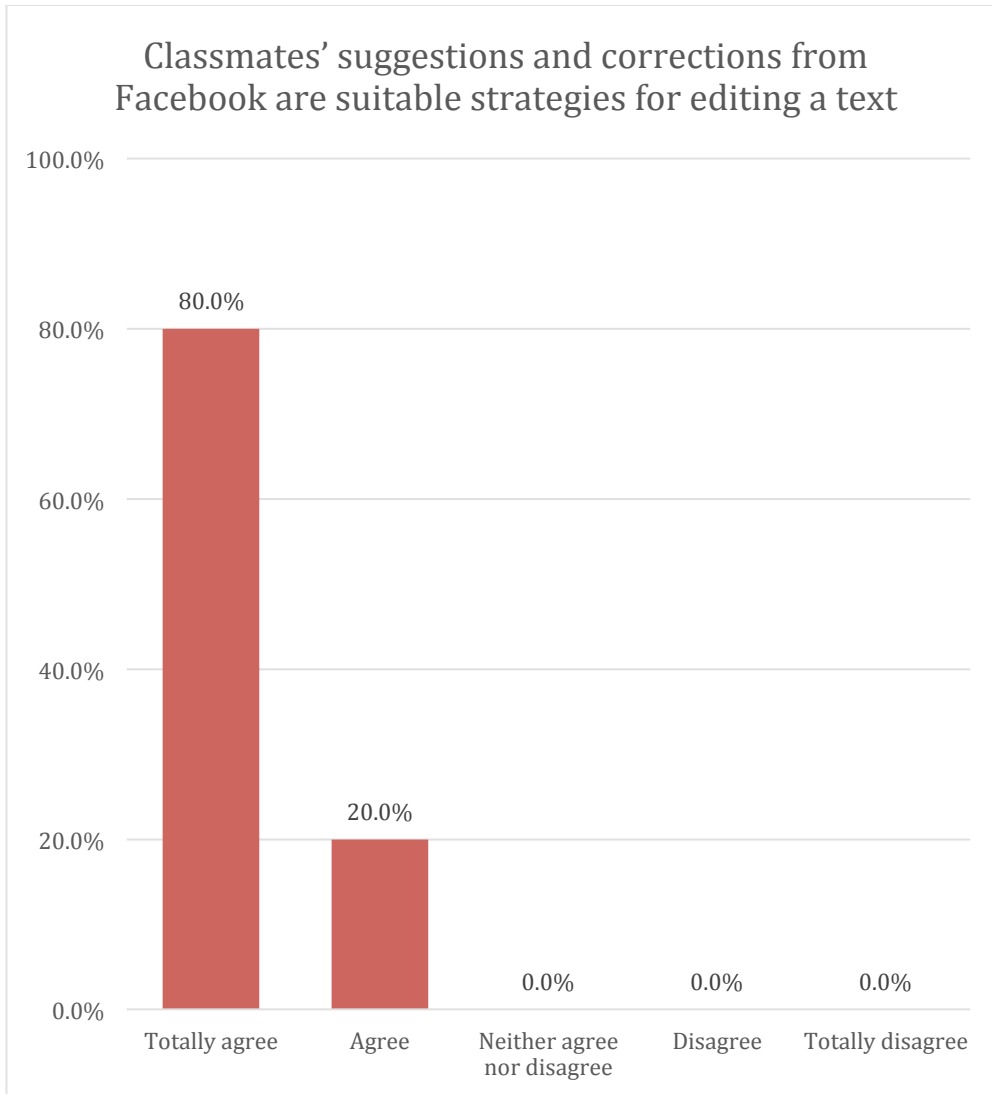


Graphic 13. In the revising stage, the comment strategy is fundamental to writing.

As is shown in the graph, 100% agreed that in the revising stage, the comment strategy from classmates via Facebook was a fundamental strategy to write. Ghani (2015) confirmed such findings because he affirmed that comments play a role in writing since students learn

grammar and vocabulary in context. Further, Ahmed (2016) stated that entry comments promote communication and engage students in writing. Finally, Rodliyah (2016) mentioned that one of his students experienced the excitement of using social media by sharing information and giving and receiving comments and feedback from others, which are substantial for writing.

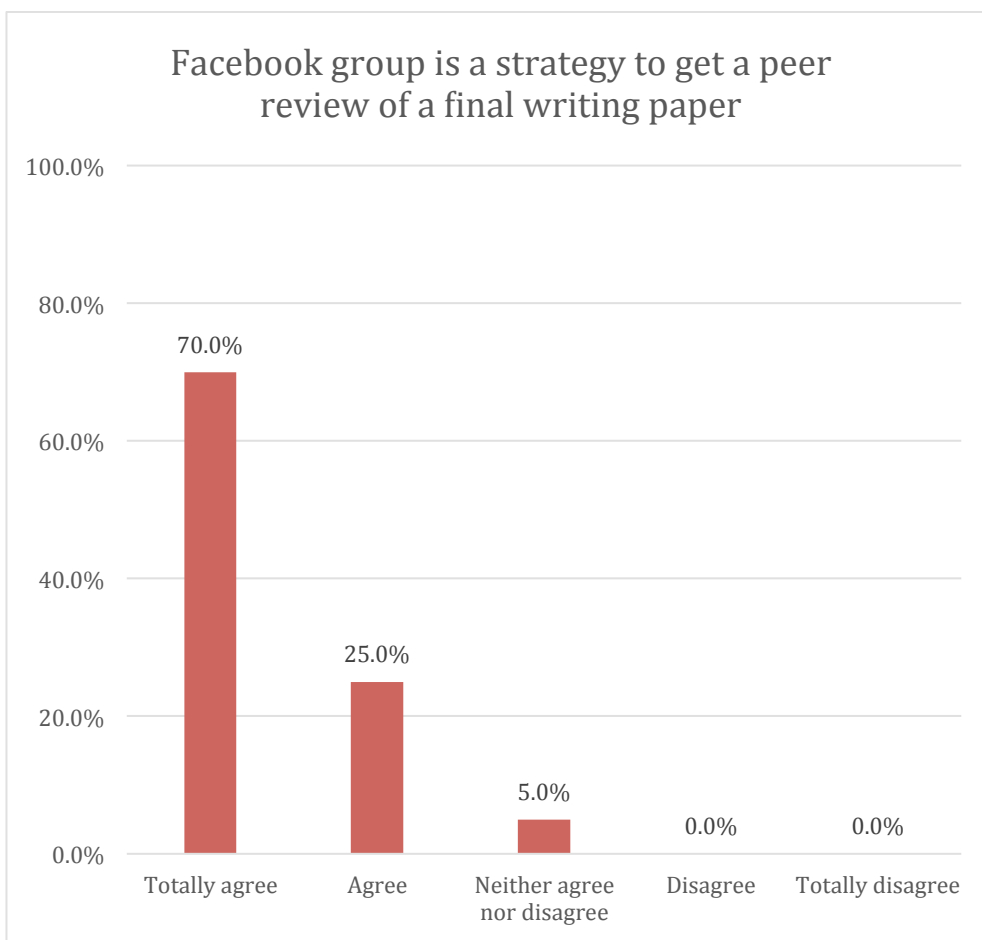
Consequently, comments are a practical strategy because students make critical comments to their classmates, give feedback or express their points of view to construct knowledge.



Graphic 14. Classmates' suggestions and corrections from Facebook are suitable strategies for editing a text.

In the graph, 100% agreed that suggestions and corrections from Facebook were suitable strategies for editing any piece of writing. In this respect, Shih (2011) concluded in a study that students found it easy to write on Facebook and identified mistakes through the Facebook corrector and users' revisions. It is like a self-correct strategy (Flores-González, 2020) that contributes to learning with flexibility. Moreover, Khusnita (2017) stated that their students showed better writing skills by commenting on their writing on Facebook. Similarly, Hamidah & Yanuarmawan (2017) affirmed that comments from friends increased knowledge and changed writing styles.

In sum, suggestions and corrections from pupils showed a positive impact on writing competence by providing new writing patterns with the variability of lexicon and formal grammatical structure.



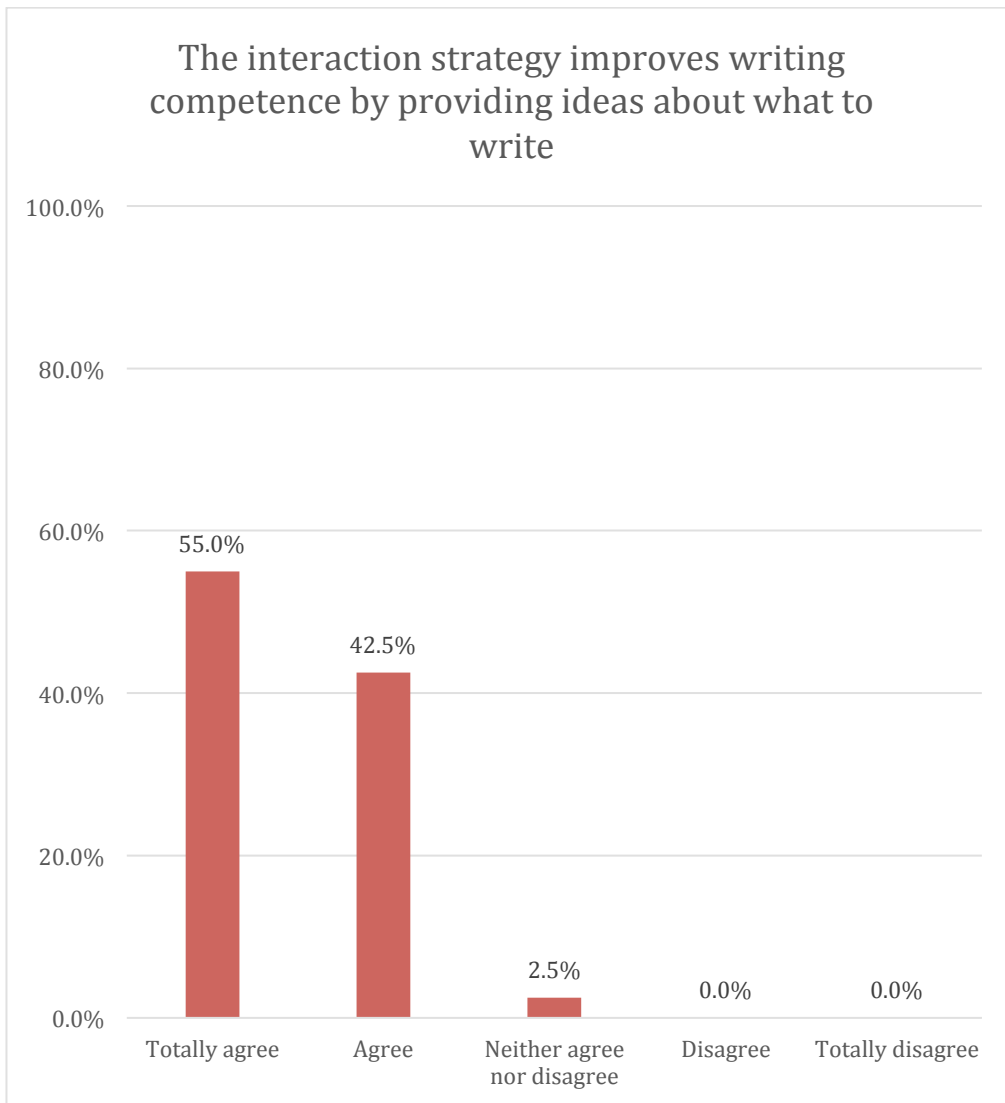
Graphic 15. Facebook group is a strategy to get a peer review of a final writing paper.

According to the graph, 95% agreed that the Facebook group was an appropriate strategy to get a peer review of their final writing paper. On the contrary, 5% of the students neither agreed nor disagreed. These results are congruent with previous studies. For instance, Ahmed (2016) said that Facebook groups permitted students to discuss their writings collaboratively, give feedback, and comment on the writing activities, which leads to potential performance in the final paper.

Similarly, Trinadiah, Sada, & Salam (2014) said that students made good progress by implementing such a strategy to get a peer review of their essays and identify mistakes and fossilized errors.

Moreover, Yunus & Salehi (2012) concluded that their students' perceptions towards sharing ideas or opinions on the Facebook group were advantageous to have a better idea for their final paper because such interaction was an information source.

Based on the above, students and teachers must practice this strategy to engage students in the writing process and suitably develop writing competence.



Graphic 16. The interaction strategy improves writing competence by providing ideas about what to write.

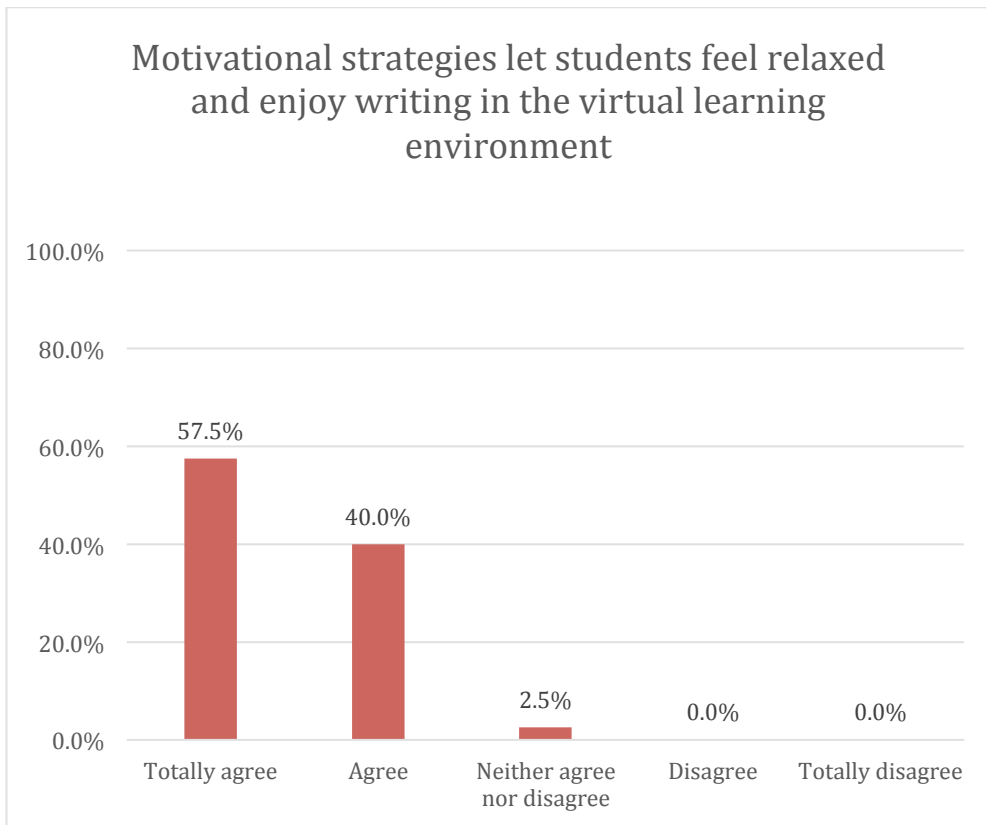
In this case, 97.5% agreed that the interaction strategy allowed them to improve their writing by providing more ideas or information to write. Nevertheless, 2.5% neither agreed nor disagreed.

These outcomes match Shih's asseverations (2011) regarding permanent communication as a fundamental key for students to get ideas for writing. Indeed, such interaction helped them to work as a team and support each other with brainstorming ideas to get information and structure it to write a text. At this point, the virtual environment for learning recovers its importance since one of its main advantages is to promote collaborative work (Flores-González, 2021).

Furthermore, Rodliyah (2016) stated that one of his students was not very active in the interaction, but he felt excited to read others' posts; then, he learned several expressions to start writing. This fact demonstrates that such interaction did not have an immediate response, but it impacted the student's decision to start writing.

Additionally, Yunus, Salehi, & Chenzi (2012) concluded that such an interaction is crucial between students and student-teachers. The former is essential to get ideas and discuss opinions to construct a complete prototype model. Equally outstanding, the latter helped teachers to add information, new expressions, and vocabulary for students.

In sum, the interaction strategy is indispensable to developing any activity because the interchange of information is dominant in talking about any activity in class or situation from daily life. In this sense, focusing on writing activities, interaction is required because it is a pathway for students to practice their skills and identify information to be part of their written text.



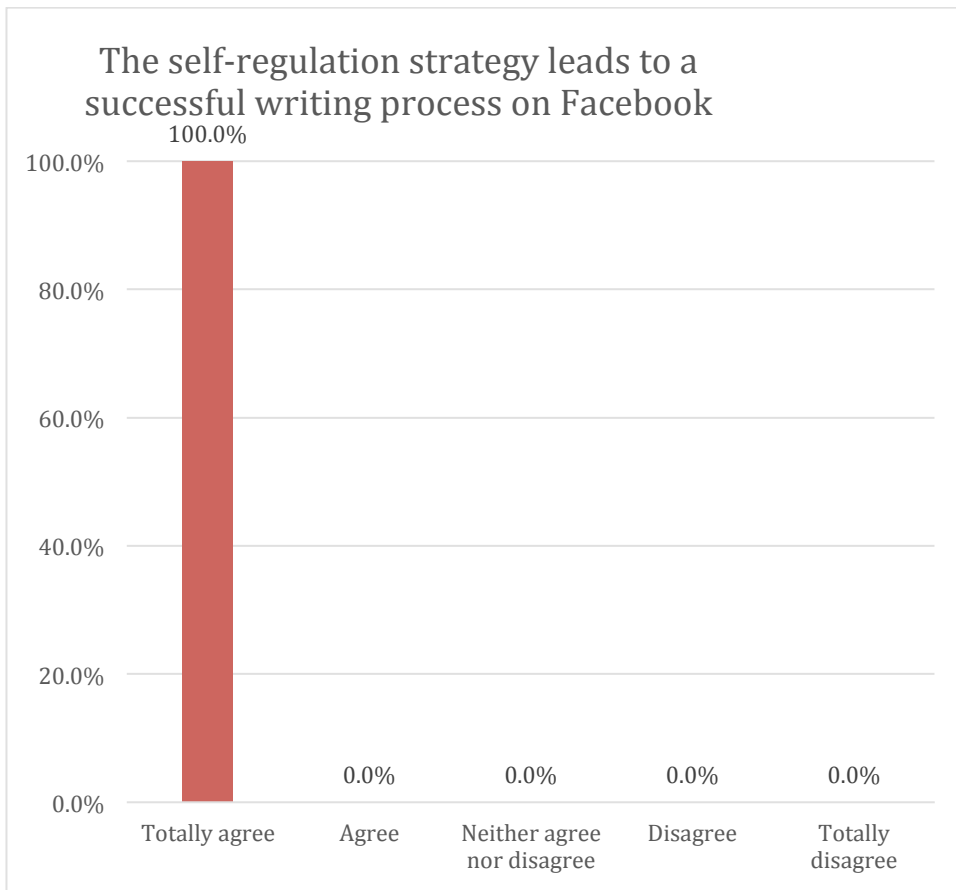
Graphic 17. Motivational strategies let students feel relaxed and enjoy writing in the virtual learning environment.

The graph points out that 97.5% agreed that the motivational strategies accomplished by the learning atmosphere let students feel relaxed and enjoy their writing.

Even though 2.5% neither agreed nor disagreed, the results are similar to those of Trinadiah, Sada, & Salam (2014). They claimed that students must avoid tedious learning styles. Then, considering that learners are digital natives, technology seems to be an ideal option to provide innovative learning and teaching; that is why Facebook is a cutting-edge proposal in this study. Indeed, in this research, students felt more motivated because they were not working in the usual traditional way; instead, they worked on a social networking site, leading a comfortable and flexible environment.

In a study by Khusnita (2017), pupils' motivation increased in the following situations. First, the teacher caught the students' attention during his explanation. Secondly, they showed active participation during the interaction stage because this methodology was the opposite of the traditional class or learning environments. Third, 97.5% demonstrated positive perceptions towards the media and performance during all the writing stages.

To sum up, emotional strategies take students to work in a different mood getting better results at the end of the writing activities because they enjoy the exercises.



Graphic 18. The self-regulation strategy leads to a successful writing process on Facebook.

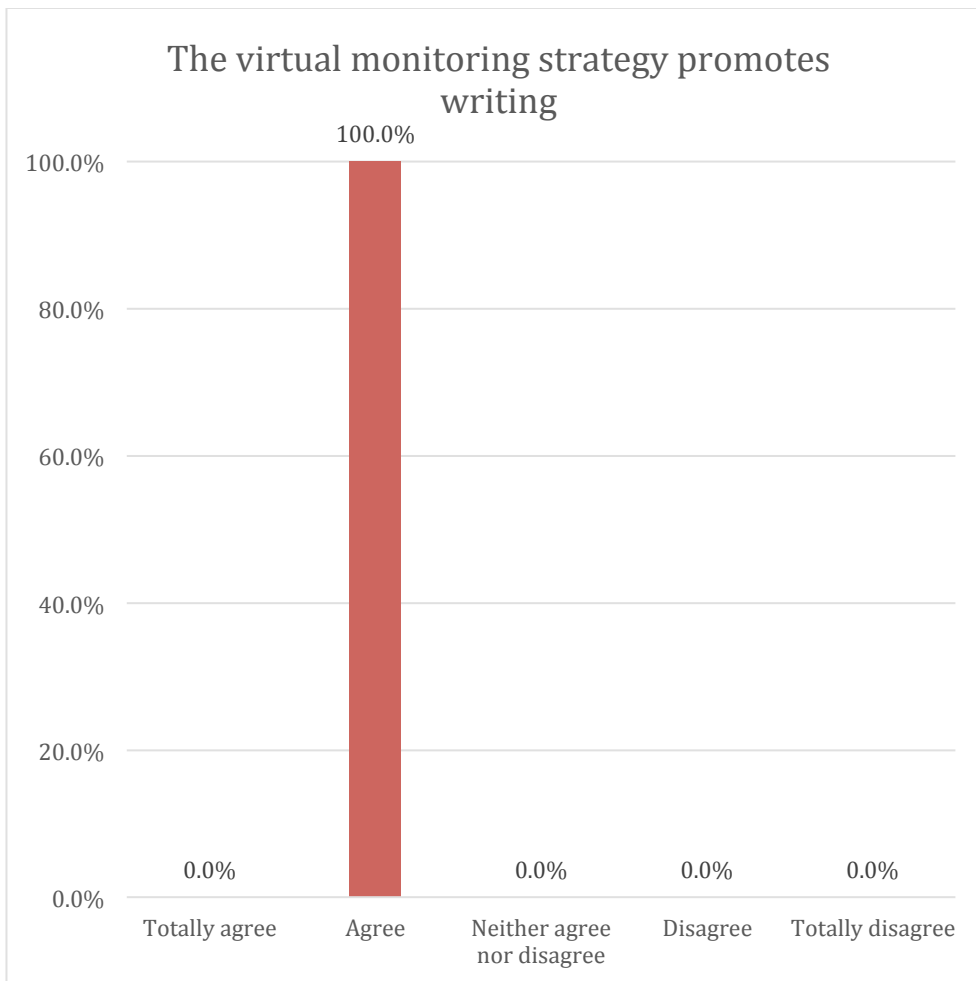
100% of the sample perceived Facebook as a self-regulation strategy, which let them accomplish a successful writing process since, in this app, they can work at their rhythm and pace, receiving feedback from their community and, at the same time, getting valuable information to construct a coherent and meaningful text for their audience.

These results are out of tune with Yunus & Salehi's assumptions (2012). They assured students liked such a strategy because they could take their time to think about what they wanted to write or comment to users. In that sense, they did each activity in their own space where they felt in a comfortable zone by having the freedom to regulate their learning.

Working under these circumstances, students could reach a successful and meaningful writing process with a potential engagement and willingness to accomplish it. Another key advantage of working with Facebook is that electronic tools provide students with a different context, which is a friendly environment for them.

In the same tenor, Warnock (2009) stated that teachers who use virtual strategies have new opportunities not found in daily classes, such as the solid connections between teachers and students created in favor of the learning scenario.

In brief, the self-regulated strategy has different benefits for Facebook users as confidence, a friendly-motivational environment, meaningful context, and a potential tool to develop writing competence.



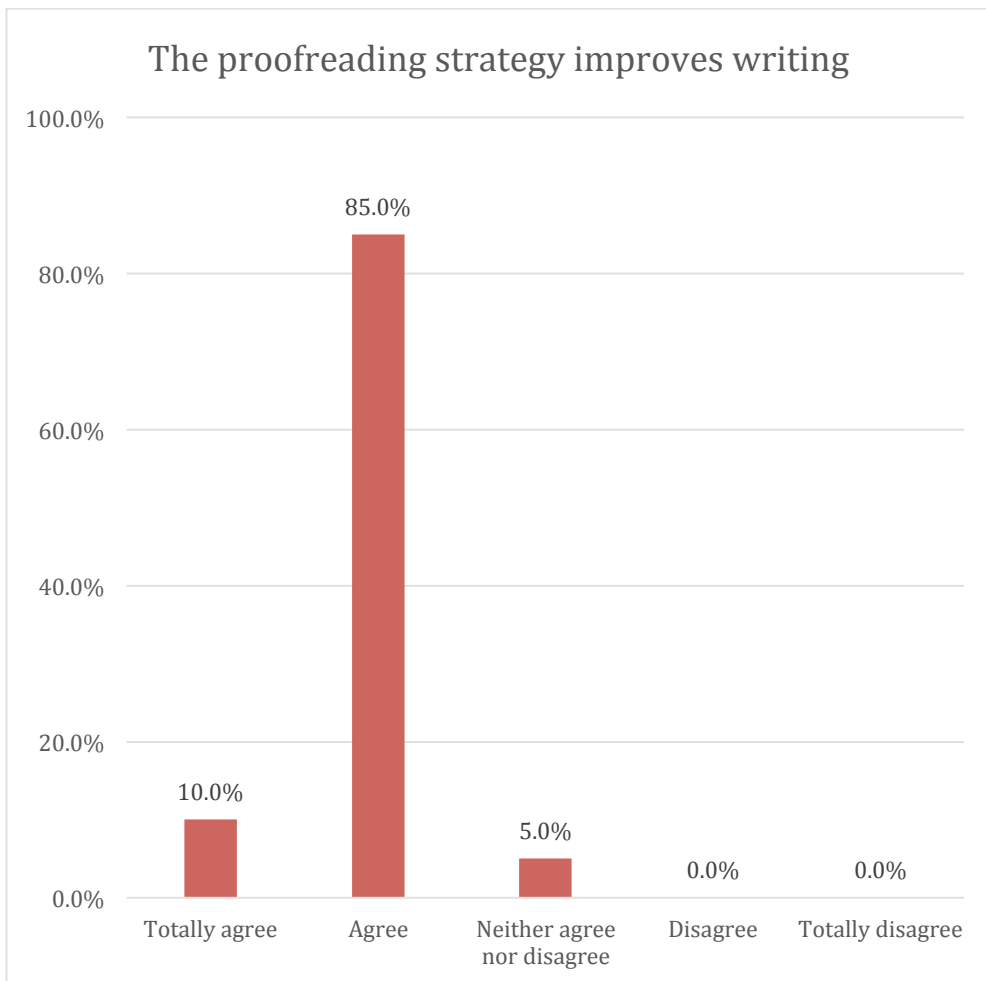
Graphic 19. The virtual monitoring strategy promotes writing.

According to the graph, 100% perceived and agreed that the virtual monitoring strategy promoted their writing development on Facebook. Considering Trinadiah, Sada, & Salam (2014), virtual monitoring accomplished by the teacher is a new role when working with

apps, which is fundamental since he is responsible for providing students with the necessary conditions to achieve goals.

Additionally, the teacher's role as a monitor is vital in learning. In this case, even though students can self-regulate their process with the help of some other users from Facebook, the teacher figure must be present because he must guide them during their process of writing by giving ideas and opinions, correcting mistakes, and redirecting activities; in other words, monitoring them at any point of the process.

Thus, as virtual monitoring is constant, the teacher needs to pay attention when he helps students in order not to change their writing.



Graphic 20. The proofreading strategy improves writing.

Even though 5% neither agreed nor disagreed, 95% agreed that the proofreading strategy improves writing in terms of spelling, grammar, and lexicon.

It is worth mentioning that the principal function of proofreading is to get quality in writing by revising and correcting any mistakes, considering writing inconsistencies, discourse errors, and redundancy so that they can accomplish the principal purpose of writing competence, which is communication.

Therefore, students will work better when they have the time to recheck their writing with any proofreading tool or by accomplishing peer reviews.

The next chapter will describe the conclusions and further research.

CHAPTER V: CONCLUSION

5.1 Introduction

This chapter deals with the conclusion of the research regarding the last comments on the outcomes. It describes the summary of the findings, accomplishments of the aims, limitations of the study, suggestions for further research, the researcher's point of view, and a personal reflection.

5.2 Summary of the findings

Research question 1 Does Facebook promote writing?

According to the results shown in the previous chapter, Facebook promotes writing because of the following arguments.

First, most students agreed that Facebook improved their writing style when they practiced any activity on this app, especially by reading their classmates' essays to acquire new phrases, expressions, vocabulary, grammar structures, and writing styles.

Secondly, a high percentage of students found a writing partner to support their writing that outlines how collaborative work influences their outcomes positively. Besides, working in such a way, they felt more confident because of classmates' help regarding unknown words, expressions, or slang.

Another interesting finding was that Facebook contributed to writing content, especially during the pre-writing strategy, because it was like a brainstorming section to get ideas to write. Additionally, another outcome showed how Facebook provided a writing model for the sample since they experienced new ways of writing thanks to share status functions, entry comments, and messaging.

Furthermore, feedback on Facebook was an outstanding element for writing, which guided students to deliver a final version of their text appropriately. Their writing registered minimum errors because of feedback from classmates and teachers. Facebook also promotes linguistic competence because the app fosters direct learning of grammar structures, correct usage, and spelling through practice.

Moreover, the application was a source of motivation favoring writing competence through their different activities such as commenting, chatting, and following English profiles

(academic and non-academic), which are opportunities to practice in this virtual environment and get familiar with writing patterns in English.

Because of the above, Facebook is a suitable tool for teachers to promote writing skills mediated by technology to cope with students who are digital natives.

Research question 2 Which strategies does Facebook foster to develop writing?

According to this study, different strategies are essential to develop writing on Facebook.

Thus, the following lines describe the ones that showed a positive result.

-Revising strategy provides feedback from chatting, improving writing papers in terms of quality regarding lexicon, grammar structure, language according to the register, and coherence in the text.

-Pre-writing strategy lets students formulate an idea of what to write; for instance, they can have a brainstorming section to share thoughts or discuss topics to get information.

-Comment strategy is essential to post to anyone at any time because that information represents a source of writing practice where they can correct mistakes, practice language in context naturally, and reinforce writing patterns in a friendly environment.

-Strategies to edit a text as suggestions and corrections from Facebook users got positive results in editing a paper since they ease students to identify what to correct, change, or improve.

These two items assisted users in writing quickly and delivering the task with minimum errors.

-Facebook group strategy contributes to a peer review of final writing papers. Here, students work collaboratively in teams giving ideas, writing paragraphs, and revising the text, making their performance appropriate to accomplish their activities faster.

-Interaction strategy allows students to improve their writing by providing more ideas about what to write. The posting, commenting, and chatting sections are the favorite ones for users to refine their writing.

-Motivational strategy is masterful for students because they privilege a friendly environment, making students feel relaxed and enjoy their writing process.

-The self-regulation strategy is the most outstanding advantage of working with technology because this strategy fosters learning and writing all the time without limits in terms of time, space, learning styles, and pace.

-Virtual monitoring strategy. In this respect, students considered it like extra help from their teacher during their writing process, which inevitably is not replaced by any function from Facebook. On the contrary, the teacher always plays a fundamental role in students' writing process by monitoring them in all writing stages.

-The proofreading strategy is vital to check misspellings and grammar mistakes to get an appropriate piece of writing.

In brief, Facebook privileges different strategies to practice, develop, and improve writing competence.

5.3 Accomplishments of the aims

It is worth mentioning that the research accomplished its goals centered on identifying if Facebook promotes writing and what strategies it promoted when students worked on it.

First of all, Facebook promoted writing. Indeed, students perceived it positively and characterized it as an app that provides a comfortable-friendly environment to learn and change their writing by adopting different writing styles, leading to an appropriate performance.

Moreover, thanks to the research, the strategies to work writing with Facebook are correction, edition, providing information, and collaborative work with motivational attitudes.

5.4 Limitations of the study

As with any research, this study has limitations. Then, it could be complemented with the qualitative scope to enrich outcomes and have a broad comprehension of the phenomena. Besides, accomplishing it in a more representative sample could provide more data about the feasibility of the app in large groups or even educational modalities. Finally, all of this can derive from new research that can contribute significantly to the English learning-teaching process.

5.5 Suggestions for further research

Based on this research, some possible further studies are the following:

- Improving reading skills by using Facebook
- Practicing the English language integrally with a digital tool with native speakers
- Promoting autonomous learning in a flexible learning environment with Facebook
- Updating the teaching process with a dynamic teaching methodology based on Facebook
- Fostering lexicon in a natural learning context mediated by technology
- Technology as a tool to increase motivation to learn English.

5.6 Personal reflection

This research was a personal challenge that, without hesitation, changed my perspective on Facebook and, in general, social media.

Before this, my perception of applications and digital tools was centered on gadgets to have fun and share non-academic things, which are part of daily life. Nonetheless, as technology usage is growing nowadays and considering special world conditions such as the recent confinement, the need for new platforms and, in general, technological resources to mediate teaching are urgent to guarantee education and inclusion.

Besides, with this study, I realized that teachers must be updated to cope with such resources to continue their teaching tasks and fulfill students' necessities according to their preferences for learning in virtual environments (Flores-González, 2022). Consequently, the findings contribute to my professional profile to develop suitable teaching practices in future classes in virtual, online, or hybrid modalities. At the same time, the study helped me to search for methods, strategies, and techniques to teach with technology mediation to have broadened scopes to teach writing, reading, listening, speaking, or even vocabulary or pronunciation.

5.7 Final comments

Teaching is continuously changing; thus, teachers are responsible for looking for suitable strategies, techniques, and methods to achieve successful outcomes and satisfy students. At this point, technology represents a possible option to reach such a goal, considering that students are digital natives.

The teacher plays a fundamental role in selecting the correct application and didactic sequence for each student according to his background.

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