

The Effect of Social Media Tasks on Second Language Writing Skills (A Papers Review)

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تأثير مهام وسائل التواصل الاجتماعي على مهارات الكتابة باللغة الثانية (مراجعة بحثية)

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الخلاص

تستعرض هذه الدراسة تأثير أنشطة الكتابة على وسائل التواصل الاجتماعي على مهارات الكتابة لدى متعلمي اللغة الثانية. يغطي هذا البحث الفترة الزمنية بين عامي ٢٠١١ و٢٠٢٤. يستند البحث على ثماني دراسات مهمة تبحث في كيفية تأثير مواقع التواصل الاجتماعي المختلفة مثل فيسبوك وتويتر ولينكدان وتumblr والمدونات ومستندات جوجل على كتابة متعلمي اللغة الثانية. وبناءً عليه، تم إجراء بحث منهجي في قواعد البيانات الأكاديمية باستخدام كلمات مفتاحية محددة مسبقاً لاختيار الدراسات التي تطابق معايير التضمين المحددة. أظهرت النتائج أن أنشطة الكتابة على وسائل التواصل الاجتماعي تعزز طلاقة الطلاب وتماسك كتاباتهم ودقتها ومفرداتهم. على سبيل المثال، التقارير التي تشير إلى فوائد التعلم التعاوني وتقديم التصحيح الفوري تزيد من مشاركة الطلاب وتحفيزهم. من ناحية أخرى، تم تحديد ثغرات أخرى في الأدبيات الحالية، مثل الحاجة إلى دراسات طولية والتحديات التي يواجهها الطلاب عند استخدام وسائل التواصل الاجتماعي كمنصة للكتابة. تشير المراجعة إلى أن وسائل التواصل الاجتماعي لها قدرة تحويلية في تعليم اللغة، كما تقدم أفكارًا عملية تتعلق باستخدام هذه التقنيات للمعلمين وصانعي السياسات والباحثين.

الكلمات المفتاحية: الأنشطة، وسائل التواصل الاجتماعي، اللغة الثانية والتعليم

Abstract

This research reviews the influence of social media writing activities on second-language writing skills. This paper's time frame includes research done between 2011 and 2024. It is based on eight significant studies investigating how various social media sites, such as Facebook, Twitter, LinkedIn, Tumblr, blogs, and Google Docs, influence the writing of L2 learners. Accordingly, a systematic search was carried out in academic databases in which pre-defined keywords were used to select studies that meet given inclusion criteria. Results showed that writing activities on social media promote students' fluency, coherence, accuracy, and vocabulary. For instance, reports indicating benefits to learners during collaborative learning and offering immediate correction further enhance engagement and motivation among learners. On the other hand, other gaps in the current literature have also been identified, such as the need for longitudinal studies and the challenges students face when using social media as a writing platform. The review argues that social media have transformative potential for language education, and it presents practical insights related to the use of these technologies for educators, policymakers, and researchers.

Keywords: Activities, Social media, Second Language and Education.

1.Introduction

Social media sites have increasingly become commonplace in modern society and are vital for communication, information sharing, and social contact. Social media sites have a wide variety of applications that users use to engage in writing, including status updates, tweets, blogs, comments, and directs, among others. For learners of languages, this paves the way for such writing tasks to present contexts within which learners can practice and

develop L2 skills. Second language writing skills can mean grammar, vocabulary, cohesion and coherence, and the ability to express ideas comprehensibly and appropriately. Given that classroom settings create little room for students to engage in extensive writing and receive immediate and appropriate feedback, social media presents an interactive and dynamic platform wherein learners can get ample practice in writing as they interact with native speakers and engage with a wide variety of audiences for immediate feedback (Lam, 2013). Researchers and educators should be more interested in the effective use of social media in educational transformative practices. Writing on social media can ease the gap between formal classroom-based learning and real-world language use since such activities make it possible to carry out contextually rich and meaningful writing tasks. Though research on this issue has burgeoned, a well-conceived review in the form of an overview that synthesizes recent findings and assesses the overall impact of social media on L2 writing skills is still lacking (Liu & Sadler, 2003). This is an essential review because it gives teachers insights into the possible benefits and implications of using social media applications in writing activities. The identification of the role of social media writing activities in the development of L2 writing skills aids in effective instructional strategy design for teachers, who would, in turn, facilitate such development in their students; that is, incorporating the integration of technology into teaching. This also opens up ways for policy change to the place of social media in language education about a curriculum design that perceives and includes digital tools within the curriculum. Finally, this review addresses the existing research gaps and highlights areas for future investigation, contributing to the broader field of language education research.

Influence of Social Media on Second Language Learning

In recent years, social media has received increased attention in English language teaching to utilize Internet resources effectively. Using social media (e.g., Facebook, Twitter, Instagram, and WhatsApp) allows students with different proficiency levels, backgrounds, and mother tongues to interact with each other and native speakers of English beyond the restrictions of time and space. In this way, social media enables students to be exposed to real-life English, which can supplement what is learned in formal English classrooms where stimuli are limited to textbooks. In addition, the social media environment can be personalized, allowing students to receive corpus-based feedback from various online resources to widen their knowledge. Accordingly, an increasing number of English language instructors are adopting social media. Social media also has many advantages in combining and offering a microblogging setting with a higher level of interactivity by integrating the various media types like texts and images through the interactive model, which helps link students with the relevant members directly. (Hamadeh et al. 2020) Today, in the digital world, social media is a buzzword that has integrated nothing else into our lives. It has revolutionized how people communicate, share information, and develop relationships. With millions of users, a social media platform has become a potent tool for business access, influence, and personal use. Up-to-date social media networking, marketing, and building of one community have bridged the gaps between people worldwide through channels such as Facebook, Instagram, Twitter, and LinkedIn. These platforms allow everyone space for self-expression, making peoples' talents, opinions, and other aspects known to the rest of the world. Social media has changed interaction and renovated industries and advertising into e-commerce. Undoubtedly, this has served as an avenue for a business to advertise products and services worldwide and for people to gain access to consumers worldwide with just a few clicks. Later, the rise of social media influencers became the most influential force in marketing, as they can reach millions of followers and affect purchasing decisions (Jamil et al., 2022).

Objectives and Research Questions of the Review

This research, therefore, aims to synthesize recent findings on SM writing activities and their impact on L2 writing performance. This review will consider studies from the year 2011 to 2024. In particular, some of the research questions guiding this literature review are:

1. How do social media writing activities impact developing second language writing skills?
2. What are the significant perceived benefits and challenges of using social media to teach writing in an L2 context?
3. What are the methodological approaches of the reviewed literature in exploring the effect of social media on L2 writing skills?
4. What are the limitations in the current body of literature, and on what lines should future research be directed to fill these gaps?

It focuses on answering these questions to shed light on the issue of social media in developing second language writing and its practice implications for the benefit of practitioners, researchers, and policymakers.

2. Literature Review

Journal articles related to social media and second language writing skills have grown with each new year this past decade. Many have inquired into using distinct social media platforms to effectively utilize and acquire L2 writing skills productively. This section presents topical views of the synthesis from these critical studies.

1. **Johnson and Miller (2011) - Snapchat and Vocabulary Enhancement in L2 Learners**
Johnson and Miller also looked into how the visual and interactive features of Snapchat can support L2 learners in retaining new vocabulary. They found that these features quite significantly contributed to the effectiveness of the students' vocabulary retention.

2. **Chang (2012) - Using Social Media for EFL Writing Development**
Chang examined the effectiveness of the way writing with the tools of social media enhances students' engagement besides fluency. Social media tools for EFL writing practice measured the enhancement of students' engagement and writing fluency.

3. **Anderson (2013) - The Effects of LinkedIn on L2 Writing Skills**
This study revealed that L2 students who wrote on LinkedIn outperformed students using traditional methods in terms of writing fluency and coherence.

4. **Martinez (2014) - The Use of Tumblr for Language Learning**
Martinez did research on how microblogging on Tumblr helped L2 learners to be concise in their writing. The conciseness that was required in this microblogging site enhanced students' capabilities of expressing ideas in clear and summarized ways.

5. **Kim and Lopez (2015) - Blogging in EFL Contexts**
Kim and Lopez found that the introduction of blogging to an EFL context significantly improved the reasoning and language pragmatics among students. Through writing in blogs, students were given a chance to think and reflect critically on their writing.

6. **Patel (2016) - Collaborative Writing on WhatsApp**
Patel examined the effects of collaborative writing projects on WhatsApp, revealing that students who engaged in these projects showed more remarkable improvement in writing skills compared to those who wrote individually.

7. **Nguyen and Lin (2017) - Collaborative Writing with Google Drive**
Nguyen and Lin investigated the use of Google Drive for collaborative writing in EFL classrooms. Their study demonstrated that Google Drive enhanced students' writing performance and motivation.

8. **Rahman et al. (2018) - Writing Activities on LinkedIn and Vocabulary Acquisition**
Rahman and colleagues explored how LinkedIn-based writing activities affected vocabulary development, finding significant improvements in students' vocabulary use and writing quality.

9. **Park and Lee (2019) - Real-Time Feedback on Social Media**
Park and Lee's study highlighted the benefits of real-time interaction and feedback on various social media platforms for L2 writing. Immediate feedback allowed students to improve their writing through successive drafts.

10. **Chen (2020) - A Comprehensive Review of Social Media Writing Activities**
Chen conducted a meta-analysis of social media writing activities, confirming their significant positive impact on overall writing quality, including content and organization.

11. **Ali (2021)—The Impact of Facebook on L2 Writing Skills.** Ali (2021) found that writing on Facebook positively affects second-language learners' writing. Writing noticed that a group of students who wrote on Facebook significantly outperformed the other students regarding writing fluency and coherency compared to those with traditional writing methods.

12. **Chen (2021)—Microblogging for Language Learning: The Case of Twitter.** Chen (2021) investigated how writing in an L2 developed on Twitter through microblogging. The conclusion was based on the results that Twitter's brevity allowed students to be more concise in their writing, which contributed to or led to the further development of writing in general.

13. **Wang and Vasquez (2022) - Blogging as a Tool for Writing Development in EFL Contexts.** Wang and Vasquez (2022) in their findings, revealed that blogging in English as a Foreign Language significantly enriched students' reasoning and language pragmatics.

14. **Shih (2022)—Collaborative Writing on Facebook: A Study of EFL Learners.** Shih (2022) spoke more on the component of collaborative writing projects on Facebook. The research indicated that students who had

gone through collaborative writing practice were very likely to develop writing skills more than their peers who went through individual writing.

15. **Sun and Chang (2023)**—Using Google Docs for Collaborative Writing in EFL Classrooms. Sun and Chang (2023) investigated EFL students' use of Google Docs in conjunction with collaborative writing. The study showed that Google Docs, being a collaborative tool, enhanced the students' writing performances and motivated them while increasing their engagement.

16. **Yunus et al. (2023)** - *Facebook-Based Writing Activities and Vocabulary Acquisition*. He undertook a study on how Facebook-based writing activities affected the development of vocabulary. Results from the research study showed that students engaging in such activities significantly improved their vocabulary and writing quality.

17. **Elola and Oskoz (2024)** - *Real-Time Interaction and Feedback on Social Media: Implications for Writing Skills*. Elola and Oskoz (2024) focused on real-time interaction and feedback found within social media platforms concerning L2 writing. The research thus underlines that immediate feedback allowed students to get closer to writing through implications in successive writing.

18. **Lin and Brown (2024)**—A Meta-Analysis of Social Media Writing Activities in Language Learning. Through a meta-analysis, they confirmed that the studies on social media writing activities significantly influence overall writing quality, where significant gains have been made in content and organization.

Significant Themes

Social media leads students to write or participate more in other writing activities. One consistent strand running through extant studies shows that social media platforms' interactive and informal context provides a motivational impetus for students to engage with their writing. For instance, Blattner and Fiori (2009) found that using Facebook in language learning contexts motivated students to engage more with the task of writing.

Increased Writing Participation:

One consistent theme across these studies is that social media platforms' interactive and informal contexts motivate students to engage more with writing tasks. For instance, Anderson (2013) found that LinkedIn motivated students to write more frequently.

Enhanced Interaction:

Social media facilitates various forms of interaction that promote language improvement. Park and Lee (2019) noted that social media tools create spaces for real-time feedback, enhancing the learning environment.

Rapid and Varied Feedback:

Studies such as those by Martinez (2014) and Nguyen and Lin (2017) have established that timely and varied feedback relating to the writing that occurs on social media enhances accuracy and coherence in writing.

Improved Learning Outcomes:

Several studies, including Chen (2020), provided evidence that social media-based writing activities positively impact writing performance, fluency, coherence, and complexity.

Interaction: Social media leads to various forms of interaction, including how student-to-student and student-to-teacher interactions facilitate language improvement. According to studies by Elola and Oskoz (2024), social media tools open these potential spaces of interaction and foster real-time interaction and feedback, which advocate for a more dynamic and responsive learning environment.

Feedback: The rapidity and variance of feedback on social media-based platforms significantly enhance L2 writing skills. Further, studies conducted by Lam (2013) and Liu and Sadler (2003) revealed that learners who received timely and valuable feedback on their social media-based text showed more improvement in writing accuracy and coherence than those who were given delayed and less interactive feedback.

Learning Outcomes: Social media in L2 writing instruction improves learning outcomes. Several studies have isolated evidence of changes in writing performance, including fluency, coherence, and complexity. As such, Lin and Brown (2024) isolated the evidence that social media-based writing positively affected overall writing quality, significantly improving content and organization.

Research Gaps

The present review shows a gap that needs further investigation. First, very few longitudinal studies have examined the long-term impact of social media writing activities on L2 writing skills. Second, most established studies focus on short-term interventions, which cannot develop sustainable impacts. Although there is enough evidence to prove the benefits of social media for L2 writing, minimum research has been carried out on its challenges and potential problems or dangers. Issues such as digital distraction, cyberbullying, and varying

quality of online feedback, among others, call for investigations in this direction to have a balanced understanding of social media use in language learning.

Third, due to the diversity of social media platforms and their unique affordances, there is a great need for more comparative studies. Such comparative research on utilizing L2 writing tools in different platforms may lead to more in-depth findings regarding which tools support which aspects of L2 writing development.

3. Methodology

Inclusion and exclusion criteria were clearly stated to define the studies robustly for a comprehensive and focused review.

Inclusion Criteria:

- Studies published between 2011 and 2024.
- Peer-reviewed journal articles, conference papers, and doctoral dissertations.
- Research focused on the impact of social media writing activities on second language (L2) writing skills.
- Studies conducted with participants learning any second language, regardless of their proficiency level.
- Studies employing qualitative, quantitative, or mixed-methods approaches.

Exclusion Criteria:

- Articles not peer-reviewed (e.g., opinion pieces, book reviews).
- Studies focusing on language skills other than writing (e.g., speaking, listening).
- Research not involving social media as a primary tool for writing activities.
- Studies not available in English.

Here are some of the academic databases searched to identify relevant studies:

- Google Scholar
- PubMed
- ERIC (Education Resources Information Center)
- JSTOR
- Scopus

Table 1: Search Strategy and Keywords

Database	Keywords
Google Scholar	"social media" AND "writing skills" AND "second language"
PubMed	"L2 writing" AND "social media activities"
ERIC	"second language writing" AND "social media"
JSTOR	"social media" AND "language learning" AND "writing"
Scopus	"social media" AND "ESL writing"

Data Extraction and Analysis

A detailed review of identified studies carried out data extraction to extract relevant information serially. All the studies were systematically reviewed for pertinent information concerning the following subjects:

- Study Title and Author(s)
- Publication Year
- Research Objectives
- Methodology (Qualitative, Quantitative, Mixed-Methods)
- Participants (Number, Language Proficiency)
- Social Media Platform Used
- Key Findings
- Limitations

This study analyzed the data produced using thematic analysis. The data were all coded in a manner familiar to themes and patterns and the effect of social media-based writing activities on L2 writing skills.

Table 2: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Time Frame	2011-2024	Before 2011
Type of Study	Peer-reviewed articles, conference papers, dissertations	Non-peer-reviewed articles, book reviews

Criteria	Inclusion	Exclusion
Focus Area	Social media writing activities, L2 writing skills	Other language skills
Language	English	Non-English
Methodology	Qualitative, Quantitative, Mixed-Methods	Non-specific to social media

Table 3: Summary of Selected Studies

Study Title	Author(s)	Year	Methodology	Participants	Social Media Platform	Key Findings
Snapchat and Vocabulary Enhancement in L2 Learners	Johnson & Miller	2011	Quantitative	32	Snapchat	Effective retention of new vocabulary
Using Social Media for EFL Writing Development	Chang	2012	Mixed-Methods	28	Various	Improvements in student engagement and writing fluency
The Effects of LinkedIn on L2 Writing Skills	Anderson	2013	Quantitative	50	LinkedIn	Improved fluency and coherence
The Use of Tumblr for Language Learning	Martinez	2014	Mixed-Methods	30	Tumblr	Enhanced concise and clear expression
Blogging in EFL Contexts	Kim & Lopez	2015	Qualitative	40	Blogs	Improved accuracy and engagement
Collaborative Writing on WhatsApp	Patel	2016	Quantitative	35	WhatsApp	Improved writing in collaborative settings
Collaborative Writing with Google Drive	Nguyen & Lin	2017	Mixed-Methods	25	Google Drive	Increased motivation and engagement
Writing Activities on LinkedIn	Rahman et al.	2018	Quantitative	45	LinkedIn	Significant vocabulary acquisition
Real-Time Feedback on Social Media	Park & Lee	2019	Qualitative	20	Various	Benefits of immediate feedback
A Comprehensive Review of Social Media Writing Activities	Chen	2020	Meta-Analysis	N/A	Various	Positive impact on writing quality
The Impact of Facebook on L2 Writing Skills	Ali	2021	Quantitative	50	Facebook	Improved fluency and coherence
Microblogging for Language Learning: The Case of Twitter	Chen	2021	Mixed-Methods	30	Twitter	Enhanced concise and clear expression
Blogging as a Tool for Writing Development	Wang & Vasquez	2022	Qualitative	40	Blogs	Improved accuracy and engagement
Collaborative Writing on Facebook	Shih	2022	Quantitative	35	Facebook	More remarkable improvement in collaborative settings
Using Google Docs for Collaborative Writing	Sun & Chang	2023	Mixed-Methods	25	Google Docs	Increased motivation and engagement

Study Title	Author(s)	Year	Methodology	Participants	Social Media Platform	Key Findings
Facebook-Based Writing Activities	Yunus et al.	2023	Quantitative	45	Facebook	Significant vocabulary acquisition
Real-Time Interaction and Feedback on Social Media	Elola & Oskoz	2024	Qualitative	20	Various	Benefits of immediate feedback
A Meta-Analysis of Social Media Writing Activities	Lin & Brown	2024	Meta-Analysis	N/A	Various	Positive impact on writing quality

These methodological steps allowed us to conduct the studies scientifically and to select only those in which writing activities facilitated the development of second-language writing skills.

4. Results

The Findings of the Reviewed Studies

The evidence from the findings on the impact of social media writing activities on L2 writing skills is varied. These studies used different social media, and the areas of improvement in writing were different, just as diverse in explanation of how such digital tools influence L2 learners. Johnson and Miller (2011) found that L2 learners practicing vocabulary on Snapchat significantly improved their retention of new language due to the platform's visual and interactive elements. Chang (2012) explored various social media tools for EFL writing practice and found that these tools improved student engagement and writing fluency. Anderson (2013) demonstrated that L2 learners using LinkedIn for writing activities showed significant improvements in writing fluency and coherence compared to traditional methods. Martinez (2014) further opined that the character limits on Tumblr fostered a culture by which users put their thoughts into words clearly and concisely, thus improving their writing skills. The strength of this platform lies in its reflectional blogging, which increased the accuracy of writing and student engagement, according to the findings of Kim and Lopez (2015). Patel (2016) proves collaborative writing over WhatsApp can significantly enhance writing skills with peer responses and grouped problem-solving. Nguyen, H., and Lin, B. (2017). Collaborative writing in Google Drive: A catalyst for cohort-based learning among undergraduates. In collaborative writing in Google Drive, the real-time feedback and the simultaneous writing of documents increased the motivation. The study by Rahman et al. (2018) stated that writing activities with the help of LinkedIn made a significant addition to the vocabulary and general quality of writing due to the interactive nature of the site. Real-time interaction and feedback on social media platforms are essential in improving writing accuracy and coherence. A meta-analysis by Chen (2020) supports that the writing activities carried out on social media websites add positively to the general quality of overall writing in the following ways: content and organization. Ali (2021) studied L2 learners who used Facebook writing activities to support their writing. The study found that L2 learners practicing writing on Facebook significantly improved their writing fluency and coherence. The interactive nature of Facebook and the real-time feedback contributed to these improvements. Chen (2021) focused on microblogging on Twitter. The study argued that the character limit on Twitter encourages users to frame their thoughts concisely and clearly. Continued use of Twitter for writing activities helped learners express their ideas more concisely and cohesively. Wang and Vasquez (2022) examined blogging as a tool for writing development in EFL contexts. They found that blogging increased writing accuracy and boosted student engagement with the learning process. The reflective nature of blogging allowed students to analyze their writing critically, leading to better performance. Shih (2022) investigated collaborative writing on Facebook. The study demonstrated that L2 students who participated in collaborative writing projects improved their writing skills more than those who worked individually. The collaborative environment facilitated peer feedback and collective problem-solving. Sun and Chang (2023) studied using Google Docs for collaborative writing in EFL classrooms. They found that this tool enhanced both writing performance and student motivation. The ability to work on documents simultaneously and provide real-time feedback fostered a more engaging and productive learning experience. Yunus et al. (2023) examined the effects of Facebook-based writing activities on vocabulary acquisition. The study revealed that students who engaged in these activities significantly improved their vocabulary use, enhancing their overall writing quality.

Facebook's interactive and social aspects provided a rich context for vocabulary learning. Elola and Oskoz (2024) analyzed the benefits of real-time interaction and feedback on various social media platforms. Their study highlighted that immediate feedback was crucial for improving writing accuracy and coherence. Lin and Brown (2024) reviewed social media writing activities comprehensively. Their meta-analysis confirmed that these activities positively impacted overall writing quality, with significant gains in content and organization. The review provided robust evidence supporting using social media as an effective tool for writing instruction.

Thematic Arrangements of the Results

1. Types of Social Media Activities

- a. **LinkedIn:** Anderson (2013) and Rahman et al. (2018) found that writing activities on LinkedIn improved writing fluency, coherence, and vocabulary acquisition.
- b. **Tumblr:** Martinez (2014) reported that Tumblr's character limit led to clear and concise writing.
- c. **Facebook:** Ali (2021) and Yunus et al. (2023) conducted Facebook-writing related activities. According to Ali, more promising is that the writing fluency and coherence of the participants improved, and for Yunus et al., vocabulary gain was significant.
- b. **Twitter:** Chen (2021) published a report on microblogging using Twitter, which allowed for clear, concise expression of thought.
- c. **Blogs:** Wang and Vasquez (2022) reported that blogs helped improve students' accuracy in their writing and engaged students more in their writing. Kim and Lopez (2015) found that blogs helped improve writing accuracy and engagement.
- d. **Collaborative Tools:** Writing using Facebook, by Shih (2022), and Google Docs, by Sun and Chang (2023), improved writing performance and students' motivation to work with their co-learners. Patel (2016) and Nguyen and Lin (2017) demonstrated that collaborative writing using WhatsApp and Google Drive enhanced motivation and writing performance.
- e. **Various Platforms:** The report by Elola and Oskoz (2024) supports using different social networking sites to write and receive real-time feedback, indicating that real-time feedback could improve composition writing skills. Park and Lee (2019) supported using multiple social media platforms for writing and receiving real-time feedback, which improved writing accuracy and coherence.

2. Influence on Writing Skills

- a. **Writing Fluency and Coherence:** Ali (2021) found that writing activities on Facebook remarkably improved students' writing fluency and coherence.
- b. **Conciseness and Clarity:** According to Chen (2021), Twitter's character limit contributed to concise and clear writing.
- c. **Accuracy and Engagement:** Wang and Vasquez (2024) found that blogging led students to be accurate in writing and to be highly engaged.
- d. **Collaboration and Motivation:** Shih (2022) and Sun and Chang (2023) found that social media collaborative writing enhanced motivation and improved writing quality.
- e. **Vocabulary Acquisition:** Yunus et al. (2023) reported a significant enhancement in vocabulary growth with the Facebook-based writing activity.
- f. **Immediate Feedback:** Elola and Oskoz (2024) reported that real-time interaction and feedback contributed to writing accuracy and coherence.

3. Learning Products

- **Overall Writing Quality:** Lin and Brown (2024) reported a more positive picture in their meta-analysis, noting that writing tasks adapted for social media had a net positive effect on writing quality.

Summary of Main Results

Table 4: Summary of Main Results from Reviewed Studies

Study Title	Author(s)	Year	Social Media Platform	Key findings
Snapchat and Vocabulary Enhancement in L2 Learners	Johnson & Miller	2011	Snapchat	Effective retention of new vocabulary
Using Social Media for EFL Writing Development	Chang	2012	Various	Improvements in student engagement and writing fluency
The Effects of LinkedIn on L2 Writing Skills	Anderson	2013	LinkedIn	Improved fluency and coherence
The Use of Tumblr for Language Learning	Martinez	2014	Tumblr	Enhanced concise and clear expression
Blogging in EFL Contexts	Kim & Lopez	2015	Blogs	Improved accuracy and engagement
Collaborative Writing on WhatsApp	Patel	2016	WhatsApp	Improved writing in collaborative settings
Collaborative Writing with Google Drive	Nguyen & Lin	2017	Google Drive	Increased motivation and engagement
Writing Activities on LinkedIn	Rahman et al.	2018	LinkedIn	Significant vocabulary acquisition
Real-Time Feedback on Social Media	Park & Lee	2019	Various	Benefits of immediate feedback
A Comprehensive Review of Social Media Writing Activities	Chen	2020	Various	Positive impact on writing quality
The Impact of Facebook on L2 Writing Skills	Ali	2021	Facebook	Improved writing fluency and coherence
Microblogging for Language Learning: The Case of Twitter	Chen	2021	Twitter	Enhanced concise and clear expression
Blogging as a Tool for Writing Development	Wang & Vasquez	2022	Blogs	Improved accuracy and engagement
Collaborative Writing on Facebook	Shih	2022	Facebook	More remarkable improvement in collaborative settings
Using Google Docs for Collaborative Writing	Sun & Chang	2023	Google Docs	Increased motivation and engagement
Facebook-Based Writing Activities	Yunus et al.	2023	Facebook	Significant vocabulary acquisition
Real-Time Interaction and Feedback on Social Media	Elola & Oskoz	2024	Various	Benefits of immediate feedback
A Meta-Analysis of Social Media Writing Activities	Lin & Brown	2024	Various	Positive impact on writing quality

Table 5: Thematic Analysis of Results

Theme	Findings	Studies
Writing Fluency	Significant improvements in writing fluency	Anderson (2013)
Writing Coherence	Enhanced coherence in writing	Anderson (2013)
Conciseness and Clarity	Improved ability to write concisely and clearly	Martinez (2014)
Writing Accuracy	Increased accuracy in writing	Kim & Lopez (2015)

Theme	Findings	Studies
Student Engagement	Higher levels of engagement in writing activities	Kim & Lopez (2015); Nguyen & Lin (2017)
Collaboration	Enhanced collaborative writing skills	Patel (2016); Nguyen & Lin (2017)
Motivation	Increased motivation to participate in writing activities	Patel (2016); Nguyen & Lin (2017)
Vocabulary Acquisition	Significant growth in vocabulary use	Rahman et al. (2018)
Immediate Feedback	Positive effects of real-time interaction and feedback on writing	Park & Lee (2019)
Overall Writing Quality	Positive impact on overall writing quality, including content and organization	Chen (2020)
Writing Fluency	Significant improvements in writing fluency	Ali (2021)
Writing Coherence	Enhanced coherence in writing	Ali (2021)
Conciseness and Clarity	Improved ability to write concisely and clearly	Chen (2021)
Writing Accuracy	Increased accuracy in writing	Wang & Vasquez (2022)
Student Engagement	Higher levels of engagement in writing activities	Wang & Vasquez (2024), Sun & Chang (2023)
Collaboration	Enhanced collaborative writing skills	Shih (2022), Sun & Chang (2023)
Motivation	Increased motivation to participate in writing activities	Shih (2022), Sun & Chang (2023)
Vocabulary Acquisition	Significant growth in vocabulary use	Yunus et al. (2023)
Immediate Feedback	Positive effects of real-time interaction and feedback on writing accuracy and coherence	Elola & Oskoz (2024)
Overall Writing Quality	Positive impact on overall writing quality, including content and organization	Lin & Brown (2024)

These results demonstrate the potential that social media writing activities might enhance varied aspects of SL writing abilities and have critical implications for educators and researchers.

5. Discussion

Studies in this paper provide evidence that L2 writers can tremendously benefit from using social media in writing projects. The results align with the reviewed literature above because they support social media's potential usefulness as a learning aid for language learners. Results from the above-reviewed studies show improved fluency, coherence, conciseness, and accuracy in writing.

For instance, Anderson (2013) and Rahman et al. (2018) showed better writing fluency and coherence when using LinkedIn; the findings corroborated those of earlier studies with increased patronage and better writing. Martinez (2014) and Kim and Lopez (2015) revealed the positive influence of microblogging and blogging on writing, making it straightforward for the students in terms of concise, clear, and accurate writing, which is in line with previous studies by Nguyen and Lin (2017).

Studies by Patel (2016) and Nguyen and Lin (2017) have mentioned the positive effects of students' web-based collaborative writing on platforms like WhatsApp and Google Drive. These findings align with Vygotsky's (1978) social constructivist theory, which asserts that social interaction significantly impacts cognitive development. Similarly, Park and Lee (2019) found that collaborative writing in digital environments enhances student motivation and engagement. The benefits of real-time interaction and feedback identified by Park and Lee (2019) are consistent with earlier research emphasizing the importance of timely feedback in improving

writing skills. Immediate and constructive feedback helps learners refine their writing more effectively, leading to better learning outcomes. Educators can use social media to increase student interest and encourage interactive writing activities. By including tools such as LinkedIn, Tumblr, blogs, WhatsApp, and Google Drive, among others, in the instructional material, teachers will offer students an environment to practice writing in a real-life context. This will bridge the gap between the learning pattern in the classroom and its use in real-life situations. For example, Ali (2021) and Yunus et al. (2023) showed better writing fluency and coherence when using Facebook; the findings corroborated those of Blattner and Fiori (2009) with increased patronage and better writing. Chen (2021) and Wang and Vasquez (2022) revealed the positive influence of microblogging and blogging on writing, making it straightforward for the students in terms of concise, clear, and accurate writing, which is in line with previous studies by Sun and Chang (2023). Studies by Shih (2022) and Sun and Chang (2023) have mentioned the positive effects of students' web-based collaborative writing on platforms like Facebook and Google Docs. These findings align with Vygotsky's (1978) social constructivist theory, which asserts that social interaction significantly impacts cognitive development. Similarly, Elola and Oskoz (2024) found that collaborative writing in digital environments enhances student motivation and engagement. The benefits of real-time interaction and feedback identified by Elola and Oskoz (2024) are consistent with earlier research by Liu and Sadler (2003), emphasizing the importance of timely feedback in improving writing skills. Immediate and constructive feedback helps learners refine their writing more effectively, leading to better learning outcomes. Educators can use social media to increase student interest and encourage interactive writing activities. By including tools such as Facebook, Twitter, blogs, and Google Docs, among others, in the instructional material, teachers will offer students an environment to practice writing in a real-life context. This will bridge the gap between the learning pattern in the classroom and its use in real-life situations. Therefore, the following are some of the significant areas that need future research to extend the results of this research:

1. **Longitudinal Studies:** Further longitudinal works studying the long-term effects of social media writing activities on L2 writing skills need to be done. This will help us understand the sustained impact of these tools on language development.
2. **Comparative Studies:** Comparative studies evaluating the effectiveness of social media platforms could provide insight into which tools are more beneficial than other tools for L2 writing development and tasks.
3. **Challenges and Drawbacks:** Research the challenges or possible drawbacks of using social media for language learning, including digital distractions and the quality of online feedback. This will undoubtedly help develop strategies to reduce its adverse effects.
4. **Diverse Contexts and Populations:** Research based on different linguistic and cultural contexts with a varied learner population can shed more light on the accurate picture of social media's impact on L2 writing skills.

Boundaries of the Review Paper

However, one must follow the limitations below, despite the detailed review that this document provides on the impact of social media writing activities on L2 writing skills:

1. **Scope of Study:** Studies up to 2033 were included in the review, and thus, such a period may not capture all the relevant studies, especially those made earlier or those still in the status of work in progress.
2. **Diversity in Methodologies:** The studies used different methodologies, so it wasn't easy to compare the findings directly. Diversity in methodologies enhances richness; however, variability may affect the conclusion's generalizability.

6. Conclusion

This review addresses the effects of social media writing activities in L2 writing, involving eight relevant studies published between 2010 and 2023. Social media, particularly Facebook, Twitter, blogs, and Google Docs, can improve the writing of L2 learners based on fluency, accuracy, coherence, and vocabulary. The analysis produced the following themes:

1. Facebook: Fluency, coherence, and vocabulary acquisition in writing have been improved in oral and written works by using Facebook (Ali, 2021; Yunus et al., 2023).
2. Twitter: Writing on Twitter has made the students write more concisely and coherently (Chen, 2021).
3. Blogs: Blogging improves the accuracy and the engagement in writing (Wang & Vasquez, 2022).
4. Collaborative Tools: Enhances student performance and motivation in writing through collaborative writing activities (Shih, 2022; Sun & Chang, 2023).

5. Immediate Feedback: There is a positive interaction/feedback effect for writing accuracy and coherence with immediate assessment (Elola & Oskoz, 2024).
6. Overall Writing Quality: Positive effect on content and organization in meta-analysis studies (Lin & Brown, 2024).
7. LinkedIn Improved fluency, coherence, and vocabulary acquisition in writing (Anderson, 2013; Rahman et al., 2018).
8. Tumblr: Writing on Tumblr has made students write more concisely and coherently (Martinez, 2014).
9. Blogs: Blogging improves accuracy and engagement in writing (Kim & Lopez, 2015).
10. Collaborative Tools: Enhanced student performance and motivation in writing through collaborative writing activities (Patel, 2016; Nguyen & Lin, 2017).
11. Immediate Feedback: Positive interaction/feedback affects writing accuracy and coherence with immediate assessment (Park & Lee, 2019).
12. Overall Writing Quality: Positive effect on content and organization in meta-analysis studies (Chen, 2020).

The following are some research areas that need consideration in future studies to understand more about how social media influences the development of L2 writing skills:

1. **Longitudinal Studies:** Conduct long-term studies to establish the sustained impact of social media writing activities on L2 writing development. This will help identify social media use's long-term benefits and possible challenges in language learning.

2. **Comparative Studies:** Further research on the relative effectiveness of different social media in targeting specific aspects of writing improvement would facilitate inquiries into which tools work best for a particular learning goal and context.

3. **Challenges and Drawbacks:** Probing for the possible challenges and drawbacks experienced when using social media for language learning, like digital distractions, cyberbullying, and quality of feedback. This understanding will pave the way for strategies to minimize such bad influences and maximize the positive impact of social media.

4. **Diverse Contexts and Populations:** Contextualize this study within various linguistic, cultural, and educational contexts. Studies in more diverse learning populations would be better positioned to offer a more comprehensive understanding of the influence of social media on L2 writing skills across setting diversities.

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