

# Examining the Relevance of Social Networking Sites in Enhancing Writing Skills in English Among College Students in Hyderabad: An Online Survey

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**Abstract**—This study investigates the relevance of social networking sites in enhancing writing skills in English among the college students in Hyderabad, with a focus on the platforms Instagram and WhatsApp. Utilizing a descriptive research design, data were collected through an online survey from 360 college students to assess their social media usage patterns and perceptions of its impact on their writing skills. The results indicate that social media usage is associated with significant improvements in vocabulary and creativity. However, the study also highlights challenges, particularly in maintaining formal writing standards due to the informal language prevalent on these platforms. Statistical analyses, including Pearson correlation and regression analysis, revealed strong positive correlations between social media usage frequency and writing skill enhancement, but also noted moderate negative impacts on grammar and overall, these sites play an important role in the acquisition of global language like English, its use must be guided and balanced to avoid reinforcing undesirable language habits. The study focusses on how social networking sites can be deployed by academicians and institutions to exhaust social media as a learning platform while also addressing its challenges, thereby contributing to the effective language learning strategies in the digital age

**Keywords**—social media, English writing skills, college students, Hyderabad, vocabulary, formal writing

**ICTIEE Track:** Technology Enhanced Learning

**ICTIEE Sub-Track:** Navigating the Tech-Enhanced Learning Landscape: Challenges and Solutions

## I. INTRODUCTION

THE advent of social media has revolutionized communication, significantly altering how individuals

interact, share information, and learn.

From the beginning of 20<sup>th</sup> century, social networking sites platforms such as Twitter Instagram, Facebook, and WhatsApp have become integral parts of daily life, especially among younger generations. These platforms are not only tools for social interaction but have also emerged as powerful educational resources, offering unique opportunities for language learning and skill development. The impact of these sites on education, particularly in written communication, has become an area of increasing interest among educators and researchers. Social media provides learners with a less formal, more engaging, and interactive environment to practice language writing proficiency. The researchers suggest that networking in social platform can lead to enhance learning outcomes (Samuel & Pulizala, 2020).

The effect of social networking platform in education has been found to affect various aspects of language learning, including vocabulary acquisition, reading, speaking, and writing skills. Among these, writing skills are often considered the most challenging to develop, requiring a combination of creativity, grammatical precision, and the ability to convey ideas clearly and effectively. The informal nature of communication on social media, characterized by the use of abbreviations, emojis, and a conversational tone, contrasts sharply with the formal requirements of academic writing. This dichotomy presents both opportunities and challenges for learners, particularly in non-native English-speaking regions like Hyderabad, where English is often taught as a second language (Khan et al., 2023).

Hyderabad, a major educational hub in India, hosts a large population of college students who are increasingly relying

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on digital platforms for both non-academic and academic purposes. The vibrant use of

social networking by the students has raised questions about its influence on their English writing skills. While some educators' express concerns that social media may promote the use of informal language and reduce the quality of academic writing, others argue that it can serve as a valuable tool for enhancing writing skills by providing learners with a platform to practice writing regularly, receive feedback, and engage in collaborative learning (Almushwat & Sabkha, 2023).

The significance of studying relevance of social networking sites in enhancing writing skills in English in Hyderabad lies in its potential to inform educational strategies and policies. As the world becomes increasingly digital, the integration of social media into educational practices is inevitable. Understanding how these networking platforms can be leveraged improve language skills can help educators design more effective teaching methods that align with students' digital habits. Moreover, this study aims to address the gap in existing literature regarding the specific impact of social media on the writing skills of students in non-native English-speaking contexts, with a focus on Hyderabad (Asare et al., 2022).

Previous research has highlighted both the pros and cons of digital networking on the writing skills of students. On the positive side, social media platforms can enhance students' creativity, expand their vocabulary, and provide opportunities for real-time feedback from peers and educators. Research has endorsed that the students who were actively involved with digital networking tend to develop better writing skills due to the increased exposure to diverse writing styles and the need to articulate thoughts clearly and concisely in a public forum. For instance, research conducted by Abdullah (2020) demonstrated that digital platforms like Instagram and Facebook can significantly improve students' writing skills by encouraging them to participate in discussions, share ideas, and refine their writing based on feedback from others.

Alternatively, the casual nature of digital media communication can also lead to the incorporation of colloquial language, abbreviations, and grammatical errors into students' formal writing. This concern is particularly relevant in academic settings, where adherence to formal writing conventions is essential. Studies have noted that students who frequently use social media may struggle to switch between informal and formal writing styles, potentially leading to a decline in the quality of their academic work (Saha, 2019). For example, a study conducted by Nkhi (2023) found that students in Lesotho who used social media extensively exhibited a higher tendency to use informal language structures in their academic writing, which negatively affected their grades.

Given the dual nature of social media's impact on writing skills, it is crucial to investigate how these platforms can be used effectively to enhance students' English writing abilities while minimizing potential drawbacks. This study aims to explore the association between usage of social networking sites

and writing skills of English in the students of Hyderabad. By conducting an online survey, the research will gather data on students' social media habits, their perceptions of how these platforms influence their writing, and the specific aspects of writing that are most affected. The findings endorse the role of digital media in the better understanding of the language and positively contribute to the language acquisition and provide insights into how educators can harness its potential to improve writing skills (Nkhi, 2023).

In summary, the integration of social media into educational practices represents a significant shift in how language skills are taught and learned. While there are legitimate concerns about the potential negative effects of social media on formal writing, there is also evidence to suggest that these platforms can be powerful tools for enhancing students' writing abilities. This study seeks to explore this dynamic by focusing on college students in Hyderabad, a region where English is a second language, and where social media usage is pervasive. The results of this research will have important implications for educators, policymakers, and students alike, as they navigate the evolving landscape of digital education (Al-Jarrah et al., 2019).

## II. LITERATURE REVIEW

The impact of social media on the development of English writing skills among students has garnered significant attention in academic research, particularly as these platforms have become ubiquitous in daily life. Various studies have explored how social media contributes to language learning and the implications it has on students' proficiency in English writing.

**Al-Jarrah et al. (2019)** conducted a study focusing on secondary school students and found that digital platforms like Instagram and Facebook were effective in enhancing students' grammar and writing abilities. The study employed a descriptive statistical approach, analyzing data collected from a sample of 132 students. The findings indicated that students who frequently used social media for educational purposes demonstrated improved writing performance. This improvement was attributed to the interactive nature of social media, which facilitates collaborative learning and provides instant feedback from peers and instructors.

In contrast, **Asare et al. (2022)** investigated the effects of social media language, often referred to as "net language," on the formal writing skills of students at Mount Mary College of Education. The study, which used a phenomenological research design, revealed that the frequent use of abbreviations, slang, and informal expressions on social media platforms negatively impacted students' formal writing skills. The researchers noted that while social media encourages more frequent writing, the quality of formal writing may suffer due to the informal language norms prevalent on these platforms.

**Klimova and Pikhart (2019)** explored the cognitive and applied linguistics aspects of using Facebook to develop writing skills in English as a Foreign Language (EFL)

learners. Their study highlighted that Facebook's collaborative environment positively influenced students' ability to organize and articulate their thoughts in writing. The research methodology included a systematic review of studies on the topic, which revealed that the use of Facebook in EFL classes not only enhanced writing skills but also increased students' motivation and confidence. However, the study also pointed out the need for more experimental research to understand the long-term impacts of such platforms on writing proficiency.

Further supporting the positive impact of digital networking sites on writing skills, **Suswati et al. (2019)** examined the effect of social networking platform as an instrument to improve creative writing in English for the urban students. The study employed a development research method to create learning materials using platforms like Instagram, Facebook, and WhatsApp. The results showed that students who used these materials exhibited a higher level of creativity in their writing, suggesting that social media can be a valuable resource in developing innovative thinking and expression in writing.

However, the impact of social media is not universally positive. **Nkhi (2023)** conducted a qualitative study on the effects of digital social media on the writing and speaking skills of tertiary-level students in Lesotho. The study found that while social media can enhance speaking skills by providing more opportunities for practice, it often leads to a decline in grammatical accuracy in writing. This was particularly evident among students who relied heavily on social media for communication, as they tended to carry over informal language structures into their academic writing.

Similarly, **Abdullah (2020)** explored the effects of social media on Kurdish EFL students' English language proficiency, focusing on key language skills, including writing. The study employed both quantitative and qualitative methods and found that while social media usage had a generally positive impact on vocabulary and speaking skills, it had a mixed effect on writing skills. Specifically, while some aspects of writing, such as creativity and expression, improved, there was a noticeable decline in spelling and grammatical accuracy.

The study by **Dewi and Rizal (2023)** conducted a systematic review of literature on the effect of social networking platform in EFL students has considerably improved the writing proficiency in them. The review included 118 articles, of which 11 were closely analyzed. The findings indicated that social media platforms, particularly those that encourage user interaction, such as Instagram and Facebook, could significantly improve writing skills. These platforms allow learners to practice writing in a less formal, less stressful environment, which can lead to improved fluency and creativity. However, the study also emphasized the importance of guiding students to use these platforms appropriately to avoid the pitfalls of informal language use.

Lastly, **Esman et al. (2021)** investigated the association between digital platform exposure and English writing proficiency among high school students in the Philippines. Using a descriptive research design, the study found a slight positive correlation between the extent of social

media use and writing proficiency. The researchers suggested that while social media can enhance certain aspects of writing, such as vocabulary and engagement, its impact on overall writing proficiency is moderate, and more structured writing practices are needed to see significant improvements.

These studies collectively illustrate the dual nature of social media's impact on writing skills. While social media platforms provide valuable opportunities for practice, creativity, and engagement, they also pose challenges in maintaining the formal standards required in academic writing. The research suggests that the effectiveness of social media as a tool for improving writing skills largely depends on how these platforms are used and the guidance provided to students in navigating between informal and formal writing contexts.

Despite the growing body of research on the impact of social media on English writing skills, there remains a notable gap in understanding how these effects manifest among college students in specific regional contexts, such as Hyderabad. Most existing studies focus on secondary education or EFL learners in other regions, with limited research exploring how social media influences writing skills at the college level in Hyderabad. This study aims to fill this gap by examining the role of social media in improving English writing skills among college students in Hyderabad, using an online survey to gather data. The findings will contribute to the broader understanding of how digital tools can be leveraged in educational settings to enhance language proficiency, particularly in regions where English is not a first language.

### III. RESEARCH METHODOLOGY

This investigation implemented a descriptive research design, employing a quantitative approach to investigate the effect of social networking sites in enhancing writing skills of language learners of Hyderabad. The primary data collection method was an online survey distributed to a sample of college students currently enrolled in various institutions across Hyderabad. The survey was designed to capture detailed information regarding the students' social media usage patterns, the platforms that they frequently use, and their perceptions of how these platforms have influenced their English writing skills.

The data was collected from a single source: an online survey administered through Google Forms. The survey was designed to be anonymous to encourage honest responses and reduce the potential for response bias. The survey was distributed through various college networks, student groups, and social media platforms to reach a broad and diverse population of college students in Hyderabad.

The survey contained a mixture of closed-ended questions, multiple-choice questions, and Likert scale items to gather quantitative data on the following aspects:

1. **Frequency of Social Media Use:** Students were asked how often they use various social media platforms (e.g., Facebook, Instagram, WhatsApp) on a daily basis.
2. **Purpose of Social Media Use:** This section captured data on whether students use social media primarily for academic purposes, social interaction, entertainment, or a combination of these.
3. **Perceived Impact on Writing Skills:** Students rated the extent to which they believe social media has improved their writing skills in specific areas such as vocabulary, grammar, creativity, and overall writing proficiency.
4. **Challenges Faced:** Questions in this section aimed to identify any challenges or negative impacts that students associate with using social media for writing, such as the adoption of informal language or difficulty in transitioning to formal writing contexts.

The survey was conducted over a period of four weeks in June 2024. A total of 500 students were invited to participate, with a final response rate of 72%, yielding 360 completed surveys. The sample was stratified to ensure representation from different colleges within Hyderabad, covering various academic disciplines to obtain a holistic view of the impact of social media across different fields of study.

The data collected from the survey was subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS) software, version 26.0. Descriptive statistics, including means, frequencies, and standard deviations, were calculated to summarize the responses. Additionally, inferential statistical tests, such as Pearson correlation and regression analysis, were applied to examine the relationships between social media usage patterns and improvements in writing skills.

The table below provides a summary of the data source and analysis tool used in this research:

TABLE I RESEARCH METHODOLOGY OVERVIEW	
Component	Details
Data Source	Online survey conducted via Google Forms
Sample Size	360 respondents
Sampling Method	Stratified sampling across various colleges in Hyderabad
Survey Duration	4 weeks in June 2024
Component	Details
Survey Content	Frequency of use, purpose of use, perceived impact on writing skills, challenges faced
Data Analysis Tool	SPSS version 26.0

Statistical Tests	Descriptive statistics, Pearson correlation, regression analysis
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This methodology was designed to provide a comprehensive and detailed understanding the correlation between English writing skills and social media usage among language learners of Hyderabad. The findings derived from this analysis will contribute significantly to the field of educational technology and language learning, particularly in non-native English-speaking regions.

#### IV. RESULTS AND ANALYSIS

##### 4.1 Respondents' Demographic Profile

The survey data included responses from 360 college students in Hyderabad, the respondents' opinions are summarized and tabulated in Figure 1. The larger sections of respondents were aged between 21-23 years (38.9%), followed by the 18- 20 age group (25.0%). The least represented age group was 30+ years, accounting for only 5.6% of the sample. This demographic spread provides a broad perspective of social media usage patterns and their impact on writing skills across various age groups.

TABLE II AGE DISTRIBUTION OF RESPONDENTS		
Age Group	Frequency	Percentage (%)
18-20	90	25.0
21-23	140	38.9
24-26	70	19.4
27-29	40	11.1
30+	20	5.6

*Interpretation:* The age distribution shows that the survey was predominantly participated in by younger students, particularly those in the 21-23 age group. This age group is highly active on social media, which may influence their perceptions of how these platforms impact their writing skills.

##### 4.2 Social Media Usage Patterns

Table 2 presents the average daily usage and frequency of use for different social media platforms. Instagram was found to be the most frequently used platform, with students logging in an average of 12 times per day. WhatsApp was the second most frequently used platform, though its average daily use was slightly lower than Instagram.

TABLE III  
FREQUENCY AND DURATION OF SOCIAL MEDIA USAGE

Platform	Daily Use (hours)	Frequency of Use (Times/Day)
Facebook	2.10	7
Instagram	3.10	12
WhatsApp	2.80	10
Twitter	1.50	6
LinkedIn	1.80	4

*Interpretation:* Instagram and WhatsApp are the most engaged platforms among the students surveyed. The high frequency of use indicates that these platforms are likely the most influential in terms of impacting writing skills.

#### 4.3 Purpose of Social Media Use

Table 3 outlines the basic purposes for which students utilize social media. The data indicates that social interaction is the most common use of social media, followed by entertainment. Only 20.8% of students reported using social media primarily for academic purposes.

TABLE IV  
PRIMARY REASONS FOR USING SOCIAL MEDIA

Purpose	Frequency	Percentage (%)
Academic	75	20.8
Social Interaction	123	34.2
Entertainment	108	30.0
Mixed	54	15.0

*Interpretation:* Social media is predominantly used for social interaction and entertainment among the students. The lower percentage of academic use suggests that the educational potential of these platforms might be underutilized.

#### 4.4 Perceived Impact on Writing Skills

Table 4 highlights students' perceptions of how social media has impacted their writing skills. On a scale of 1 to 5, students rated vocabulary improvement highest, while creativity was also positively influenced. However, some students reported a moderate level of negative impact on their grammar due to social media usage.

TABLE V  
STUDENTS' PERCEPTION OF SOCIAL MEDIA'S EFFECT ON WRITING

Aspect	Improvement Level (1-5)	Negative Impact Level (1-5)
Vocabulary	4	1
Grammar	3	2
Creativity	4	1
Overall Proficiency	3	2

*Interpretation:* The data suggests that while students perceive significant benefits in vocabulary and creativity from social media usage, there are concerns about its impact on grammar and overall writing proficiency.

#### 4.5 Challenges Faced

As shown in Table 5, the most commonly reported challenge was the adoption of informal language, which 30% of respondents identified as a significant issue. Difficulty in transitioning to formal writing was also a common concern.

TABLE VI  
COMMON WRITING CHALLENGES DUE TO SOCIAL MEDIA INFLUENCE

Challenge	Frequency	Percentage (%)
Informal Language	108	30.0
Difficulty in Formal Writing	93	25.8
Distraction	80	22.2
Over-reliance on Abbreviations	79	22.0

*Interpretation:* The high frequency of informal language use and difficulty in formal writing highlights the need for strategies to help students manage the transition between different writing contexts.

#### 4.6 Descriptive Statistics

Table 6 summarizes the descriptive statistics for key variables. The average daily use of social media was 2.1 hours, with a standard deviation of 0.7 hours, indicating moderate variability among respondents.

TABLE VII  
STATISTICAL SUMMARY OF SOCIAL MEDIA USE AND WRITING IMPACT

Variable	Mean	Standard Deviation
Daily Use (hours)	2.10	0.70
Frequency of Use	7.80	3.50
Improvement Level	3.50	1.10
Negative Impact Level	1.80	0.80

*Interpretation:* The descriptive statistics suggest that while there is some variability in social media usage and its perceived impact, the overall trends indicate moderate use and a balanced view of both positive and negative impacts.

#### 4.7 Pearson Correlation Analysis

The results of the Pearson correlation analysis, presented in Table 7, show a strong positive correlation between frequency of social media use and improvement in writing skills ( $r = 0.72$ ,  $p < 0.001$ ). There is also a moderate correlation between daily use and improvement ( $r = 0.65$ ,  $p < 0.001$ ).

TABLE VIII  
CORRELATION BETWEEN SOCIAL MEDIA ENGAGEMENT AND WRITING PROFICIENCY

Variable	Correlation Coefficient (r)	Significance (p-value)
Daily Use vs. Improvement	0.65	0.001
Frequency of Use vs. Improvement	0.72	0.0005
Daily Use vs. Negative Impact	0.30	0.03
Frequency of Use vs. Negative Impact	0.50	0.02

*Interpretation:* The correlation analysis suggests that more frequent and extended use of social media is associated with improvements in writing skills, though there are also some associated negative impacts.

#### 4.8 Regression Analysis

Table 8 provides the results of the regression analysis. The R-squared values indicate that 42% of the variance in writing improvement can be explained by daily social media use, while 38% of the variance in negative impact can be explained by frequency of use.

TABLE IX  
REGRESSION ANALYSIS OF SOCIAL MEDIA'S INFLUENCE ON WRITING ANALYSIS

Independent Variable	Dependent Variable	R-squared	p-value
Daily Use	Improvement Level	0.42	0.0008
Frequency of Use	Negative Impact Level	0.38	0.002

*Interpretation:* The regression analysis confirms the significant impact of social media use on writing improvement, while also highlighting the risks of negative impacts with increased frequency of use.

## V. DISCUSSION

The findings from this study provide significant insights into the role of social media in improving English writing skills

among college students in Hyderabad. By comparing the results with the literature reviewed in Section 2, we can better understand how these findings contribute to the existing body of knowledge and address the identified literature gap.

#### 5.1 Demographic Insights and Social Media Usage Patterns

The demographic profile of the respondents reveals that the larger section of participants was between the ages of 21 and 23, a group particularly active on social media platforms. This aligns with previous studies, such as those by **Al-Jarrah et al. (2019)**, which also identified younger users as the most active on social media and hence more likely to experience its impacts on language learning. The age distribution in this study is reflective of a typical college demographic in Hyderabad, which enhances the generalizability of the findings to similar contexts.

The usage patterns indicated that Instagram and WhatsApp were the most frequently used platforms, with Instagram leading in daily logins and overall usage time. This preference for Instagram aligns with global trends, where visual and interactive content has become increasingly popular among younger demographics. The heavy use of these platforms, as found in the study, is crucial because these are platforms where informal language is often prevalent. This has implications for how students' writing skills are influenced, particularly in terms of vocabulary and creativity, which students in this study rated as areas of improvement.

These findings are consistent with **Klimova and Pikhart (2019)**, who found that social media, particularly Facebook, could enhance students' ability to organize and articulate thoughts due to its collaborative environment. However, the current study extends this understanding to Instagram, suggesting that the interactive and visual nature of Instagram could also play a similar role in enhancing certain writing skills.

#### 5.2 Purpose of Social Media Use and Its Educational Potential

One of the key findings of this study was the identification of the primary purposes for which students use social media. Social interaction and entertainment were the most common uses, with academic purposes trailing significantly. This mirrors the findings of **Suswati et al. (2019)**, who noted that social media can be a powerful tool for learning, but its educational potential is often underutilized.

The low percentage of students using social media for academic purposes suggests a gap in how these platforms are integrated into formal education. While students are using these platforms heavily, they are not necessarily doing so in a way that maximizes their educational benefits. This finding highlights the need for educators to explore ways to better integrate social media into the learning process, particularly for language development. The underutilization of social media's educational potential could be due to a lack of awareness among students about how these platforms can be used for learning or a lack of guidance from educators on how to do so effectively.

### 5.3 Perceived Impact on Writing Skills

The study found that students perceived significant improvements in vocabulary and creativity as a result of their social media use. These findings are consistent with those of **Abdullah (2020)**, who found that social media could enhance vocabulary acquisition and creativity in writing. However, the current study adds depth to this understanding by also highlighting the moderate negative impact on grammar that students reported.

This negative impact on grammar aligns with the findings of **Nkhi (2023)**, who observed that while social media could improve certain aspects of language skills, it also led to the adoption of informal language structures that were not conducive to formal writing. The implications of this are significant for educational practice. While social media can enhance certain aspects of writing, there needs to be a conscious effort to mitigate its negative impacts, particularly in formal academic contexts. This could involve more focused instruction on the differences between informal and formal writing and how to navigate these differences.

### 5.4 Challenges in Formal Writing

The challenges reported by students, particularly the adoption of informal language and difficulty in transitioning to formal writing, are consistent with the concerns raised by **Asare et al. (2022)** about the impact of social media language on formal writing skills. The frequent use of abbreviations, slang, and other informal expressions on platforms like Instagram and WhatsApp can bleed into students' academic writing, making it harder for them to adhere to formal writing conventions.

These findings highlight the need for educational interventions that address these challenges directly. One possible approach could be the integration of formal writing exercises into the effect of social networking platform in educational settings. For instance, educators could create assignments that require students to write formally on social media platforms, helping them practice maintaining formal language in an otherwise informal environment. This could help bridge the gap between the benefits of social media for creativity and vocabulary and the need for formal writing skills.

### 5.5 Statistical Analysis and Correlations

The Pearson correlation analysis revealed a strong positive correlation between the frequency of social media use and improvements in writing skills, particularly vocabulary and creativity. This finding supports the conclusions drawn by **Dewi and Rizal (2023)**, who found that social media platforms, by providing frequent opportunities for writing, can enhance students' writing abilities. However, the moderate correlation between daily use and improvement, as well as the moderate negative impact associated with frequency of use, suggests that while more frequent use can lead to improvements, it can also introduce negative habits.

The regression analysis further supports this by showing that a significant portion of the variance in writing improvement can be explained by daily social media use. This suggests that while social media can be a valuable tool for improving

writing skills, the way it is used is critical. If used mindfully, social media can indeed enhance writing skills; however, if used without regard to the differences between informal and formal writing, it can lead to negative outcomes.

### 5.6 Implications for Educational Practice

The findings of this study have several important implications for educational practice. Firstly, there is a clear need for educators to better integrate social media into the curriculum in a way that leverages its benefits while mitigating its drawbacks. This could involve the effect of social networking platform as a platform for formal writing exercises, as well as discussions about the differences between formal and informal language use.

Secondly, the study highlights the importance of guiding students in how to use social network sites for academic purposes. Given that only a small percentage of students currently use social networking sites primarily for academic purposes, there is a significant opportunity to educate students on how these platforms can be used to enhance their learning.

Finally, the findings suggest that while social media can improve certain aspects of writing, such as vocabulary and creativity, there is a need for balanced instruction that also focuses on maintaining formal writing skills. This could involve a combination of traditional writing instruction and the effect of social networking platform in a controlled, educational context.

### 5.7 Addressing the Literature Gap

This study has made a significant contribution to the existing literature by focusing on the impact of social networking sites on English writing skills among college students in Hyderabad. While much of the existing research has focused on secondary education or EFL learners in different regions, this study provides new insights into how social media influences writing skills in a specific regional context. By using an online survey to gather data, the study has filled a notable gap in the literature and provided a foundation for future research in this area.

Therefore, the findings of this study suggest that social media has a complex and multifaceted impact on English writing skills among college students in Hyderabad. While it offers significant benefits in terms of vocabulary acquisition and creativity, it also presents challenges, particularly in maintaining formal writing standards. The strong correlations between social media use and improvements in writing skills underscore the potential of these platforms as educational tools, but also highlight the need for careful management of their use. Educators and policymakers should consider these findings when designing language education strategies, particularly in contexts where social networking sites play a significant role in learners' daily lives.

## CONCLUSION

The findings of this study underscore the significant impact that social media has on the English writing skills of college students in Hyderabad. Through the analysis of survey data from 360 respondents, it was evident that platforms such as

Instagram and WhatsApp are not only highly frequented by students but also play a crucial role in shaping their language skills. The results showed that while social media use is associated with improvements in vocabulary and creativity, it also introduces challenges, particularly in maintaining formal writing standards. The study highlighted that the most significant improvements were perceived in vocabulary and creativity, suggesting that the interactive and informal nature of social media platforms can encourage users to experiment with language and express themselves more freely. However, this same informality also contributes to difficulties in transitioning to formal writing, as evidenced by the moderate negative impact reported on grammar and overall writing proficiency.

The demographic analysis revealed that the majority of respondents were within the 21-23 age group, a demographic particularly active on social media. This age group's high engagement with platforms like Instagram reflects broader global trends and suggests that these students are likely influenced by the social and linguistic norms prevalent on these platforms. The study also found that digital platforms are predominantly used for social interaction and entertainment, with a smaller percentage of students leveraging these platforms for academic purposes. This underutilization of social media's educational potential points to a missed opportunity for integrating these tools more effectively into language learning strategies.

The statistical analyses, including Pearson correlation and regression analysis, provided robust evidence of the connection between digital platform usage and writing skill development. The strong positive correlations between frequency of social media use and improvements in writing skills emphasize the potential of these platforms as tools for language learning. However, the data also indicated that increased frequency of use can lead to some negative outcomes, such as the adoption of informal language patterns that are not appropriate in academic or professional writing contexts. These findings suggest that while social media can be a valuable resource for enhancing language skills, its use must be guided and balanced to avoid reinforcing undesirable language habits.

Broader implications of this research extend to educational practices and policy-making. The study highlights the need for educators to recognize and harness the potential of social media in language learning while also addressing its challenges. This could involve incorporating social media into the curriculum in a structured way that promotes formal writing skills while allowing students to benefit from the creativity and engagement that these platforms offer. Additionally, there is a need for greater awareness among students about the differences between informal and formal language use and how to navigate these differences in various writing contexts.

Furthermore, the study contributes to the broader discourse on digital literacy and the role of technology in education. As social media becomes increasingly integrated into the lives of students, understanding its impact on language development

becomes crucial. The findings suggest that educators and policymakers need to consider social media not just as a social tool but as a potential educational resource that, if used effectively, can complement traditional language learning methods. However, this also requires developing strategies to mitigate the risks associated with the informal language that is prevalent on these platforms.

In conclusion, this study provides valuable insights into the relevance of social networking sites in enhancing writing skills in English among the college students in Hyderabad. It reveals both the opportunities and challenges associated with the integration of social media into language education. While social media can enhance certain aspects of writing, such as vocabulary and creativity, there is a clear need for balanced and guided use to ensure that students maintain high standards of formal writing. The findings emphasize the importance of educational strategies that leverage the benefits of social media while addressing its potential drawbacks, thus contributing to more effective language learning in the digital age. Future research should continue to explore these dynamics in other contexts and among different demographic groups to build a more comprehensive understanding of how digital tools can be used to improve educational outcomes.

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