The Impact of the Social Networking Sites (SNSs) on Student's English Academic Writing

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Abstract

The research aims to determine the impacts of social networking sites (SNSs) on the English academic writing of Education students of Centro Escolar University-Manila. This study was built upon Brown's Micro and Macro Skills of Writing, and Raimes' Elements in Producing a Piece of Writing. The mixed-method approach is used to analyze the results of this study. The quantitative data were obtained from the survey questionnaire, while the qualitative data were obtained based on thematic analysis and Corpus-based Error Analysis. A total of 12 respondents from the Education Program participated in the study. The Corpus-based Error Analysis of the students' paragraphs revealed that they committed errors in punctuation, syntax, verb tenses, diction, coherence, cohesion, topic statement, capitalization, singular/plural forms, spelling, and unity. They also agreed that using SNSs as e-learning platforms is beneficial in their English academic writing. Moreover, SNSs positively impact their academic writing skills to a large extent. However, these still have negative impacts on them based on the thematic analysis. This study concluded that SNSs positively and negatively impacted students' English academic writing skills.

Keywords: writing, academic writing, writing errors, social networking sites

Introduction

Writing is a macro skill that has the most difficult process. The rapid evolution of technologyfacilitates the birth of fast-growing social networking tools, which students are increasingly using in social and academic settings (Al-Jarrah et al., 2019). Students have been more exposed to and influenced by social networking sites (SNSs) since it has become a medium of social interaction. Previous research studies imply that SNSs affect academic writing (Annab, 2016; Marwa & Sabrina, 2017; Fatimayin, 2018; Hashim et al., 2018; Aziz et al., 2019; Ahmad et al., 2020; Paragas & Francisco, 2020; Algaraady & Mahyoob, 2021; Saeed, 2021; Verheijen & Spooren, 2021). The top ten most popular SNSs in the Philippines are Facebook, Instagram, Messenger, Twitter, TikTok, Telegram, Viber, Discord, WhatsApp, and SnapChat (SimilarWeb, 2021; Statistica, 2021).

As research studies related to this topic continue to emerge, some are still vague, too broad, and too narrow in scope and delimitation. First, social media has been known to have several types (Dollarhide, 2021; Colaco, 2022; Torossian, 2022). However, its type was not specified in most of the studies. Second, some studies have inadequate scope and delimitation, such as the impacts of social media on learning or education. Third, some of the given questions and statements in the survey questionnaires are general and repetitive. Fourth, the questionnaires were researcher-made and adapted, but did not undergo expert validation. Lastly, most of these were conducted in foreign countries.

Addressing these gaps, a localized study, which has a specific type of social medium, macro skill, and writing style, is made to address specific development needs and solutions. As some problems were noticed concerning writing in English, this research aims to determine the impacts of social networking sites (SNSs) on the students' academic writing. Specifically, the

study seeks to answer the following questions:

1.   What are the common errors in students' academic writing in English?

2.   How do the students perceive SNSs as e-learning platforms in English academic writing?

3.   How do SNSs impact the students' English academic writing skills?

The study utilized a mixed-method approach. The quantitative data were obtained from the survey questionnaire. On the other hand, the qualitative data were obtained based on thematic analysis and Corpus-based Error Analysis. The questionnaire was addressed to the respondents using the convenience sampling technique. The ethical considerations of this study were reviewed by the Centro Escolar University Institutional Review Ethics Board (CEU IERB), while the questionnaire and error analyses were validated by the professors, who are experts in the field of research and English language teaching.

This research will give insights to teachers, future researchers, curriculum designers, and educational institutions about students' current needs and interests related to their learning environment for better knowledge acquisition and academic achievement. While many studies concluded the negative effects of social media on students' academic writing, this study revealed that SNSs have more benefits for their English academic writing skills.

Literature Review

Social Networking Sites (SNSs)

Social networking has become an everyday, mainstream way to use the internet. It is common place throughout the world, especially among young people, but not everyone understands exactly what it means. Social networking refers to the use of Internet-based social media websites and apps to connect with family, friends, colleagues, customers, or clients. (Kenton, 2021; Nations, 2020). Moreover, it is a way for people in the offline world to stay connected regardless of geographical distance, the difference in time, or other context-specific

barriers (Watermeyer, 2012). Nations (2020) stated that social networking connects with people who share the same interests, such as books, television shows, video games, or movies. It can be a great tool for companionship and interaction. It can also be aneffective promotional tool for businesses, artists, or anyone in need of some exposure.

Social networking can be enjoyable and entertaining. In addition, this involves the development and maintenance of personal and business relationships using technology. This is done using social networking sites (SNSs), also known as social networks or social networking services. These sites allow people and corporations to connect, so they can develop relationships and share information, ideas, and messages (Psychology Today, 2021, as cited in Kenton, 2021). Powered by Web 2.0 technology, SNSs are explicitly participatory, dialogical, and user-content fed. These are spaces of socialization for common communities, communities in practice, or those united by a shared interest (Watermeyer, 2012). Companies also use social networks to create and increase brand recognition, promoteproducts and services, and answer customer queries and concerns. Social networking sites have gained global popularity as a medium through which people transmit, coordinate, and, in some cases, live their lives.

The top ten most popular SNSs in the Philippines are Facebook, Instagram, Messenger, Twitter, TikTok, Telegram, Viber, Discord, WhatsApp, and SnapChat (SimilarWeb, 2021; Statistica, 2021). Despite some stiff competition, Facebook remains the largest and most popular social network, with 2.8 billion people using the platform monthly, as of Dec. 31, 2020 (Facebook, Inc., 2021, as cited in Kenton, 2021). Facebook is the primary social network that takes pride in its billions of followers, and it is one of the fastest-growing andmost well-known sites on the Internet (Blattner & Fiori, 2009, as cited in Abdalgane et al.,2020). McLoughlin and Lee (2008), as cited in Abdalgane et al. (2020), reported that Facebook has various tasks of communications, material sharing, modification, and collaborative construction.

Importance of Social Networking Sites (SNSs) to Education

Nowadays, SNSs have been recognized as essential resources for education. These are essential in many senses, one of which is that they allow students to have easier access to information and communication. These sites help foster interaction among users that can transmit learning environments "from being placed with limited time and space to places beyond classroom walls" (Yang, 2012; Peeters, 2018, as cited by Elverici, 2021). Within the education context, it has become prominent that social networking sites not only provide constant access to information but also support students by allowing them to share content, collaborate and support learning.

The growing attraction of social networks for educators and researchers to investigate their contributions to education is attributed to its enabling communication and having billions ofusers around the world (Abdalgane et al., 2020; Djaileb, 2021; Elvirici, 2020; Ubaedillah et al., 2021). This reveals that as people use SNSs to stay in touch, get social support, get information based on cooperation and share it, create content and form it by bringing it together, social networking sites can be considered pedagogical tools as well. This is crucial because using social networks could bring new opportunities to support language teaching and learning activities. As the number of authentic materials is increasing, information is easier to find. Moreover, this technology can facilitate communication between students themselves as well as between teachers and students. In addition, new software designed forteaching, especially language teaching, appears regularly. Not all new applications and programs necessarily contribute to teaching. However, from time to time, it is possible to find applicable services, which facilitate the teacher's work and can bring new activities to the courses.

Many researchers studied the causes behind students' intentions to use SNSs for learning, asthis phenomenon has been gaining ground among university students. At present,

Facebook,Twitter, and Instagram are popular forms of SNSs with a high rate of university students' demography (Gettman & Cortijo, 2015, as cited in Al-Jarrah et al., 2019). Previous studies (Jahromi, 2020; Palla & Sheikh, 2020; Slim & Hafedh, 2019; Thurairaj et al., 2015; Wen, 2015) have shown that SNSs, such as Facebook and Twitter, enhance students' overall language learning process. Although SNS has been perceived as a type of technology used mainly for social and entertainment purposes, it has gradually been adapted for use in education to better serve the students' creative needs (Abdalgane et al., 2020; Akhiar et al., 2017). As a result, policymakers and educators of higher education adopted SNS as a teaching and learning tool, whether in an English as a Second Language (ESL) or English as a Foreign Language (EFL) setting, to expand the experiences outside the classroom (Marwa & Sabrina, 2017; Yunus & Salehi, 2016). Borch (2019) argues that connecting an academic lesson with SNS is likely to decrease students' anxiety levels and allow them to display theirproficiency with technology. Its community-centered design allows instructors to provide prompt feedback. This is worth noting as SNSs help teachers facilitate interactions and support active participation and collaboration of learners. However, some students thought that social networks created a distraction and were time-consuming. This suggests that scaffolding by teachers is necessary, as SNSs are being used as effective learning tools (Mao, 2014, as cited in Abdalgane et al., 2020). Mensah and Nizam (2016) argue that there should be an approach to balance the relationship between social networks and academics.

Additional research has demonstrated the benefits of using social networks in education. Faizi et al. (2013) found out in their study that some students feel more comfortable expressing themselves and sharing their thoughts through online channels rather than through traditional face-to-face classes. Moreover, as opposed to classical instructional models that focus on individual learning processes, SNSs allow students to bring their ideas together,

examine them with peers, and publish them in such a way that allows for revisitingand revising. It is also found that students who work as a group learn more and retain information longer when using social networks (Junco et al., 2011, as cited in Abdalgane et al., 2020). Mushtaq (2018) alleged that the use of SNSs can be a good outlet to deal with academic frustrations, especially if the students are in contact with another student that is having the same problem. It also lets students be connected with their teachers, which can bevery useful because it will allow them to easily discuss class matters via social networks. Byeffectively incorporating social networks as learning tools in the classes, instructors can expect to reach higher levels of learning as well as effective classroom management (Revere & Kovach, 2011, as cited in Abdalgane et al., 2020).

Impact of Social Networking Sites (SNSs) on Students' English Academic Writing

Writing is one of the four macro skills in the English language that requires special attention. It is a significant skill in language production, as its role is to convey the message accurately and effectively, and its proficiency plays a major role in communication. Writing is the most challenging area in learning a second language (Ferris, 2011, as cited in Al-Jarrah et al., 2019). With the introduction of SNS onto the scene, its effect on students' writing is manifesting gradually. This is evident in the writing of many students (Fatimayin, 2018; Hashim et al., 2018; Paragas & Francisco, 2020; Algaraady & Mahyoob, 2021; Verheijen & Spooren, 2021).

Mingle and Adams (2015) stated in their study that students produce a large amount of writing on the internet through weblogs and SNSs where they can enhance their writing. Additionally, Yunus et al. (2012), as cited in Mingle and Adams (2015), indicated that students have improved their writing and gained more vocabulary from social networks suchas Facebook and Twitter. However, the SNSs are not always good, as Risto (2014), as cited in

Annab (2016) claimed that teachers fear that students will draw upon their most frequently utilized form of communication, which is SNS, for their sentence patterns, grammar, punctuation, and word choice.

Furthermore, many research studies have been conducted, which confirmed that the SNSs have negative effects on students' writing, especially in terms of spelling and grammar (Mingle & Adams, 2015; Annab, 2016; Hashim et al., 2018). Wrong spelling and omission of rules of grammar are acceptable on SNSs. As a result, these bring conflicts to writing as students write inappropriate and incorrect grammar and spelling in their writings at school. Moreover, their academic writing is now marked by SNS abbreviated words (text speak) and slang (Hashim et al., 2018).

Based on some topics inclined to writing, students are not meticulous nor conscious of their word choice (Paragas & Francisco, 2020). In that way, problems arise if the given activity iswriting. Hashim et al. (2018) concluded in their study that the use of SNSs has influenced one particular aspect, which is the performance of students' writing skills. Students were found to have both positive and negative impacts on their writing. The positive impacts of social networks include the learning of new words and languages from posted comments or statuses. Moreover, SNSs enable students to write better and improve their communication skills by interacting through virtual conversations. On the other hand, there are negative impacts of using SNSs on the language acquisition of the young generations. They often develop some new popular terms, such as BRB for "be right back," which is developed into unique words. Although they are using this term with their family or friends informally, some tend to use it in their formal writing and speaking (Hashim et al., 2018). With the increasing number of social networking sites in existence and the increasing number of registered users, there is no doubt that SNSs are influencing students' writing. It has becomea new challenge for teachers to make

sure that students comply with the rules of language. As they stay connected with other people through SNSs, it influences them on the trend of using a new language style. This means that SNSs affect their knowledge of academic writing.

Recent studies have shown the effects of social networks on students' writing skills. Verheijen and Spooren (2021) measured if chatting via WhatsApp directly affects youths' performance on a writing task, in terms of writing quality and spelling, and their ability to detect and correct deviations from the standard language in a grammaticality judgment task. They found out that students produced significantly fewer misspellings in their essays. In a study by Algaraady and Mahyoob (2021), they highlighted the learners' attitudes towards the new communication phenomenon of using emoticons and short forms, which are contractions and acronyms. The findings of this study revealed that this new sort of communication might replace mainly languages where social media users found that emoticons best represent their feelings and thoughts. This research concluded that the use of emoticons has an important role in interpersonal communications, however, standard writing skills would be negatively affected using these newly emerged communication tools. This is worth noting that the consequences of these impacts are aptly evidenced in the different elements of writing in ESL and EFL learners' language learning.

Error Analysis

Mastering writing skills in English has been a difficult task for ESL and EFL learners. Most of them tend to commit errors in writing regardless of a long period of English study (Wee, Sim, & Jusoff, 2009, as cited in Alaa, 2016). Errors are considered important marks of language development in writing. The errors made by the ESL and EFL learners are significant, because "they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the

language" (Corder, 1967, as cited in Alaa, 2016). Considering errors as proof that students face difficulties during writing, the emergence of Error Analysis (EA) was first established in the 1970s by Corder "as a type of linguistic study that focuses on the errors learners make" (Sawalmeh, 2013, p. 2, as cited in Alaa, 2016). According to linguist Corder (1967), the following are the steps in EA research: 1) collecting samples of learner language; 2) identifying the errors; 3) describing the errors; 4) explaining the errors; 5) evaluating/correcting the errors. Therefore, in this study, Corpus-based Error Analysis was used by the researcher to analyze the students' errors in their academic writing.

Methodology Research Design

The mixed-method design, which includes both qualitative and quantitative approaches, was used in this study. Under the qualitative approach, a Corpus-based Error Analysis was employed to identify the common writing errors that the students commit in the TOEFL iBT® paragraph writing assessment (Research Question 1). Moreover, a thematic analysis was used to analyze the open-ended question about the impact of SNSs on the students' English academic writing skills (Research Question 3). Under the quantitative approach, descriptive survey research was used. Thus, to determine their perception of the use of SNSsas e-learning platforms in English academic writing (Research Question 2).

Respondents of the Study

From the total population (36) of the Education Program, including those who are taking Curriculum B, 33% of Education students participated in the school year 2021-2022. Four (4)students were taking Bachelor of Arts in Political Science with 21 units of Education; three (3) students, Bachelor of Early Childhood Education (BECE); two (2) students, Bachelor ofSecondary Education Major in English (BSED-E); two (2) students, Bachelor of Science in Social Work Specialization in Community Health Care with 21 units of Education; one (1)

student, Bachelor of Arts in Communication and Media with 21 units of Education. The majority of them prefer Facebook over Messenger, Twitter, TikTok, Telegram, and Tumblrfor English academic writing purposes.

Sampling Technique

The purposive sampling was used as the respondents were taking Education and CurriculumB courses. The convenience sampling technique was also adapted in this study based on the proximity of the respondents to the researcher.

Research Instruments

The research instruments that were used in this study were a combination of close-ended andopen-ended questionnaires. The researcher used Google Forms, which is an electronic-based survey form. The questions in the survey were validated by three (3) English professors. Reliability testing of the Likert scale questions was conducted on students who were not partof this study via Google Forms. Based on the results, Cronbach's Alpha value of 0.85 indicated a very good internal consistency.

The survey questions were aligned with the research questions: common writing errors; students' perceptions; SNSs' impacts. Other personal data were also gathered to enrich the analysis and interpretation of the research problems. Such were the demographic profile (age, sex, year, and course) and preferences (most preferred SNS to use for English academic writing purposes and frequency of using SNSs for academic writing courses).

Results and Discussion

1. The common errors in English academic writing of the students

This research question 1 was built upon Brown's Micro and Macro Skills of Writing, and Raimes' Elements in Producing a Piece of Writing. In this academic writing test from TOEFL iBT® (2019), students are asked if they agree or disagree with the statement, "It is

more important for students to understand ideas and concepts than it is for them to learn facts."

To support the respondents' answers, the researcher added in the paragraph writing instruction that they may include examples, specific reasons, and their experiences from thegiven statement.

Table 1.

Results of Corpus-based Error Analysis

Writing Element (with color coding)	Frequency of errors	Percentage (%)
Spelling	3	2.22%
Capitalization	5	3.7%
Punctuation	34	25.19%
Verb tenses	22	16.29%
Syntax	26	19.26%
Diction/Word choice	22	16.29%
Unity	2	1.48%
Coherence and Cohesion	10	7.41%
Topic statement	6	4.44%
Singular/Plural form	5	3.7%
Total	135	100%

Having examined the writing elements, which represented the most recurrent errors, 135 types of errors were identified in the students' paragraphs. The frequency of errors in each element is shown in parenthesis. It was evident that punctuation errors (34; 25.19%) formed the most troublesome area, followed by syntax errors (26; 19.25%), misused verb tenses (22; 16.29%), wrong diction/word choice, (22; 16.29%), coherence and cohesion errors (10; 7.41%), incorrect topic statements (6; 4.44%), capitalization errors (5; 3.7%), singular/plural form errors (5; 3.7%), wrong spelling (3; 2.22%), and lack of unity (2; 1.48%), as the least troublesome area, respectively. Thus, the findings seem to support previous research studies (Alfaki, 2015; Mingle & Adams, 2015; Phuket & Othman, 2015; Alaa, 2016; Annab, 2016; Ababneh, 2017; Ibnian, 2017; Marwa & Sabrina, 2017; Sermsook et al., 2017; Alqhtani, 2018; Fatimayin, 2018; Ghazzoul, 2018; Hashim et al., 2018; Nair & Hui, 2018; Dasril et al.,

2019; Duplančić Rogošić, 2019; Khatter, 2019; Yamin, 2019; Al-Khaza'leh, 2021; Algaraady & Mahyoob, 2021; Aspany et al., 2021; Djaileb, 2021; Hermin & Hakeem, 2021; Kim et al., 2021; Pasaribu, 2021; Verheijen & Spooren, 2021). All these writing errors are color-coded in the students' paragraphs.

2. The students' perceptions on SNSs as e-learning platforms inEnglish academic writing

The Weighted Mean (WM) is an average computed by giving different weights to the individual values (BJYUS, 2021). It is noted in the survey that 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. Table 2 shows the overall mean of students' perception of the use of SNSs as e-learning platforms in English academic writing, which is 4.12, with a verbal interpretation (VI), agree.

Table 2.

Students' Perception of the Use of SNSs as e-learning platforms in English AcademicWriting

Statement	5	4	3	2	1	f	WM	VI
	Frequency							
1. Social networking is a current way of being connected with mypeers and teachers for my English academic writing classes.	5	5	2	0	0	12	4.25	A
2. Social networking sites meet myneeds and interests in English academic writing, such as browsing and creating digital journal articles, book reports, essay papers, research papers,textbooks, and thesis.	5	6	1	0	0	12	4.33	A
3. Through social networking applications, I can freely create and participate in group discussions for English academicwriting classes.	6	4	2	0	0	12	4.33	A
4. Social networking tools, such ascreating groups and group chats, and sharing and uploading media (photos and videos), files, and links, providereliable means of communication for my Englishacademic writing classes.	5	6	1	0	0	12	4.33	A

5. I believe that SNSs are good platforms to learn about Englishacademic writing.	4	5	3	0	0	12	4.08	A
6. I can control my learning environment if social networking tools will be used as e-learning platforms in English academic writing.	3	4	3	2	0	12	3.14	N
Mean							**4.12**	**A**

The highest weighted mean is on Statement 2 (*Social networking sites meet my needs and interests in English academic writing, such as browsing and creating digital journal articles, book reports, essay papers, research papers, textbooks, and thesis*), Statement 3 (*Through social networking applications, I can freely create and participate in group discussions for English academic writing classes*), and Statement 4 (*Social networking tools, such as creating groups and group chats, and sharing and uploading media (photos and videos), files, and links, provide reliable means of communication for my English academic writing classes*), in which each has a weighted meanof 4.33. These are followed by Statement 1 (*Social networking is a current way of being connected with my peers and teachers for my English academic writing classes*; WM = 4.25),and Statement 5 (*I believe that SNSs are good platforms to learn about English academic writing*; WM = 4.08). The lowest weighted mean is on Statement 6, *"I can control my learning environment if social networking tools will be used as e-learning platforms in English academic writing"* (WM = 3.14, Neutral). Therefore, students agree that using SNSsas e-learning platforms is beneficial in their English academic writing.

3. The impact of SNSs on the students' English academic writingskills

Table 3 shows the weighted mean of students' level of extent on the positive impact of SNSson their academic writing skills, (Mean = 4.41; Verbal Interpretation= to a large extent). 8 students answered that SNSs positively impact their academic writing skills to a very large

extent. Moreover, there is only 1 student who responded to a large extent, while 3 students answered to some extent. Therefore, SNSs positively impact their academic writing skills to a large extent. To justify their responses to this statement, an open-ended question is added below.

Table 3.

Students' Level of Extent on the Positive Impact of SNSs on their Academic Writing Skills

Statement	5	4	3	2	1	Total	WM	VI
	Frequency							
Social networking sites positively impact my academic writing skills.	8	1	3	0	0	12	4.41	to a large extent

Table 4.

Impact of SNSs on Students' Academic Writing Skills

Base theme	Sub-theme	Frequency	Percentage(%)
Positive Impact	Learn new and unfamiliar words	3	25%
	Provide tips on writing skills	3	25%
	Accessible scholarly articles	3	25%
Negative Impact	Grammatical errors	1	8.3%
	More on leisure writing	1	8.3%
	Unreliable information	1	8.3%
Total		**12**	**100%**

Table 4 shows the thematic analysis of the impact of SNSs on the students' English academic writing skills. Based on the researcher-made, open-ended question, and table, there are two base themes, which are positive and negative impacts. Under each impact, there are three sub-themes.

Positive Impacts

Learning new and unfamiliar words

Three students answered that SNSs help them learn new and unfamiliar words.

Participant 6 answered, "SNSs pose a positive impact on my academic writing skills for arguments and conversations I read online [that] implies significant points." With this, the participant learns new and unfamiliar words online. In addition, Participant 7 said, "Writers composed such outputs using words I'm unfamiliar [with], hence, fueling my urge to research and understandit better." Moreover, Participant 11 stated that SNSs "provide new words" to learn. These arealso concluded in previous research studies (Zainal et al., 2020; Dimla et al, 2021).

Providing tips on writing skills

Three students answered that SNSs provide tips on writing skills. Participant 8 said, "TikTok, for example, has many content creators that share tips on how to write better. YouTube also has wide arrays of valuable academic writing content." Moreover, Participant 11 said, "With SNSs being [an accessible] resource, [it's] easier to access useful articles that…can give tips…" Lastly, Participant 12 stated, "Impacting SNSs in my skills positively,more likely I was able to enhance more of my communicating and writing skills." These are also concluded in previous research studies (Annab, 2016; Marwa and Sabrina, 2017; Jahromi, 2020).

Accessible scholarly articles

Three students answered that SNSs are accessible scholarly articles. Participant 9 answered that SNSs "make us updated in the academe," which is the community and scholarly environment within an institution of higher education. Moreover, Participant 10 stated, "It helps me because of some sensible articles that I'm seeing online." Lastly, Participant 11 said, "With SNSs being [an accessible] resource, [it's] easier to access useful articles that contain the necessary information." Researchers also concluded this in their previous studies(Brussee & Hekman, 2009; Hruska & Maresova, 2020).

Negative Impact Grammatical errors

Participant 10 said that there are "some grammatical error[s]" in SNSs. Thus, these may negatively impact the students, as they might apply those errors, and undermine their academic writing (Kramer, 2021).

More on leisure writing

Participant 7 stated her belief that "social networking sites are good platforms for leisurewriting not more so for academic writing." In line with this, Marwa & Sabrina (2017) revealed in their study that students use abbreviations, acronyms, and emoticons becausethese are trendy and fashionable, and save time as well. However, they do not take much consideration into the correct use of grammar, spelling, punctuation, and capitalization.

Unreliable information

Participant 10 said that "not all info in SNSs are reliable" such as in grammar. Nowadays,there are a lot of Facebook and Instagram users who post about teaching grammar and vocabulary words, which are not proofread by language experts. Thus, this often leads to incorrect usage.

Conclusions

Based on the findings of the study, the conclusions are drawn.

1. The common writing errors of students are punctuation, syntax, verb tenses, diction/word choice, coherence and cohesion, topic statement, capitalization,singular/plural forms, spelling, and unity.

2. Corpus-based Error Analysis reveals the sources and causes behind the types of writing errors. Thus, this provides both teachers and researchers with precise picturesof the students' academic writing performance.

3. Using SNSs as e-learning platforms is beneficial for students in their English

academicwriting.

4. SNSs can be used as alternative platforms to scholarly websites as they are mediumsof communication and educational entertainment.

5. SNSs have more advantages than disadvantages to the students' English academic writing skills.

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Acknowledgments

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