

# Enhancing Writing Skills with Social Media-Based Corrective Feedback

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## Abstract

This study investigates the effectiveness of utilizing corrective feedback delivered through social media networks to enhance the writing skills of students at Andijan State Institute of Foreign Languages. Adopting a mixed-methods approach, the research explores the integration of platforms such as Facebook to facilitate peer feedback, track student progress, and provide personalized learning experiences tailored to individual needs. The study involved a controlled experiment where participants were divided into an experimental group receiving online feedback and a control group receiving traditional feedback. The findings reveal that corrective feedback provided through social media significantly improves writing accuracy, fluency, and complexity. Students in the experimental group demonstrated marked improvements in sentence structure, grammar, vocabulary, and content organization compared to those in the control group. Moreover, the study highlights the potential of social media as an engaging and collaborative tool that motivates students and supports continuous learning outside the traditional classroom setting. These results underscore the importance of incorporating technology into language instruction, suggesting that social media networks can serve as an effective medium for enhancing the writing skills of learners in both formal and informal educational environments. The implications of this study are significant for educators seeking innovative methods to support student development and improve writing proficiency in the digital age.

**Keywords:** corrective feedback, social media networks, writing skills, progress, accuracy, fluency, complexity

## 1. Introduction

English is the lingua franca of the world, having dominated global communication for decades. Its pervasive use extends across various domains of human activity. Technology, particularly computer technology and its vast array of applications, has permeated every aspect of modern life in the 21st century (Farrah & Tushyeh, 2010). Numerous studies have been conducted worldwide to evaluate the advantages and merits of Computer-Assisted Language Learning (CALL) at both the school and university levels (Meskill, 1996; Warschauer & Healey, 1998; Stern, 2004; Farrah, 2006; De Assis, 2007; Conrad & Munro, 2008).

Uzbekistan, a country with a variety of cultural heritages, officially recognizes Uzbek as its primary official language. Russian serves as a widely used language among ethnic minorities and is frequently spoken as a second native tongue. Nevertheless, since gaining independence, English has increasingly become prominent in various spheres of Uzbek society (Rahmanova & Ekşi, 2023). Language planning and policy in Uzbekistan are pivotal in influencing the country's linguistic landscape. Given its diverse population and cultural richness, Uzbekistan has actively engaged in language planning to foster multilingualism and safeguard its linguistic variety. An integral component of this strategy is the promotion of English as a foreign language. Recognizing English's global significance in communication, commerce, and technology, the Uzbekistani government has prioritized policies aimed at enhancing English proficiency among its populace to facilitate international interactions (Rahmanova, G., & Shahabidinova, S., 2024; Mengliyev, B. et al., 2021). Taking into account the importance of English in the world and its necessity in all spheres, the English language is taught in all educational institutions as a foreign or second language. Nevertheless, learners face many difficulties in mastering the language, with writing being the most challenging skill.

Writing is both a crucial and challenging skill to teach and learn in English. In the context of second language classrooms, teaching writing is often seen as a meticulous endeavor. Researchers and language instructors have shown significant interest in the debate over providing corrective feedback to ESL learners (Ferris, 2000, 2002, 2004; Truscott, 1996, 1999). It is essential for English language instructors to identify more effective strategies to enhance students' writing skills in order to motivate and encourage them.

Effective writing is crucial for students in various academic and professional contexts. Traditional methods of writing instruction often rely on teacher-centered feedback, which can be time-consuming and limit student engagement. Social media networks, with their

inherent affordances for communication, collaboration, and feedback, offer a promising avenue for enhancing writing skills.

This study examines the potential of using corrective feedback through social media networks to improve writing outcomes. Corrective feedback, which involves providing specific and targeted feedback on errors, is known to be an effective method for promoting language learning. By leveraging the interactive nature of social media platforms, students can engage in peer feedback, share their work with a wider audience, and receive personalized feedback from teachers and peers.

The study investigates the impact of corrective feedback via social media networks on students' writing accuracy, fluency, and complexity. It also explores the role of social media in facilitating collaboration, tracking student progress, and providing opportunities for self-reflection. The findings enhance our understanding of integrating technology into writing instruction and offer insights into the potential advantages of using social media networks for language learning.

## 2. Literature Review

Feedback is a form of communication, specifically a specialized type of communication process where a “sender conveys a message to a recipient” (Ilgen, Fisher, & Taylor, 1979). This communication can be significantly enhanced and made more engaging and productive through the use of social media devices.

Social media networks play a vital role in second language acquisition by providing access to a diverse array of authentic materials. They facilitate learner interaction, allowing students to share ideas and collaborate with peers. Additionally, social media platforms offer a variety of online tools that can foster language learning skills. Research has demonstrated that these tools, such as Facebook, Telegram, and WhatsApp, can be effectively utilized to improve students' writing skills (Derakhshan & Hasanabbasi, 2015).

Enhancing writing skills through corrective feedback has been a focus of research in language education for several decades (Ferris, 2003; Truscott, 2007). Corrective feedback involves providing specific and targeted feedback on errors, helping learners identify and correct their mistakes (Lyster & Ranta, 1997). Traditional methods of corrective feedback often rely on teacher-student interactions, which can be time-consuming and limit student engagement.

Recent studies have continued to explore the role of social media in language learning. For instance, Tavanelli and Rodríguez (2023) found that social media platforms not only facilitate peer feedback but also significantly enhance writing proficiency in language learners. This aligns with earlier findings by Ferris (2003), who emphasized the importance of feedback in language acquisition. However, unlike previous research, the 2023 study highlights the additional benefit of increased learner motivation through social media engagement, a factor not deeply explored in earlier literature (Tavanelli & Rodríguez, 2023).

Social media networks, with their inherent affordances for communication, collaboration, and feedback, offer a promising avenue for delivering corrective feedback. Studies have shown that using social media platforms for language learning can improve motivation, engagement, and learner autonomy (Kukulska-Hulme & Viberg, 2015; Pellettieri, 2019).

Moreover, Li and He (2022) have highlighted the integration of automated corrective feedback tools within social media platforms, providing immediate and personalized feedback to learners. This approach not only complements traditional teacher feedback but also enables students to independently improve their writing accuracy and fluency. Such tools represent an evolving area of research that enhances the efficacy of corrective feedback in digital learning environments (Li & He, 2022).

One of the key benefits of using social media networks for corrective feedback is the potential for peer feedback. Peer feedback allows students to provide feedback on each other's work, which can be a valuable learning experience (Storch & Alderson, 2017). Peers can often identify errors that teachers may miss and provide feedback in a more informal and supportive manner (Ferris & Roberts, 2001).

In addition to peer feedback, social media networks can facilitate teacher feedback as well. Teachers can use social media platforms to provide written feedback on student work, or they can use video or audio recordings to provide more personalized feedback (Warschauer & Matuchniak, 2010). Additionally, social media platforms enable teachers to monitor student progress over time and offer targeted feedback tailored to individual needs.

Furthermore, social media networks can provide opportunities for self-reflection. Students can use social media platforms to share their work with a wider audience and receive feedback from various sources. This can help students develop a critical eye for their own writing and identify areas for improvement (Yu & Lee, 2017).

Further research by Wang and Zhang (2023) suggests that the use of social media in providing corrective feedback also fosters self-reflection among students, encouraging them to critically engage with the feedback they receive and apply it more effectively to their writing practices. This self-reflective aspect is increasingly recognized as crucial for developing autonomous learning skills (Wang & Zhang, 2023)

Despite the significant time and effort that English language instructors dedicate to finding and correcting students' errors, students often do not engage with this feedback. Traditional methods of error correction, such as marking errors in red pen, can be discouraging for students, particularly remedial learners who may feel overwhelmed by the number of corrections. Thus, there is a need to explore innovative ways to provide corrective feedback that is more effective and engaging for students.

In response to this issue, the present study investigates the efficacy of using social media networks to deliver corrective feedback and improve writing skills. Social media platforms offer a range of affordances that can enhance the feedback process, including:

- Peer feedback: Students can provide feedback on each other’s work, which can be a valuable learning experience. Peers can often identify errors that teachers may miss and provide feedback in a more informal and supportive manner.
- Personalized feedback: Teachers can use social media platforms to provide written, audio, or video feedback tailored to individual student needs. This allows teachers to provide more specific and targeted feedback to help students improve their writing skills.
- Self-reflection: Social media platforms allow students to share their work with a wider audience and receive feedback from various sources. This can help students develop a critical eye for their own writing and identify areas for improvement.

By leveraging the affordances of social media networks, this study aims to develop and evaluate an innovative approach to corrective feedback that is more effective and engaging for students and ultimately leads to improved writing skills

*2.1 Significance of the Study*

This study is significant due to the scarcity of research exploring the use of social media platforms for providing feedback on writing. Specifically, the absence of prior studies investigating the enhancement of Uzbek EFL learners’ writing abilities through corrective feedback via social media networks underscores the novelty and importance of this research.

The findings of the present research can serve as a catalyst for Uzbek English language instructors to embrace the use of social media networks for providing online feedback, as it offers substantial advantages for improving students’ writing skills. Moreover, the study encourages educators to adopt innovative approaches to enhance their students’ writing abilities by providing constructive feedback both inside and outside the traditional classroom setting. Additionally, this study addresses a significant gap in the literature by investigating the potential of social media networks as a tool for enhancing writing skills in the Uzbek context.

The findings of this study can encourage Uzbek English language instructors to adopt social media networks as a valuable tool for providing feedback to their students. By leveraging the benefits of social media, such as accessibility, convenience, and real-time interaction, instructors can enhance the effectiveness of their feedback and foster students’ writing development. Moreover, the findings of this study can add to a growing body of research on technology in language teaching and learning. They offer valuable insights into the potential of social media networks as a tool for supporting writing development in diverse educational contexts.

*2.2 Research Questions*

This study seeks to examine how writing skills can be enhanced through corrective feedback using social media networks in the Uzbekistan context. To clarify the importance and efficacy of using social media networks in providing students with corrective feedback, the study intended to explore students’ and instructors’ perspectives at Andijan State Institute of Foreign Languages in Uzbekistan.

In light of these objectives, the study will respond to the following research questions:

1. Is there a statistically significant difference in pre-test writing performance between the control and experimental groups?
2. Is there a statistically significant difference in post-test writing performance between the control and experimental groups??
3. Are there any measurable benefits of providing corrective feedback through social media networks on the development of learners’ writing skills?
4. What are the perceptions of students in the experimental group regarding the benefits of online corrective feedback for improving their writing skills?
5. What are the perspectives of instructors on the benefits of providing online corrective feedback to enhance learners’ writing abilities?

**3. Methodology**

*3.1 Design and Participants*

This research project aimed to evaluate the effectiveness of online corrective feedback, delivered through social media networks, in enhancing English writing skills.

The study employed a convenient sampling method, recruiting 50 students from Andijan State Institute of Foreign Languages (Uzbekistan) who volunteered to participate. The participants were randomly divided into two groups of 25: a control group and an experimental group.

The control group received traditional corrective feedback on their writing assignments, while the experimental group received online feedback via social media. Data was collected over an eight-week period.

The participants of the experimental and control groups were distributed in the following way:

Table 1. Allocation of the Participants into Groups

No	Group	Class	Number of Participants
1	Experimental Group	Class A	25
2	Control Group	Class B	25
3	Total		50

3.2 Research Instruments

This study employed two research instruments: the Essay Writing Test and Post-Study Interviews. In the Essay Writing Test, participants from both the control and experimental groups completed a 250-300-word opinion essay as a pre-test at the beginning of the study and a post-test at the end of the eight-week period. This allowed for a comparison of writing skills before and after receiving different types of feedback.

In the Post-Study Interviews, selected students from both groups participated in interviews to gather qualitative data about their preferences for the feedback they received on their drafts. Interview questions were developed based on the research questions and drew inspiration from previous research (Shazali, Shamsudin, & Yunus, 2019).

Table 2. Questionnaire Items for Students

No	Questions
1	I find it easy to use Facebook to learn English writing.
2	Using Facebook for writing tasks is interesting to me.
3	Facebook has helped me improve my writing skills.
4	I feel motivated to learn English writing when using Facebook.
5	I learn new vocabulary from reading my instructor's feedback on my writing.
6	Receiving online feedback helps me reduce errors in my essays.
7	I will continue to write in English while using Facebook.
8	Facebook is an excellent tool for improving my English writing skills.

As part of the study, two university instructors were interviewed to obtain their perspectives on the effectiveness of providing online feedback for student writing assignments, considering their experience with both traditional and digital teaching methods.

Table 3. Questionnaire Items for Instructors

No	Questions
1	Using Facebook for teaching English writing seems straightforward to me.
2	I find it engaging to assign writing tasks and provide feedback using Facebook.
3	Facebook has contributed significantly to enhancing my students' writing abilities.
4	I can motivate my students to learn writing in English when using Facebook.
5	My students learn new vocabulary from reading feedback on their writing.
6	Getting online feedback helps the students reduce errors in writing essays
7	I will continue to use Facebook in giving written assignments and feedback to enhance writing skill of my students.
8	Facebook is an excellent method for me to enhance my English writing skills.

3.3 Research Procedure

This research utilized a mixed-methods approach, incorporating quantitative and qualitative data to investigate the effectiveness of corrective feedback delivered through social media (Facebook) compared to traditional classroom methods in an EFL academic writing course.

Two groups of students were randomly assigned to participate in the experiment: a control group receiving traditional corrective feedback and an experimental group receiving online feedback via Facebook. The control group submitted paper-based essays for traditional feedback. The instructor provided written comments and corrections using a red pen, marking errors in grammar, sentence structure, vocabulary, and content organization directly on the physical essays. Students were required to revise their drafts based on this feedback and resubmit the corrected versions for further review. This traditional feedback method was largely one-way, with limited opportunities for students to engage with the feedback or seek clarification, which may limit its effectiveness in addressing all learner needs.

In contrast, the experimental group submitted essays digitally via social media. The instructor provided feedback using MS-Word features such as highlighting and commenting within a dedicated Facebook group. This feedback included not only corrections of grammatical and syntactical errors but also suggestions for improving content flow, coherence, and argumentation. The online feedback was more interactive, allowing students to receive immediate responses to their questions, engage in discussions with the instructor and peers, and use multimedia elements like links to relevant resources or instructional videos. This interactive environment enabled a continuous learning experience, where students could reflect on the feedback, implement changes, and receive further guidance as needed.

The intervention aimed to compare the effectiveness of these two feedback methods in improving students' writing skills. The traditional method relied on written corrections and comments, which students had to interpret and apply on their own. In contrast, the social media-based feedback allowed for a more collaborative and continuous learning experience, with students being able to ask questions, receive follow-up guidance, and even engage in peer feedback within the group.

Data was collected from both groups twice: pre-test and post-test. Data analysis focused on participant errors in format, grammar, content, and vocabulary, with post-test data converted into percentages and analyzed using a t-test to determine the effectiveness of online feedback. Additionally, semi-structured interviews were conducted with instructors and randomly chosen students to gather their perspectives, preferences, and impressions regarding the two feedback methods.

Data was gathered from both groups twice: after a pre-test and a post-test. The data was then analysed, primarily focusing on participant errors in format, grammar, content, and vocabulary. Post-test data was converted into percentages and analysed using a t-test to determine the extent to which online feedback was more beneficial than traditional feedback. The findings of this analysis are intended to clarify whether “online corrective feedback is more effective than conventional feedback and, if so, to what extent” (Soo Kum Yoke et al., 2013).

#### Pre-test

The pre-test was conducted in two groups before the experiment. Participants from both control and experimental groups were asked to write a short essay of 250–300 words in class. This was done to establish the equality of participants' levels in both groups. The following topics were suggested for writing:

1. *Educational systems of the USA and Uzbekistan.*
2. *Advanced science and technology have the potential to address environmental issues like pollution and global warming, given sufficient research funding. To what extent do you agree or disagree with this statement? Give your own reasons.*
3. *While we are in an era dominated by technology, it is acknowledged that technology alone cannot resolve all global challenges. However, there is a growing belief that we should prioritize values beyond technological solutions. To what extent do you agree or disagree with this statement? Give your own reasons.*

Two instructors were assigned to evaluate and provide feedback on the essays. One instructor reviewed the essays from the Experimental Group (A), while the other instructor worked with the Control Group (B) essays. All essays were assessed and graded using the Essay Grading Rubric (Appendix, Table 1).

During the eight-week period between the pre-test and post-test, both groups received instruction from two instructors focused on enhancing their essay writing skills. Recognizing the importance of task analysis, students engaged in various activities designed to help them understand task specifications and generate ideas for their essays. This emphasis on task analysis, as suggested by the British Council Uzbekistan (“20+ Teaching Writing 2 – Task Analysis and Essay Structure”), aids students in comprehending the assignment and ultimately contributes to the quality of their writing. Students learned how to write clear instructions, conduct task analysis, and explore the structure of an essay. Additionally, they were introduced to various themes for improving writing skills and encouraged to participate in a Facebook group specifically created for this research, where they could post, comment, and share ideas in written form (Appendix, Picture 3).

#### Post-test

The post-test was conducted at the end of the project after an eight-week period under the same conditions as the pre-test. Participants were asked to complete a short essay of 250–300 words on the following topics:

1. *Information technology is reshaping numerous facets of our lives and currently holds sway over our domestic, recreational, and professional engagements. To what extent do the benefits of information technology outweigh the disadvantages? Give reasons for your answer and include any relevant examples from your own experience.*
2. *A growing number of students are opting to pursue higher education at foreign colleges and universities. Do the benefits of studying abroad outweigh the drawbacks?*
3. *Today, there exists a wide variety of musical genres worldwide. What is the significance of music? Is the indigenous music of a nation more crucial than the global music prevalent everywhere today? To what extent do you agree or disagree with this statement? Give your own reasons.*

Both groups were assigned the same essay topics. Participants in the Experimental Group (A) were instructed to complete the assignment online and submit their essays to the dedicated Facebook group. Instructor A reviewed and provided corrective feedback on these essays, which were then returned to the participants via Facebook the same day they were submitted (in the evening). In contrast, participants in the Control Group (B) submitted their essays on paper. Instructor B reviewed and provided traditional, written feedback on these essays. The feedback was then distributed to the participants the following day.

#### 4. Analysis of Results

This study investigated the impact of online corrective feedback on essay writing, comparing Facebook-based feedback to traditional methods. Essays were analyzed across four key aspects: format (structure), grammar, language (vocabulary), and content. An Essay Writing Rubric ensured objective and consistent evaluation.

Results indicated that students receiving online corrective feedback via Facebook showed significantly greater improvement compared to those receiving traditional feedback. Specifically, the Facebook feedback group demonstrated significant mean differences in improvement for:

- Sentence Structure: 13.7 points
- Grammar: 17 points
- Language (Vocabulary): 15.8 points

- Content: 15.9 points

While students receiving traditional feedback also showed improvement, the magnitude of the gains was notably smaller:

- Sentence Structure: 6.6 points

- Grammar: 4.8 points

- Vocabulary: 4.6 points

- Content: 4.7 points

These findings suggest that online corrective feedback, particularly through social media networks like Facebook, can be a highly effective means of improving essay writing skills, leading to more substantial gains in multiple areas compared to traditional approaches.

Table 4. Evaluating Control Group Participants Before and After Experiment

№	Control Group Participants	Format (Structure)		Grammar/ Mechanics		Language (Vocabulary, Tone)		Content (Idea, Thought, Use of Examples )	
		Draft 1	Draft 2	Draft 1	Draft 2	Draft 1	Draft 2	Draft 1	Draft 2
1	CGP 1	65	72	60	70	69	78	58	71
2	CGP 2	72	78	55	59	75	77	72	80
3	CGP 3	59	68	66	72	70	72	69	73
4	CGP 4	60	75	68	77	66	71	65	78
5	CGP 5	82	87	85	88	80	86	84	87
6	CGP 6	75	82	68	79	72	78	70	75
7	CGP 7	57	65	62	69	64	66	62	70
8	CGP 8	79	82	75	82	77	80	75	82
9	CGP 9	64	75	70	76	68	73	70	75
10	CGP 10	58	66	62	65	65	69	60	65
11	CGP 11	66	69	65	66	68	70	65	68
12	CGP 12	76	84	72	82	72	85	70	72
13	CGP 13	80	85	82	85	85	90	82	85
14	CGP 14	55	61	60	65	67	71	65	68
15	CGP 15	77	80	75	79	75	80	74	77
16	CGP 16	69	70	68	72	69	74	65	70
17	CGP 17	65	80	68	70	70	70	65	68
18	CGP 18	72	78	70	73	72	75	68	72
19	CGP 19	76	77	75	76	76	80	73	78
20	CGP 20	59	65	60	62	65	68	60	62
21	CGP 21	63	68	65	65	64	70	68	70
22	CGP 22	68	75	64	70	68	75	65	67
23	CGP 23	76	86	72	78	73	80	75	77
24	CGP 24	78	80	75	80	78	82	75	79
25	CGP 25	74	83	75	79	76	80	78	82
	<b>Mean</b>	<b>69</b>	<b>75.64</b>	<b>68.68</b>	<b>73.56</b>	<b>71.36</b>	<b>76</b>	<b>69.32</b>	<b>74.04</b>

Table 4 presents the pre- and post-experiment scores (expressed as percentages) for the Control Group participants across four key areas: format (structure), grammar and mechanics, language (vocabulary and tone), and content (ideas, thought development, and use of examples).

Table 5. Evaluating Experimental Group Participants Before and After Experiment

№	Experimental Group Participants	Format (Structure)		Grammar/ Mechanics		Language (Vocabulary, Tone)		Content (Idea, Thought, Use of Examples )	
		Draft 1	Draft 2	Draft 1	Draft 2	Draft 1	Draft 2	Draft 1	Draft 2
1	EGP 1	70	89	72	90	70	88	75	91
2	EGP 2	69	81	70	92	68	80	65	78
3	EGP 3	65	72	68	85	63	78	60	79
4	EGP 4	75	88	77	90	72	86	75	88
5	EGP 5	78	90	75	86	72	88	70	86
6	EGP 6	71	82	72	95	70	89	75	90
7	EGP 7	60	79	65	78	62	77	65	80
8	EGP 8	80	95	78	96	80	95	76	93
9	EGP 9	78	85	75	92	72	90	75	89
10	EGP 10	68	82	65	88	64	78	65	77
11	EGP 11	59	72	60	78	62	76	60	75

12	EGP 12	71	92	70	89	74	90	72	93
13	EGP 13	82	95	80	95	80	93	82	95
14	EGP 14	70	90	65	86	68	85	68	83
15	EGP 15	77	89	74	90	72	88	73	87
16	EGP 16	65	82	63	85	67	83	61	80
17	EGP 17	74	91	75	80	72	85	70	82
18	EGP 18	58	72	60	75	62	78	60	76
19	EGP 19	78	80	75	91	76	87	77	90
20	EGP 20	66	78	62	80	65	82	66	82
21	EGP 21	75	88	72	89	74	90	71	87
22	EGP 22	60	75	62	80	62	78	60	79
23	EGP 23	62	80	60	75	62	81	62	85
24	EGP 24	71	86	70	88	70	89	69	88
25	EGP 25	80	93	78	95	75	95	76	93
	<b>Mean</b>	<b>70.48</b>	<b>84.24</b>	<b>69.72</b>	<b>86.72</b>	<b>69.36</b>	<b>85.16</b>	<b>69.12</b>	<b>85.04</b>

Table 5 shows the pre- and post-experiment scores (in percentages) for participants in the Experimental Group across four writing dimensions: format (structure), grammar/mechanics, language (vocabulary, tone), and content (idea development, thoughtfulness, and use of examples).

Table 6. Results of Comparing Essay Writing Skills with Respect to Format (Structure) Before and After Experiment of Control and Experimental Groups Participants

Perf Test	N	Mean	SD	't' value	df	2-tailed P value	Std Error Difference	Mean Difference	95% Confidence Interval of the Difference	
									From	To
Pre Test CG	25	69	8.014985	3.0585	48	.0036	2.171	-6.6400	-11.00507	-2.274923
Post test CG	25	75.64	7.320546							
Pre Test EG	25	70.48	7.066088	6.9233	48	.0001	1.987	-13.760	-17.75609	-9.763901
Post Test EG	25	84.24	6.987302							

Table 6 reveals a notable disparity in essay format performance between the control and experimental groups. The control group, receiving conventional feedback, exhibited a t-value of 3.0585, indicating a statistically significant difference (p = 0.003) between pre- and post-test scores. In contrast, the experimental group, receiving online corrective feedback, achieved a considerably higher t-value of 6.9233, demonstrating a highly significant difference (p = 0.0001) between pre- and post-test scores. This suggests that online corrective feedback significantly improved essay format (sentence structure) for the experimental group compared to the control group's conventional feedback approach.

Table 7. Results of comparing essay writing skills with respect to Grammar/ Mechanics Before and After Experiment of Control and Experimental Groups Participants

Perf Test	N	Mean	SD	't' value	df	2-tailed P value	Std Error Difference	Mean Difference	95% Confidence Interval of the Difference	
									From	To
Pre Test CG	25	68.68	7.012674	2.4058	48	.0200	2.028	-4.8800	-8.958448	-0.801551
PostTest CG	25	73.56	7.327100							
Pre Test EG	25	69.72	6.193674	9.6489	48	.0001	1.762	-17.000	-20.54244	-13.45755
Post Test EG	25	86.72	6.264311							

Table 7 highlights a notable disparity in grammar and mechanics performance between the control and experimental groups. The control group, receiving conventional feedback, achieved a t-value of 2.4058, indicating a marginally significant difference (p = 0.02) between pre- and post-test scores. In contrast, the experimental group, receiving online corrective feedback, exhibited a substantially higher t-value of 9.2643, demonstrating a highly significant difference (p = 0.0001) between pre- and post-test scores. This suggests that the online feedback

approach significantly improved grammar and mechanics skills for the experimental group compared to the control group’s traditional feedback method.

Table 8. Results of Comparing Essay Writing Skills with Respect to Language (Vocabulary, Tone) Before and After Experiment of Control and Experimental Groups Participants

Perf Test	N	Mean	SD	't' value	df	2-tailed P value	Std Error Difference	Mean Difference	95% Confidence Interval of the Difference	
									From	To
Pre Test CG	25	71.36	5.275452	2.9002	48	.0056	1.600	-4.6400	-7.856774	-1.423225
PostTest CG	25	76	6.013318							
Pre Test EG	25	69.36	5.476349	10.0423	48	.0001	1.573	-15.800	-18.96340	-12.63659
Post Test EG	25	85.16	5.647512							

Table 8 indicates a clear difference in vocabulary performance between the control and experimental groups. The control group, receiving conventional feedback, achieved a t-value of 2.9002, suggesting a significant difference (p = 0.02) between pre- and post-test scores. Conversely, the experimental group, receiving online corrective feedback, attained a considerably higher t-value of 10.0423, demonstrating a highly significant difference (p = 0.0001) between pre- and post-test scores. This strongly suggests that the online feedback approach significantly enhanced vocabulary skills for the experimental group compared to the control group’s traditional feedback method.

Table 9. Results of Comparing Essay Writing Skills with Respect to Content (Idea, Thought, Use of Examples) Before and After Experiment of Control and Experimental Groups Participants

Perf Test	N	Mean	SD	't' value	df	2-tailed P value	Std Error Difference	Mean Difference	95% Confidence Interval of the Difference	
									From	To
Pre Test CG	25	69.32	6.522085	2.6110	48	.0120	1.808	-4.7200	-8.354658	-1.085341
PostTest CG	25	74.04	6.257667							
Pre Test EG	25	69.12	6.326578	9.2294	48	.0001	1.725	-15.920	-19.38819	-12.45180
Post Test EG	25	85.04	5.861603							

Table 9 presents a compelling comparison of content performance between the control and experimental groups. The control group, receiving conventional feedback, achieved a t-value of 2.6110, indicating a significant difference (p = 0.012) between pre- and post-test scores. Nevertheless, the experimental group, receiving online corrective feedback, achieved a notably higher t-value of 9.2294, demonstrating a highly significant difference (p = 0.0001) between pre- and post-test scores. This strongly suggests that the online feedback approach significantly enhanced content quality for the experimental group compared to the control group’s traditional feedback method.

Table 10. Comparison of Results (Mean) of Control and Experimental Groups Participants

№	Drafts	Format (Structure)		Grammar/ Mechanics		Language (Vocabulary, Tone)		Content (Idea, Thought, Use of Examples)	
		CG	EG	CG	EG	CG	EG	CG	EG
1.	Pre-test	69	70.48	68.68	69.72	71.36	69.36	69.32	69.12
2.	Post-test	75.64	84.24	73.56	86.72	76	85.16	74.04	85.04

CG – Control Group

EG – Experimental Group

Table 10 compares the performance of students who obtained conventional corrective feedback (control group) versus those who received online corrective feedback via Facebook (experimental group). While both groups demonstrated improvement after receiving feedback, the experimental group, with its online feedback intervention, exhibited significantly better performance. This is evident in the statistically significant difference observed between their pre- and post-test scores, surpassing the improvement shown by the control group.



Table 11. Analysis of T-Value and Two-Tailed ‘P’ Value

Assessment Parameters	T-Value Control Group	T-Value Experimental Group	Sig 2-tailed P value Control Group	Sig 2-tailed P value Experimental Group
Format (Structure)	3.0585	6.9233	0.0036	0.0001
Grammar / Mechanics	2.4058	9.6489	0.0200	0.0001
Language (Vocabulary)	2.9002	10.0423	0.0056	0.0001
Content (Idea, Use of Examples)	2.6110	9.2294	0.0120	0.0001

Table 11 highlights a significant difference in essay writing skills between the control and experimental groups. The experimental group, receiving online corrective feedback, exhibits significantly higher t-values and lower p-values across all four assessed parameters: format, grammar, language, and content (Vijaya Kumar, S. et al., 2016). This strongly suggests that the online feedback approach led to greater improvement in essay writing skills for this group compared to the control group receiving conventional feedback. While the control group additionally demonstrated some improvement, the statistical significance of the experimental group’s results indicates a more substantial impact of the online feedback intervention. It’s important to note that a larger t-value and a smaller p-value provide greater evidence against the null hypothesis (Green & Salkind, 2010).

*Interviews with participants*

Informal interviews with ten randomly selected students revealed a clear preference for receiving online corrective feedback through social media networks. Participants consistently expressed positive perceptions of this approach, highlighting its motivational benefits and its role in enhancing their English writing skills. Students reported that the online task encouraged them to actively engage in writing, exposed them to new vocabulary through classmate comments, and facilitated idea generation through collaborative interactions with friends on the platform. This qualitative feedback reinforces the quantitative findings, suggesting that online corrective feedback delivered via social media platforms can be a highly effective and engaging learning tool for improving English writing skills.

*Interviews with instructors*

Interviews with two university instructors revealed their positive experiences with providing online feedback on student writing assignments. The instructors observed significant progress in student writing after implementing online feedback, with students demonstrating increased motivation and engagement in the writing process. They noted a distinct sense of excitement and confidence among students who were able to receive feedback and engage with their instructors online. The instructors emphasized the importance of this approach in helping students feel empowered to express their ideas and thoughts more effectively in written form.

**5. Discussion**

To address the first research question, a pre-test was administered to both the experimental and control groups prior to the intervention. Table 10 reveals no significant difference between the groups’ pre-test scores, indicating comparable baseline levels of writing skills.

To answer the second research question, Table 10 shows a statistically significant improvement in writing skills between the pre-test and post-test for the experimental group, which received online corrective feedback. This improvement is notably greater than that observed in the control group.

Further analysis in Table 11 reveals significantly higher t-values and lower p-values for the experimental group, suggesting a considerable improvement in all four assessed writing parameters: format, grammar, language, and content. While the control group additionally showed some improvement, the difference between the groups is statistically significant, supporting the effectiveness of online corrective feedback in enhancing writing skills.

The findings provide evidence supporting the third research question, exploring the impact of corrective feedback delivered through social media networks on learners’ writing skills development. Analysis of the results indicates a significant enhancement in English writing skills among the experimental group participants who received online corrective feedback.

This research aligns with previous findings, such as those by Al-Abbadi (2007), who demonstrated significant improvements in writing performance among students utilizing online resources compared to a control group.

The study observed increased motivation among the experimental group, with students actively engaging in receiving corrections, commenting on feedback, and writing online. This observation is consistent with previous research highlighting the motivational impact of computer use in education (Hosseini, 2012; Li, 2000; Razagigard & Razzaghifard, 2011). Notably, the majority of students expressed a preference for online corrective feedback, aligning with the concept of ‘digital natives,’ who are accustomed to digital communication and technology.

Utilizing the internet offers numerous advantages for enhancing writing skills. One key benefit is the accessibility of assignments. Learners can access their work within a dedicated Facebook group anytime and anywhere, ensuring their assignments are readily available and secure. Additionally, this approach eliminates the need for students to rewrite entire essays during the correction process

(Soo Kum Yoke et al., 2013), making online feedback a practical and efficient method for both instructors and students.

Social media platforms like Facebook can be particularly beneficial for shy students who may hesitate to participate in traditional classroom settings. These platforms provide a safe space for students to express themselves without fear of making mistakes, fostering greater engagement and participation (Yunus, Li & Ishak, 2012). Moreover, Facebook facilitates timely feedback from both peers and instructors. Students can receive diverse perspectives and feedback from multiple sources, making the information more reliable and trustworthy (Foster & Ohta, 2005). Several studies have shown that ICT-assisted learning approaches are more effective than traditional methods. (Jazeel et al., 2012; Geetha et al., 2012). The current study further supports this finding through the implementation of an online corrective feedback approach.

To address research questions 4 and 5, interviews were conducted with a sample of students and two instructors. Beyond the statistically significant improvement in writing skills observed in the experimental group, interviews revealed numerous advantages of using Facebook in teaching and learning, including vocabulary acquisition through feedback, increased motivation, and reduced writing errors. All interviewees expressed positive sentiments about Facebook's potential for improving English writing skills and indicated their intention to continue using it for this purpose.

#### Implications for Practitioners

The findings of this study have significant implications for language educators, particularly those involved in teaching writing skills to English as a Foreign Language (EFL) learners. The demonstrated effectiveness of social media-based corrective feedback highlights the need for educators to integrate these digital tools into their instructional practices. By utilizing platforms like Facebook for providing feedback, teachers can enhance student engagement, motivation, and ultimately, writing proficiency. This approach offers a more interactive and student-centered method of feedback delivery, which can be particularly beneficial in large classes where individual feedback is challenging to manage. Practitioners are encouraged to explore various social media platforms and tailor their feedback strategies to the specific needs of their students, thereby fostering a more supportive and collaborative learning environment.

#### Implications for Policymakers

For policymakers, the results underscore the importance of incorporating digital literacy and technology integration into language education policies. As the educational landscape evolves, it is crucial that policies reflect the growing role of digital tools in enhancing learning outcomes. Policymakers should consider providing the necessary infrastructure, training, and resources to support the integration of social media platforms into educational settings. This includes ensuring access to reliable internet, offering professional development for educators in digital pedagogy, and promoting the development of curricula that leverage technology to support language learning. Additionally, policies that encourage innovation in teaching methods and the use of technology can help bridge the gap between traditional education models and the demands of the 21st-century classroom.

The study also contributes to the broader discourse on educational technology and its role in fostering effective learning environments. As educational institutions continue to adapt to the digital age, the integration of social media and other digital tools into the curriculum should be seen as a priority. By embracing these technologies, educators and institutions can provide more flexible, personalized, and engaging learning experiences that cater to the diverse needs of students. The findings from this study can serve as a foundation for further research into the use of social media in education, particularly in the context of developing countries where access to traditional educational resources may be limited.

### 6. Potential Limitations

While this study provides valuable insights into the effectiveness of online corrective feedback delivered through social media platforms, several limitations should be acknowledged.

- The study involved a relatively small sample size of 50 participants, all of whom were students from a single institution, Andijan State Institute of Foreign Languages. This limits the generalizability of the findings to other contexts, such as different educational settings, age groups, or linguistic backgrounds. Future research should aim to replicate the study with a larger and more diverse sample to enhance the external validity of the findings.
- The intervention was conducted over an eight-week period, which may not be sufficient to observe the long-term effects of online corrective feedback on writing skills development. Writing proficiency and language acquisition often require extended periods of practice and feedback. Future studies could extend the duration of the intervention to examine the sustainability of the observed improvements over time.
- The study assumed that all participants had equal access to technology and sufficient digital literacy skills to engage with the online feedback. However, disparities in access to devices or internet connectivity, as well as varying levels of comfort with digital tools, may have influenced the outcomes. Future research should explore these variables in more detail and consider providing support or training for participants who may be less familiar with the required technology.
- This research focused exclusively on the impact of corrective feedback on writing skills. While writing is a critical component of language learning, other language skills such as reading, listening, and speaking were not addressed. Future studies should

investigate how social media-based feedback can be applied to these other language domains, potentially offering a more holistic understanding of its effectiveness in language education.

- Since the participants were aware of the nature of the intervention, there is a possibility of participant bias, where students in the experimental group may have been more motivated to improve their writing due to the novelty of receiving feedback through social media. Additionally, how feedback is received and processed by learners can vary widely, and this study did not explore individual differences in feedback reception. Future research could employ a double-blind design to mitigate bias and examine the psychological and emotional aspects of receiving corrective feedback.

## 7. Directions for Future Research

To address these limitations, future research could take several directions:

- Replicating the study with larger and more diverse samples across different educational institutions, age groups, and linguistic backgrounds would help determine the broader applicability of the findings. This would also allow for the examination of potential cultural differences in the reception and effectiveness of online corrective feedback.
- Conducting longitudinal studies with extended intervention periods would provide insights into the long-term effects of online corrective feedback on writing development. Such studies could also explore how the impact of feedback evolves over time and whether the initial improvements observed are sustained in the long run.
- Expanding the scope of research to include other language skills, such as reading, listening, and speaking, could provide a more comprehensive understanding of how online feedback impacts overall language proficiency. Future studies could investigate whether similar benefits are observed when applying corrective feedback to these other areas of language learning.
- Future research should consider the role of technology access and digital literacy in the effectiveness of online corrective feedback. Studies could explore how providing digital literacy training or ensuring equitable access to technology might influence the outcomes of such interventions, particularly in under-resourced educational settings.
- Further research is needed to understand how individual learners perceive and respond to corrective feedback. Investigating factors such as learner motivation, anxiety, and prior experiences with feedback could shed light on why some students benefit more from online corrective feedback than others. Additionally, exploring the emotional and psychological impact of feedback could help educators tailor their feedback approaches to better meet the needs of diverse learners.

## 8. Conclusion

The advent of widespread network access and Computer-Assisted Language Learning (CALL) has fundamentally transformed the landscape of writing instruction, offering new avenues for delivering corrective feedback that are both flexible and accessible. This study has demonstrated the significant potential of leveraging social media networks, specifically Facebook, as a platform for enhancing writing skills. Through a controlled experiment comparing online corrective feedback with traditional methods, the findings underscore the effectiveness of social media as a powerful tool for language learning when strategically employed by instructors and actively engaged with by learners.

The results of this study highlight several key factors that contribute to the success of social media-based feedback in writing instruction. First and foremost, the creation of a supportive and interactive learning environment within the social media platform is crucial. The Facebook group utilized in this study not only provided a space for delivering feedback but also fostered a sense of community among learners. This environment encouraged frequent visits, active discussions, and consistent learner participation, which are essential for reinforcing feedback and promoting continuous improvement in writing skills.

Moreover, the study emphasizes the role of social media in promoting learner autonomy and motivation. By offering a platform where feedback is readily accessible, and communication is streamlined, students are empowered to take greater ownership of their learning process. The ability to receive and respond to feedback in real-time, coupled with the opportunity to engage with peers and instructors beyond the confines of the classroom, enhances the learning experience and contributes to more meaningful and sustained learning outcomes.

The implications of these findings extend beyond the confines of this study, offering valuable insights for educators and policymakers. The integration of social media into writing instruction represents a shift towards more flexible, learner-centered approaches that can adapt to the diverse needs of students. By embracing the opportunities afforded by technology and fostering an engaging online learning community, educators can empower students to become more confident, proficient writers, capable of navigating the demands of academic and professional communication in the digital age.

In conclusion, this study presents a compelling case for the integration of social media into writing instruction. As educational institutions continue to adapt to the challenges and opportunities of the digital era, the strategic use of social media platforms like Facebook can serve as an innovative and effective means of enhancing writing skills. Future research should continue to explore the long-term impacts of social media-based feedback and its potential application across various language skills, ensuring that learners are equipped with the tools and skills necessary for success in a rapidly evolving world.

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#### **Authors' contributions**

Dr. G. Rahmanova was responsible for writing this study and coordinating the entire project. Prof. G. Eksi was responsible for study design, supervision the research process and revising the final manuscript. Prof. Sh. Shakhbitdinova provided critical feedback and helped revise the manuscript. Dr. G. Nosirova assisted in data collection, performed statistical analysis and contributed to writing the manuscript. Dr. B. Sotvoldiev reviewed the literature and managed the data. Sh. Mirolimova assisted in collecting data and drafted the manuscript. All authors read and approved the final manuscript.

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#### **Data sharing statement**

No additional data are available.

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