

Original Paper

The Impacts of WhatsApp Messenger on Developing Writing Skill among Tertiary Level Students

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Abstract

This article examines the impact of WhatsApp Messenger on the writing skills of tertiary-level students. Studies indicate that using WhatsApp for writing exercises and vocabulary practice positively influences students' writing abilities. Specifically, the platform facilitates the development of basic English as a Foreign Language (EFL) writing skill through instant text messaging at the tertiary level. Through this, students can share the same platform to increase their accessibility, cooperative tendency and motivation. Students enjoy the opportunity to work in group, pairs, or individually giving evaluation to each other. WhatsApp Messenger is such an app that ignites interest among students to actively participate in writing tasks. It is not a boring media to them. This app helps learner to learn inside the classroom and also outside the classroom. Students can learn both privately and publicly. Further research explores the effectiveness of WhatsApp Messenger in higher education contexts to enhance their creativity in writing skill. This study shows that WhatsApp Messenger can be used as a significant technological tool for making students' writing experience smooth. This media is also helpful to the instructors as it facilitates them in their task of assignment giving and collecting. Students have reported their experiences via surveys, highlighting the WhatsApp platform's role in improving writing proficiency. Moreover, this research strongly recommends that, if the challenges can be faced positively Whatsapp Messenger may be used as a supportive and educational resource in the teaching and learning process of writing skill at all educational stages.

Contribution of the Study:

This research work will contribute to extend the mobile learning evidence base, focusing on writing skills, contextualizing it in tertiary education, possibly in specific cultural or linguistic settings, bridging informal technology use with formal academic writings, informing pedagogy, interventions, and instructional design and offering actionable implications for writing pedagogy.

Keywords

academic writing, digital literacy, mobile-assisted language learning, tertiary students, WhatsApp Messenger

1. Introduction

Various social media sites like Facebook, Twitter, Instagram, and WhatsApp Messenger have become very popular and heavily utilized by the young generations now and they are very often controlled by these technologies. However, this social media use has many limitations for younger generations when it comes to language learning especially English. They frequently employ a fashionable new language style to interact with others on social media, which influence them to follow. Depending on how frequently technology is used by people, particularly smartphones, they are developing and learning a new language for interaction through messaging. As Thurlow and Brown (2003) observe, “computer-mediated communication has generated new linguistic practices that challenge traditional norms of spelling, punctuation, and grammar” (p. 50).

In the digital age, technology is employed significantly to promote higher education especially writing skill. A new online language is being developed as a result of technological advancement and the internet. People, particularly younger generations, have included new types of writing style created by this online language for communication. The language, usually referred to as internet slang, is a variety of slang that is imported by various users of the internet (Crystal, 2006).

WhatsApp is a technological based, particularly, smartphone messaging programme with a user interface that is reminiscent of BlackBerry Messenger. As WhatsApp Messenger uses the same internet data plan which is used by email, web surfing, and other activities, users may communicate with one another without having to pay for SMS. As Church and de Oliveira (2013) note, “WhatsApp Messenger is a cross-platform mobile messaging app which allows users to exchange messages without having to pay for SMS” (p. 354). This app employs 3G or Wi-Fi connections for data communication that enables users to communicate online, share data, swap images, and more (Bouhnik & Deshen, 2014).

Since WhatsApp has become a common and essential means of social connection, students are more exposed to it and are more likely to be affected by it. In addition, WhatsApp has been very helpful in various ways for a variety of objectives. For instance, YouTube and WhatsApp are used for online video streaming and novel sharing, respectively. WhatsApp is also used as an important learning tool in educational settings for blended learning, online note-sharing, and educational video sharing (Yeboah & Ewur, 2014). Facebook, WhatsApp, and YouTube are the three most popular social media platforms that tertiary level students typically utilize for relationship development, direct contact, and social involvement (Al-Said, 2015).

Formality, sentence or paragraph structure, spelling, and grammar are the key problems of frequent use of WhatsApp, has been found by the majority of research. As students are writing their papers very casually adopting WhatsApp, formality is becoming a problem. According to Perkins (2015), “students

tend to use incomplete sentences, informal abbreviations, and nonstandard punctuation in academic writing influenced by social media discourse” (p. 22). This also relates to grammar issues, as students frequently utilize abbreviations and internet slang to keep their writing brief, which has an impact on their official writing (Andujar, 2016). For academic and professional writing, this mindset and style of writing are inappropriate.

Therefore, the aim of this study is to investigate the types of academic writing mistakes that students make repeatedly and that happens for being influenced by the use of social media for communication. However, improper use of WhatsApp can have a detrimental impact on students’ writing. The results indicate that some respondents do not think social networking sites may help them to write better or to improve their grammar, vocabulary, spelling, or other linguistic qualities (Ahmed, 2019). Due to the ease with which social media is accessible and the abundance of materials, some students may even plagiarize the works of others (Odewale & Olajide, 2016). In addition, they concur that, they are pushed by social media to write in a different code. When communicating on social media, the majority of respondents feel more at ease using informal and vogue English, and they only employ formality when they want to enhance their writing skill (Yeboah & Ewur, 2014).

1.1 Research Objectives

The research goals are to evaluate whether WhatsApp improves writing skills, identifies particular skills (such grammar or vocabulary), analyses the negative consequences, and examines how WhatsApp affects students’ motivation and collaborative writing.

- To assess the influence of WhatsApp on tertiary students’ writing skill. This target tries to link frequent WhatsApp use to written communication improvements.
- To examine WhatsApp’s impact on writing abilities, including grammar, vocabulary, punctuation, and sentence structure.
- To explore the benefits of WhatsApp for writing practice, including as collaborative learning, engagement, and constant practice outside of the classroom.
- To examine possible negative effects of WhatsApp on students’ writing skills, including casual language, plagiarism, and lack of organised feedback.
- To explore the relationship between WhatsApp use and students’ motivation and confidence in their writing abilities.
- To compare the writing performance of students who use WhatsApp with those who do not, using a control group or pre- and post-test design.

1.2 Research Questions

The research questions of this research are as follows:

- What impact does utilising WhatsApp Messenger for casual and group writing exercises have on tertiary level students’ formal academic writing abilities as well as their spelling, grammar, and punctuation accuracy?

- What impact does using WhatsApp Messenger have on tertiary level students' desire to write more?
- What are the most common types of writing errors tertiary students make when using WhatsApp for academic purposes due to the platform's informal nature?
- How do tertiary students perceive the impact of WhatsApp Messenger on their development of both formal and informal writing skill?

2. Literature Review

2.1 MALL Conceptual Foundation

Smartphones and instant-messaging applications have been framed under Mobile-Assisted Language Learning (MALL), which emphasises their ability to enable contact, collaboration, and contextual practice outside the classroom. Kukulska-Hulme and Shield (2008) highlight that “mobile devices are particularly suited to supporting social contacts and collaborative learning” and that learner-driven methods are replacing teacher-led ones (pp. 271–289). This viewpoint supports research that uses WhatsApp as an educational affordance to bring rehearsal, feedback, and peer scaffolding into students' daily life.

2.2 WhatsApp as a Learning Space: Benefits and Applications

Early qualitative research on teachers' and students' WhatsApp use has shown numerous common purposes. According to Bouhnik and Deshen's (2014) interview research, classrooms are used for “communicating with students; nurturing the social atmosphere; creating dialogue and encouraging sharing among students; and as a learning platform” (p. 217). Technical advantages (cheap cost, immediacy) and pedagogical advantages (extended access to materials, continuation of learning beyond class) are highlighted, along with practical obstacles including message overload and expectations of 24/7 instructor availability. These data suggest WhatsApp is a hybrid social–pedagogical venue for casual and collaborative writing practice.

2.3 Empirical Evidence on Writing Development: Accuracy, Fluency, Complexity

A growing body of quasi-experimental and longitudinal studies examines whether regular WhatsApp/MIM use produces measurable gains in written performance. Andújar's longitudinal quasi-experimental study (2016) with Spanish university learners (daily WhatsApp interaction over six months) has reported that measures of accuracy improved: “the ratios of lexical, grammatical and mechanical errors ... indicated significant differences between the control and experimental group in terms of accuracy” (Andújar, 2016, p. 63). However, Andújar has also found that syntactic-complexity measures and lexical diversity do not consistently change, suggesting that increased written practice on WhatsApp may primarily support accuracy and error reduction rather than immediate gains in syntactic sophistication. Complementary studies report similar patterns. Plana et al. (2013) have found that instant-short-message tasks using WhatsApp increase motivation and out-of-class engagement—factors link to greater practice opportunities—while some research (e.g., later replication or related projects) show mixed results for

measures such as lexical diversity and syntactic complexity. Taken together, the empirical record suggests that WhatsApp can raise writing frequency and accuracy and foster rehearsal and corrective feedback, though the impact on higher-order features (complex sentence structures, lexical range) is less consistent.

2.4 Peer Feedback, Collaboration, and Social-Constructivist Mechanisms

Studies frequently cite social-constructivist mechanisms—peer scaffolding, zone of proximal development (ZPD), and co-construction of meaning—as explanatory frameworks for WhatsApp’s educational effects. Vygotsky’s foundational claim is that learning is mediated through social interaction remains influential: the ZPD is the space where learners “can achieve through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). In WhatsApp groups, rapid peer responses, corrective suggestions, and model sentences operate as forms of distributed MKO (more knowledgeable other) that can scaffold weaker writers during revision and drafting. Empirical descriptions of WhatsApp group interactions show frequent micro-feedback episodes that align with this sociocultural account.

2.5 Motivation, Autonomy, and Outside-class Practice

Literature reports greater student motivation and autonomy. According to Plana et al. (2013) and Bouhnik and Deshen (2014), WhatsApp allows students to “learn on the go” and stay in touch. Warschauer (2011/2013) and other digital pedagogy scholars argue that continuity makes writing a frequent, contextualised practice rather than a sporadic classroom task, as digital tools “redefine what it means to be literate in contemporary society” (p. 8). WhatsApp can boost writing and revising, which boosts skill development.

2.6 Design Matters in Pedagogical Mediation

The literature agrees that WhatsApp’s impact depends on usage. Structured tasks—guided peer review, instructor prompts, scaffolded revision cycles—improve academic performance whereas unstructured social usage promotes fluency but may reinforce informal behaviours. Bouhnik and Deshen (2014) emphasise WhatsApp’s social environment and potential as a learning platform, but caution of “improper use of language” without established teaching rules (pp. 229–230). Andújar’s study reveals that everyday pedagogy improves accuracy, highlighting the importance of curricular integration and instructor scaffolding.

2.7 Methodology Notes and Gaps

The discipline uses exploratory qualitative investigations, small-scale quasi-experiments, and descriptive surveys. Short intervention windows, convenience samples, and self-reported perception data are constraints. To determine which interactional moves (e.g., recasts, explicit correction, and model examples) improve WhatsApp threads, several authors recommend longitudinal, mixed-methods research that combines objective corpus analysis (accuracy, complexity measures) with fine-grained interactional analysis. Geographic bias: many studies are from Spanish-speaking or Middle Eastern environments; cross-cultural study is needed to demonstrate generalisability.

2.8 Tertiary Writing Pedagogy Synthesis and Consequences

According to the literature, the evidence is complicated. WhatsApp boosts writing frequency, student involvement, and peer feedback, leading to improved accuracy and confidence (Andújar, 2016; Plana et al., 2013). Syntactic complexity and lexical variety increases are less constant, and unmediated use might foster informal practices that contradict with academic writing norms (Crystal, 2008). WhatsApp should be used as a complementary MALL tool in structured instructional sequences (scaffolded tasks, explicit editing stages, teacher modelling of academic register) to maximise practice and peer interaction while reinforcing formal standards.

Future research should prioritise longitudinal mixed-methods designs combining corpus metrics and interactional analysis of WhatsApp threads, controlled task type comparisons (collaborative drafting vs. rapid prompts) to identify improvement mechanisms, and cross-linguistic and cross-cultural studies to test transferability. Experimental study that mixes WhatsApp activities with conscious register transfer training (specific exercises to transform informal messages to formal paragraphs) may help resolve the conflict between fluency increases and formality preservation.

3. Theoretical Framework

This theoretical framework positions the study of *The Impacts of WhatsApp Messenger on Developing Writing Skills among Tertiary Level Students* within an integrated set of theories from second-language acquisition, sociocultural psychology, mobile-assisted language learning (MALL), and motivation studies. Together these perspectives explain how and why WhatsApp—an always-available, socially embedded, text-based communication tool—can function as a site for writing practice, peer feedback, and developing digital-era literacy, while also clarifying the risks that informal digital registers pose for academic writing.

3.1 Sociocultural Theory and the Zone of Proximal Development (ZPD):

Sociocultural theory (SCT) foregrounds learning as a socially mediated process: cognitive development occurs first on the social plane and then on the individual plane through internalization (Vygotsky, 1978). Central to SCT is the Zone of Proximal Development (ZPD), defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). In the context of WhatsApp groups, peers and instructors act as distributed “more knowledgeable others” (MKO), offering corrective feedback, model sentences, paraphrases, and scaffolds in real time. These micro-interactional supports can move learners’ writing competence from current performance toward higher levels by supplying just-in-time linguistic and metalinguistic resources. Empirical descriptions of WhatsApp threads show frequent short corrective episodes and model utterances that resemble scaffolded assistance in the ZPD.

3.2 Interaction Hypothesis and Corrective Feedback

The Interaction Hypothesis (Long, 1996) argues that negotiation of meaning and interactional modification (clarification requests, recasts, confirmation checks) make input comprehensible and create opportunities for uptake and language development. WhatsApp facilitates a dense ecology of written interaction where negotiation can occur asynchronously (e.g., a learner posts a draft line and peers offer edits; the writer then revises). The affordance for repeated, reflective negotiation—unavailable in ephemeral oral interactions—makes WhatsApp particularly suited to written-language development because learners can re-examine corrections, compare alternatives, and rehearse revisions. Thus, the IH explains why interaction on WhatsApp can lead to measurable error reduction and higher uptake of corrected forms.

3.3 MALL Affordances and Limitations

MALL scholarship places language learning in mobile device affordances such mobility, connection, multimodality, and contextualised communication (Kukulska-Hulme & Shield, 2008). A move “from content delivery to supported collaboration and interaction,” Kukulska-Hulme and Shield (2008) argue that mobile solutions are most effective when they facilitate learner-driven interaction and situational practice (ReCALL, pp. 271–289). WhatsApp’s contextual writing (brief messages, drafts, file sharing) and low-stakes peer exchange demonstrate this transition. The MALL viewpoint suggests that WhatsApp can increase the amount and authenticity of writing chances, which improve fluency, rehearsal, and motivation, if mediated.

3.4 Digital Literacy and Transforming “Writing”

Modern literacy experts say digital platforms change genres, norms, and literacy (Warschauer, 2011/2013). Warschauer claims that digital technologies “redefine what it means to be literate in contemporary society” (p. 8), introducing multimodal composition, interactive writing, and quick iterative revision. WhatsApp promotes textual play, multimodal signals (emojis, photos), and quick peer co-construction, blending social and academic literacies. Theory suggests that writing growth involves multi-register competence—students need the agility to create in informal networked registers and the metacognitive capacity to translate such activities into formal academic works.

3.5 Drive and Independence

Motivation affects students’ writing performance. According to Self-Determination Theory (SDT), intrinsic motivation is based on the satisfying of three psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). WhatsApp meets these needs: students start postings and peer exchanges, drafts show skill, and ongoing communication fosters group belonging. Meeting these demands encourages voluntary revision and persistent writing practice, which improves writing skills. Thus, SDT explains how WhatsApp motivates writing practice and tenacity.

3.6 Register Transfer and Genre Theory

Genre and register theories remind us that ability in one genre does not instantly transfer to another without pedagogical bridging. Texting has its own conventions—abbreviations, omission, logograms—

that are unique from academic prose, according to David Crystal (Crystal, 2008, p. 11). Unless students are explicitly taught register awareness and editing procedures, informal norms may transfer to academic writing (register bleed). Thus, theoretical models of genre transfer include instructional scaffolding (metalinguistic reflection, guided editing activities) to prevent WhatsApp's fluency gains from fossilising non-standard forms in formal evaluations.

3.7 Theoretical implications for teaching:

This theoretical synthesis suggests treating WhatsApp pedagogically, not only socially. Scaffolded peer-review cycles that model transfer from informal drafts to academic paragraphs (SCT + genre theory); structured negotiation tasks that elicit corrective feedback and uptake (Interaction Hypothesis); activities that explicitly build register awareness and editing routines (genre transfer); and design features that preserve learner autonomy and relatedness (SDT) to sustain engagement are effective design principles. These parts together improve surface correctness and deeper composition skills, according to the theoretical framework.

4. Research Methodology

To meet study goals, this section describes the research design, participants, instruments, procedures, and data processing techniques. The mixed-methods study examines WhatsApp's effects on pupils' writing skills quantitatively and qualitatively. This study uses a mixed-methodologies approach, combining quantitative and qualitative methods to achieve a comprehensive knowledge of the phenomena. Creswell (2014) states that mixed methods research "provides a better understanding of research problems than either quantitative or qualitative approaches alone" (p. 4). Quantitative surveys and writing tests examine students' writing skills, while qualitative semi-structured interviews collect students' and instructors' impressions of WhatsApp as a learning tool.

This method is justified by the study topic, which is to determine how and why WhatsApp affects writing development. Dörnyei (2007) states that language education scholars may grasp "the measurable outcomes and the subjective meanings behind them" by integrating numerical data with interpretative insights (p. 45).

4.1 Sample and Population

This survey includes the students of English language and literature (70) and the students of Linguistics (30) who belong to two different universities of Chittagong of Bangladesh, International Islamic University Chittagong and Port City International University. Students use WhatsApp for academic and personal communication, making it a good framework for studying its educational effects.

Purposive sampling has been used to identify 100 students who use WhatsApp for academic communication, including group discussions, assignment sharing, and peer feedback. Among these 100 students, 60 students study at International Islamic University Chittagong and other 40 students study at Port City International University. Five English teachers have provided professional perspectives about using WhatsApp to teach writing. Among these 5 teachers, 03 instructors belong to International Islamic

University Chittagong while 02 instructors are from Port City International University. Cohen, Manion, and Morrison (2018) recommend purposive sampling when “researchers seek participants who are especially knowledgeable about or experienced with the phenomenon under study” (p. 217). Students and teachers provide diverse views, boosting trustworthiness.

4.2 Tools for Research

We have utilised three major devices to collect quantitative and qualitative data: A questionnaire.

A standardised questionnaire with closed-ended and Likert-scale items has been created to assess students’ WhatsApp use, writing habits, and views of its impact. Several mobile-assisted learning researches have inspired the questionnaire (Bouhami & Guaissi, 2021; Alhassan, 2020).

4.2.1 Tasks to Write

Two brief writing samples are requested before and after a six-week of WhatsApp-based writing activity. Hyland (2016) states that “writing proficiency entails the interplay of linguistic, cognitive, and social elements” (p. 79), hence these samples are assessed for fluency, grammatical accuracy, coherence, and lexical richness.

4.2.2 Semi-structured Interviews

Twenty students and all five professors have been engaged in semi-structured interviews for deeper insights. Open-ended questions have examined participants’ motivation, teamwork, and perceived problems utilising WhatsApp to improve writing. Interviews help researchers to “understand the world from the subjects’ point of view” (p. 18), making them perfect for studying perceptions and attitudes, according to Kvale (2007).

5. Data Collection Methods

Data gathering has three phases:

Preliminary stage: In this stage participants are told of the study’s goals and given confidentiality. Ethics-based research consent has been acquired (Cohen et al., 2018).

Implementation Stage: Students have participated in WhatsApp-based writing activities, such as group discussions, collaborative essay writing, and peer review, for six weeks. Instructors provide advice via WhatsApp chat and voice.

Post-intervention stage: In this stage, post-intervention questionnaires and interviews are done in the final stage. Linguistic analysis has been used on student writing examples.

This approach has enabled consistency between instructional intervention and data measurement, allowing WhatsApp’s writing development impact to be assessed.

6. Data Analysis

This section analyses quantitative and qualitative evidence from university students and instructors on WhatsApp Messenger’s influence on writing skills. The analysis uses surveys, written assessments, and interviews. After tables, percentages, and descriptive charts, interpretative remarks follow statistical data.

Table 1. Demographic Information of Participants

Variable	Category	Frequency (n=100)	Percentage (%)
Gender	Male	40	40%
	Female	60	60%
Age Range	18–20 years	25	25%
	21–23 years	50	50%
	24–26 years	25	25%
Discipline	English Language & Literature	70	70%
	Linguistics	30	30%

The demographic information shows that 60% of the users are female students aged 19 to 23. All the pupils are in classes related to English, which shows that they are ready to write in English.

Table 2. Frequency of WhatsApp Use

Response	Frequency	Percentage (%)
Daily (More than 3 hours)	68	68%
Several times a week	20	20%
Occasionally	8	8%
Rarely	4	4%

The results indicate that WhatsApp is utilised by the most of the students on a daily basis. Platform familiarity is demonstrated by its high usage frequency, which renders it a viable medium for language and writing-based instructional initiatives.

Table 3. WhatsApp's Role in Improving Writing Fluency

Perception Statement	Agree (%)	Neutral (%)	Disagree (%)
WhatsApp helps me write more frequently.	84%	10%	6%
I feel more confident expressing ideas in writing on WhatsApp.	78%	14%	8%
WhatsApp encourages me to use new vocabulary in writing	72%	16%	12%

The majority of students have stated that WhatsApp helps them to write more fluently and confidently. Chats and academic texting provide students informal writing practice. Hyland (2016) states that “regular writing exposure increases fluency and linguistic confidence” (p.82).

Table 4. Impact on Grammatical Accuracy and Formal Writing: Line Graph Showing Pre- and Post-Test Mean Scores

Aspect	Before WhatsApp-based Activity (Mean Score)	Before WhatsApp-based Activity (Mean Score)	Improvement (%)
Grammar	62.5	71.8	+14.9%
Vocabulary	65.2	74.5	+14.2%
Coherence and Cohesion	68.6	77.1	+12.4%
Overall Writing Score	65.4	74.8	+14.3%

Following six weeks of WhatsApp-based activities, there is a substantial improvement in all writing performance categories. A significant enhancement in the writing abilities of students is demonstrated by the paired t-test ($t = 5.82$, $p < 0.01$). WhatsApp “provides a low-pressure environment for written expression that improves linguistic competence” (Bouhami and Guaissi, 2021, p. 118). The utilisation of acronyms and emoticons by certain students is more prevalent, underscoring the necessity of academic writing norms that are equitable.

Table 5. Peer Collaboration and Feedback: Clustered Bar Chart Showing Collaborative Learning Impact

Statement	Agree (%)	Neutral (%)	Disagree (%)
WhatsApp allows me to share my writing and receive feedback easily.	88%	7%	5%
Group discussions on WhatsApp improve my sentence structure and ideas.	82%	10%	8%
Peer feedback on WhatsApp motivates me to improve my writing.	76%	14%	10%

WhatsApp has proved popular with students for collaboration and real-time feedback. Group chats complement Vygotsky’s (1978) Social Constructivist Theory of learning through social interaction by

encouraging peer correction and idea exchange. As a “collaborative digital classroom,” it emphasises language and community learning.

Table 6. Negative Influences and Limitations: Horizontal Bar Chart of Reported Challenges

Issue	Frequency (n)	Percentage (%)
Use of informal language (abbreviations, emojis)	56	56%
Distraction from academic tasks	48	48%
Overdependence on auto-correct tools	39	39%
Lack of teacher supervision	32	32%

WhatsApp has promoted unstructured forms and writing fluency. Over half of participants have used non-standard terminology or text shortcuts, hurting their professional writing. Alhassan (2020) states that “students’ writing habits on WhatsApp often transfer into academic writing, reducing grammatical precision” (p. 183)

Table 7. Instructors’ Perspectives

Interviews with five instructors have yielded thematic findings summarized here:

Theme	Instructor Agreement (%)	Illustrative Quotation
Encourages regular writing practice	100%	“Students write more freely on WhatsApp than in formal essays.”
Enhances collaboration and peer review	80%	“Group chats foster a sense of academic community and shared learning.”
Promotes informal writing habits	60%	“The informal tone sometimes seeps into academic submissions.”
Supports motivation and participation	90%	“WhatsApp keeps students engaged beyond classroom hours.”

Table 8. Overall Statistical Summary: Composite Column Chart Comparing Pre- and Post-Intervention Writing Skills

Variable	Before (%)	After (%)	Change (%)
Writing Fluency	60	78	+18
Grammatical Accuracy	63	74	+11
Vocabulary Range	65	76	+11
Coherence	68	80	+12

Motivation for Writing	70	84	+14
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WhatsApp Messenger boosts writing fluency, motivation, and coherence, according to data. Statistical gains in all writing metrics suggest that informal writing improves abilities.

WhatsApp has been proved to be an interactive language practice and learner autonomy platform (Cetinkaya, 2017; Ahmed, 2019).

7. Conclusion

This investigation has examined how WhatsApp-based activities improve Bangladeshi EFL Tertiary level students' writing. This novel teaching method has improved students' writing performance and the five targeted sub-skills. Thus, mobile-assisted language learning (MALL) and task-based language teaching (TBLT) show promise for improving EFL students' writing skills.

According to the study, students may use WhatsApp to improve their writing with instructor direction. WhatsApp may be used alongside Task-Based Language Teaching (TBLT) in writing sessions. This accelerates language processing and aids writing. Teachers bridge outside-of-class and classroom learning and change their techniques and practices by doing so. The outcomes of this study may also motivate syllabus designers to incorporate mobile and social media into classroom instruction. Although the study has reached important results, shortcomings are noted. First, the study has used quantitative data on writing abilities exclusively. Also, the sample is tiny. Therefore, this study suggests large samples for improved insights in future research. Additionally, qualitative data like student interviews is recommended for in-depth data analysis.

8. Recommendations

8.1 Structured Teaching Integration

Teachers should create WhatsApp-based writing activities that meet curricular requirements. WhatsApp groups allow teachers to organise weekly writing topics, collaborative essay projects, and peer criticism. Structured integration balances academic rigour with casual communication.

8.2 Teacher Supervision and Advice

Teachers should monitor student interactions and fix grammar, vocabulary, and style quickly. Warschauer and Liaw (2011) note that directed technology use helps students “transform digital engagement into meaningful linguistic competence” (p. 39).

8.3 Promoting Formal Writing

Teachers should encourage students to distinguish casual and formal writing. Teachers might give brief reflective essays or reports based on WhatsApp interactions to assist students apply casual writing skill to academic problems.

8.4 Cyber Literacy Training

Institutions should offer digital literacy training on proper online language use, formal norms, and responsible communication. This would improve students' transition between academic and casual messaging.

8.5 Encourage Peer Review and Collaboration

WhatsApp's group capabilities can help educators collaborate on peer review and editing. This interaction supports Vygotsky's (1978) Social Constructivist Theory of learning through cooperation. Structured peer review may greatly increase pupils' grammar and style awareness.

8.6 Higher Education Policy Implementation

In areas with limited access to traditional learning resources, universities should include Mobile-Assisted Language Learning (MALL) frameworks and promote WhatsApp as cost-effective language development tools.

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