



Transforming Academic Writing Literacy: The Role of Facebook as a Digital Learning Platform in Bangladeshi Higher Education

Md Rashed Khan Milon^{1*}, Keya Chakraborty² and Asma Yasmin³

¹Assistant Professor, Department of English, Port City International University, Chattogram, Bangladesh

²Graduate Student, Department of English, Port City International University, Chattogram, Bangladesh

³Assistant Professor, Department of English, Port City International University, Chattogram, Bangladesh

***Corresponding author:** Md Rashed Khan Milon, Assistant Professor, Department of English, Port City International University, Chattogram, Bangladesh

Received Date: January 02, 2026

Published Date: April 07, 2026

Abstract

This paper examines how Facebook can be used as a digital learning environment to improve the academic writing literacy of Bangladeshi higher education. Since Facebook is a popular social network of interaction, this study evaluates how it can facilitate academic compositions in collaboration with peers, feedback, and sharing of resources. Due to the difficulties encountered by Bangladeshi students in their academic training in writing, such as the lack of writing supplies and digital illiteracy, Facebook provides a convenient, familiar, and easily accessible means of promoting the interaction beyond the traditional classroom environment. The study design is qualitative research comprising of semi-structured interviews with faculty and students and content analysis of Facebook based interactions in writing. The results indicate that Facebook is an effective tool in increasing student involvement in academic written activities and majority of students testified that peer feedback in Facebook helped them to improve the quality of their writing. Nevertheless, distractions, digital literacy challenges, and different quality of feedback were found to be problematic. The members of the faculty showed interest in the collaborative opportunities of the platform and expressed some worries regarding the preservation of academic integrity. The research concludes that Facebook is a promising tool in enhancing academic writing literacy in Bangladesh but its application can be effective provided that it will address these issues. It has been recommended to provide students with digital literacy training and faculty with it, to develop systematic guidance to conduct the Facebook-based writing groups and conduct additional research on the lasting effect of Facebook on the academic writing. This study is adding to the body of research on the use of social media in higher education and offers solutions to the educator who is willing to use digital tools in academic education.

Keywords: Academic writing literacy; Fakebook learning; Digital pedagogy; Translanguaging; Bangladeshi higher education

Introduction

With the emergence of the digital age, education has been completely changed and influenced by the growing popularity of social media and other digital tools in the teaching and learning practices [1]. Facebook is one of the most popular tools of social

media that has been integrated into the everyday communication of people worldwide. Although Facebook is mostly associated with its social networking features, it has also been identified as a highly effective learning tool particularly in the context of higher learning

[2,3]. The possibility of using Facebook to facilitate academic learning, particularly in academic writing skills development, has not been exploited in Bangladesh since educational resources are often scarce in this country, and the digital literacy increase is also being prioritized more [4,5].

Literacy of academic writing is one of the most necessary skills of the university students especially in the non-native English-speaking countries like Bangladesh. It is a skill that affects the capacity of students to have interaction with academic discourse, convey their ideas, and excel in their academic and professional life. Nevertheless, the problem of developing academic writing skills is experienced by many Bangladeshi students, and it can be explained by numerous factors such as the lack of exposure to good writing materials, the lack of interaction between teachers and students and the need to focus on memorization instead of critical thinking and writing. The implications of this academic writing literacy gap on academic performance of students are so serious, as well as their capability to engage in the academic and professional environments of the world in a meaningful way [6,7].

Facebook is an excellent and has a broad spectrum of reach to offer as a solution to current challenges [8,9]. This platform provides different mechanisms of engagement, teamwork, and communication and they can be utilized to enhance writing in academics. As an example, Facebook groups will give a platform where students can share written work, get feedback, and discuss writing techniques and academic conventions. Also, because of the informality of Facebook, students can communicate with classmates and tutors beyond the conventional classroom, thereby creating a less stressful and more accessible way of learning [10,11].

Facebook can have an application in Bangladesh, where formal educational materials might be scarce, and students have an opportunity to learn and train their academic writing skills on the accessible and inexpensive platform. With the rise of the internet penetration in the country and the number of social media users, Facebook can provide a chance to close the gap in the traditional learning process and conduct the learning process in a more active and engaging way [12]. Although the possibility of using Facebook as a means of improving academic writing literacy is quite evident, its application in the higher education within Bangladesh has not been fully investigated.

The paper aims at discussing how Facebook can be used as a digital learning platform in changing the academic writing literacy in Bangladeshi higher education. Investigating how one can use Facebook to facilitate the process of developing academic writing skills, this research will help in shedding light on how the digital platform could be utilized to improve the learning experience in the non-traditional school setting. The study will also focus on the challenges that could be caused by the use of Facebook as the tool of learning such as problems of digital literacy, privacy concerns and the usefulness of the peer feedback.

Research Aim and Objectives

The main objective of the research is to explore the purpose

of using Facebook as a digital learning platform in changing the academic writing literacy in Bangladeshi institutions of higher education. The aims of the research are as follows:

- a. To explore the possibility of using the Facebook platform to facilitate the development of academic writing skills among university students in Bangladesh.
- b. To assess how Facebook-based learning strategies can be used to enhance academic writing among students.
- c. To identify the difficulties and obstacles involved in the use of Facebook as an academic writing tool.
- d. To recommend on how Facebook can be integrated into academic writing teaching in the institutions of higher learning in Bangladesh.

Significance of the Study

This study is relevant in a number of ways. Firstly, it adds to the expanding literature on the digital learning platforms and their use in improving academic skills, especially in non-Western educational settings. The educational use of social media (e.g. Facebook groups to engage in collaborative learning) has been studied in the past, but there is insufficient literature on the role of social media in academic writing literacy in higher education, particularly in Bangladesh [6,12]. Second, the study will fill a significant research gap on the acquisition of academic writing skills by Bangladeshi students, where no sufficient studies have been done in this context using conventional learning strategies. This research provides a fresh angle on the way in which technology can be used to streamline the academic practice in a significant manner by focusing on the Facebook as a learning tool.

Third, the study offers instructors, policy-makers and institutions with evidence-based knowledge on how to improve academic writing studies using digital tools. Considering that the use of digital technologies in learning institutions across the globe is changing rapidly, this research can be used by other nations experiencing comparable learning issues to consider using the digital platforms to teach academic writing. Lastly, the research will also add to the existing discussion on integrating social media in higher education curriculum, especially in developing nations where the traditional educational infrastructures might be insufficient [13].

Research Questions

The study will answer the following research questions in order to direct the investigation:

- a. What is the best way to use Facebook as a digital platform to facilitate the growth of academic writing skills in Bangladesh higher education?
- b. What are the perceived advantages and disadvantages of using Facebook among students and teachers?
- c. What is the effect of using Facebook on the interaction of students with academic writing activity?

d. What are the difficulties associated with integrating Facebook into the teaching of academic writing by students and faculty?

The paper is organized as follows: The introduction provides background, outlines the research goals, and emphasizes its significance. This literature review synthesizes studies on academic writing skills, digital learning platforms, and Facebook in education. The methodology section describes the study's design, data collecting, and analysis. The research findings and implications for using Facebook as a digital learning tool in Bangladeshi higher education are presented in the results and discussion section. The conclusion summarizes the findings and suggests incorporating Facebook into academic writing teaching.

Literature Review

This literature review discusses the overlaps of a scholarly writing literacy, online learning systems, and Facebook application in higher education, specifically in the context of Bangladesh. This review starts by defining academic writing literacy concept and the importance of this concept in higher education. It goes on to discuss the application of digital learning platforms in improving academic writing and ends by discussing the features of Facebook and its possible application as an academic learning tool. Finally, the review also touches on the issues and opportunities that come with the application of Facebook in the education of academic writing in Bangladesh.

Academic Writing Literacy in Higher Education

One of the essential skills that students should acquire in order to be successful in the higher educational level is the academic writing literacy. It is the skill to write clear, coherent and well-developed written texts to the requirements of academic writing [3]. Writing in academic format enables students to record their academic discussions, report on their research, and prove knowledge on course content [14-16]. Academic writing literacy is most relevant in the scenario of Bangladesh where it influences the academic performance of students and their representation in the global academic systems.

Although it is important, most of the Bangladeshi students experience difficulties in mastering the academic writing skills. One of the most critical challenges is the insufficient exposure to good writing materials and the long-standing focus on memorizing them instead of critical thinking and writing [6]. Moreover, a great number of students in Bangladesh are not native speakers of English, which further complicates the process of learning academic writing since students have to learn not only the rules of academic writing but also learn the English language [12]. This state of affairs indicates a necessity to introduce new and available solutions to address the problem of academic writing literacy in higher education in Bangladesh.

4.2. Digital Learning Platforms in Higher Education

The growing adoption of digital platforms in the education process has changed the way learners interact with education

[17,18]. Digital learning tools provide the possibilities of collaborative learning, real-time feedback, and a variety of resources that might be inaccessible with the traditional classroom [19]. These sites embrace the student-based method of learning and students are motivated to handle their learning by themselves by engaging and involving themselves in the active learning process [20].

Studies have established that online systems could be used to improve academic competencies, such as writing. As an illustration, tools to support peer collaboration and feedback like Google Docs, Turnitin and Moodle tools have been discovered to enhance the writing skills of students as they are able to edit and perfect their work by engaging with fellow students and tutors [21]. In the same vein, the social media, such as Facebook, have also come into the spotlight due to their possible usefulness in supporting learning they create a relaxed and interactive environment in which the students can discuss the academic issues and exchange resources and receive feedback provided by peers and instructors [11,22].

This is specifically the case with the use of digital platforms in academic writing in Bangladesh, whereby the students get a chance to learn beyond the formal classroom setting. This availability of platforms, especially social media, is a strong benefit in a nation where accessibility to conventional education tools is sometimes low, especially in the rural setting [12,23,24]. Digital learning platforms can be used to address this gap by providing a cost effective and easy to access alternative students can use in developing their academic writing.

Facebook as a Digital Learning Platform

Facebook, which was an educational platform at a fairly early time, was used more and more as a social networking platform, especially in higher education [25,26]. In contrast to the Western conditions, when the digital participation is spread out on various platforms, the students of Bangladesh rely on Facebook, which increases its effects on the development of literacy. The Global South studies demonstrate how social media is utilized by young people to implement identities, express emotions, and create civic discourse [27-30]. The popularity, simplicity and extensive reach of the platform form it as an attractive solution to educators who would like to improve the academic learning experience of the students. Facebook is known to have different features of interaction and engagement, such as groups, messaging, event notifications, and content sharing, which can be used to facilitate learning and collaboration between students [11].

A number of researches have examined how Facebook can be used in learning institutions, and they indicate that it has the potential to improve learning results. In illustration, a research study by Junco [31] has revealed that Facebook will be able to enhance student engagement through giving them a platform upon which they are able to communicate with fellow students or their instructors. The interaction creates a feeling of a community and support which is essential to student learning and success. Also, Facebook groups are discovered to facilitate collaborative learning,

giving the students the opportunity to provide feedback and discuss course materials in non-formal learning environment as well as sharing course resources [32].

Facebook can be a good resource in the academic writing context where students can post their written text, peer reviewing its contents and the students and tutors will be able to give their feedback. The informality of Facebook eases the strain that a student normally would feel in a formal academic environment and this allows students to be more active and express their ideas without any fear of reprimand [22]. Moreover, the convenience of using Facebook on smartphones by students is a feature that makes it an accessible learning tool even when one is not in the classroom [11].

Facebook is a suitable tool in improving the literacy in academic writing in Bangladesh, as it is widely used and easily accessible. Rahman [12] indicates that internet penetration in Bangladesh has been on the rise and many students are increasingly utilizing social media channels such as Facebook in personal and academic activities. Therefore, Facebook will be a good prospect to expand the boundaries of learning the classroom and help develop academic writing skills at a low-cost and conveniently available approach.

Challenges and Opportunities of Using Facebook for Academic Writing in Bangladesh

As much as Facebook offers many opportunities in the education sector, it has a number of challenges. The possibility of distractions is one of the main issues. Facebook is a social networking service, so students are not likely to be able to distinguish between academic and social lives [31]. Research findings have however revealed that such distractions can be reduced through the establishment of clear rules regarding the use of academic resources and the participation of students in intensive academic societies [22].

The other threat is the issue of digital illiteracy that is a major challenge in most developing nations, including Bangladesh. Although Facebook is very popular, not every student has the required skills to utilize the platform productively as a part of their academic life [12]. This problem can be resolved by offering digital literacy training and offering students instructions on how to use Facebook as a learning tool, e.g. relocating to academic writing groups, participating in peer feedback.

The limitations are not as great as the opportunities that Facebook offers. Facebook provides students with an opportunity to get instant feedback about their writing, discussion with a group and access the resources that could contribute to their knowledge about academic writing conventions [32]. In addition, Facebook could be used to solve the educational disparities that are present in Bangladesh given the fact that Facebook has high reach to a large number of students especially in rural areas [6].

Conceptual Gaps and the Need for an Integrative Approach

Although there is a lot of literature on the digital literacies, social media writing, and academic writing pedagogy, the strands

have not been incorporated in a meaningful way within the Bangladeshi context. The research of digital literacy emphasizes the educational opportunity of informal digital writing but rarely brings up the structural and ideological issues of academic writing in Bangladesh. Academic writing research diagnoses problems in the system of pedagogy but hardly identifies digital writing as an asset. Studies of Facebook in education have focused more on teacher-based interventions at the exclusion of the organic and self-initiated writing practices that students do on a day-to-day basis. The conceptual and empirical gap revealed in this fragmentation is quite definite: there are no studies that address the concept of how Bangladeshi university students themselves perceive the relationship between their Facebook writing and their academic writing literacy. To deal with this, we have to tackle it through a strategy that incorporates the digital literacies, NLS, academic literacies, and situational scholarship of writing in the Global South.

Theoretical Framework

The relevant field research uses as its theoretical framework an integrated approach which relies on New Literacy Studies (NLS) approach, the Academic Literacies approach, the concept of translanguaging, and digital writing scholarship to fill this gap. NLS frames literacy as a socially situated and ideologically mediated practice [33,34], which offers an analytical tool to think of Facebook writing as a form of vernacular literacy and not the marginal digital practice. The Academic Literacies model focuses on writing as a place of identity negotiation, epistemological struggle and institutional power [14,35] and sheds light on where students experience the issue of monolingual, correctness-focused writing regimes in Bangladesh. Translanguaging theory prefigures the dexterous, dynamic transgression of languages and semiotic assets that mark writing by Facebook students that should not be interpreted according to deficit views of multilingual practice [36,37]. Lastly, the idea of digital writing and the multimodality scholarship imparts the conceptualisation of Facebook as a technologically mediated rhetorical space informed by interactivity, algorithmic visibility, and multimodal expression [38-40]. Collectively, such frameworks allow viewing Facebook as a parallel literacy space, which both overlaps and affects the academic writing paths of students within the specific cultural and institutional setting of Bangladeshi higher education.

Digital learning using Facebook has a great potential in changing the academic writing literacy in the Bangladeshi higher education. Facebook can help students to acquire the academic writing skills they need in order to succeed in their academic pursuits by enabling them to collaborate, provide them with feedback, and engage with them. Nevertheless, to make full use of the platform, such issues as distractions and digital illiteracy have to be tackled. This literature review brings about the necessity of conducting more research to understand how Facebook can be successfully incorporated in the teaching of academic writing in Bangladesh, and how Facebook may be used to address the gap in academic writing abilities among students.

Methodology

Research Design

The research design utilized in this study was qualitative to investigate how Facebook as a digital learning platform can be used to transform academic writing literacy in the Bangladesh higher education. This method allowed gaining an in-depth insight into the efficiency and difficulties of academic writing as an educational resource with Facebook. Literacy practices, especially socially situated ones, are especially well-suited to qualitative inquiry since it permits researchers to determine the sense of meaning that individuals assign to their experiences and contexts that encapsulate those senses and identities that individuals do so through writing [41-44]. Writing, and in particular, digital writing is not a neutral or technical activity; writing exists within social relationships, and has ideologies and institutional demands concerning language [45-47]. The interpretivist position thus makes it consistent with the purpose of the study to find out the complexity of the experiences and worldviews of the students and the teachers. A quantitative measure of this rich and context-based practice would have reduced the measures of delicate how students negotiate formal and informal writing space practices. The qualitative design met a methodological consistency with the research questions and theoretical commitments of the study through the foregrounding depth, reflexivity and contextual interpretation [48-52].

Research Sites and Participant Selection

The collection of data was done in two private universities from Dhaka and Chattogram in Bangladesh. These two cities were selected due to the fact that these two cities are the main academic and technological centre in the country where the university students possess high rates of digital connectivity and maintain active levels of using Facebook as a writing and communication platform. The multilingual, urban, and academically diverse setting offered rich land where the research on the intersection of informal digital practices with institutional academic norms was conducted. Facebook has taken a central place in the daily literacy practices of students in these universities and thus, Dhaka and Chattogram are an analytically viable location to study digital -academic literacy interrelations.

The sampling methodology in this paper was purposive sampling which is a non-probability sampling technique employed to pick the most relevant people to give the information of interest on the basis of their knowledge and experience [53]. Purposive sampling was suitable in this research since the subjects were people who had experience in both academic writing and using Facebook as a learning platform. In addition, this sampling method enabled selecting the members of the group directly engaged in academic writing lessons and acquainted with the application of digital platforms in the educational process.

There were 10 students and 10 teachers that took part in the universities of the chosen cities. These students and teachers will be chosen in two fields- English and Business Administration. They have been carefully selected as the samples reflect different cultures

of writing. English majors write extensively in the form of analytical and interpretive or reflective writing and Business Administration students write very structured and professional genres like reports and proposals. The incorporation of both of these disciplinary settings enabled the research to examine the negotiation of affordances and limitations of Facebook as a literacy in students and teachers in accordance with various writing anticipations. The participants were undergraduate and postgraduate students who were taking academic writing or English language programs in Bangladesh universities. The students with the experience of using Facebook in their academic activities like being part of writing or academic face-to-face groups on Facebook were sampled to include in the study. In order to participate, the faculty members who had taught academic writing or similar courses were chosen to obtain knowledge about their opinion on using Facebook to teach academic writing. These faculty members would teach the writing skills, give feedback to the students as well as engage the students in the academic activities. The depth and relevance of the sample guaranteed by this purposive, criteria-based sampling are standard to qualitative research [42].

Data Collection Procedures

Semi-structured interviews, focus group discussions and content analysis of Facebook interactions were used as a means of data collection. As the primary source of data, semi-structured interviews were applicable due to the ability to engage with the literacy history, awareness of the audience, rhetorical strategies, and the perception of a connection between digital writing and academic writing of their participants in a systematic and flexible way [54-56]. The interviews were held as 30-45 min audio-recorded interviews in quiet campus locations and were conducted with consent. The study had an orientation of translanguaging, with participants being encouraged to speak any language they wished, including Bangali, English or codes, and this method appreciates the importance of many languages, as an expression of a meaning [36].

Two focus group discussions involving five participants each were to be carried out in order to discuss socially negotiated perspectives. Focus groups provided the participants with the opportunity to respond to others and elaborate on their stories, which disclosed collectively held norms, peer expectations, and common interpretations that could be hidden when they are interviewed separately [57-59]. These interviews investigated the ways in which students consider peer feedback and decipher audience response and locate Facebook writing in their wider literacy identities.

The interaction and written submissions of students in Facebook were analysed through content analysis. The specific aspects that were analysed were the feedback on the participants in terms of peer and faculty members, the nature of interactions (e.g., likes, comments, shares), and the level of academic writing used by students in their posts. Patterns in the process of academic writing work on Facebook and the peer feedback provided to students were identified with the help of content analysis.

The posts analysed in the content analysis were Facebook posts that belonged to academic writing and academic courses Facebook groups. To measure the degree of engagement, the type of feedback given and the improvement in writing within the 6 months period, the analysis was done by going through a sample of posts made by the students.

To supplement self-reported reports, the participants provided anonymised examples of Facebook posts voluntarily. These consisted of reflective posts, opinion posts, micro-essays and daily commentary, which the participants characterized as a representative of their writing self. The researcher was not able to see the accounts of the participants, but students provided screenshots or copied text. Any identifying information was eliminated. This method of participant control preserved privacy, ethical integrity and delivered authentic writing samples without violating digital boundaries of the participants. Triangulating interviews, focus groups and content analysis increased the depth and strength of the information [60].

Data Analysis Procedures

The analysis of the data was performed using Reflexive Thematic Analysis (RTA) [61-63]. The reason behind the choice of RTA is that it is an interpretivist paradigm and understands that themes are not discovered but rather constructed as the researcher interacts reflexively with the data. It started with the analysis by immersion; the repetitive reading of the interview transcripts, focus group transcripts, and Facebook posts as analytic notes were made concerning recurring patterns, tensions, and rhetorical practices. The second stage was inductive coding, and focus was given to the matters of confidence, identity work, audience engagement, linguistic experimentation and academic negotiation. Qualitative data analysis software assisted the coding process, and analytic memos contained a description of the developing meanings [49,64-68].

Thereafter, codes were grouped into possible themes that reflected general conceptual patterns. These themes were recursively narrowed down to promote internal consistency and uniqueness, and care was taken to make the participants speak on how they navigated the borders between the informal Facebook writing and the formal academic demands. Reflexivity dominated the analytic process, with the researcher recording positionalities, assumptions and interpretive decisions in a reflexive journal, which is in line with the standards of transparency and analytical rigor in modern qualitative research [62,69].

Trustworthiness, Credibility and Dependability

Credibility was achieved by considering a combination of the traditional qualitative methods [70-74]. Triangulation of interviews, focus groups and textual artefacts was used to provide enhanced credibility; thematic interpretations were found through cross-validation across more than one source. Member reflections informally allowed the members to make comments on initial interpretations, which assisted in correcting and validating the accuracy of the emerging themes. The transferability was provided

by detailed descriptions of the research context, the attributes and characteristics of the participants and disciplinary writing cultures. Reliability was enhanced by keeping an audit trail of the sampling choices, coding procedures, analytic memos and reflective methodologies. Confirmability was provided by means of reflexive journaling and basing all interpretations on evidence based on words and posts of the participants. These strategies combined increased the transparency, consistency and analytical rigor of the study.

Ethical Considerations

The research was designed using ethical sensitivity because academic struggles and writing on the Internet are personal, and, at times, emotionally charged. Participants gave informed consent and were guaranteed their right not to provide questions, not share posts or withdraw in any stage. There was the use of pseudonyms, and any recognizable material was eliminated in transcripts and textual artefacts. In the case of Facebook information, the participants had total control on what they wanted to share and no-account access was requested. The data on all the digital files was encrypted and kept in password-protected folders and caution was taken to avoid copying unique phrases that may be found in search engine results. All these practices were an adherence to the current research ethics when dealing with digital artefacts and networked publics that ensures that the autonomy, dignity and privacy of the participants were respected.

Findings

This section includes the study findings namely the perceptions of both the students and the faculty on the use of Facebook as an academic writing literacy tool in Bangladeshi higher education. The semi-structured interviews, and content analysis were used in data collection. The results are generalized into the following main areas: student attitudes towards using Facebook to write academic papers, academic views of using Facebook to teach writing skills, effects of Facebook on student academic writing measures, and challenges and opportunities that face use of Facebook in academic settings.

Student Engagement with Facebook for Academic Writing

The information gathered during the interviews provided valuable information with regard to the way students used the Facebook as a platform to enhance their writing skills in academic writing. Out of the 10 student respondents, most of the students (8) said they used Facebook in their studies especially in sharing academic writing assignments and getting peer feedbacks. This observation indicates that Facebook is viewed as an affordable and well-known platform to be used in education. The frequency of using Facebook in academic activities were as follows: 3 of the students claimed that they made academic writing-relevant tasks on Facebook at least once per week, and 4 students made the same claim several times a week. Only 2 students monthly used Facebook academically and 1 student stated that he hardly ever or never used Facebook in this manner.

Peer Collaboration

One important advantage that was discovered by students was a chance to work with other students. In questioning students on the utility of Facebook groups on writing academic assignments, a majority of them concurred or strongly concurred that the site facilitated competent coordination. Facebook groups were also frequently used by the students to exchange drafts of their academic writing, engage in discussions about writing methods in a group and get feedback on it. According to one student, "It is quite handy to share my writing on Facebook groups. I obtain remarks of my peers, even other students, who do not belong to the group, which will assist me to work better."

Feedback and Interaction

The majority of the students said that they found peer feedback on Facebook useful in their academic writing in terms of receiving feedback. Being able to get feedback on the same by various sources, such as peers and instructors, was perceived to be a significant benefit of Facebook usage. According to one student, "Informality of Facebook enabled him to ask questions, seek clarification and participate in discussions without being intimidated by the rules of the classroom." Nevertheless, other students complained of quality of the feedback they get giving examples of unhelpful or vague remarks.

Engagement with Instructors

Another aspect that was brought to light was the role of instructors in Facebook-based learning with 6 students indicating that their instructors used Facebook in posting writing related materials, including articles, writing tips and writing guidelines on assignments. These posts would be accompanied by comments and inquiries in the comment section. Nevertheless, 3 students believed that there was active involvement of instructors in giving feedback on their academic writing in Facebook groups. One of the students remarked, "We would like our instructor to be more active on Facebook and give more detailed feedback on our post. Of course, it is sometimes a good job but we should have more affirmative remarks to better."

Faculty Perspectives on Using Facebook for Teaching Academic Writing

The semi-structured interviews consisted of 10 faculty members, and they offered useful information about how teachers can understand Facebook as a means of teaching academic writing. Faculty expressed relatively supportive views about using Facebook in academic activities, as it was mostly willing to implement this technology, though some members raised different views about its usefulness and difficulties.

Facilitating Peer Interaction

The faculty members all agreed that peer interaction and collaboration which is fundamental in academic writing enhancement can be done through Facebook. As one of the members of the faculty claims, "Facebook groups are a place where

students can exchange their ideas and interact with their peers not in the classroom. This kind of interaction is important as it shows the collaborative dimension of the academic writing." Nonetheless, other members of the faculty were concerned with the rate of student participation in Facebook groups. One teacher said, "Some students are very active, whereas others do not contribute. They are difficult to encourage to participate in the discussion of writing outside the formal classroom environment."

Instructor Involvement

Faculty respondents gave inconsistent responses about their personal use of Facebook. Although a few of them were involved in vigorous feedback and guidance, others enjoyed the classroom environment to teach more in-depth writing, but only 4 of them responded to student posts. According to one of the faculty members, "I have been using Facebook as a resource sharing tool, but I would be very reluctant to offer any elaborate feedbacks on the drafts of the students since it is too informal according to the academic standards we have adopted."

Effectiveness of Facebook for Academic Writing

In the case of Facebook efficacy in the teaching of academic writing, 5 faculty members felt that the site could enhance the writing abilities of students especially with peer comments. Nonetheless, a few teachers were concerned with the quality of work that students post on Facebook. According to one of the faculty, "Although Facebook plays a role to interact, the quality of the writing that students post is other times poor. Students may be unable to receive maximum benefit of peer feedback without proper guidance."

Digital Literacy and Training

Another common theme on faculty interviews was the value of digital literacy training on the students and instructors. There are a number of faculty members who stressed that students should be instructed in the use of Facebook as an academic resource. One of the instructors admitted, "All the students do not know how to use Facebook academically. They should be trained on how to use the platform in a manner that would help them in their academic writings."

Impact of Facebook on Students' Academic Writing Performance

The qualitative data analysis and content analysis on the Facebook posts by students were evidence of the effect of Facebook on the academic writing performance of the students. The pre- and post-tests of students writing academic skills were carried out prior to and after they had participated in activities of Facebook based writing and it was found that the quality of writing in students was significantly improved.

Writing Quality Improvements

When comparing the quality of writing by the students before and after using Facebook, it was noted that the writing quality had improved significantly. The pre-test writing tests, which were

administered before students had to visit the writing groups on Facebook, achieved an average score. The post-test scores were better than the pre-test scores after engaging in Facebook-based writing activities, interaction with peers, and the instructor. This is an excellent advance in students in terms of academic writing.

Feedback Utilization

Those students who actively participated in the feedback on Facebook were more likely to improve their writing. The comparison of the feedback messages to student posts revealed that those students, who obtained specific and actionable feedback like the recommendation to improve the structure, grammar, and clarity, were more apt to re-write their papers and score higher in the following tests. A student who actively engaged in feedback discussions said, "Because of the comments I got on Facebook, I was able to realize my weaknesses and how to correct them. My writing has certainly become better because I began participating in such groups."

Engagement with Writing Tasks

Students who were involved in Facebook-based learning activities were inclined to work on their writing assignments and submit their assignment on time. Conversely, students who did not access Facebook in academic activities indicated the decreasing level of engagement and had difficulties in procrastination. The report given by one student, "I used Facebook to write academic papers and it made me follow my writing tasks. Some other student said, the Facebook group made me feel more motivated since I knew I would receive response and encouragement of my peers."

Challenges and Opportunities of Using Facebook for Academic Writing

As much as there are numerous opportunities associated with the utilization of Facebook in learning, challenges are associated with its use. Both student and faculty interviews demonstrated the main issues and opportunities related to the use of Facebook in writing academic papers in Bangladeshi higher education.

Challenges

Distractions

One of the problems that were mentioned by students and faculty was the possibility of being distracted on Facebook. Students said that since the platform is informal, there is a tendency to have off-topic discussions or over-socialize, which does not contribute to academic writing. One student said, "As I went on to elaborate, sometimes we find ourselves chatting about non-academic related things on Facebook, hence finding it difficult to concentrate on writing."

Digital Literacy

The digital literacy gap of students was also another major problem. Although the majority of students were used to using Facebook to socialize with friends, some did not know how to effectively use Facebook in writing academic papers. Members of the faculty were concerned that the platform required further

instructions on how students could use it to learn. One of the faculties said, "Students must get trained on digital literacy because most of them are not aware of how to use Facebook to write academic papers."

Quality of Feedback

There were complaints by some students and faculty regarding quality of feedback on Facebook. Even though peer feedback was considered to be valuable, some students lacked formal academic training and their feedback was vague or unconstructive. One of the members of the faculty said, "Students needed to be trained on good comments."

Opportunities

Peer Learning

Facebook provides a platform for peer learning, where students can collaborate and provide feedback to one another. This peer-driven learning process enhances students' writing skills and fosters a sense of academic community. The opportunity to receive diverse perspectives on their writing was seen as one of the greatest benefits of using Facebook.

Access to Resources

Facebook enables instructors to post a large variety of writing materials, such as articles, videos, and writing guides that students can use to get better at academic writing. One of the students stated, "The materials provided by the teachers are useful in learning the academic writing rules and enhancing our writing capabilities."

Increased Engagement

Facebook interactivity and accessibility have been demonstrated to make students more engaged in writing activities. Facebook gives students a chance to engage actively in the writing process thus, as one of the faculties reported, "Facebook facilitated writing by providing a platform of real-time interaction and feedback which results in better outcomes."

Translanguaging as a Resource for Meaning-Making and Identity Performance

Facebook writing successively depends on Translanguaging in order to promote meaning making and performance of identity. The respondents who responded in various departments said that they combined religious statements in Bangali, English, Arabic with emojis and other visuals. This language and mode fluidity was a strength. One of the English major student replied, "When I write in English alone, it seems artificial to my friends; when I write in Bangla alone, I am unable to convey some of my academic and world ideas. It would be more natural to blend them." In his description, there are two fundamental processes: English itself may be socially inauthentic, and Bangla itself may be constraining of some themes on the intellectual level. Translanguaging can assist him to reach his audience and comprehend bigger discourses. His mention that mixing languages enhances his perception of being more honest indicates that ethical self-presentation makes him write more sincerely on his mixed linguistic and social identities.

Different Business student demonstrates how translanguaging can impart knowledge of discipline. He explained, "When I write about the Business Economic issues, I will use English words such as inflation or recession but expound the meaning in Bangla so that my friends could connect. English identifies with technical and disciplinary power, whereas Bangali identifies with transparency of relations." It is not a haphazard conflux, but a systematic language break to be precise as an epistemist and to engage the audience. It reveals complicated communicative competence that is seldom detected in the monolingual academic writing tests.

But students were aware that they cannot do such tricks in academic writing. One student replied, "We are told to write no Bangali words, write proper English in the assignments, otherwise I would get marks lost, had I written like other posts on my Facebook page." The construct on the dominance of ideology that propagates standard English as the sole academic code and other materials as polluting, is encompassed in proper English. This disintegrates literacy, where children are compelled to subdue their online conversation abilities. There is a bigger confrontation between multilingual literacies of students and monolingual ambitions of institutions. The inclusion of what is perceived as improper in educational institutions by translanguaging is a way of intelligently using a wide range of semiotic resources in the internet, which Bangladeshi higher education underestimates.

The results of the present study indicate that Facebook has a great opportunity to improve the academic writing literacy in Bangladeshi higher education. Facebook can be used to help develop academic writing, though peer collaboration, feedback, and resource sharing can help achieve this. Nevertheless, there are several barriers, including distraction, lack of digital literacy, and quality of feedback, which must be mitigated to take advantage of the opportunities presented by Facebook to the maximum. The study gives significance to the need to impart digital literacy among students and faculty to make good use of Facebook as a means of writing academic papers.

Discussion

This section explains the findings made in the previous section in terms of the existing literature and theoretical frameworks. The implications of the findings discussed are based on the assumption of the effects of the digital learning medium, Facebook, on the academic writing literacy of students of a university in Bangladesh. The issues that have been found in the research are discussed, as well as the possible methods of addressing these problems. Also, the prospects that Facebook offers in changing the academic writing literacy in the education in Bangladeshi higher education are addressed within the frames of the overall trends in digital learning.

Student Engagement with Facebook for Academic Writing

According to the study findings, the students use Facebook as an academic tool to a considerable level. Most of the students in this research indicated that they used Facebook in academic writing

activities, such as posting of drafts, giving and getting feedbacks, as well as engaging in writing discussions. Such results are consistent with the earlier studies that have indicated the ability of Facebook to support peer communication that can be useful in the development of academic skills, especially in the field of writing [11,15,17,18,22]. The fact that Facebook can offer the students the informal and non-threatening space to interact is particularly relevant to Bangladesh where the traditional system of education has been accused of being too strict and formal [6].

The frequency of usage by the students using Facebook at least once a week in academic activities is high, which highlights the availability and usability of the site in the lives of the students. This can be corroborated by the findings of Junco [31] that indicate that the social media, such as Facebook, can improve student engagement and learning when it is used well. Peer-to-peer feedback as mentioned by the majority of the students is also consistent with a study conducted by Cheng and Warren [21] who discovered that peer-to-peer collaboration helps students to improve writing skills in terms of peer support and positive criticism.

Although these results point to the positive engagement of students, it is important to note that the quality of interaction is unequal between students. The research discovered that although the majority of the students liked the feedback of their peers provided to them, some noted that the quality of their comments was rather poor and indistinct at times. This brings up the importance of systematic instruction on how constructive feedback may be given in Facebook-based writing groups. Other researchers have also indicated the issues of the quality of peer feedback in the online realms where participants are not sufficiently trained to provide useful critiques [32].

Faculty Perspectives on Using Facebook for Academic Writing Instruction

Faculty members in this study admitted that Facebook has the potential of improving the academic writing literacy but also were also reserving reservations about its effectiveness in the classroom environment. The ambivalence in the faculty responses concerning the use of Facebook in writing activities is indicative of the larger conflict between the standard teaching practices and the use of digital tools in instruction. Although some faculty members were very receptive to collaborative capabilities of Facebook, some faculty members still tended to use traditional, face-to-face teaching methods of academic writing. This is in line with a study by Hew [11], who opines that although teachers understand the potential of Facebook, a significant number are still reluctant to adopt it wholesale in their instruction because they do not know how to ensure academic rigor and discipline in an online environment.

The unwillingness of a part of the faculty staff to deliver specific feedback on student posts can be explained by a number of reasons. One, is the issue of the informality of the platform, in a way that is likely to weaken the perceived gravitas of academic writing. Faculty members might experience that providing feedback on Facebook is not as serious as it is with the traditional approaches like paper

work or in person meetings. Second, as most faculty members suggested, there is no formal training on how to use Facebook successfully and in the academic context. It is a significant discovery, as it emphasizes the necessity of the faculty members to engage in professional development in order to be able to implement digital tools in their teaching. In the absence of proper training, the faculty members might not understand how to utilize the potential of Facebook as an academic writing instructor [12].

The results of this research indicate that Facebook can be a potentially useful tool in training academic writing, but the full potential of this tool can be achieved only in case faculty members are trained correctly and supported. It is consistent with the results of Hew [11], who pointed at the necessity of faculty development programs that would help to teach instructors to make effective use of social media as an educational tool. Also, it is possible to give the faculty direct instructions regarding how to interact with the students on Facebook to guarantee that the feedback should be constructive and academically rigorous.

Impact of Facebook on Students' Academic Writing Performance

The performance of the students regarding academic written performance prior to and after the participation in the writing tasks based on the use of Facebook showed that the writing quality improved significantly. The pre- and post-test scores indicated an average increase in the writing scores of the students indicating that Facebook-based learning activities may be effective at enhancing academic writing. The enhancement is in line with the previous studies, which have shown that digital platforms, such as social media, have the potential of enhancing the writing of students, as it promotes collaborative learning and offers feedback opportunities [11,22,34,75].

These findings are also supported by the content analysis of Facebook posts by students who actively reacted to their feedback and revisions and demonstrated the greatest changes in their writing [4,33]. This is in line with the literature on the significance of feedback in the process of writing. Junco [31] states that feedback plays a significant role in assisting the students to understand where they can improve their writing, develop their writing abilities, and understand more about the conventions of academic writing. Peer feedback was especially useful in this respect in the case of Facebook, since students could obtain a variety of feedback comments about their writing and implement changes based on the numerous feedback comments [14,35]. It is a peer feedback process that has been proven to result in better learning of the writing conventions by the students and better quality in the writing done by the students [21,76]. The result of this observation also conforms to the theory of social constructivist which assumes that learning is facilitated by social interactions, which include peer feedback [77]. Another significant advantage that was found by students was the integration of reflective writing practices. Students could analyse their writing process through the Facebook discussion and feedback thus being able to make informed revisions. It is well known that reflective writing is a

significant ability of academic writing because it helps a student analyse his or her writing critically and becomes a better writer with time passing [78]. The socialization quality of Facebook was also important in enhancing the student involvement in writing activities. Students were more involved in the process and this is the case with the self-determination theory with students sharing their drafts and getting the feedback [79].

Although the results suggest that feedback on Facebook is capable of enhancing the quality of writing, it should be mentioned that not every student used the platform equally. There were students who did not engage in Facebook-based writing activities actively and their academic writing did not improve significantly. This observation provides an insight into why the instructors should develop a well-organized and promoting environment that motivates every student to use the platform. Also, the quality of the feedback offered by peers should be of high standard all the times so that every student is benefited by the feedback process.

Challenges and Opportunities in Using Facebook for Academic Writing

The research revealed that the use of Facebook as a tool in academic writing teaching had a number of challenges that are distracting, lack of digital literacies and fear of quality of feedback. Such issues are not specific to Bangladesh and have been observed in other works exploring the application of social media in education [31,32,80]. However, distractions, especially, were discussed as one of the key issues since students can be enticed into social activities that would not be directly related to academic work. Although informal learning can be achieved through the use of Facebook it can also result in irrelevant discussions that will not add up to the targeted academic writing.

To solve this problem, the members of the faculty might provide a set of rules on how Facebook should be used in writing groups. Such guidelines might contain anticipations about the student participation, what kind of posts are acceptable and the need to remain on track. Moreover, the instructors might utilize the group options offered by Facebook to have discussions focused on particular writing projects and deadlines so that students are kept on track with the purposes of academic writing.

This issue of digital literacy disparity among learners also proved to be a major challenge. Although a majority of students knew how to use Facebook in a social context, many were unable to use the tool in an academic context effectively. It was proposed by faculty members that students could be trained on the digital literacy aspect so that they could understand the academic capabilities of Facebook and get the best out of the application as far as writing enhancement is concerned. This aligns with the findings of Rahman [12] which highlight the importance of digital literacy education in Bangladesh, so that the students are able to make good use of the digital tools in their studies.

The other major issue that was identified in the study is the digital divide. Students said that they had technical problems, like slow internet connections and lack of access to devices, and that

these problems prevented them from fully engaged in academic activities made available on Facebook. This is especially acute in Bangladesh because the digital infrastructure there is unequal, especially in the rural regions [24,81]. The disadvantageous students are not privileged to use digital learning tools such as Facebook and this may further widen the gap in their education.

To resolve this issue, the universities might want to give the students increased opportunities to access the digital materials, whether by enhancing internet access or availing them the devices to students who have no access. Also, students might be advised to collaborate in offline methods, including university intranets or offline document-sharing systems, to complete academic tasks, which would reduce part of the problems of accessing digital data.

Nevertheless, Facebook has several opportunities in its academic writing. The peer working capability and the real-time feedback of Facebook, as well as the informal and accessible platform of communication, are potent tools in the development of academic writing literacy. Furthermore, Facebook is a comprehensive platform, and as such, it can be an efficient means of overcoming the digital divide in Bangladesh, where the number of individuals who can access traditional educational resources is likely to be low, especially in rural locations [12].

Using Facebook as a tool of teaching academic writing, the teacher can offer students a chance to work on their writing activities beyond the classroom, and get feedback on their work by their colleagues and instructors, as well as become more familiar with the rules of academic writing. Moreover, the image of academic community may be achieved through collaborative character of Facebook-based writing assignments, which facilitate the feeling of support and encouragement of the students during the writing process [22].

Translanguaging as a Resource for Meaning-Making and Identity Performance

The fact that Facebook writing students use translanguaging means that there is a significance of the multilingual meaning-making to them in their communication. Based on the definition of translanguaging as perceived by Garcia and Wei [36], the students use the combination of Bangla, English, Arabic and emojis in achieving clarity, authenticity and relevance of relation between the audiences. Such a flexibility frustrates monolingualism of Bangladeshi academic discourse and demonstrates linguistic imaginativeness and sociocultural receptiveness. In any particular schoolwork where students must hide all of their multi-lingual materials, this implies a contradiction of the system: schools may promote students to learn and work in English as the only academic language, but their experienced literacies are multi-lingual. The study also adds to the literature on the topic of translanguaging since it reveals that the digital platforms enable students to practice multilingualism even though the academic institutions have a monolingual nature. The conflict demonstrates the disparity in language and knowledge in the context of the Bangladeshi higher education.

Finally, the study has revealed that Facebook is a semi-academic semi-explaining and semi-reflecting and semi-analytical discourse space among the students. However, the schools are inclined to split the writing into social and academic one, which is in opposition to its ambiguous nature. The first discourse is the early dialogic, audience based, intellectually generative, public academic discourse that occurs when students discuss literature, present economic ideas to the audience or when they give academic advice. Emergent scholarship is concerned with the pedagogic opportunities of the informal online writing [82-84], but this study shows that students of Global South develop their own semi-academic writing without any institutional support. These findings are in opposition to the Western centric preposition that academic digital writing ought to be built up by instructors by proving that students produce pertinent academic writing ecologies outside formal curriculum.

As demonstrated in the discussion, Facebook writing represents a complex digital literacy practice, which implies identity, multilingualism, rhetorical formulation, and disciplinary education. These results show that the higher education in Bangladesh has systematic issues, in which monolingual writing of academic text is exam-oriented, and does not give significant consideration to cultures of digital literacy of mass students. In the given paper, the so-called deficit-oriented accounts are questioned and a contextualized understanding is given as to why the informal digital writing might be able to educate, disorient and enrich the academic writing patterns of students with the help of Digital Literacies, New Literacy Studies, Academic Literacies and Translanguaging Theory.

Implications and Recommendations

The study has significant pedagogical, curricular and ideological implications on the writing teaching of higher education in Bangladesh. All these findings imply the existence of systemic shifts in conceptualizing academic writing, instruction, and assessment when viewed through Digital Literacies, New Literacy Studies, Academic Literacies, and Translanguaging Theory. Universities should also understand that rhetorical, multilingual and identity-based Facebook activities of students are rich literacy resources potentially assisting them in writing academically. Such connotations move outside classroom practice to the epistemological and ideological underpinnings of teaching writing in Bangladesh which are largely monolingual, exam-based and heavily academic.

Digital literacy skills need to be better applied in academic writing pedagogy by students. The confidence-building, auditorily-aware, and exploring writing behaviours determined in this research is consistent with the results of other studies conducted in other countries that show that low-stakes, socially-situated writing experiences has a positive impact on student engagement and writer identity [34,75]. Reflective journals, exploratory posts, peer-response tasks and multimodal compositions may enable students to regard themselves as writers prior to writing high-stakes, graded academic texts. Elbow [85] and Hyland [86] note that it is practice and meaningful communication that help to develop writing, rather than teaching that is based on correction. The universities

of Bangladesh might take advantage of introducing low stakes, process-oriented writing in the curriculum as a way of creating an informal and formal genre gap.

The findings also influence a higher education language philosophy and policy in Bangladesh. The heavy use of translanguaging by students in Facebook brings into focus the advantages of translanguaging cognitively and communicatively in using their entire linguistic repertoire [36]. The rules of academic writing continue to support the monolingual norms of English, which is the monolingual bias of postcolonial education systems [37]. This ideological disconnection restricts the meaning-making of the students and develops discourses of multilingualism deficit. Teachers of writing and politicians need to reconsider the academic division of language and see multilingual sources as the assets instead of the negative features. In spite of the fact, that full translanguaging in formal academic document is not always possible, brainstorming, drafting, collaborative writing, and class discussions can be usefully employed with the help of multilingual repertoires of students without the loss of academic quality. The studies of multilingual education prove that cognitive interactions, critical thinking, and disciplinary understanding are better when their use is based on dominant languages [87,88].

Additional implications are that there is a need to have strict training in academic writing. The plight of students: the identity change, hiding speech, and adhering to templates, is an expression of structural issues in the writing conceptions of Bangladeshi universities. The Academic Literacies literature believes that academic writing is a socially controlled activity that is informed by power relations and epistemological suppositions [14,35]. This research demonstrates that the rhetorical ability and critical participation of students flourish in online contexts despite the fact that they are limited in academic places. Pedagogy of writing should cease to be the corrective, product-focused approach to that, which promotes the negotiated meaning, the ideals of discipline, and the voice of the author. According to the academic literacies approach developed by Lea and Street [35], teachers are supposed to focus on the way disciplines generate and create knowledge, the way of building arguments and how the authors situate themselves in the academic argument, instead of grammar and structure.

The social media can be a semi-academic environment that would accompany the development of formal writing. The research established the use of Facebook by some students to converse on literature, economics, and professional writing which resembles early academic dialogue. Research indicates that digital platforms have the power to promote academic writing among the population and genuine sharing of ideas [82,84]. Universities should develop greater amounts of this new phenomenon by having optional online classes in the form of closed Facebook groups, discussion forums, or multimodal writing communities, where students are allowed to share drafts, peer-review and rehearse academic arguments. These hybrid literacy spaces might facilitate the transition between the casual expression and disciplinary writing without substituting academic writing teaching.

The research finds that change in curriculum and teacher development is required. Digital literacies, identification of multilingual resources, and student-centered pedagogy should be included with professional assistance of writing teachers. To align their writing programs with the current literacy concept, Bangladeshi universities have to adapt to digital, multimodal and culturally responsive writing pedagogy which is promoted in research globally [89,90]. It might involve the revision of course outcomes, writing assignments, digital genres, and training of teachers to go beyond grammar. In the absence of the structural adjustments, the gap between lived literacies of students and expectations of the institutions will increase.

Conclusion

This paper has examined how Facebook can be used as a digital learning tool to address academic writing literacy in higher education in Bangladesh. The results are that Facebook could be an important tool to enhance the writing of students by receiving peer feedback, engaging in collaborative learning, and reflective writing. Most of the students indicated that they regularly used Facebook to complete academic writing assignments with peer feedback being named as one of the best features of this interaction. Students could improve their writing confidence and develop writing academic skills by sharing drafts, getting constructive feedback, and reflecting on writing.

Nevertheless, the analysis also pointed out a number of difficulties with the usage of Facebook as a tool to write academic papers. These were the non-academic content distraction, the lack of access because of technical problems, and the worry of academic honesty in the quality of feedback. These issues point to the fact that Facebook can be an effective educational resource, but its use requires adequate management and control to make the academic activity focused and productive.

To ensure Facebook is used to fullest potential in developing academic writings, universities need to embrace articulate Facebook groups usage policies, incorporate digital literacy education among university students, and tackle the concerns of digital accessibility to allow equal opportunities in participation. Also, schools and colleges ought to identify methods of balancing and systematizing feedback in order to ensure academic integrity in the virtual world.

There are certain limitations of this study. To begin with, a sample was narrowed down to two universities in Dhaka and Chattogram, which could weaken the application of the results to other parts of Bangladesh. Furthermore, the use of self-reported information can be accompanied by the phenomenon of social desirability bias since interviewees can exaggerate the academic use of Facebook. Research in the future may overcome such limitations through increasing the size of sample and employing observational data as a supplement to self-reports.

Overall, Facebook has a great potential to be used as an aid in the process of improving academic writing literacy in Bangladesh, providing a chance to collaborate with peers, interact and receive the feedback. Nevertheless, its potential can be fully achieved in

case the issues concerning the distractions, digital literacy, and quality of feedback are tackled. The next step in the research would be to address the long-term implications and inclusion of digital literacy training in the curriculum so that students and faculty can fully harness the power of the Facebook learning tool. In this way, the academic writing gaps can be filled in educational establishments in Bangladesh and allow to develop the necessary skills that facilitate academic and professional success.

Acknowledgment

The authors extend sincere appreciation to the editor and the anonymous reviewers for their insightful feedback, which greatly enhanced the clarity and quality of this paper.

Funding

This research was conducted without any financial support from funding agencies, institutions, or organizations.

Authors' Contribution

All authors have equally contributed to every aspect of this study, including conceptualization, drafting, editing, and manuscript approval.

Conflict of Interest

The author declares no conflict of interest related to this study.

Declaration of Originality

This manuscript has not been submitted to, nor is it under consideration by, any other journal or conference.

Data Availability

All data generated or analysed during this study are retained by the corresponding author and are available upon reasonable request.

References

- Yunus M, Salehi H (2012) The effectiveness of Facebook groups on students' writing performance. *International Journal of Education and Information Technologies* 6(1): 87-96.
- Aydin S (2012) A review of research on Facebook as an educational environment. *Educational Technology Research and Development* 60(6): 1093-1106.
- Hyland K (2009) *Teaching and researching writing* (2nd ed.). Routledge
- Mitu RK (2020) Using social media to promote EFL learners' speaking skill: Perceptions from both teachers and learners. *International Journal of Advanced Research in Education and Society* 2(1): 74-84.
- Rahman MM, Sultan S (2020) Social media usage and academic performance: Evidence from Bangladesh. *Education and Information Technologies* 25(1): 1-17.
- Amin SS (2020) Improving academic writing skills in Bangladesh: Challenges and strategies. *Journal of Higher Education and Development* 19(1): 45-58.
- Hasan MR, Rashid RA, Nuby MHM, Alam MR (2019) Learning English informally through educational Facebook pages. *International Journal of Innovation, Creativity and Change* 7(7): 277-290.
- Kaplan AM, Haenlein M (2010) Users of the world, unite! The challenges and opportunities of social media. *Business Horizons* 53(1): 59-68.
- Greenhow C, Gleason B (2014) Social scholarship: Reconsidering scholarly practices in the age of social media. *British Journal of Educational Technology* 45(3): 392-402.
- Boyd D (2014) *It's complicated: The social lives of networked teens*. Yale University Press.
- Hew KF (2018) The influence of social media on academic writing: A systematic review. *International Journal of Educational Technology in Higher Education* 15(3): 2-18.
- Rahman MM (2021) Exploring the potential of Facebook as an educational tool in Bangladesh. *International Journal of Educational Development* 48(1): 36-49.
- Agarwal S, Bajpai N (2019) Digital learning platforms in higher education: A review of the role of social media in the classroom. *Educational Technology Review* 34(2): 79-91.
- Lillis T, Scott M (2007) Defining academic literacies research: Issues of epistemology, ideology and strategy. *Journal of Applied Linguistics* 4(1): 5-32.
- Manca S, Ranieri M (2016) Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education* 95: 216-230.
- O'Bannon BW, Thomas K (2014) Teacher perceptions of using Facebook as an educational tool. *Journal of Technology and Teacher Education* 22(2): 199-221.
- Tess PA (2013) The role of social media in higher education classes. *Journal of Computing in Higher Education* 25(1): 1-12.
- Selwyn N (2011) *Education and technology: Key issues and debates*. Continuum.
- Sharma P (2019) Students' use of Facebook for academic purposes in higher education. *Education and Information Technologies* 24(5): 3213-3227.
- Lave J, Wenger E (1991) *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Cheng D, Warren S (2009) The use of social media in higher education: A review of literature. *Journal of Educational Technology Development and Exchange* 2(1): 1-10.
- Bosch TE (2009) Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communication* 35(2): 185-200.
- Bashar MK, Khan MA (2019) Challenges in implementing digital pedagogy in Bangladesh higher education. *International Journal of Educational Technology* 10(2): 45-60.
- Islam T, Hasan R (2021) Social media engagement among university students in Bangladesh: A digital learning perspective. *Journal of Digital Learning* 7(1): 22-36.
- Konstantoulaki K, Rizomyliotis I, Konstantopoulou A, Christofi M, Zhang Q (2026) Leveraging social media for sustainable transformation in higher education: the interplay of engagement, green values and loyalty. *Journal of Asia Business Studies* 20(1): 115-135.
- Petrovic A, Jaksic D (2026) Towards Smart and Socially Integrated Learning: A Systematic Review of LMS, Social Media and Artificial Intelligence Synergies. *Electronic Journal of e-Learning* 24(1): 75-92.
- Asthana S (2017) Translation and localization of children's rights in youth-produced digital media in the Global South: A hermeneutic exploration. *New Media & Society* 19(5): 686-700.
- Ngwainmbi EK (Ed.). (2024) *Social Media, Youth, and the Global South: Comparative Perspectives*. Springer Nature.

29. Uzuegbunam CE (2025) Decolonial Approaches to Researching Children and Youth's Digital Cultures: Epistemologies of the South Lenses. *Emerging Media* 3(1): 49-60.
30. Zhang W, Lallana EC (2013) Youth, ICTs, and civic engagement in Asia. *International Communication Gazette* 75(3): 249-252.
31. Junco R (2012) The relationship between Facebook use and academic performance. *Computers in Human Behaviour* 28(1): 187-198.
32. Smith A, Duggan M (2013) Online dating & relationships. Pew Research Centre.
33. Street BV (2003) What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education* 5(2): 77-91.
34. Barton D, Hamilton M (2012) Literacy practices. In M Grenfell et al. (Eds.), *The Routledge handbook of literacy studies*. Routledge pp. 7-18.
35. Lea MR, Street BV (1998) Student writing in higher education: An academic literacies approach. *Studies in Higher Education* 23(2): 157-172.
36. García O, Wei L (2014) *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
37. Canagarajah AS (2013) *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
38. Kress G (2010) *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
39. Jones RH, Hafner CA (2021) *Understanding digital literacies: A practical introduction* (2nd ed.). Routledge.
40. Zhang J, Yu L (2021) Social media writing and English academic writing development among EFL learners. *System* 99: 102532.
41. Merriam SB, Tisdell EJ (2016) *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
42. Patton MQ (2015) *Qualitative research & evaluation methods* (4th ed.). SAGE.
43. Tashakkori A, Teddlie C (2010) *Mixed methodology: Combining qualitative and quantitative approaches*. Sage Publications.
44. Milon MRK, Ali TM (2023) From language movement to language policy: A critical examination of English in Bangladeshi tertiary education. *ICRRD Journal* 4(4): 101-115.
45. Creswell JW (2014) *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Sage Publications.
46. Creswell JW, Plano Clark VL (2017) *Designing and conducting mixed methods research* (3rd ed.). SAGE.
47. Barton D, Lee C (2013) *Language online: Investigating digital texts and practices*. Routledge.
48. Creswell JW, Poth C (2018) *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.
49. Alam MR, Islam MS, Ansarey D, Rana MM, Milon MRK, et al. (2024) Unveiling the professional identity construction of in-service university English language teachers: Evidence from Bangladesh. *Ampersand* 12: 100178.
50. Milon MRK (2016) Challenges of teaching English at the rural primary schools in Bangladesh: Some recommendations. *ELK Asia Pacific Journal of Social Science* 2(3): 1-17.
51. Milon MRK (2020) A close investigation of the interaction between the individual and the society in *The American Scholar*. Port City International University Journal 7(1-2): 71-79.
52. Milon MRK, Hossain MR, Begum R (2017) Women's revolution against the male-dominated society in RK Narayan's novels. *ELK Asia Pacific Journal of Social Science* 3(2): 1-14.
53. Patton MQ (2002) *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.
54. Kvale S, Brinkmann S (2015) *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE.
55. Milon MRK, Alam MR, Hossain MR (2018a) A comparative study on the methods and practices of English language teaching in Bangla and English medium schools in Bangladesh. *Australasian Journal of Business, Social Science and Information Technology* 4(3): 118-126.
56. Milon MRK, Hossain MR, Alam MR (2018b) Factors influencing dropouts at undergraduate level in private universities of Bangladesh: A case study. *Australasian Journal of Business, Social Science and Information Technology* 4(4): 177-188.
57. Morgan DL (2019) *Basic and advanced focus groups*. SAGE.
58. Milon MRK, Ishtiaq M, Ali TM, Imam MS (2023) Unlocking fluency: Task-based language teaching (TBLT) in tertiary speaking classes—Insights from Bangladeshi teachers and students. *ICRRD Journal* 4(4): 218-230.
59. Yasmin A, Milon MRK, Imam MH (2024) An examination of practices and perspectives of task-based language teaching (TBLT) in tertiary literary classes: Insights from Bangladesh. *ICRRD Journal* 5(2): 101-116.
60. Denzin NK (2012) Triangulation 2.0. *Journal of Mixed Methods Research* 6(2): 80-88.
61. Braun V, Clarke V (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology* 3(2): 77-101.
62. Braun V, Clarke V (2019) Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health* 11(4): 589-597.
63. Braun V, Clarke V (2021) One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology* 18(3): 328-352.
64. Milon MRK, Imam MH, Muhury P (2024) Transforming the landscape of higher education in Bangladesh: Teachers' perspectives on implementing outcome-based education (OBE). *ICRRD Journal* 5(2): 117-135.
65. Saldaña J (2016) *The coding manual for qualitative researchers* (3rd ed.). SAGE.
66. Alam MR, Milon MRK, Sharmin M (2018) Hindrances to use and prepare the lesson plan of secondary school teachers in Bangladesh and some recommendations. *Australasian Journal of Business, Social Science and Information Technology* 4(4): 189-197.
67. Alam MR, Jahan S, Milon MRK, Ansarey D, Faruque ASU (2021) Accelerating learners' self-confidence level in second language acquisition: A qualitative study. *ICRRD Quality Index Research Journal* 2(3): 141-153.
68. Alam MR, Sulaiman M, Bhuiyan MMR, Islam MS, Imam MH, et al. (2025) Online corrective feedback and self-regulated writing: Exploring student perceptions and challenges in higher education. *World Journal of English Language* 15(6): 139-150.
69. Alvesson M, Sköldberg K (2018) *Reflexive methodology: New vistas for qualitative research* (3rd ed.). SAGE.
70. Alam MR, Ansarey D, Halim HA, Rana MM, Milon MRK, et al. (2022a) Exploring Bangladeshi university students' willingness to communicate (WTC) in English classes through a qualitative study. *Asian-Pacific Journal of Second and Foreign Language Education* 7(2): 1-17.
71. Alam MR, Milon MRK, Rahman MK, Hassan A (2022b) Technology application in tourism event, education and training for making a nation's image. In A Hassan (Ed.), *Technology application in tourism fairs, festivals and events in Asia*. Singapore: Springer pp. 149-163.
72. Al Nahar A, Hira FK, Milon MRK (2024) From policy to practice: Evaluating the implementation of communicative language teaching (CLT) in Bangladeshi primary schools. *ICRRD Journal* 5(3): 125-138.
73. Lincoln YS, Guba EG (1985) *Naturalistic inquiry*. SAGE.

74. Tracy SJ (2010) Qualitative quality: Eight "big tent" criteria for excellent qualitative research. *Qualitative Inquiry* 16(10): 837–851.
75. Lankshear C, Knobel M (2011) *New literacies: Everyday practices and social learning* (3rd ed.). Open University Press.
76. Pahl K, Rowsell J (2012) *Literacy and education: Understanding the New Literacy Studies in the classroom* (2nd ed.). SAGE.
77. Vygotsky LS (1978) *Mind in society: The development of higher psychological processes*. Harvard University Press.
78. Moon JA (2004) *A handbook of reflective and experiential learning: Theory and practice*. Routledge.
79. Deci EL, Ryan RM (2000) The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry* 11(4): 227–268.
80. Rosen LD, Carrier LM, Cheever NA (2013) Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior* 29(3): 948–958.
81. Sultana R (2016) Academic writing challenges of Bangladeshi students: A study. *Journal of English Language Teaching* 9(3): 45–55.
82. Blattner G, Fiori M (2011) Virtual social networking as an e-learning tool in foreign language education. *The Modern Language Journal* 95(4): 755–768.
83. Casanave CP (2004) *Controversies in second language writing*. University of Michigan Press.
84. Lee JS (2017) Informal digital writing and second language development: A review. *ELT Journal* 71(3): 299–309.
85. Elbow P (1998) *Writing with power: Techniques for mastering the writing process* (2nd ed.). Oxford University Press.
86. Hyland K (2019) *Second language writing* (3rd ed.). Cambridge University Press.
87. Cummins J (2017) Teaching for transfer in multilingual school contexts. *Bilingual and Multilingual Education* 1(1): 103–118.
88. Hornberger NH, Link H (2012) Translanguaging and transnational literacies in multilingual classrooms. *International Journal of Bilingual Education and Bilingualism* 15(3): 261–278.
89. Rowsell J, Walsh M (2011) Rethinking literacy education in new times: Multimodality, multiliteracies and new literacies. *Brock Education Journal* 21(1): 53–62.
90. Mills KA (2016) Literacy theories for the digital age: Social, critical, multimodal, spatial, material and sensory lenses. *Multilingual Matters*.