

## **USE OF FACEBOOK AND ITS RELATIONSHIP WITH DYSORTHOGRAPHY IN HIGH SCHOOL STUDENTS**

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**Abstract:** The objective of this research was to determine the relationship between the use of Facebook and dysorthography in high school students of the General Medardo Alfaro Educational Unit. The research was directed within the quantitative-correlational approach. To collect the information, the survey technique was applied, with its instrument a questionnaire of 20 closed questions, in a population of 552 students and a sample of 227 students, to whom the questionnaire was applied in a Google form. Forms, shared by the social network WhatsApp. Once the data was obtained, Frequency and percentage graphs were made. As a result, it was obtained that there is a relationship between the social network Facebook and dysorthography in students, since it is evident the use that young people make of the social network Facebook on a daily basis, with mobile devices that allow them to be connected to the Internet in At all times, they feel captivated by computer immediacy, freedom of communication and rapid interaction with other people who are part of the network; This has had an impact on the language, by including terms specific to these platforms that are reflected in all writing, with a very noticeable deformation of the language and dysorthography.

**Keywords:** Facebook, Dysorthography, Technology, Education.

## INTRODUCTION

The social network Facebook has crossed communication barriers worldwide; its free nature and great versatility make it one of the most used and favorites of Internet users, according to Castañeda et al. (2018) "Facebook is a website that offers access to the largest social network in the world, its objective is to make it easier for users to keep in touch with their acquaintances, in order to be able to communicate with them whenever they want to do so" (p. fifteen).

Everyone can currently create a profile on this social network, the only thing you need is an email or a phone number and create a password, after that, you will be able to access the countless advantages that the application offers, Espinel et al. (2020) state "the Facebook network presents characteristics that are not evident in any other means of mass communication, therefore, the forms of interaction are different from their uses and appropriations" (p.282).

Facebook as a global platform allows you to register personal data and assign a profile photo, the social network itself will show people you may know, suggest friends, in order to be able to share content, communicate and comment, as pointed out by: Castañeda et al. (2018) "it is possible to add any person you know and who is registered to the friends list, as long as they accept the invitation" (p.16). What makes it even more accessible is the permissiveness of use and communication in text without the need to have access to the Internet and an infinite number of other things that make the social network one of the favorites in all countries, and in a certain way, You can not go back in the face of the technological advances of the digital society that is growing by leaps and bounds, it is evident.

The use of the social network Facebook could reinforce links between peers, where meetings, relationships and social interactions increase with the combination of smartphones, tablets, among others, together with the improved availability of the Internet, which makes it possible for people be online wherever and whenever you want. (Espinel et al., 2020, p. 281)

At the Latin American level, the most common users on the social network Facebook are young people, since technological advances have allowed everyone to currently have a mobile device that allows them to access the network and create a profile to be able to

communicate from the comfort of their home, thus being able to spend hours and hours connected, using the words of Castañeda et al. (2018) "Facebook revolutionized the way people communicate, integrating into a single application elements already known to internet users (YouTube videos, graffiti, image boards, etc.) simplifying the process of appropriation of this virtual space." (p.19).

In Ecuador, the impact that social networks have generated is a palpable reality, since, in a very short time, they have become a very effective form of communication, which have evolved over time and in turn have caused impact on people's behavior, language and vision, especially with the COVID-19 pandemic that occurred in 2020, which allowed everyone to obtain a mobile device to connect to classes, do their work and have a network to which to access the range of applications and advantages offered by the internet, this in turn has generated a change in the language and errors in spelling, technically known as dysorthography, as expressed by Palomo and Segovia (2017):

Dysorthography is the set of errors in writing that affects words. It is a disorder that people have when writing, because they can not do it correctly and damage the spelling. When a child suffers from this problem, he or she constantly makes mistakes in writing, especially spelling mistakes, but there are no difficulties when reading, to be clearer about the term, it is the difficulty that the individual has in performing the writing correctly. (p.19).

Spelling errors are very noticeable, even in such basic uses, such as: it is written with a capital letter after a period and at the beginning of a text, or general rules that have been constantly repeated, it is written with m before p and b, the difficulty separating grammatical syllables, the differentiation of the stressed and unstressed syllables, the use of the accent, are the most common errors

present in young people of this era who use the spell checker on their mobile devices and which adapts to Spanish standard and also to the constant use of the same words.

Currently, interpersonal relationships could not be established without the use of communication through Facebook and other networks; Teenagers nowadays and with the constant use of the social network vary the words so that they are clearer and faster to write, altering and disrespecting the grammatical rules. In this regard, Martin and Vela (2019) state:

The current ways of written communication among young people through the social network Facebook, register spelling errors, replacement of letters or syllables, addition or subtraction of characters in words, handling of words and codes that only they know, assigning codes, establishing a modern language with symbols, abbreviations with letters turned upside down or other malformations in the language. (p.18)

In the province of Santo Domingo de los Tsáchilas, the continuous use of Facebook is evident as a work and study tool, which has allowed us to observe how young people immerse themselves in the globalized world and it is precisely at that age where they are in continuous development. and any influence can have an impact on its organization and cause variations in the language and grammatical errors, influenced by the faithful reproduction of what is observed, with which they feel attracted and identified. In light of this, Álvarez Ortiz (2017) refers:

The language used on the social network Facebook is totally different since all the words become something outside the norm, the writing used becomes a fashion that makes people use it in their daily lives such as school, office, beach, among other places, being worrying, since it has been written exactly as it is being spoken. (p.26).

Writing today is being transformed in a very

characteristic way, and we can notice that the language is changing radically, shortening words so that they are easier to write and understand within a certain social group, this being the main cause. of the disaster in spelling, since, due to imposing fashion or laziness in writing, it spreads from one person to another, generating a world with absolute language degradation and many errors.

In this regard, Martin and Vela (2019) emphasize that text messages are regulated by language resources, this way abbreviations, numbers, symbols and emoticons are used without any punctuation regulations, question and exclamation marks are used only. at the end, without taking into account the Spanish rule that establishes that these punctuation marks are placed at the beginning and at the end of the question or exclamation.

The young people of the Medardo Alfaro General Educational Unit consider Facebook as a place of free expression, leaving aside the formality that language requires, believing that it is a space for the creation of their own modified language, where they deliberately delete or add signs and letters, thus transgressing the spelling rules taught in school; This way of using language is spreading rapidly every day, from one person to another, the chain of individuals who use this virtual language is growing, and as a result of seeing words written this way several times, their The mind assimilates that the message is well written, thus having an impact on the educational field.

The deletion of vowels in words are clear examples of this transgression: “Kdms mñm?” for “Shall we meet tomorrow?” The letters “ch” and “ll” are transposed to sounds “mxo”, “mucho” to present minimal spellings. And for “qu” or “c” they are transcribed into “k”, for example “tkro” for “I love you”. The “g” is converted into “w” as in “wpa” for “guapa”. Numbers are used together with letters, for example “sl2” for “regards”. To reduce space, the phrase is transformed into a word like: “ktp?” for “What’s wrong with

you?” “tqm” as in “I love you very much”.

This research becomes important, from a social point of view, because it contributes to the writing of students in the province, the country and everyone who uses the language in a suppressed way and with spelling errors on Facebook; From an educational point of view, this study is relevant, because it allows us to know the spelling errors present in young people in Educational Units due to the use of the social network Facebook and the impact on the daily use of writing and the presentation of work. academics.

From a scientific point of view, this research serves as a basis for future research on dysorthography, a topic that requires extensive study. As for the institutional scenario, it allows future research to use it as reference material, as well as a basis for further studies on the use of the social network Facebook and dysorthography, since the number of people who have a profile is increasing. on this social network and the suppressed or added use of writing is spreading through these platforms.

Given the aforementioned, the following research objective was proposed: to determine the relationship between the use of Facebook and dysorthography in high school students of the General Medardo Alfaro Educational Unit; Considering that social networks will always exist, they will even evolve significantly, and the spelling of students due to the direct influence of these media will be the subject of many future investigations, the following study question arises: What is the relationship between the use of Facebook and dysorthography in high school students of the Medardo Alfaro General Educational Unit? and in turn the study hypothesis: The longer the time of use of the social network Facebook, the greater the increase in dysorthography. This can affect the teaching-learning process and writing, which is why various strategies must be applied for the acquisition of spelling and avoid falling into the misuse of the

spelling rules present in Spanish, especially if they are detected at time, to avoid making writing errors, since it is present in every area and in daily life.

## MATERIALS AND METHODS

The present study was directed within the quantitative approach, as it allowed the analysis of a social problem, thus evaluating the impact of social networks that are increasingly present in the so-called digital natives, this way, it allowed the detailed analysis of the data. collected and the tabulation of the results obtained from the application of a designed questionnaire, as noted by Hernández et al. (2006):

Quantitative research offers us the possibility of generalizing the results more widely, it gives us control over the phenomena, as well as a point of view of counting and their magnitudes. Likewise, it provides us with a great possibility of replication and a focus on specific points of such phenomena, in addition to facilitating comparison between similar studies. (p.21).

Correlational studies associate the study variables, as expressed by Hernández et al. (2006): “Correlational studies measure the degree of association between these two or more variables (they quantify relationships). That is, they measure each presumably related variable and then measure and analyze the correlation” (p.105). This type of study was intended to know how the two study variables were related in a specific context. Said in the words of Mousalli (2015):

A correlation is defined as a relationship between two variables, concepts or aspects. In this sense, correlational research seeks to establish the intensity and meaning of the relationship between two variables, if one increases what happens to the other or if one decreases what happens to the other, generally we talk about two variables, but they can associations between two or more can be analyzed. (p.17).

The appropriate techniques and instruments were selected to achieve the collection of the necessary information for the study, this way Babativa (2017) states:

The instruments are formats that can be used to record observations, interviews, surveys and questionnaires, which must generate reliability and validity around construct, criteria and content, to later define the ideal way of their application in the pre-established sample, collection, archiving and organization of research results. (p.90).

The data in the present study were collected through the survey technique, in which two study variables were integrated, divided by two dimensions, nine sub-dimensions and twenty indicators, which allowed the construction of twenty items of closed questions with three response options, which allowed us to know the responses of the Baccalaureate students, from the General Medardo Alfaro Educational Unit, located in the province of Santo Domingo de los Tsáchilas.

Taking into account that the population is a group that has common characteristics among themselves, (Selltiz et al., 1980) cited by Hernández et al. (2006) states: “a population is the set of all cases that agree with a series of specifications” (p.238), consequently, the population that was used as the object of study was five hundred and fifty-two students (552) of the General Medardo Alfaro Educational Unit, from which a sample of two hundred and twenty-seven students (227) was selected with a confidence level of 95% and a margin of error of 5% to whom the questionnaire was applied. in a Google Forms.

About data analysis Hernández et al. (2006) mention:

Once the data has been coded, transferred to a matrix, saved in a file, and “cleaned” of errors, the researcher proceeds to analyze it. Currently, quantitative data analysis is carried out by computer or computer. No one does it manually anymore, especially

if there is a considerable volume of data. (p.408).

In that sense, once the data was obtained through the applied technique, the information was tabulated and processed through Frequency and percentage graphs.

## RESULTS AND DISCUSSION

The results of variable 1: Use of Facebook are presented, which has the dimension uses and practices of Facebook, in turn this dimension has the subdimensions: 1. Personal content, 2. Communication and entertainment. Below are the results of subdimension 1: Personal contents, data reflected in Table 1, Table 2 and Table 3.

As it can be seen in Table 1, 67.40% of the students use the social network Facebook daily, however, 51.54% of the students do not exceed 1000 friends on Facebook, on the other hand, 41.85% of the students state that they use Facebook to share content. In this order of ideas, Gurevich (2016) states that Facebook is the social network that is currently most popular worldwide, with around 130 million Internet users, and it also leads in time of use. In this context, Espinel et al. (2020) point out that the main reason for using Facebook is to maintain permanent contact with existing friends, in order to maintain relationships, social progress and distraction.

Below are the results of subdimension 2: Communication and entertainment, whose results are reflected in Table 4, Table 5 and Table 6.

As it can be seen, 59.03% of students use Facebook to chat, while 44.09% use it to comment on posts. On the other hand, it can be seen that 87.22% of students access the Facebook network through their cell phone or tablet. From the point of view of Castañeda et al. (2018) mention that social networks, more than any other platform, have led to a series of changes in which space-time is not an

impediment to participating and reinforcing social ties, as Gurevich (2016) points out when mentioning that people They stay on Facebook for a long time, entering and leaving again and again, without taking into account that they metaphorically “inhabit” a social place, as a way of making evident their presence on the network and their interrelationship with others.

Now, variable 2 is analyzed: Dysorthography, which has the dimension types of dysorthography, in turn this dimension has the subdimensions: 1. Temporal, 2. Perceptual-kinesthetic, 3. Dysorthokinetic, 4. Visuospatial, 5. Dynamic, 6. Semantics, 7. Cultural.

Below are the results of subdimension 1: Temporal, data reflected in Table 7 and Table 8.

As it can be seen, 61.67% of students apply spelling rules when writing a text, while 59.91% consider that the form of school writing is influenced by writing on platforms. From the position of Gómez (2014), the spelling errors committed on digital platforms are evident, but they also appear in the presentation of formal texts, due to lack of knowledge of the proper application of the rules or due to other dialectal causes. Taking into account Álvarez (2017), virtual platforms are spaces of free expression, where the regulations and orthographic rules of the Spanish language are left aside, giving way to utterances created in these virtual spaces, thus establishing a virtual language understood and disseminated by users. of these networks.

Below are the results of subdimension 2: Perceptual-kinesthetic, data reflected in Table 9 and Table 10.

As it can be seen, 56.83% of students have found texts written in a suppressed manner or by adding letters on virtual platforms, while 51.98% consider that it is easier to use letters and symbols in writing on said platforms and

item 1	Options	Frequency	Valid Percentage	Accumulated percentage
Do you use the social network Facebook daily?	YES	153	<u>67,40</u>	67,40
	NO	45	19,82	87,22
	MAYBE	29	12,78	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 1: Do you use the social network Facebook daily?

Source: self made.

item 2	Options	Frequency	Valid percentage	Accumulated percentage
Do you exceed 1000 friends on Facebook?	SI	90	39,65	39,65
	NO	117	<u>51,54</u>	91,19
	MAYBE	20	8,81	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 2: Do you exceed 1000 friends on Facebook?

Source: self made.

item 3	Options	Frequency	Valid Percentage	Accumulated percentage
Do you use Facebook to share content?	YES	79	34,80	34,80
	NO	95	<u>41,85</u>	76,65
	MAYBE	53	23,35	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 3: Do you use Facebook to share content?

Source: self made.

Item 4	Options	Frequency	Valid percentage	Accumulated percentage
Do you use Facebook to chat?	YES	134	<u>59,03</u>	59,03
	NO	50	22,03	81,06
	MAYBE	43	18,94	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 4: Do you use Facebook to chat?

Source: self made.

Item 5	Options	Frequency	Valid percentage	Accumulated percentage
Do you use Facebook to comment on posts?	YES	101	<u>44,49</u>	44,49
	NO	80	35,24	79,74
	MAYBE	46	20,26	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 5: Do you use Facebook to comment on posts?

Source: self made.

Item 6	Options	Frequency	Valid percentage	Accumulated percentage
Do you use your mobile device (cell phone, tablets) to access the social network?	YES	198	<b>87,22</b>	87,22
	NO	11	4,85	92,07
	MAYBE	18	7,93	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 6: Do you use your mobile device (cell phone, tablets) to access the social network?

Source: self made.

Item 7	Options	Frequency	Valid Percentage	Accumulated percentage
Do you apply spelling rules when writing a text?	YES	140	<b>61,67</b>	61,67
	NO	22	9,69	71,37
	MAYBE	65	28,63	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 7: Do you apply spelling rules when writing a text?

Source: self made.

Item 8	Options	Frequency	Valid Percentage	Accumulated percentage
Do you think that the way you write on platforms influences your school writing?	YES	136	<b>59,91</b>	59,91
	NO	40	17,62	77,53
	MAYBE	51	22,47	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 8: Do you think that the way you write on platforms influences your school writing?

Source: self made.

Item 9	Options	Frequency	Valid Percentage	Accumulated percentage
Have you found texts written in a suppressed manner or adding letters in publications and comments on virtual platforms?	YES	129	<b>56,83</b>	56,83
	NO	31	13,66	70,48
	MAYBE	67	29,52	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 9: Have you found texts written in a suppressed manner or adding letters in publications and comments on virtual platforms?

Source: self made.

Item 10	Options	Frequency	Valid Percentage	Accumulated percentage
Do you find it easier to use letters and symbols in your writing on the social network?	YES	118	<b>51,98</b>	51,98
	NO	29	12,78	64,76
	MAYBE	80	35,24	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 10: Do you find it easier to use letters and symbols in your writing on the social network?

Source: self made.



social networks. According to Cervera and Ygual (2006), spelling errors are considered to be written words where letters are added or omitted or letters are substituted so that a change of said phoneme is considered for another with a similar sound. All of this is manifested as a failure in the processing of spoken and written language. As Martin and Vela (2019) express, currently the forms of communication have taken a turn and present flaws in their registration, the use of a language and words characteristic of a certain social group, where symbols, abbreviations, turned letters and others are used. Language malformations are part of the new forms of information exchange among social network users.

The results of subdimension 3: Dysortokinetics are presented below, data reflected in Table 11 and Table 12.

As it can be seen, 39.65% of the students consider that perhaps it is okay to delete the words used on social networks, while 40.97% consider that they do not use the form of writing of the social network in the presentation of academic works. According to Burbano and Peralta (2019), the incorrect use of the written code is reflected in cases such as the substitution or omission of letters, exchange of spellings in a word, writing words together or separately, or poor pronunciation of the word. person thus capturing the writing as it is pronounced. As Gómez (2014) suggests, short messages predominate among users of virtual platforms, since, by sharing this form of writing on said platforms, probably as a sign of identity, they regularly use it in academic texts that require greater formality and a perfect writing and spelling.

Below are the results of subdimension 4: Visuospatial, data reflected in Table 13 and Table 14.

As it can be seen, 63.44% of students use the spell checker to write texts, while 69.60%

consider that the work sent home helps improve writing. From the point of view of Burbano and Peralta (2019), spelling must always be used correctly, from writing a message, a recipe, a note, a note, on the shopping list, there must be no other option, it is write correctly or not at all. In the opinion of Cueto and Roldán (2023), the use of virtual platforms in the so-called digital natives in certain practices such as chatting implies carrying out said activity in a hurried and superficial manner, spaces where written conversations have become literal reproductions of oral conversations.

Below are the results of subdimension 5: Dynamics, data reflected in Table 15 and Table 16.

As it can be seen, 51.54% of the students claim to have clear spelling, while 50.66% claim to make spelling errors in their written work. From the position of Burbano and Peralta (2019), spelling is the letter of introduction of every person, it is not a dress that is taken off and put on, people who write thinking that later or at the end they will add the accent marks or correct the spelling errors, you will undoubtedly make many spelling mistakes that you will not be able to notice at the end of the writing or in any use of writing. Using the words of Gómez (2014), dysorthographic writing alters the representation of spellings or phonemes intentionally, but not due to ignorance, the communication or dissemination of content through social networks, publications, chats and it is shared by Internet users who browse or they use the same platforms.

Below are the results of subdimension 6: Semantics, data reflected in Table 17 and Table 18.

As it can be seen, 48.46% of the students mention not confusing the letters when they write, while 49.78% affirm that they ask their teacher for help when they do not know and cannot write a word correctly.

Item 11	Options	Frequency	Valid Percentage	Accumulated percentage
Do you think it is okay to delete letters in words used on the social network?	YES	48	21,15	21,15
	NO	89	39,21	60,35
	MAYBE	90	<b>39,65</b>	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 11: Do you think it is okay to delete letters in the words used on the social network?

Source: self made.

Item 12	Options	Frequency	Valid Percentage	Accumulated percentage
Do you use the form of writing used on the social network when presenting academic work?	YES	86	37,89	37,89
	NO	93	<b>40,97</b>	78,85
	MAYBE	48	21,15	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 12: Do you use the form of writing used on the social network when presenting academic work?

Source: self made.

Item 13	Options	Frequency	Valid Percentage	Accumulated percentage
Do you use spell checker to write texts?	YES	144	<b>63,44</b>	63,44
	NO	33	14,54	77,97
	MAYBE	50	22,03	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 13: Do you use spell checker to write texts?

Source: self made.

Item 14	Options	Frequency	Valid Percentage	Accumulated percentage
Do you think that academic work sent home helps improve spelling?	YES	158	<b>69,60</b>	69,60
	NO	21	9,25	78,85
	MAYBE	48	21,15	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 14: Do you think that academic work sent home helps improve spelling?

Source: self made.

Item 15	Options	Frequency	Valid Percentage	Accumulated percentage
Do you think your writing is clear?	YES	117	<b>51,54</b>	51,54
	NO	31	13,66	65,20
	MAYBE	79	34,80	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 15: Do you think your writing is clear?

Source: self made.

Item 16	Options	Frequency	Valid Percentage	Accumulated percentage
When you do writing work, do you make spelling errors?	YES	115	<u>50,66</u>	50,66
	NO	25	11,01	61,67
	MAYBE	87	38,33	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 16: When you do writing work, do you make spelling errors?

Source: self made.

Item 17	Options	Frequency	Valid Percentage	Accumulated percentage
Do you confuse letters when you write?	SI	60	26,43	26,43
	NO	110	<u>48,46</u>	74,89
	MAYBE	57	25,11	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 17: Do you confuse letters when you write?

Source: self made.

Item 18	Options	Frequency	Valid Percentage	Accumulated percentage
When you can't write a word correctly, do you ask your teacher for help?	SI	113	<u>49,78</u>	49,78
	NO	55	24,23	74,01
	MAYBE	59	25,99	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 18: When you can't write a word correctly, do you ask your teacher for help?

Source: self made.

Item 19	Options	Frequency	Valid Percentage	Accumulated percentage
Have you had writing problems in previous years?	YES	84	<u>37,00</u>	37,00
	NO	81	35,68	72,69
	MAYBE	62	27,31	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 19: Have you had writing problems in previous years?

Source: self made.

Item 20	Options	Frequency	Valid percentage	Accumulated percentage
Do you attend pedagogical recoveries to improve your writing?	YES	21	9,25	9,25
	NO	186	<u>81,94</u>	91,19
	MAYBE	20	8,81	100,00
	<b>TOTAL</b>	<b>227</b>	<b>100,00</b>	

Table 20: Do you attend pedagogical recoveries to improve your writing?

Source: self made.

As Gómez (2014) points out, a competent writer of the language will use those elements that he finds in the contents disseminated with disorthographic writing on social networks, without it becoming a threat, since, in the present, they must be taken as a reflect these new writing processes and in a certain way enrich communication on these platforms without limiting ourselves to the understanding of these new forms of writing, and at the same time not leaving aside the formality that language requires. As Burbano and Peralta (2019) state, the skills and abilities that teachers have when teaching spelling are essential, the use of appropriate methods and techniques for learning writing is crucial, the use of dictionaries expands the vocabulary and in definitively helps to maintain correct use of the language and learn it in a positive way, currently you can use electronic dictionaries, in order to keep up with technology.

Below are the results of subdimension 7: Cultural, data reflected in Table 19 and Table 20.

As it can be seen, 37% of the students have had writing problems in previous years, in the same way 81.94% mention not attending pedagogical recovery to improve their writing. From the position of Cervera and Ygual (2006), the difficulty in learning the reading and writing process has a severe impact on students, potentially causing poor academic performance and dragging these errors into the following years of schooling, in the same way a delay in learning new content in other areas. From the point of view of Burbano and Peralta (2019), teachers of adolescent students could also make use of a technique that is traditional but that serves a lot to improve writing, dictation or making copies, so at the end it can be seen the spelling errors that have occurred, likewise, correct reading is an ally that will never go out of style and will serve a lot to improve both reading and writing.

Table 21 is presented below, which contains the maximum values of each subdimension.

As it can be seen in table 21, 67.40% of students use the social network Facebook daily, this can be achieved because they have mobile devices such as cell phones, tablets, among others, this is reflected in the 87.22% of the students. In this order of ideas Espinel et al. (2020) and Cueto and Roldán (2023) point out that the daily use of the social network Facebook has currently increased in adolescents, since they are subjects born in this era in which the use of computers and other digital devices is part of their daily lives and with the fusion of smartphones plus the improved internet that reaches anywhere, allows them to connect whenever and wherever they want.

It can be seen that 61.67% of students apply spelling rules when writing a text, however, 38.33% do not apply spelling rules in their writing. It is worth considering Daza and Roa (2022) when pointing out that spelling plays a very important role when identifying and expressing the graphemes that have been taught since childhood. It is normal to find errors at this stage; in adulthood they would be considered spelling errors. arbitrary writing. Likewise, it can be seen that 56.83% of the students indicate having found texts in a deleted way or by adding letters on virtual platforms. In this context, Martin and Vela (2019) point out that the most intense use of non-standardized words is made by adolescents on social networks through cyber language that transgresses orthographic regulations, as a form of expression and communication.

As it can be seen, 40.97% of the students surveyed indicate that they use the form of writing used on the social network in the presentation of academic work. Taking into account Cueto and Roldán (2023) and Daza and Roa (2022) they state that writing on

Number	Proposal	Percentage
1	Subdimension 1 Personal content: Do you use the social network Facebook on a daily basis?	67,40
2	Subdimension 2 Communication and entertainment: Do you use your mobile device (cell phone, tablets) to access the social network?	87,22
3	Subdimension 1 Temporal: Do you apply spelling rules when writing a text?	61,67
4	Subdimension 2 Perceptual-kinesthetic: Have you found texts written in a suppressed manner or adding letters in publications and comments on virtual platforms?	56,83
5	Subdimension 3 Disorthokinetics: Do you use the form of writing used on the social network in the presentation of academic work?	40,97
6	Subdimension 4 Visuospatial: Do you consider that academic work sent home helps to improve spelling?	69,60
7	Subdimension 5 Dynamics: Do you think your writing is clear?	51,54
8	Subdimension 6 Semantics: When you can't write a word correctly, do you ask your teacher for help?	49,78
9	Subdimension 7 Cultural: Do you attend pedagogical recoveries to improve your writing?	81,94

Table 21: Maximum values of each subdimension.

Source: self made.

Co-relation	Aspects to consider	Note
Correlación	Writing on Social Networks	There is a direct correlation between Facebook and dysorthography, since people who constantly use the social network make use of deleted words or deliberately adding letters, thus deforming the language and thus writing all text, even those that require greater formality. However, Facebook has implemented spell check tools that can be useful for people who want to improve their writing.
	Automatic Correction	
	Emotional effects	
	Social support	
	Education and Awareness	
	Technological Adaptations	

Table 22: Correlation Facebook and dysorthography.

Source: self made.

social networks is influenced by the tools used there, since it is not possible to underline, center, apply bold, differentiate between titles and subtitles, unlike academic texts that do require formality even in writing and presentation and this form of mechanical writing is reflected in all writing, since writing difficulties are more persistent than reading difficulties.

It is observed that 69.60% of students affirm that academic work sent home helps improve spelling. As Martin and Vela (2019) and Palomo and Segovia (2017) point out, the writing of students' texts is mainly characterized by reflecting a poverty in the use of punctuation marks, the omission of capital letters, the biggest mistake is in the use of the accent due to ignorance or perhaps simply due to inattention, the constant use of writing and spelling techniques must be adopted by teachers, so that it would significantly help to improve these writing problems, according to the needs of each student. .

It is evident that 51.54% of the students surveyed believe that their writing is clear, while 48.46% consider that it is not. In this order of ideas Palomo and Segovia (2017) mention that basically spelling is understood as the correct use of letters in each word, respecting punctuation marks, taking into account that the Spanish language is influenced by linguistic varieties, always It shares in all its aspects a universal writing that must be respected and applied in writing texts on any platform, thus developing orthographic awareness.

As it can be seen, 49.78% of the students surveyed indicate that when they cannot write a word correctly they ask their teacher for help and 81.94% attend pedagogical recovery to improve their writing. In this context, Daza and Roa (2022) and Burbano and Peralta (2019) point out that memory must be strengthened throughout all the

years of study, since it improves and facilitates the learning of the correct writing of words and application of spelling norms, likewise the dictation technique helps to improve intellectual development, since what is heard is reflected, in the same way the application of the levels and types of reading are linked to the entire process.

The use of Facebook and its relationship with dysorthography (also known as developmental dyslexia) may have several aspects to consider:

- **Social Media Writing:** Facebook is a social media platform that involves a significant amount of writing, whether commenting on posts, sending private messages, or creating posts. For people with dysorthography, which is a disorder that affects the ability to spell and write accurately, this can be a challenge. Spelling errors can be more obvious and can lead to misunderstandings. As Pérez (2023) points out, currently the greatest form of communication is through social networks, which ignore the basic form of communication, thus finding a series of spelling errors, abbreviations, complete texts without punctuation marks, everything. This implies a real challenge when understanding and interpreting these writings.

- **Automatic Correction:** Many social networks, including Facebook, have automatic correction and word suggestions functions. These features can be useful for people with dysorthography, as they help correct spelling errors before a message or post is sent. As Llopis and Andrés (2020) indicate, social networks have an ally that allows the spelling that is being influenced by these media to be significantly improved, the so-called spell checker that is incorporated into mobile devices and partially corrects writing,

since that it has the generalized dictionary and the user's that is coupled according to the terms used most frequently.

- **Emotional Effects:** People with dysorthography may feel embarrassed or insecure about their writing, especially in a public environment like Facebook. They may experience stress or anxiety when writing online, worrying about making mistakes. Taking into account Taboada and García (2011), in the analysis of several published texts, the reaction of several people was taken into account, with attitudes of devaluation of said published content as well as the people who produce it, considered as indicators of the level of education, social and cultural of said people.

- **Social Support:** Facebook and other social networks can also serve as a source of social support. People with dysorthography can join online groups and communities where they share their experiences and advice on how to manage challenges related to dysorthography. As Fernández (2015) highlights, the gratification obtained with the use of the social network Facebook is evident, since young people interact with groups that share their same interests, thus providing them with social support for everything they need.

- **Education and Awareness:** Some people use Facebook to raise awareness about dysorthography and educate others about this disorder. They can share information, resources, and personal experiences to help reduce stigmatization and foster understanding. As Ávila (2018) expresses, social networks are impossible to avoid, they optimize time, the important thing is to use them appropriately and raise awareness among

future generations of the importance of good use of spelling, in order to value and preserve the Spanish language. and established spelling standards.

- **Technological Adaptations:** To address the challenges of dysorthography, people can turn to software tools and applications that offer spelling and grammar correction functions. These tools can be especially useful in social media environments. According to Sandoval et al. (2015) the spelling auto-corrector provided by the software is very useful in writing writing, since it corrects spelling, writing and grammar errors, however it is not entirely reliable, however it is widely used by the majority of Internet users. .

In summary, the relationship between Facebook use and dysorthography may vary from person to person. For some people, social media can be a challenging space due to writing, while for others, the tools and features available on the platform can provide some level of support. Awareness, education, and finding online communities can also play an important role in managing dysorthography in a social media environment. According to Pérez (2023), social networks have existed and will always exist, they present many advantages such as interaction and immediacy, the use that each individual gives them will have social, cultural and academic repercussions.

## CONCLUSIONS

Currently, the use of Facebook among young people is constant, the technology is within everyone's reach, with mobile devices that allow them to be connected to the Internet all the time. This way, they feel captivated by the computer immediacy and are the authors of many publications. that allow rapid interaction with other people who are part of said networks; This has had

an impact on the language, by including terms specific to those platforms that are reflected in all writing. In this order of ideas, Pérez (2023) indicates that one of the great advantages of social networks is the speed of interaction, what is published appears immediately on the network, thus allowing many people to comment, share points of view of the subject in such a hasty manner that it almost always causes total disrespect for spelling rules, as well as unfounded opinions and an evident lack of education.

It is true that we must not go backwards in the use of technology, since young people born in this century are part of the technological era, but these changes must also contribute to the development of writing, leaving aside dysorthographic language, that is, that which is used intentionally and respects the spelling rules that govern writing. Using the words of Gómez (2014), the disorthographic norm intentionally separates the academic norms of the use of language, of digital writing used in social networks, messages, publications, chats, in turn this form of writing is shared by the issuer and receiver of the message, thus becoming a communicative competition between speakers who use the same platforms.

Changes in language are constantly evolving, just as there are new terms that enter Spanish, there are terms that have disappeared due to the advancement of science, medicine and technology, however, uneducated terms that are used on the platforms must not be part of language or considered a form of expression. As Ávila (2018) notes, taking into account the deformations of writing that occurred approximately thirty years ago, in order not to exceed the number of characters used in a text message, since this implied the collection of one additional; Currently, social networks are spaces that do not have any requirements for spelling and are causing a lack of interest in the proper use of the language.

The forms of communication are free on social networks, young people are attracted to this new form of expression that means being in trend, this use is evident in the academic field, considering that the reading habit has decreased significantly and young people They can spend hours and hours connected to the social network, chatting, commenting and reading posts, so by constantly observing misspelled words, their mind assimilates that this is the correct way to write, blocking the learned rules. As Ávila (2018) emphasizes, the freedom of writing available on social networks promotes disinterest in the proper use of spelling rules and this does not end there because children who are increasingly exposed to networks and are in the middle of language acquisition students observe and copy these bad writing habits.

Strategies must be applied that regulate the use of suppressed or added language that is deliberately used on the platforms, in order to maintain the cultured language that the Royal Academy of the Spanish Language tries to perfect every day and that gets out of hand. of teachers, since no one controls the way of writing on these networks. From the position of Llopis and Andrés (2020), young people are writing more than ever on social networks, however, this practice entails risks, it is being brought to the classrooms and harming spelling, which has always been a challenge for teachers. Therefore, resources must be sought that promote the appropriate use of language on the platforms and minimize the impact they are generating on writing.



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