

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA**

Tema: “SOCIAL NETWORKS AS A TOOL IN THE ENGLISH WRITING
SKILL DEVELOPMENT”

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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2018

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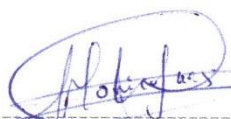
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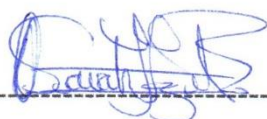
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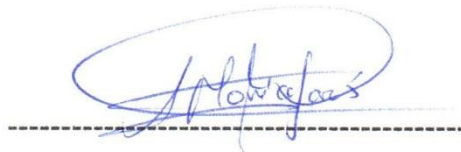
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A mis padres y hermanos por su cariño y apoyo incondicional.

A mis sobrinos, quienes llenan mi vida de amor y alegría.

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AUTORA: Licenciada Mónica Alexandra Garcés Villacrés Magíster

DIRECTORA: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

FECHA: Mayo 22, 2018

RESUMEN EJECUTIVO

El proyecto de investigación “REDES SOCIALES COMO UNA HERRAMIENTA PARA EL DESARROLLO DE LA DESTREZA DE ESCRITURA EN EL IDIOMA INGLÉS”, tiene como objetivo analizar como el uso de redes sociales influye en el desarrollo de la escritura en inglés en los estudiantes de educación superior. Para determinar la relación existente entre éstas dos variables, se realizó la lectura de libros, revistas y artículos con la finalidad de obtener información sobre las mismas. Se utilizó una encuesta con diez preguntas, la misma que fue aplicada a doce profesores de inglés y doscientos noventa y tres estudiantes del nivel B1 pre-intermedio. Los resultados fueron analizados y tabulados cuidadosamente y mediante la aplicación de la prueba estadística Rho de Spearman se determinó que hay suficiente evidencia estadística para aceptar la hipótesis alternativa es decir que el uso de redes sociales influye en el desarrollo de la escritura en inglés. Además se pudo establecer que un gran número de estudiantes tienen problemas para expresar sus ideas en forma escrita en inglés: Los estudiantes además consideran que el uso de las redes sociales como Facebook y WhatsApp son una alternativa útil para el desarrollo de esta destreza, sin embargo se determinó que los docentes de inglés no utilizan las redes sociales para este propósito. Entre las recomendaciones realizadas para ayudar a los estudiantes a mejorar la escritura en inglés se propuso el uso de un manual que contiene actividades para el desarrollo de esta destreza a través de actividades guiadas, controladas y libres mediante el uso de Facebook y WhatsApp.

Descriptor: Escritura controlada, Escritura guiada, Escritura libre, Características de las redes sociales, Destreza Escrita, Escritura persuasiva, Facebook, Proceso de escritura, Retroalimentación, Tics en educación, WhatsApp.

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AUTHOR: Licenciada Mónica Alexandra Garcés Villacrés Magíster

DIRECTED BY: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

DATE: May 22, 2018

ABSTRACT

The research Project “SOCIAL NETWORKS AS A TOOL IN THE ENGLISH WRITING SKILL DEVELOPMENT” aimed to analyze how social networks influenced in the English writing skill development in students at higher education level. To determine the relationship between these two variables, several books magazines and articles were read in order to get enough information about each variable. A survey entailing ten questions was applied to twelve English teachers and two hundred ninety tree students at the Pre- intermediate level. The results were analyzed and tabulated carefully. Also, through the use of Spearman’s Rho test, it was possible to determine that there is enough statistical evidence to accept the alternative hypothesis, it means that the use of social networks influences in the English writing skill development. Furthermore, the results showed that a great number of students had problems to express their ideas in a written way in English. In addition, students think that the use of social networks such as Facebook and WhatsApp are useful tools to the improvement of the writing skill, however teachers do not use social networks for this purpose. The use of a handbook with different guided, controlled and free writing tasks was suggested in order to help students to improve their writing skill in English using Facebook and WhatsApp.

Key words: Writing skill, Writing Process, Persuasive writing, Guided writing, Controlled writing, Free writing, ICTs in education, Characteristics of social networks , Facebook, WhatsApp ,Feedback.

INTRODUCTION

Writing is considered as an important skill for every student learning a language. Through the mastery of this skill, students are able not only to communicate their thoughts and ideas but also to express their feelings and emotions to others in a written way. Writing in a good way will allow learners to get better jobs as almost all the activities in companies involve writing, for example writing e-mails, reports, or letters. However, writing is a difficult skill for students to master; they have problems related to spelling, organization of ideas, structure, punctuation and others (Sakir, 2016).

As a result, it is necessary to use some strategies to overcome the problems mentioned previously and provide learners opportunities for them to practice writing in a real life context. Among these strategies, social networks including Facebook and WhatsApp seem to be the most popular ones to develop the English writing skill. As a result it is highly recommended to use these social networks as a tool to help not only to improve learners' interest and motivation to write, but also to create a good rapport among students on one hand and between students and instructor on the other hand inside and outside the class. These interactions in return can enrich participation and feedback between teachers and students.

This research work is divided into six chapters:

CHAPTER I, presents the theme of the problem, its contextualization at macro, meso and micro levels, prognosis, the formulation of the problem, research questions, research problem formulation, justification and objectives to be achieved.

CHAPTER II, entails the research background including previous studies related to the topic of research, philosophical and foundations, legal basis, key categories, the theoretical support of each variable, the hypothesis and identification of variables.

CHAPTER III, describes the methodology applied to this research work, the level of research, the population, the operationalization of variables, and the tools and techniques that were used for data collection purposes.

CHAPTER IV, displays the analysis and interpretation of results as well as the hypothesis verification through the application of a statistical test.

CHAPTER V, encompasses the conclusions and recommendations according to the results gotten after their analysis and interpretation.

CHAPTER VI, presents the proposal which includes information about the topic, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

THE PROBLEM

1.1 Research topic

“Social Networks as a tool in the English writing skill development”

1.2. Problem statement

1.2.1 Contextualization

More people around the world than ever before are studying and learning English because it has become the international language of education and business. For many years, the political hegemony of the United States of America has led to the necessity of learning the English language and incorporating it into the education system of most countries for later use in different contexts. The English language has become easier to learn more than ever before with the availability of many tool online, books or educational institutes, which spread around the world.

Learning English is important for the development of Ecuador in the twenty-first century, so the government has attempted to encourage the learning of it, with special attention to the new curriculum. The lack of English teachers, and the project of International Baccalaureate to be implemented in 22 public schools in the country, showed that there are shortcomings and so it was necessary to make some changes in order to improve this situation.

In 2012, the Ministry of Education launched a new National English Curriculum and a number of associated measures, which were to be administered by a newly formed English section within the ministry. These aimed not only to eliminate inequality in access to English language learning but also to improve the quality of English education in the public sector. This initiative included targets for functional

competence aligned with the Common European Framework (CEFR), new evaluation parameters for newly qualified English teachers, continuous professional development and travel-study options for English teachers as well as scholarships for learners to study at universities abroad.

In the province of Tungurahua there are different educational institutions in which English is taught, however students face some problems not only in the receptive skills but also in the productive ones. The writing skill is one of the most difficult skills for students to master and this problem is associated with the academic resources that are used for teaching this skill and the way in which it is taught.

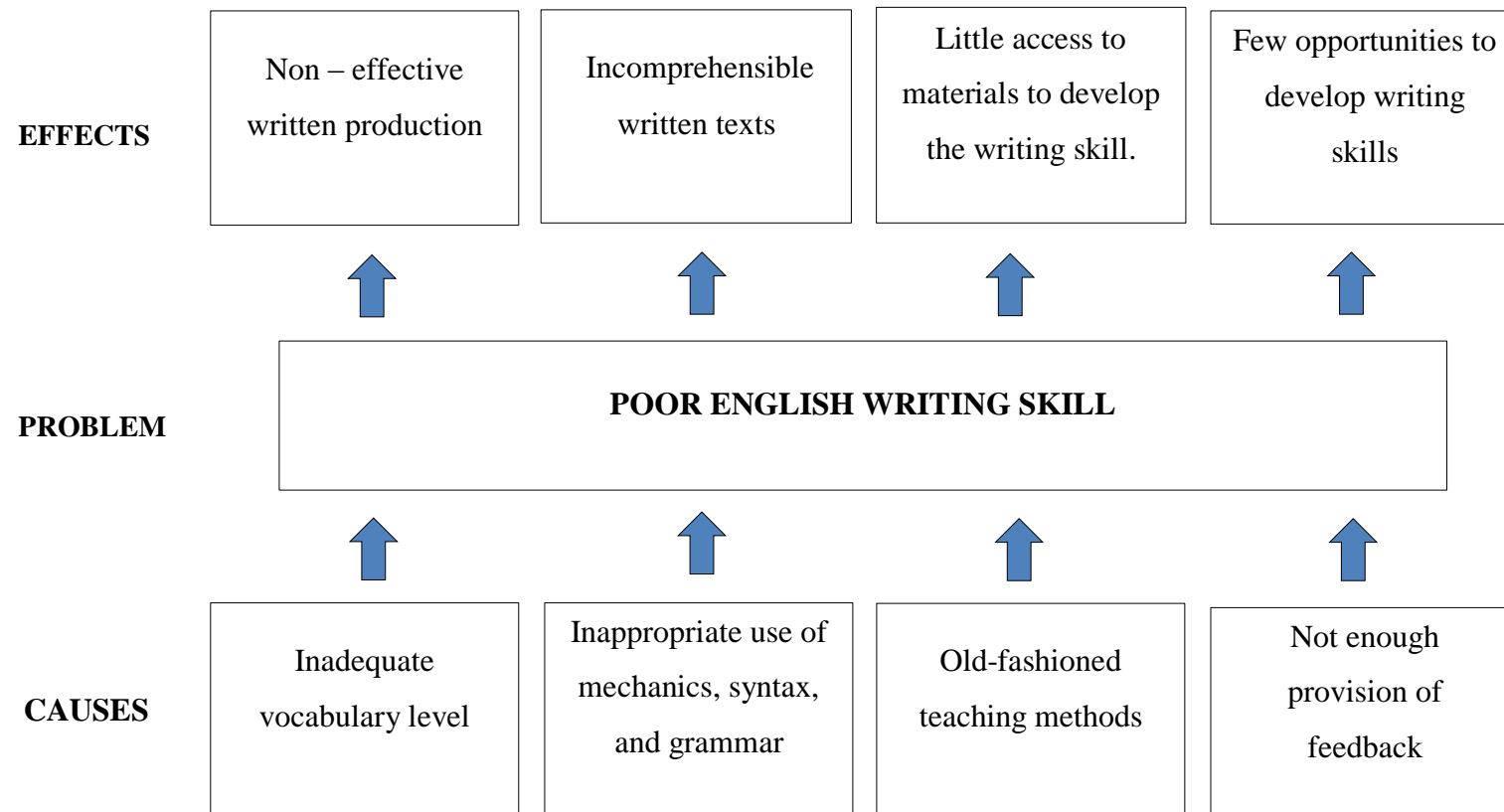
In the Language Center at the Technical University of Ambato, students have to study four levels of English as a graduation requirement. However, students have some problems when learning this language, especially to develop their writing skill.

Unfortunately, learners are not able to express their ideas in a written way for different reasons including lack of vocabulary, incorrect sentence structure or omission of punctuation marks. It really prevents learners to have a good communication with their partners or any other people they communicate with. Therefore, something has to be done in order to help students to improve their writing skill and achieve the level of English they are supposed to be in.

Teachers can take advantage of the new technological advances like social networks as a tool to foster the writing skill inside and outside the class so students can have an opportunity to communicate in a written way in the best way possible and in different and real contexts.

1.2.2. Critical analysis

1.2.2.1 Problem Tree



Graph 1 Problem Tree
Author : Garcés, M.(2018)

It is common for students to have problems when they have to produce written texts. These issues generally arise from lack of vocabulary knowledge; students usually find it difficult to express their ideas or thoughts in the target language. They tend to ask their teachers about the meaning of some words, or in other cases, they need to know how to say some words in English.

Learners also have difficulties related to subject-verb agreement, correct use of pronouns, tenses, articles, and prepositions. Furthermore students do not capitalize words when necessary, they often misspell words or they avoid using punctuation marks so they produce incomprehensible written texts.

Students need to practice their writing skills through different ways, however most of the time teachers do not help them in this process. Teachers often use traditional methods to teach English including repetitive writing tasks which prevent students from having access to authentic materials like videos, magazine articles, advertisements, menus or songs. These materials can be useful for learners to express their opinions or points of view about different topics and to interact each other in real communication activities.

One of the most essential factors for improving students' writing skills is providing them with the necessary feedback. Therefore, students can know exactly what they did well and which mistakes they made. However, most of the time learners do not get enough information about the way in which their work will be evaluated, which causes them many problems. They just get a grade and they do not know exactly why they got it so they continue making the same mistakes when writing different kinds of texts.

1.2.3 Prognosis

Learning English plays an important role in the education system and that is why the government has stated as mandatory the learning of this language in public and private schools, high schools and universities. However in some institutions the teaching of English face some problems not only because they do not count with

enough materials to teach English but also because students do not feel enough motivated to study the target language. If this situation continues students will not be able to communicate in English, and that is the reason why teachers need to look for innovative ways to teach this language. The use of the social networks can be a useful tool to foster the development of the English writing skill that will allow students to interact with people who speak English around the world.

1.2.4 Research Problem Formulation

How does the use of social networks help to the English writing skill development?

1.2.5 Questions

- Which social networks are the most useful to develop the writing skill in students of higher education?
- How is the writing skill being developed in students of higher education?
- How effective could social networks be to develop the writing skill in students of higher education?

1.2.6 Delimitation of the Research Problem

Field: Education

Area: EFL Teaching

Specific Field: EFL Methodology

Temporal delimitation: This study was carried out during September 2017 – August 2018

Spatial Delimitation: This investigation took place at the Technical University of Ambato.

1.3 Justification

Writing is considered as a complex interaction of cognitive and physical factors. It allows for the creation of ideas and information with written symbols and words. Furthermore, writing involves the knowledge of vocabulary, grammar, spelling, and punctuation. (Bromley, 2003).

According to Hasani, 2016, writing is the most difficult skill compared to others. Students face some problems to express their ideas or thoughts in a written way that is why this research work is **important** not only for teachers but also for students and all people involved in the teaching and learning process. It is known that the study of a foreign language provides many opportunities in the academic as well in the professional field.

In addition, this work is **significant** because nowadays the use of technology as a teaching tool in the classrooms is increasing and it has lot of benefits when learning English as a second language especially to develop the writing skill.

This work is **feasible** since it can be carried out in the Universidad Técnica de Ambato with the corresponding permission of the authorities, teachers, and students. So the implementation of this project can be done in an easy and interesting way then students can have the opportunity not only to communicate with their partners and teacher in a written way but at the same time they can learn English and develop their writing skill.

Teachers and students can highly **benefit** from the present work. Teachers can improve themselves as educators by incorporating new tools in the development of the language and motivate students to use them inside and outside the classroom and will have the chance to learn English through real life tasks.

In conclusion, this work will be a **useful** tool to develop the English writing skill in a better way. It will foster students' motivation to write confidently and keep in contact in a written way not only with their peers but also with their teachers. It would be possible to create a sense of community where students will have the

opportunity to post and share ideas and thoughts, get feedback, give comments, evaluate other's posts, as well as learn from others.

1.4. Objectives

1.4.1 General objective

To analyze how the use of social networks influence in the English writing skill development.

1.4.2 Specific objectives

- To determine the most common social networks to develop the English writing skill in students of higher education.
- To identify how the English writing skill is being developed by students in higher education.
- To propose the use of social networks to develop the English writing skill in students of higher education.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

After a deep analysis in the virtual libraries, journals and articles, it was found that there are some works that have information related to the current topic of research while others have information about one of the variables only.

The closest topic found is the one proposed by Parra (2016) at the Universidad de Cuenca named as “Social Networks as an interactive tool to develop writing skills in A1 high school students”. This researcher got the following conclusions:

- Social networks can become an interesting tool for education if the education community uses them creatively and responsibly.
- Social networks are part of students’ lives so teachers must be aware of their importance and look for the best way to use them for education purposes.
- Using social networks to teach and learn English is feasible if a good methodology is applied. Facebook, Instagram, Twitter, WhatsApp and other platforms are used to let students interact in a written way.
- Students are able to learn even though they are not in class since they can visualize the constant interactions between their classmates and their teacher.
- Learners can describe pictures and videos, keep a diary of activities, and have conversations in real time with classmates and the teacher, among other activities.

This researcher clearly points out that different social networks can be useful tools to help students to develop their writing skills if they are used properly.

Another similar topic is the one proposed by Vikneswaran (2015), in his article “Utilizing social networking sites to improve writing: a case study with Chinese students in Malaysia”. The following findings were established:

- Social networks do not just serve as a platform to socialize and interact with people, but they can also be used as an educational tool.
- Students feel more comfortable when writing and participating in online discussions as it eased their burden in terms of grammar, spelling and vocabulary that is where learners had problems.
- Students were more comfortable working with social networks as they felt they were not being judged and they could learn from their mistakes.
- Writing on social media platforms make it easier for users who are not very proficient in the English language to express their thoughts and ideas.
- Students were more fluent when writing in English as they could contribute and discussed ideas with their peers and at the same time they had the opportunity to learn from each other.
- Teachers should break away from the traditional methods of teaching writing and adapt newer methods in order to accommodate to the generation of people who are in constant access to technology.

As seen in the conclusions mentioned previously, Social networks encourage students to express their ideas and thoughts and it is a good way for them to learn from their own mistakes. Teachers should incorporate new and innovative ways of teaching writing in order to help students to improve this skill.

Other correlated topic is named as: “Social Networks: The Use of Facebook as a Tool to Foster the Learning of English of Eleventh Graders at Latinoamericano High School” proposed by Montero and Santacruz (2013), at the Universidad de Cuenca.

The researchers drew the next conclusions:

- The research work focused on the analysis of the use of Facebook as a tool to foster English the teaching learning process to benefit both the instructor and the student by providing an alternative to the traditional way for doing activities, creating an online classroom community and increasing teacher-student and student - student interaction.
- It was demonstrated that students can incorporate the use of Facebook in their learning process.
- Facebook is an instrument used by students daily so it is easy to manage it to do homework and any other tasks.
- Facebook must be used just a complementary tool because it is not a solution for students in the English learning process.
- English teachers usually use the basic technological devices such as radios, cds ,but not social networks, such as Facebook so it could be a good way to teach English

The researcher states that English teachers at the Latinoamericano High School use traditional devices to teach English so the use of Facebook could be a good alternative for them to teach English. In addition, this social network is used by students everyday so they will not have any problems to accomplish the tasks assigned by their teachers. Furthermore, Facebook will allow students and teachers to interact each other and ease the teaching and learning process.

Another related topic is: “Effect of WhatsApp on critique writing proficiency and perceptions toward learning by Awada, (2016). In her research article, she got the following results.

- The easy access to WhatsApp along with the low cost and the affordability of this tool make it more useful and more efficient than other tools employed by the educational system.
- WhatsApp could be utilized as a discussion that would enable instructors and students to initiate discussions that would improve learning and increase motivation.
- WhatsApp helps to create an anxiety-reduced atmosphere that increases the students’ sense of belonging.
- It is recommended to use more mobile applications to increase learners’ motivation in learning English writing.
- WhatsApp could optimize students’ learning and increase their motivation for learning.
- Further research should be done to investigate the effectiveness of the WhatsApp tool to exchange ideas, suggestions and experiences among instructors so that they could broaden their perspectives of how to improve pedagogical practices.

According to the information gotten by this researcher it is easy to realize about the importance of using social networks, especially WhatsApp as a tool to increase students’ motivation for learning and also to improve the writing skill.

2.2 Philosophical Foundation

The present research work is placed in the critical and assertive approach; critical due to the fact that it is embodied in a given educational reality; and assertive because the research does not stand on the observation process only but it looks for a solution for the stated problem.

2.3 Legal Foundation

This work is based on the Organic Law of Intercultural Education. (2015) and the constitution of the Republic of Ecuador. (2008)

Organic Law of Intercultural Education

Art. 7. Rights of Students

- a. Be fundamental executors in the educational process.
- f. Receive pedagogical support and academic tutoring according to their needs.

Art. 10. Rights of Teachers

- a. Free access to professional development, ongoing professional training programs, pedagogical and academic improvement at all levels and modalities, according to their needs and those of the National Education System.

Art. 11. Obligations of Teachers

- i. Give students support and pedagogical monitoring to overcome the lag and difficulties in learning and development of competences, capacities, abilities and skills.

Constitution of the Republic of Ecuador

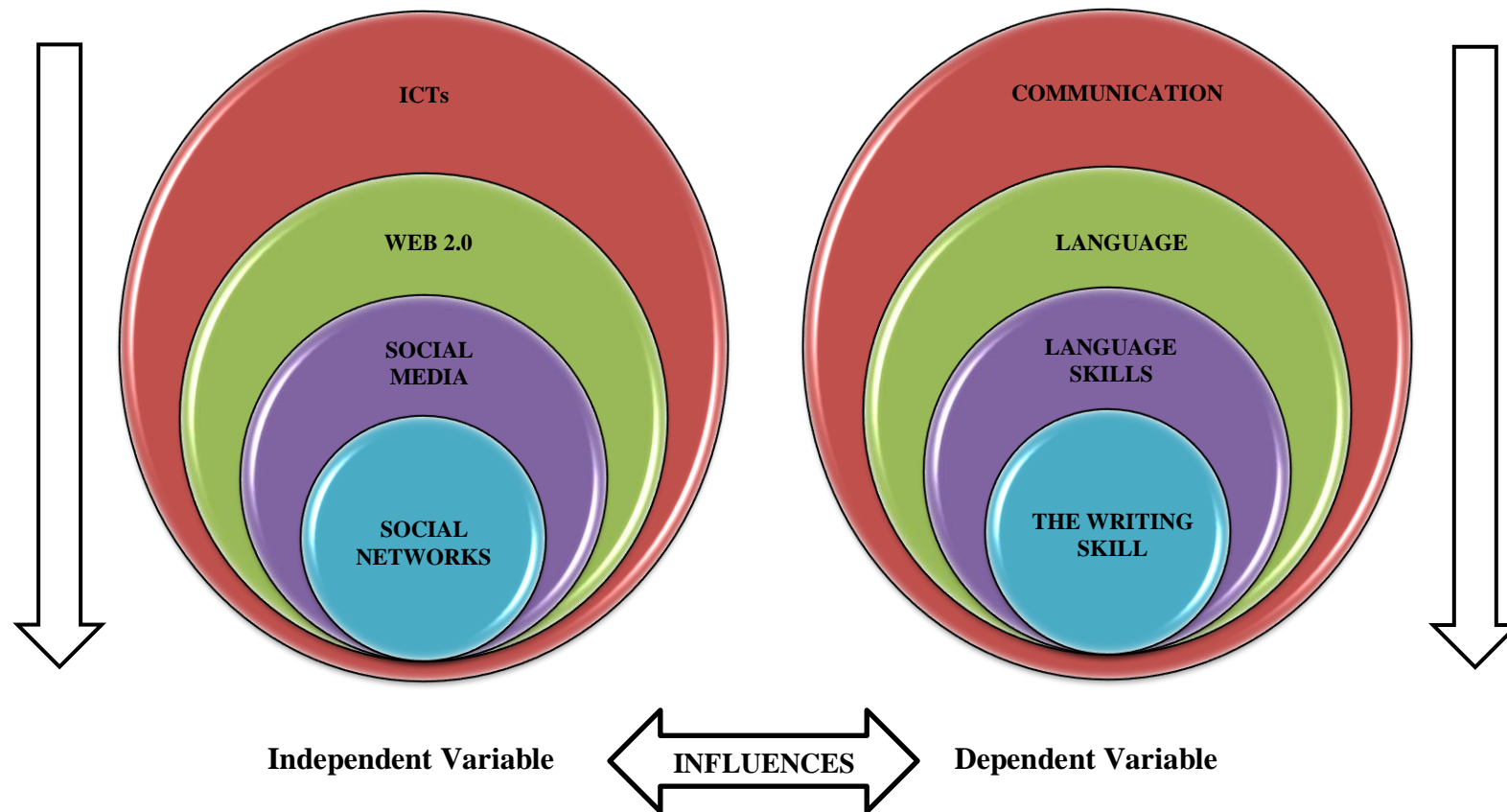
The National Plan for “Good Living”

Chapter I - First Section - Education

Art. 343.

The objective of the National Education System is to develop individual and collective skills and the potential of the population that enable learning, and the generation and use of knowledge through techniques, knowledge, art and culture. The focus of this system will be the individual who learns, and works in a flexible and dynamic, inclusive, effective and efficient way.

2.4 Fundamental Categories



Graph 2 Fundamental Categories
Author: Garcés, M. (2018)

2.4.1 Independent Variable Framework

Information and Communication Technologies

Information and communication technologies (ICTs) are mostly considered as technological tools used to communicate, manage and store information by electronic means. This includes e-mails, video chats, text messages and online social media for example Facebook. Moreover, it contains a variety of devices like laptop computers and smart phones that have a wide range of communication and information functions (Perron, 2010).

Use of ICTs in Education

Meenakshi (2013) points out that globalization and innovations in technology have resulted in a wide use of information and communication technologies in different fields including education. It is commonly believed that ICTs can help students and teachers, making important contributions to learning and achievement.

By using the Internet students and teachers have access to lots of learning and teaching information resources, including countless websites to help teachers create or improve lessons plans, exchange ideas, or get useful information to improve their teaching skills (Tarimo &Kavishe, 2017).

According to Tinio (2002), the appropriate use of ICTs provides new ways of teaching and learning that constitute a shift from a teacher centered pedagogy to one that is learner – centered.

- Active learning
ICTs provides a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems, making learning less abstract and more relevant to the learner's life situation.
- Creative Learning
ICT-supported learning promotes the manipulation of existing information and the creation of real-world products.

- Collaborative learning.
ICTs encourages interaction and cooperation among students and teachers. Learners have the opportunity to work with people from different cultures, helping them to enhance their communicative skills as well as their global awareness.
- Integrative learning.
The use of ICTs eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.
- Evaluative learning.
ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

Web 2.0

The term Web 2.0 is related to the next generation of Internet technologies that ease communication with the user. It describes the change from a mostly static World Wide Web where most websites were online brochures consumed by the final user, to today's web, where sites are generated in a dynamic way and content is not only created but shared by final users. In other words, Web 2.0 sites foster collaboration, letting social interaction to organize virtual communities around user-generated content. Web 2.0 technologies make it possible to create more interactive and powerful learning environments in which students create, produce, edit and evaluate knowledge (Richardson, 2009).

Bennett ,(2012) emphasized that when the Web 2.0 is used in the teaching and learning context, it can provide a lot of chances for the study of new ways of teaching and learning .These technologies are more and more popular in the everyday lives of students. Moreover, Web 2.0 tools can be used to promote user

participation and knowledge production, having the potential to transform classes from teacher centered to student centered and from individual focused pedagogies to learning community approaches.

Elements of Web 2.0

According to Rouse, (2015) the Web 2.0 technologies have different elements including wikis, mash-ups, social networking, and user-generated content.

- Wikis
Websites that enable users to add or edit content. Wikipedia is one of the best-known wiki-based sites.
- Mash-ups
Websites or applications that combine elements from different sources.
- Social networking
It makes it possible to increase the number of social contacts by making connections through individuals. Social networking sites include Facebook, Twitter, WhatsApp, LinkedIn and Google+.
- User-generated content (UGC)
Photos, writing, audio and video content made freely available online by the individuals who create it.

Social Media

Social media are computer tools that allows people to share or exchange information's, ideas, images, videos and even more with each other through a particular network (Shabnoor, 2016).

Social media is defined as mobile and internet -based services that let people and companies to create and exchange new user-generated or existing content, in digital environments in a multi-way communication. By using this platform, it is possible to create profiles and share information about different activities and interests. An important characteristic of social media is that it can not be used only in desktop or laptop computers but it is possible to have access to it through

mobile applications and smart phones making it very accessible and easy to use. (Davis et al, 2012).

Types of Social Media Sites

Social media is classified into six different types including collaborative projects, blogs and micro blogs, content communities, social networking sites, virtual game worlds, and virtual communities (Kaplan and Haenlein, 2010).

- Collaborative projects

This kind of social media enables users to work cooperatively on a common project. These sites allow users to add, remove or change the content of the project at anytime and anywhere as needed. The most common collaborative project site is a Wiki such as Wikipedia.

- Blogs, Microblogs and Internet Forums

They are considered as the earliest form of social media and consist of personal web pages that are used as a way of communication through texts, videos, audios and pictures. Wordpress.com, Blogger.com, and Yahoo/Groups.com are the most common blogs and forums.

- Content communities

The principal purpose of these sites is exchanging media contents such as videos, pictures, audio clips and Power Point presentations among users just by sending or posting a link. YouTube for videos, Flickr for photos, and Slide share for PowerPoint Presentations are common kinds of the Content Communities.

- Social Networking sites

Facebook, WhatsApp, LinkedIn and MySpace are common examples of social networking sites because they are used for social interaction purposes.

Through these applications users are able to create personal profiles, invite friends to join the site, share information and send instant messages.

- **Virtual Game Worlds**

In these kinds of platforms people can be part of virtual games by creating avatars. World of Warcraft is a recognized virtual game.

- **Virtual Social Worlds**

They allow users to live in a virtual environment in the form of avatars. Users can meet other users at a specific place to do certain things together as they do in real life. Second Life is the most famous site.

Social Networks

Stienfield, (2012) define social networks as many web sites that contain social characteristics like user profiles or the skill to post comments on other users' content. It is also pointed out that the term social networks is mostly referred to Web sites that enable users to create a network of connections of people with whom they want to share photos, profile information, comments, photos, status updates, or other forms of content.

Social networking sites offer a wide variety of resources and services. These sites include Twitter, Facebook, Instagram, MySpace, LinkedIn, YouTube, WhatsApp, Badoo, Skype, and others.

Facebook

Harsh, (2012) refers to Facebook as a social network that permits users to create their own profiles and then establish contact with other users. It includes very simple information like name, age, and school, profiles and other information such as favorite books, quotes and photos. Users can customize their accounts by uploading images or movies, and interact with other users by commenting on their profiles.

Facebook allow users to interact within a system by posting information, and chatting and collaborating with others. Facebook can be used as a tool for studying purposes giving learners the opportunity to interact with a large number of people worldwide and learn the target language at the same time. When students get comments and suggestions, they can use the information given to improve their language skills. Furthermore, discussions on Facebook help to the reduction of the anxiety levels and the Affective Filter and at the same time motivation and risk taking are enhanced in language learning (Thanawan, 2012).

WhatsApp

WhatsApp is a Smartphone application that works on almost all current kinds of devices and operating systems. This app has been on the market since 2010 and it replaced the existing SMS platform for a system that requires no payment in an ad-free environment. WhatsApp allows its users to send and receive messages. One of its main features has to do with the creation of groups whose owner has the chance to add and remove members without asking for permission to the group participants. (Bouhnik, 2014)

Twitter

Twitter is a novel broadcasting and communication tool launched in 2006 with up to 20 million visitors per month (Kham, 2016). Users can share information about a variety of topics by writing short messages that are called “tweets” and which can be seen on a public message board of the website (Tumasjan, 2010). Messages on twitter can contain photos, videos, links to web pages and other materials online (Mollett, 2011).

Instagram

Instagram is a relatively new application that allows users to share pictures and videos with their followers anywhere they are and at any time. Since its launch in October 2010, the number of users and uploads has grown rapidly. In addition to its photo capturing and manipulation functions, Instagram also provides similar

social connectivity like Twitter that allows users to follow any number of other users, called “friends”. On the contrary, the users following Instagram users are called “followers”. Instagram’s social network is not symmetric, which means that if a user A follows B, B does not need not follow A back. By default, their images and videos are public which means they are visible to anyone using Instagram app or Instagram website (Hu, 2014).

Core Characteristics of social networks

According to Dube (2012), there are five basic characteristics of social networks as follows:

- **User-based**

Social networks are constructed and managed by users themselves. Without the users, the network would be an empty space filled with empty forums, applications, and chat rooms. Users are the ones who fill the network with conversations and content.

- **Interactive**

Social networks are not simply a set of chat rooms and forums any longer, instead they are considered as interactive tools. Websites like Facebook for example, are have some games that allow users to interact each other and at the same time to have some entertainment.

- **Community-driven**

Social networks are built and expanded through group ideas. This implies that social networks play the role of organizations where individuals have the chance to share their convictions or interests. It is not only possible to discover new friends within these communities, but also to keep in contact with old ones.

- Relationships

Relationships are very important on social networks. The more contacts individuals can keep communicated with, the more established they will feel inside the community. All the information that is posted or updated is easily shared with lots of people.

- Emotion over content

Social networks help users to feel comfortable inside a community as they can express their feelings or emotions easily. The most important thing is that individuals know they count with a circle of friends who can give the necessary support to overcome their problems.

2.4.2 Dependent Variable Framework

Communication

Communication is a word that is used in common speech, often to mean writing, speaking or sending a message to other people. However, communication is much more than that. It consists of ensuring that messages are received by the people whom they are sent and understood as we want to; also it means that we are able to understand, interpret, and respond to messages that are sent to us (Rai, 2008).

According to Raydu (2009), communication is an innate quality; to communicate each other is a compulsive need of human beings. Sight, sound, touch, smell and taste are the modes of exchange of messages.

For Sage (2006), communication is a complex process that requires combining information from different sources, expressing ideas clearly and including appropriate and significant content, according to established conventions, and an awareness of our conduct through the reactions of others to what we say and do. Therefore, to communicate effectively, it is necessary to get skills of communication such as speaking, listening, writing and reading.

In addition, communication is understood as the exchange and negotiation of information between at least two individuals by the use of verbal and non-verbal symbols, and production and comprehension processes (Richard, & Schimit, 2014).

Types of communication

There are three basic kinds of communication: verbal, non-verbal and written.

- **Verbal communication**

Verbal communication is a way by which people can give a message by using sounds and language. It allows individuals to communicate not only their desires but also some ideas and concepts and it is important to the processes of learning and teaching (Hanes, 2015).

In oral communication, someone sends a message to another person or group using speech. Effective communication only takes place when the speaker and listener understand each other. Generally, most people are exposed to thousands of messages every day, so the information must be useful enough to get the listener's attention. After receiving the message, the listener is supposed to interpret, or decode, its meaning. In order to be an effective communicator it is necessary to organize the messages so they are clear, logical, and easy for the listener to understand (Mikoluk, 2013).

Verbal communication can be used in different situations varying from non-formal discussions in a workplace to talks that are given to a great number of people.

- **Non - verbal communication**

It has to do with sending and receiving information in different ways without using words. It can occur intentionally and unintentionally and most individuals are not conscious about this kind of communication. Non-verbal communication embraces sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, clothes, and postures (Bunglowala, 2015).

Non- verbal communication has increased quickly over the last few years in different areas such as media, education, business, and international relations and in many important fields that involve interpersonal relationships and group dynamics. When communicating it is not only essential to take into account what someone is saying, but it is also important to take a look at what someone's body "is saying". That means that it is necessary to pay especial attention to the gestures and to the facial expression someone uses. (khumar, 2015).

- Written communication

Mikoluk (2013) states that written communication is vital for transmitting complex information, such as statistics or other data that could not be easily understood by using words only. Also written communication permits to record information so that it can be referred to later. When producing a piece of written communication, especially one that is likely to be referred to over and over again, it is required to think what to say carefully to be sure that all the important information is precisely and clearly transmitted.. A good written report for example contains the necessary information using exact, grammatically correct language, without using more words than are needed.

Language

Many definitions of language have been proposed. By language, we do not refer to the use of words to express ideas but also to the correct use of grammatical structures to put the words together and being able but the grammar that we use to put them together and being able to create sentences that transmit ideas, impressions or experiences (McWhorter, 2004).

Amberg & Vauseis (2009) state that language is considered a way of communication, and communication usually takes place within a kind of social context. This is why a good communication needs a comprehension and

acknowledgment of the relationships between a language and the people who use it.

Language is a group of elements and rules that are used to combine such elements into fixed expressions in order to carry out particular tasks in specific contexts (Finegan, 2013).

The Origins of Language

One of the most intriguing and most difficult problems of evolution is how human language originated and it will probably remain unclear forever. (Szabolcs, 2011)

Yule (2014) remarks different kinds of hypotheses or beliefs related to the origin of language, which are stated as follows.

- **The Divine Source**

The basic idea of this theory is that language is a kind of present for human species. It all began when God created Adam and he decided to name all animals in the Garden of Eden. It was important for people to find out information about the original divine language that ancient ancestors used to communicate each other. They assumed that children who were not exposed to any kind of language used the divine language to say the first words.

- **The Natural-Sound Source**

This theory tried to prove that human speech was the result of an imitation of sounds that primitive men and women heard in the environment that surrounded them. It was called the “bow - wow theory”. A similar suggestion had to do with the idea that the original sounds of language derived from natural ways of expressing emotions such as fear, pleasure or happiness, for example Ouch! , Ah! and Hey!.

- **The Social Interaction Source**

Grunts, groans and curses produce by people carrying or lifting heavy things could be the source of our Language, especially when that effort involved the people and so it had to be coordinated. The importance of this theory relies on the use of human language in social situations.

- **The Social Interaction Source**

This theory shows a strong connection between physical gestures and speech sounds. It is believed that there were some changes in the physical appearance of human beings, especially some related to the shape or size of their teeth, lips, mouth, pharynx and larynx, which resulted in the production of sounds then considered as human language.

- **The Tool-Making Source**

This hypothesis refers to human's brain ability to hold objects together by using both hands and create something new, which could enable us to communicate orally. It is stated that there might be an evolutionary connection between the language-using and tool-using skills of humans and that both played an important role in the development of the speaking brain.

- **The Genetic Source**

It is assumed that human brains might have an inborn ability for language caused by a mutation of genes thousands of years ago. The innateness theory considers that no other creature has this language gene and it is not related to any particular variation of language.

The structure of language

Kirby (2007), suggests that the study of the structure of language is divided into distinct sub-fields like Pragmatics, Phonetics, Phonology, Syntax, and Semantics, each of which deals with a different aspect.

Pragmatists focus on what is not explicitly stated and on how we interpret utterances in situational contexts (Finch, 2000).

Phonetics and phonology study the production of sounds of language in the human beings vocal organs and how sounds are organized in a logical way in specific languages (Payne, 2006).

Syntax has to do with the combination of words, phrases, and clauses in order to form sentences (Koutsoftas, 2013).

Morphology is the study of word derivation and word inflection in terms of constituent morphemes (Varga, 2010).

Semantics deals with the study of the meaning of words and sentences.

Language skills

Hakan, (2014) states that there are four language skills which include Listening, Speaking, Reading, and Writing. These skills are sometimes called the macro-skills. On the contrary, grammar, vocabulary, pronunciation and spelling are considered as micro-skills.

Listening consists on understanding what the speaker wants to express using oral communication. It is considered a very important skill as we use it in different activities that are carried out every day. Music, dialogues, lectures, phone or face to face conversations are examples of things we listen to. (Balasree, 2017).

Speaking is the way by which people exchange information with others in order to get certain objectives or to transmit their ideas, feelings, plans, hopes and viewpoints. (Shaimaa, 2008).

Reading and writing have a strong connection with each other as skills. They are instruments that enable us to get an effective written communication. It is necessary to create the necessary conditions for learners to develop their reading and writing skills so they need to be exposed to a variety of challenging writing tasks and

reading materials. The main objective is helping learners read and write in an effective way. (Manaj, 2015).

Writing Skill

Spratt (2011) states that writing consists of transmitting some information by making signs on a piece of paper. She also considers that to write it is necessary to have something to communicate and generally someone to communicate it to.

The writing skill is not a gifted skill, instead it is something that can be accomplished through a learning and training process (Hasani, 2016). Writing involves an active process to organize, formulate and develop ideas on a piece of paper so the readers can know and understand the author's message. Furthermore the writing skill requires accuracy and proper grammar, spelling, punctuation, capitalization, and vocabulary (Bram, in Imeldi,2001)

Khroma (1988) states that writing has to do with tasks that allows the author to express the ideas in his mind into the paper word for word to get a sentence, sentence to paragraph and form paragraph to an essay.

According to Javed (2013), the writing skill is one of the most complicated skill to learn and even some native speakers of the English language may experience problems to express their ideas in a difficult situation. In general, the writing skill involves the presentation of thoughts in an organized and planned way.

Writing Text Types

There are four main types of writing, expository, narrative, descriptive and persuasive. Knowing them and their usage is important for any writer (Meer, 2016).

- **Expository Writing**

It is used for different purposes like providing information to the reader about certain topics, making comparisons, explaining causes and effects, or describing problems and solutions. (Tompkins, 2010). This kind of writing

includes essays or magazine articles usually about important events but do not state any opinions (Hunbell, 2016).

- **Narrative writing**

Narrative writing consists on telling a story that can be real or imaginary. Poetry, novels, short stories, and biographies are all included in this type of writing style (Hunbell, 2016).

- **Descriptive writing**

It offers readers a complete description of places, people, events, situations, and thoughts with appropriate supporting details. (Haved, 2015)

- **Persuasive writing**

Its main purpose is to convince readers to agree with the author's point of view on a specific topic. Guided writing and free writing activities include letters of complaint, advertisements or commercials, and cover letters (Hunbell, 2016).

Stages in the writing process

The writing process involves five phases: prewriting, drafting, revising, editing, and publishing.

- Prewriting is a preparation step in the writing process. It includes brainstorming, gathering information, using graphic organizers, and outlining ideas (Imroatus, 2017).
- Drafting consists of composing a first draft that includes ideas or thoughts written in simple sentences and paragraphs (Imroatus, 2017).
- Revising means to make any necessary changes to improve the first draft by arranging words, phrases, and ideas in a better way, including or omitting information and making the tone, style, and content appropriate for the intended audience (Imroatus, 2017).
- Editing comes after the revising stage. In this phase, it is possible to make the writing easy to understand for the reader. In the editing phase, some

changes in punctuation, capitalization, spelling, and grammar can take place (Avan, 2015).

- Publishing is the final stage of the writing process. The writer shares his work with an intended audience. This may involve printing the work or duplicating it in print or online (Avan, 2015).

Writing Conventions

Punctuation, spelling, capitalization, and grammar are considered as writing conventions and help to make written texts clear and easy for readers to understand. When someone finishes reading a text, without making pauses to try to figure out what was actually intended, the importance of learning these writing conventions becomes clear.

Macmillan, (2017) defines the conventions of writing as follows:

- Grammar

It refers to the form and structure of words (morphology), and how they are organized in sentences (syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can understand each other without any problems.

- Punctuation

Punctuation is essential to write effective texts and communicate exactly what we mean. Punctuation marks include commas, semi colons, colons, parenthesis, quotation marks and others.

- Capitalization

Capitalization as well as punctuation are highly important to make it easy for readers to understand and interpret sentences in a better way. For example, it is important to capitalize the first word of each sentence to show that a new sentence has begun.

- Spelling

It is as important as grammar and punctuation. Lots of spelling mistakes made a text difficult to understand.

Feedback on ESL Students' Writing

Feedback is usually considered as necessary for the development of second language writing skills, due to its potential as a tool for encouraging students' learning and motivation (Hyland, 2006).

Feedback is regarded as an important process for the development of writing skills for learners. This is because written feedback provides recommendations to facilitate improvement and gives opportunities for teachers to interact with students and vice versa. The instructor provides feedback to allow learners to realize about the mistakes they made and use them to improve future writing.

In order for feedback to be effective, it has to be clear, focused, applicable, and encouraging for learners (Lindemann, 2001). Effective feedback helps students to reflect on their work in a critical way as well as control their own learning

It is interesting to know that motivation plays an important role on the development of the students' writing, as it is a powerful force for them to write in a meaningful way. Motivation is considered as the most influential factor that can determine the success in foreign language learning (Hamidum, 2012).

Rubrics

Rubrics are new educational tools for competence evaluation, for both students and educators (Velasco, 2017). They offer a clear criteria to check students' work and performance such as portfolios, essays, research reports, oral presentations and group activities (Allen, 2014).

Importance of Rubrics

Rubrics are particularly important to performance assessment such as speaking and writing, where there is no just one correct or best answer, as opposed to multiple-choice tests (Lane, 2008).

Rubrics that are done and used in an appropriate way can provide some benefits for both students and teachers (Korycinski, 2011). Teachers can take advantage of rubrics to monitor students' progress, to reduce complaints about students' grades and also as a way to make some decisions about the course materials and assignments. On the other hand rubrics allow students to know exactly what is expected from them and also give them the chance to reflect and analyze their work as well as concentrate on how to improve in the future (Andrade, 2000).

2.5 Hypothesis

Social Networks influence the English writing skill development of the Intermediate level students at the Language Center in the Technical University of Ambato.

2.6 Identification of variables

- **Independent Variable:**

Social Networks

- **Dependent Variable:**

English Writing skill development

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research project was developed based on the Quali – Quantitative approach because of the following reasons.

Quantitative, because some surveys were used in order to collect numerical or measurable data that were analyzed using some statistical techniques.

Qualitative because it seeks understanding the social phenomena, naturalistic observation, to identify hypotheses and assume a dynamic reality. This approach allows us to discover and refine the research questions; also, with this approach the information is gathered neither with numerical data nor with counts but through descriptions and observations.

Additionally, the researcher needs to demonstrate the hypothesis previously mentioned in the study. The surveys applied and other data collection tools allowed the researcher to get enough information and interpret results to draw conclusions and suggest some solutions to solve the problem identified during the investigation process.

3.2 Basic Research Modality

3.2.1 Bibliographical Documentary Research

This is a bibliographical - documentary research as lots of books, journals, publications and other documents from different authors were used as a main source to get and select information to support the present research work.

3.2.2 Observational Research

Through this kind of research, the researcher had the opportunity to closely observe and analyze the development of the variables under study. The researcher took a

look at the way in which classes are taught as well as the techniques and tools that were applied to help students in the writing skill development.

3.3 Level of Research

3.3.1 Exploratory

This kind of research was useful to understand more about the problem under study and may test the feasibility of a more extensive study, or determine the best methods to be used in a subsequent study.

3.3.2 Descriptive

This type of research was a useful tool to prove the hypothesis that was previously established. To get this objective, a survey containing ten questions related to the topic studied was applied to students and teachers. After that, the results were carefully tabulated and analyzed and at the same time were helpful to get conclusions and give recommendations that contributed to solve the stated problem.

3.4 Population and Sample

3.4.1 Population

This research was carried out with 293 students and 12 teachers at the Pre-intermediate level at the Languages Center at the Technical University of Ambato.

3.4.2 Sample

The number of students to work with was determined as follows:

$$n = \frac{N}{((E)^2 (N-1) + 1)}$$

n = Sample Size

E = coefficient of error of 5% (0.05)

N = Population or universe

$$n = \frac{1100}{((0,05)^2 (1100-1) + 1)}$$

$$n = \frac{1100}{3,7475}$$

$$n = \mathbf{293 \text{ students}}$$

3.5 Operationalization of Variables

3.5.1 Operationalization of the Independent Variable

Chart 1 Operationalization of the Independent Variable

Independent Variable:				
Social Networks				
Conceptualization	Categories	Indicators	Items	Tools and Techniques
A social network is a platform used to establish connection, communication and collaboration among people who share their opinions, interests, activities and events and provide users different ways to interact each other such as e- mail or instant messaging.	<ul style="list-style-type: none"> - Interaction - Collaboration 	<ul style="list-style-type: none"> - Teacher - Friends - Common interests, - opinions - activities - events 	<ul style="list-style-type: none"> - I use social networks to communicate with my teacher and classmates in English in a written way. - My teacher uses social networks with activities to develop the written communication in English 	Survey questionnaire

			<p>- I consider that the social networks are a useful tool to develop the written communication in English.</p>	
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3.5.2 Operationalization of the Dependent Variable

Chart 2 Operationalization of the Dependent Variable

Dependent Variable:				
The English Writing Skill				
Conceptualization	Categories	Indicators	Items	Tools and Techniques
Writing involves an active process that allow people to express their ideas and thoughts on paper which must be carefully checked, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed texts.	<ul style="list-style-type: none"> - Communicative competence - Conventions - Process 	<ul style="list-style-type: none"> - Written words - Spelling - Punctuation - Capitalization - Grammar - Prewriting - Drafting - Revising 	<ul style="list-style-type: none"> - I consider that the writing skill in English is an important skill to master. - I can write phrases or paragraphs in English easily. - The activities that are done in class are useful to develop the writing skill in English. 	Survey questionnaire

	<ul style="list-style-type: none"> - Feedback 	<ul style="list-style-type: none"> - Editing - Publishing - Focused - Clear - Applicable - Encouraging 	<ul style="list-style-type: none"> - My teacher gives me clear instructions, and enough time to write different texts in English. - My teacher uses different feedback techniques that help me to improve my writing skill in English. - My teacher motivates me to communicate in English in a written way inside and outside the class. 	
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Author: Garcés, M. (2018)

3.6 Data Collection

3.6.1. Techniques

3.6.1.1 Survey

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution.

3.6.2 Instruments

3.6.2.1 Questionnaire

A questionnaire with several questions was provided to students and teachers in order to get important information about the stated problem.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

STUDENT SURVEY

- I consider that the writing skill in English is an important skill to master.

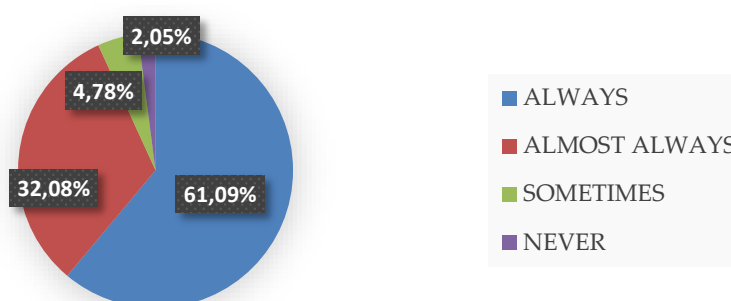
Table 1 Writing as an important skill to master.

OPTION	FREQUENCY	PERCENTAGE
Always	179	61,09%
Almost always	94	32,08%
Sometimes	14	4,78%
Never	6	2,05%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 3 Writing as an important skill to master



Source: Student survey

Author: Garcés, M. (2018)

4.2 Data Interpretation

Analysis and Interpretation

According to the data displayed 61,09 % that corresponds to 179 students point out that the writing skill in English is always an important skill to master, 32,08% that is equivalent to 94 students say almost always, at about 4,78% that represents 14 students say sometimes and only 2,05% that means 6 students say never. As we can see, most students think that it is important to know how to write in English.

- **I can write phrases or paragraphs in English easily.**

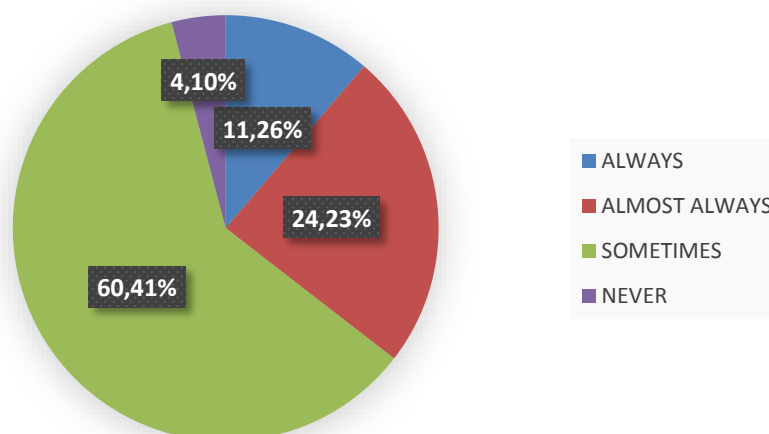
Table 2 Writing paragraphs and phrases in English

OPTION	FREQUENCY	PERCENTAGE
Always	33	11,26%
Almost always	71	24,23%
Sometimes	177	60,41%
Never	12	4,10%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 4 Writing paragraphs and phrases in English.



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

The results above show that 11,26 % that corresponds to 33 students point out that they can write in English without any problems, 24,23% that is equivalent to 71 students say they can do it almost always, 60,41% that represents 177 students say sometimes and 4,1 % that means 12 students think never. Overall, most students can sometimes write in English easily, several students feel comfortable when writing in English and there are some learners who feel like they never can do it.

3. I consider that the activities that I do in class are useful to develop the writing skill in English.

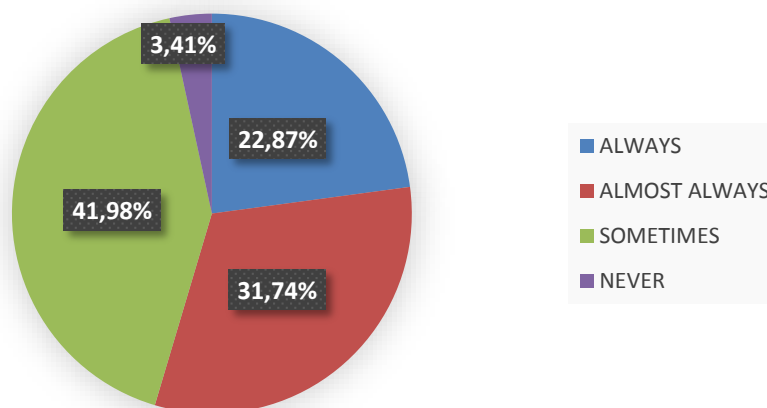
Table 3 Activities to develop the writing skill

OPTION	FREQUENCY	PERCENTAGE
Always	67	22,87%
Almost always	93	31,74%
Sometimes	123	41,98%
Never	10	3,41%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 5 Activities to develop the writing skill



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the data displayed 22,87 % that is equivalent to 67 students state that the activities that are done in class are always useful to foster the writing skill in English, 31,74% that represents 93 students say almost always, 41,98% that corresponds to 123 students think sometimes and 3,41% that means 10 students say never. Even though there is a high percentage of learners who consider they work on tasks that let them to improve their writing skills, most students consider they are not useful enough.

4. My teacher gives me clear instructions, and enough time to write different texts in English.

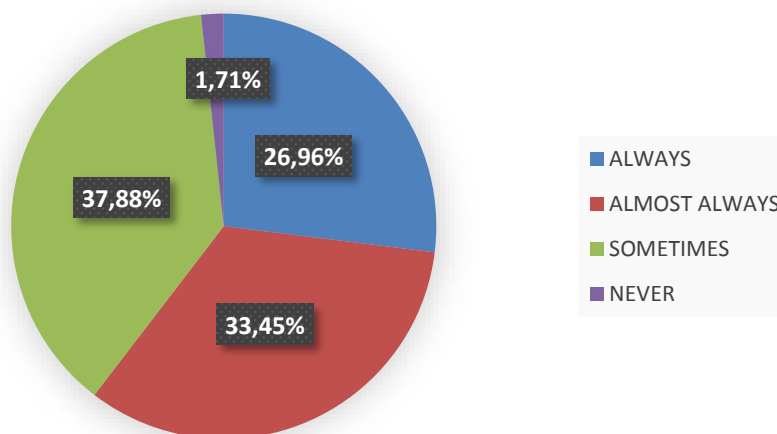
Table 4 Clear instructions, and enough time to write texts in English.

OPTION	FREQUENCY	PERCENTAGE
Always	79	26,96%
Almost always	98	33,45%
Sometimes	111	37,88%
Never	5	1,71%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 6 Clear instructions, and enough time to write texts in English.



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

The data above demonstrates that 26,96 % that corresponds to 79 students point out that they always get clear instructions and enough time to write different texts in English, 33,45% that is equivalent to 98 students believe this happens almost always, 37,88% that represents 111 students say sometimes and 1,71 % that means 5 students say never. These results demonstrate that generally students need more information as well as time to complete their tasks effectively.

5. My teacher uses different feedback techniques that help me to improve my writing skill in English. (self- correction, peer correction and teacher to student correction)

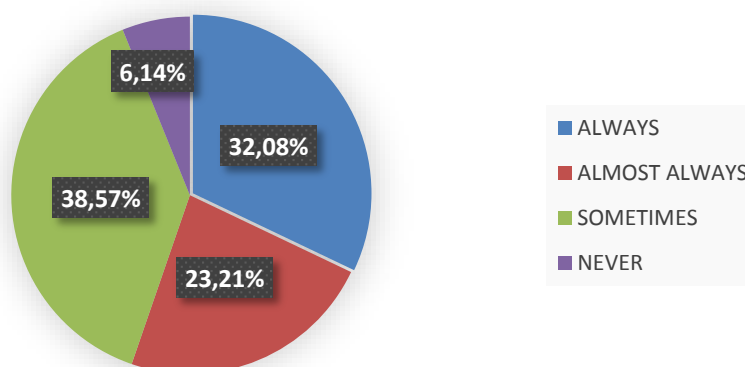
Table 5 Feedback techniques

OPTION	FREQUENCY	PERCENTAGE
Always	94	32,08%
Almost always	68	23,21%
Sometimes	113	38,57%
Never	18	6,14%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 7 Feedback Techniques



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

The results obtained for this question show that 32,08 % that corresponds to 94 students think that their teacher always use different feedback techniques that help them to improve the writing skill in English, 23,21% that is equivalent to 68 students say almost always, 38,57% that represents 113 students say sometimes and 6,14% that means 18 students think never. Overall, most students consider they get the necessary feedback when they write in English so they know what mistakes they made and how to correct them.

6. My teacher motivates me to communicate in English in a written way inside and outside the class.

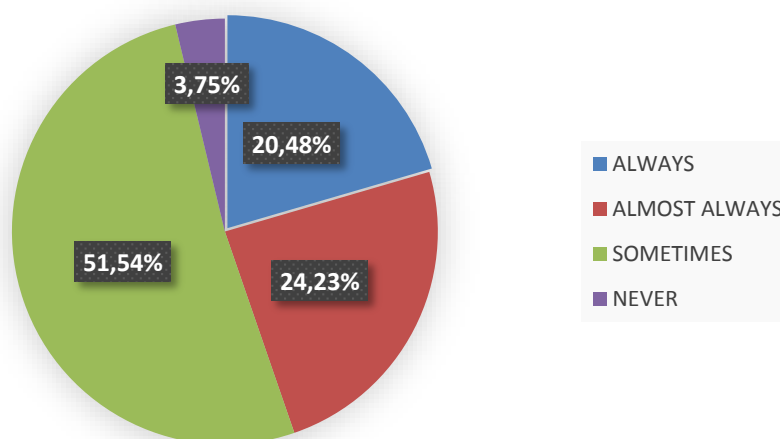
Table 6 Writing in English inside and outside the class

OPTION	FREQUENCY	PERCENTAGE
Always	60	20,48%
Almost always	71	24,23%
Sometimes	151	51,54%
Never	11	3,75%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 8 Writing in English inside and outside the class



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

Based on the data above 20, 48 % that represents 60 students state that they are always motivated to write in English inside and outside the class, 24,23% that means 71 students say almost always, 51,54% that corresponds to 151 students think sometimes and 3,75% that is equivalent to 11 students say never. These results show that most students are not motivated enough to write in English, even though some of them think the opposite.

7. My favorite social network is Facebook, Instagram, Twitter or WhatsApp.

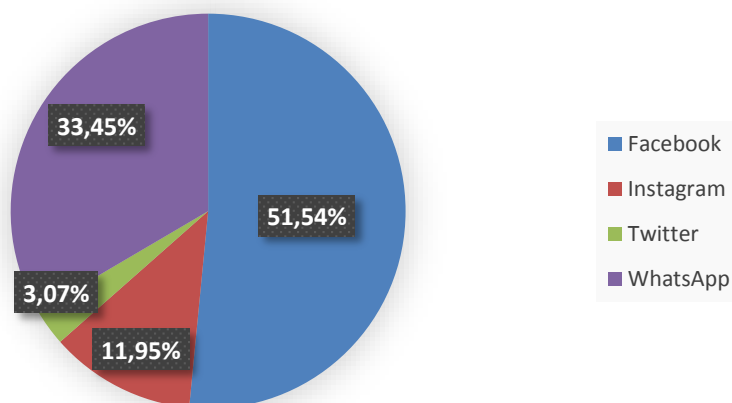
Table 7 Favorite social network

OPTION	FREQUENCY	PERCENTAGE
Facebook	151	51,54%
Instagram	35	11,95%
Twitter	9	3,07%
WhatsApp	98	33,45%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M . (2018)

Graph 9 Favorite social network



Source: Student survey

Author: Garcés, M . (2018)

Analysis and Interpretation

The results displayed show that 51,54 % that represents 151 learners point out that their favorite social network is Facebook, 11,95 % that corresponds to 35 students like Instagram, only 3,07% that means 9 students prefer Twitter and 33,45 % that is equivalent to 98 students use WhatsApp. In general, these results demonstrate that all students use social networks however, their favorite ones are Facebook and WhatsApp. On the other hand, not many students use Twitter and Instagram.

8. I use social networks to communicate with my teacher and classmates in English in a written way.

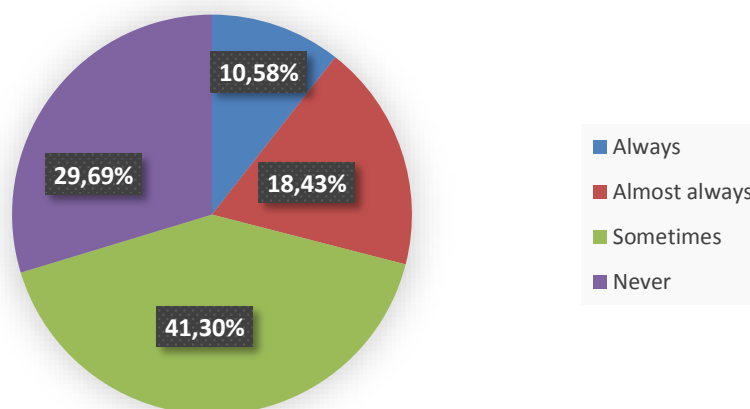
Table 8 Use of social networks to communicate in English in a written way

OPTION	FREQUENCY	PERCENTAGE
Always	31	10,58%
Almost always	54	18,43%
Sometimes	121	41,30%
Never	87	29,69%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 10 Use of social networks to communicate in English in a written way



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

Based on the outcomes showed above 10,58 % that corresponds to 31 learners state that they always use social networks to keep in contact with their teacher and classmates in a written way, 18,43% that is equivalent to 54 students say almost always, 41,3% that means 121 students say sometimes and 29,69% that represents 87 learners say never. These results demonstrate that a high percentage of students do not write in English as a way of communication with their peers and teacher.

9. My teacher uses social networks with activities to develop the written communication in English.

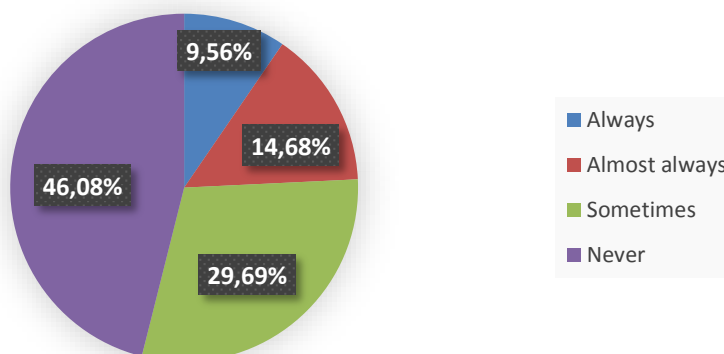
Table 9 Social networks with activities to develop the written communication in English.

OPTION	FREQUENCY	PERCENTAGE
Always	28	9,56%
Almost always	43	14,68%
Sometimes	87	29,69%
Never	135	46,08%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 11 Social networks with activities to develop the written communication in English.



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the data displayed 9,56 % that corresponds to 28 learners state that their teacher always uses social networks that include activities to develop the written communication in English, 14,68% that is equivalent to 43 students think almost always, 29,69% that means say sometimes and 46,08 % that represents 135 students say never. In general, these results show that most teachers do not use social networks with activities that help students to develop the English writing skill.

10. I consider that the social networks are a useful tool to develop the written communication in English.

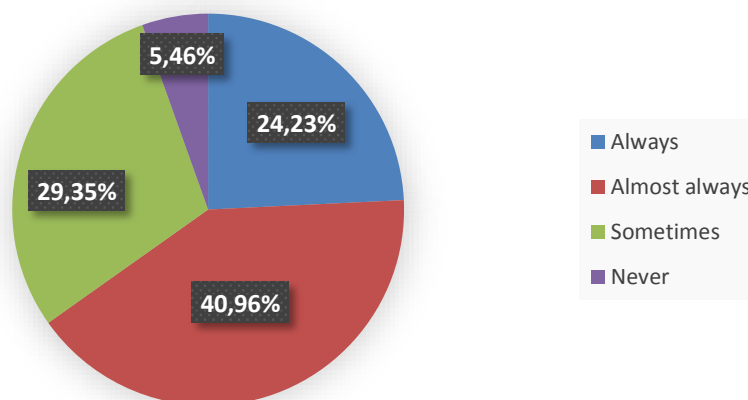
Table 10 Social networks are a useful tool to develop the writing skill in English

OPTION	FREQUENCY	PERCENTAGE
Always	71	24,23%
Almost always	120	40,96%
Sometimes	86	29,35%
Never	16	5,46%
TOTAL	293	100%

Source: Student survey

Author: Garcés, M. (2018)

Graph 12 Social networks are a useful tool to develop the writing skill in English



Source: Student survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the data displayed 24,23 % that is equivalent to 71 students point out that the social networks are always a useful tool to develop the written communication in English, 40,96% that represents 120 students say almost always, 29,35% that means 86 learners say sometimes and 5,46% that corresponds to 16 students say never. These results clearly demonstrate that teachers might use social networks as a way to improve the writing skill of the English learners.

TEACHER SURVEY

1. I consider that the writing skill in English is an important skill to master.

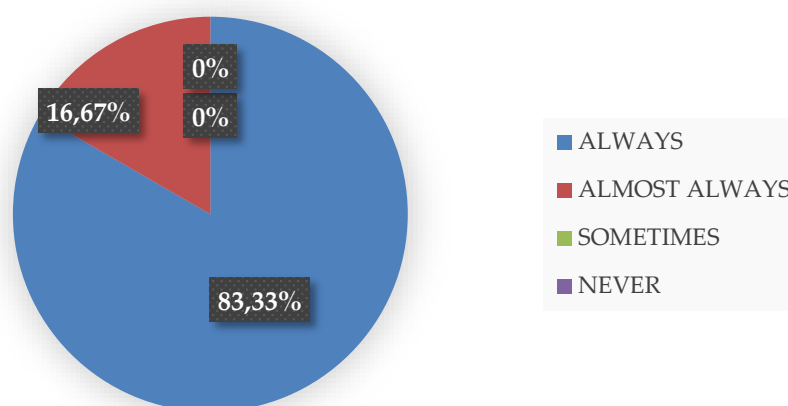
Table 11 Writing as an important skill to master.

OPTION	FREQUENCY	PERCENTAGE
Always	10	83,33%
Almost always	2	16,67%
Sometimes	0	0,00%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 13 Writing an important skill to master



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the data displayed, 83,33 % that corresponds to 10 teachers point out that they always think that the writing skill in English is an important skill to master, and only 16,67% that means 2 teachers say almost always, and no one says it is sometimes and never. These results clearly show that all teachers consider that it is necessary to know how to write in English.

2. I consider that my students can write phrases or paragraphs in English easily.

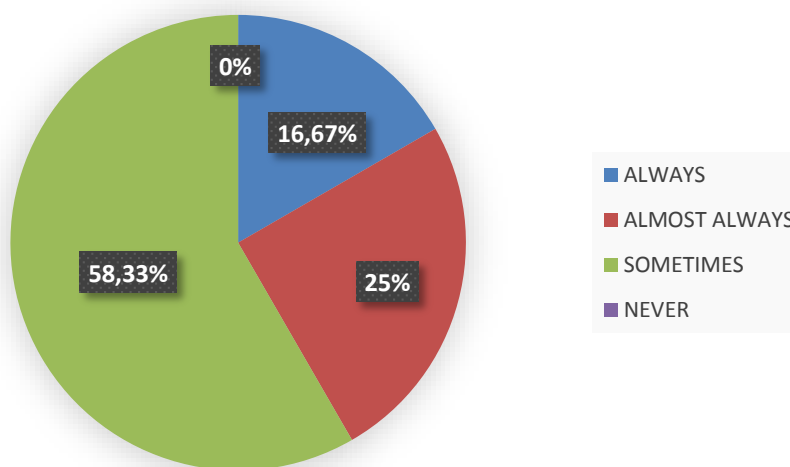
Table 12 Writing paragraphs and phrases in English

OPTION	FREQUENCY	PERCENTAGE
Always	2	16,67%
Almost always	3	25,00%
Sometimes	7	58,33%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 14 Writing paragraphs and phrases in English.



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

The results above show that 16,67 % of the that corresponds to 2 teachers point out that their students can write in English easily, 25% that is equivalent to 3 teachers say they can do it almost always, 58,33% that means 7 students say sometimes and nobody thinks never. Overall, most teachers state that learners have problems to write in English while a few consider the opposite.

3. I consider that the activities that I do in class are useful to develop the writing skill in English.

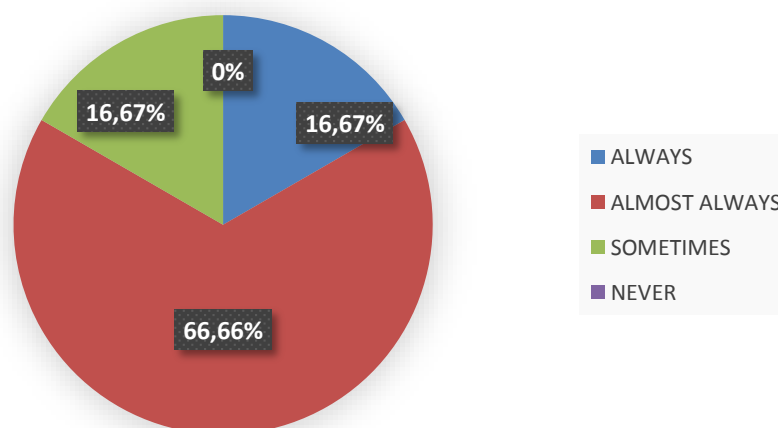
Table 13 Activities to develop the writing skill

OPTION	FREQUENCY	PERCENTAGE
Always	2	16,67%
Almost always	8	66,66%
Sometimes	2	16,67%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 15 Activities to develop the writing skill



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the results showed above 16,67 % that corresponds to 2 teachers say that the activities that are done in class are always useful to foster the writing skill in English; 66,66% that is equivalent to 8 teachers say almost always, 16,67% that means 2 teachers think sometimes and nobody says never. In general, more than 60% of teachers consider that the activities they do in class are useful to develop the writing skill in English. Few teachers do not think the same.

4. I give clear instructions, and enough time for students to write different texts in English.

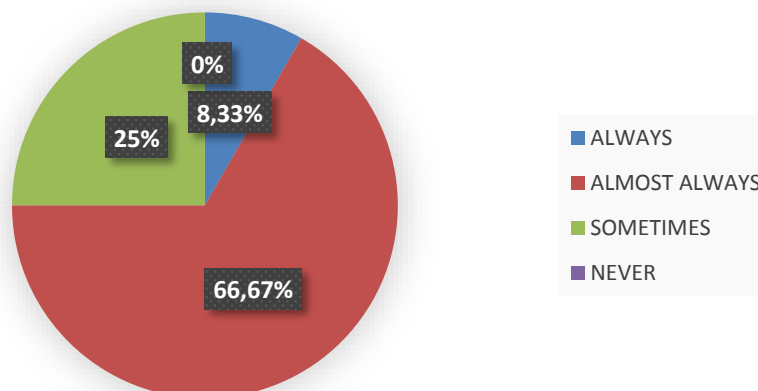
Table 14 Clear instructions, and enough time to write texts in English.

OPTION	FREQUENCY	PERCENTAGE
Always	1	8,33%
Almost always	8	66,67%
Sometimes	3	25,00%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 16 Clear instructions, and enough time to write texts in English.



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

The results displayed show that 8,33 % it means 1 teacher points out that he always gives clear instructions and enough time for students to write different texts in English, 66,67% that is equivalent to 8 teachers believe this happens almost always, 25% that corresponds to 3 students say sometimes and nobody says never. As it is clearly demonstrated teachers consider that they give enough instructions and time for students to write in English, even though some are not sure about it.

5. I use different feedback techniques that help learners to improve their writing skill in English.

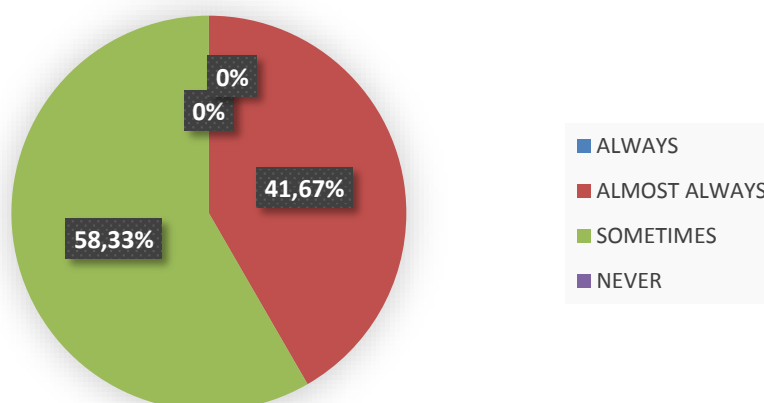
Table 15 Feedback techniques

OPTION	FREQUENCY	PERCENTAGE
Always	0	0,00%
Almost always	5	41,67%
Sometimes	7	58,33%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 17 Feedback Techniques



Source: Teacher survey

Author: Garcés, M . (2018)

Analysis and Interpretation

The results obtained for this question show that no teachers think that they always use different feedback techniques that help learners to improve the writing skill in English, 41,67% that means 5 teachers say almost always, 58,33% that corresponds to 7 teachers say sometimes and nobody says never. As it is clearly showed most teachers believe that they do not provide students with the necessary feedback when writing in English, making it difficult for them to know what was right or wrong.

6. I motivate my students to communicate in English in a written way inside and outside the class.

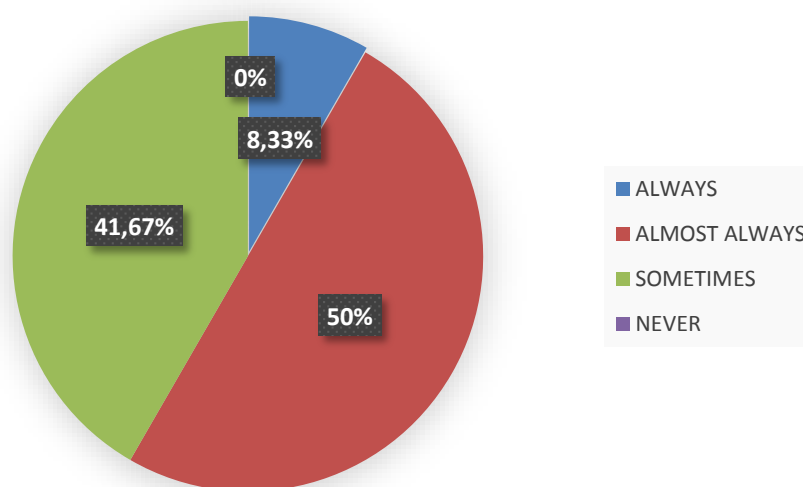
Table 16 Writing in English inside and outside the class

OPTION	FREQUENCY	PERCENTAGE
Always	1	8,33%
Almost always	6	50,00%
Sometimes	5	41,67%
Never	0	0,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 18 Writing in English inside and outside the class



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

Based on the data above, 8,33 % that means 1 teacher states that students are always motivated to write in English inside and outside the class, 50% that corresponds to 6 teachers say almost always, 41,67% that represents 5 teachers sometimes and nobody says never. These results demonstrate that most teachers believe that their students are motivated enough to express their ideas in English in a written way in different situations.

7. My favorite social network is Facebook, Instagram, Twitter or WhatsApp

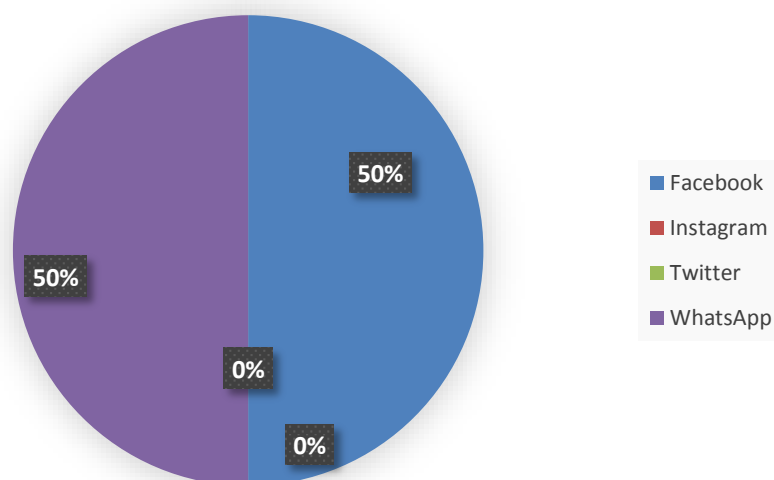
Table 17 Favorite social network

OPTION	FREQUENCY	PERCENTAGE
Facebook	6	50,00%
Instagram	0	0,00%
Twitter	0	0,00%
WhatsApp	6	50,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M . (2018)

Graph 19 Favorite social network



Source: Teacher survey

Author: Garcés, M . (2018)

Analysis and Interpretation

The results for this question show that 50 % that corresponds to 6 teachers point out that their favorite social network is Facebook and similarly 50 % that means 6 teachers like WhatsApp. These results clearly show that all teachers use social networks and their favorite ones are Facebook and WhatsApp.

8. I use social networks to communicate with my students in English in a written way.

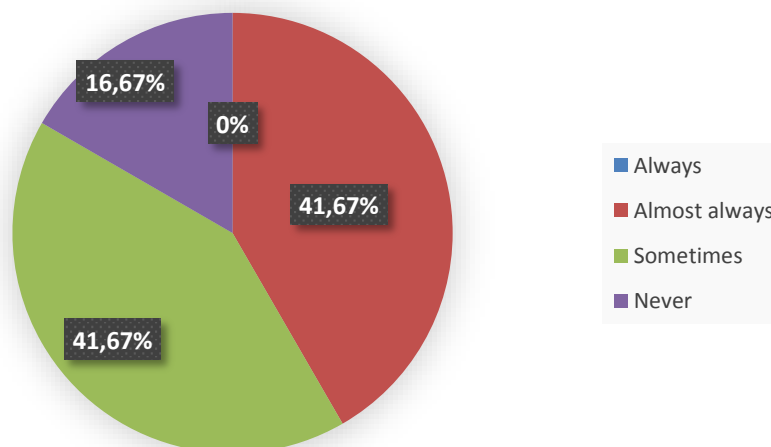
Table 18 Social networks to communicate with students in English

OPTION	FREQUENCY	PERCENTAGE
Always	0	0,00%
Almost always	5	41,67%
Sometimes	5	41,67%
Never	2	16,67%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 20 Social networks to communicate with my teacher and classmates



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

Based on the outcomes showed above, 41,67 % that corresponds to 5 teachers state that they always use social networks to keep in contact with their students in English in a written way, 41,67% that is equivalent to 5 teachers say almost always, 16,67% that means 2 teachers say sometimes and nobody says never. These results demonstrate that there are teachers who use social networks to communicate with their students in English. However, there are also teachers who never do this.

9. I use social networks with activities to develop the written communication in English.

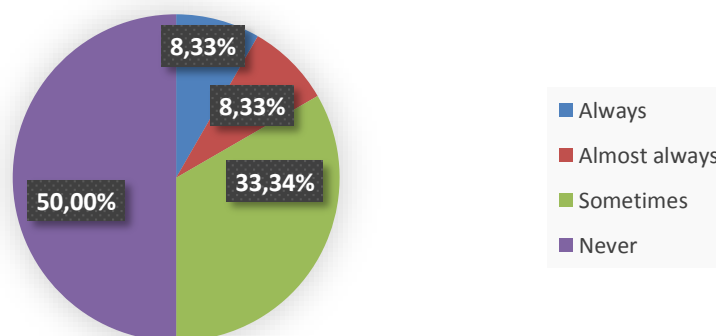
Table 19 Social networks with activities to develop the written communication in English.

OPTION	FREQUENCY	PERCENTAGE
Always	1	8,33%
Almost always	1	8,33%
Sometimes	4	33,34%
Never	6	50,00%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M . (2018)

Graph 21 Social networks with activities to develop the written communication in English.



Source: Teacher survey

Author: Garcés, M . (2018)

Analysis and Interpretation

According to the data displayed 8,33 % that means 1 teacher states that he always uses social networks with activities to develop the written communication in English, 8,33% that corresponds to 1 teacher thinks almost always, 33,34% that is equivalent to 4 teachers say sometimes and 50 % that represents 6 teachers say never. In general, these results show that half of the teachers do not use social networks to foster the development of the English writing skill. However, some teachers use social networks for this purpose.

10. I consider that the social networks are a useful tool to develop the written communication in English.

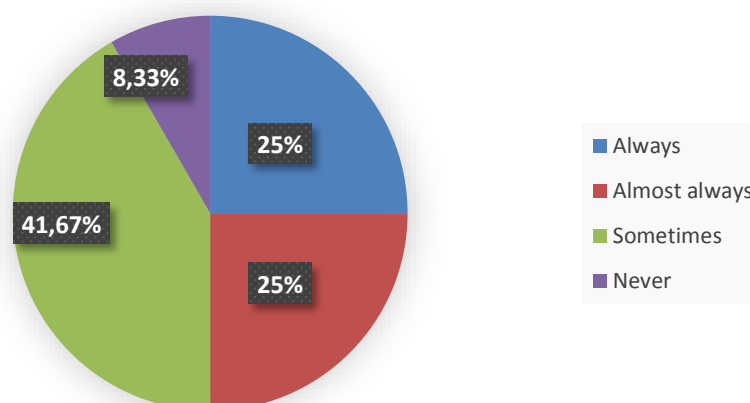
Table 20 Social networks are a useful tool to develop the writing skill in English.

OPTION	FREQUENCY	PERCENTAGE
Always	3	25,00%
Almost always	3	25,00%
Sometimes	5	41,67%
Never	1	8,33%
TOTAL	12	100%

Source: Teacher survey

Author: Garcés, M. (2018)

Graph 22 Social networks are a useful tool to develop the writing skill in English



Source: Teacher survey

Author: Garcés, M. (2018)

Analysis and Interpretation

According to the data displayed, 25 % that corresponds to 3 teachers point out that the social networks are always a useful tool to develop the written communication in English, 25% that means 3 teachers say almost always, 41,67% that is equivalent to 5 teachers say sometimes and 8,33% that represents 1 teacher says never. These results clearly demonstrate that teachers might use social networks as a way to improve the writing skill of the English learners.

4.3 Hypothesis Verification

To determine whether or not the use of social networks influence the development of the writing skill in the English learners, teachers and students were asked some questions related to these topics, which were based on the Likert scale. In order to verify the hypothesis, the Spearman's Rho testing will be applied.

4.3.1 Hypothesis Approach

- **Null Hypothesis (H₀):**

Social Networks do not influence in the English writing skill development.

- **Alternative Hypothesis (H₁):**

Social Networks influence in the English writing skill development.

4.3.2 Level of significance

To verify the hypothesis, it was necessary to use a level of significance of 0,005 as it is the most appropriate when working with topics related to the learning process.

4.3.3 Description of the Population

To carry out this work, 293 students at the Pre - intermediate level at the Language Center in the Universidad Técnica de Ambato and 12 teachers were taken into account.

4.3.3 Statistical Test

Spearman's correlation coefficient, (ρ , also signified by r_s)

This test measures the strength and direction of association between two ranked variables.

It is the most appropriate test for this study as the survey that was applied to teachers, as well to students include questions that are ordinal, and they are based on the Likert scale.

4.3.4 Calculation of statistics

Table 21: Spearman's Rho testing

	I consider that the writing skill in English is an important skill to master.	I can write phrases or paragraphs in English easily.	The activities that are done in class are useful to develop the writing skill in English.	My teacher gives me clear instructions, and enough time to write different texts in English.	My teacher uses different feedback techniques that help me to improve my writing skill in English.	My teacher motivates me to communicate in English in a written way inside and outside the class.	I use social networks to communicate with my teacher and classmates in English in a written way.	My teacher uses social networks with activities to develop the written communication in English.	I consider that the social networks are a useful tool to develop the written communication in English.
I consider that the writing skill in English is an important skill to master.	1,000	,064	,092	,100	,050	,134*	-,040	-,056	,103
I can write phrases or paragraphs in English easily.	,064	1,000	,561**	,464**	,541**	,498**	,155**	,145*	,274**
The activities that are done in class are useful to develop the writing skill in English.	,092	,561**	1,000	,832**	,938**	,884**	,091	,066	,341**
My teacher gives me clear instructions, and enough time to write different texts in English.	,100	,464**	,832**	1,000	,781**	,745**	,040	,002	,361**
My teacher uses different feedback techniques that help me to improve my writing skill in English.	,050	,541**	,938**	,781**	1,000	,822**	,067	,042	,348**
My teacher motivates me to communicate in English in a written way inside and outside the class.	,134*	,498**	,884**	,745**	,822**	1,000	-,005	-,031	,305**
I use social networks to communicate with my teacher and classmates in English in a written way.	-,040	,155**	,091	,040	,067	-,005	1,000	,781**	,114
My teacher uses social networks with activities to develop the written communication in English.	-,056	,145*	,066	,002	,042	-,031	,781**	1,000	-,002
I consider that the social networks are a useful tool to develop the written communication in English.	,103	,274**	,341**	,361**	,348**	,305**	,114	-,002	1,000

*. Correlation is significant at the 0,05 level (bilateral).
 **. Correlation is significant at the 0,01 level (bilateral).

Source: Teacher survey
 Author: Garcés, M. (2018)

4.3.5 Decision Rule

According to the data showed previously, it is possible to determine that there is a correlation among different elements with a value lower than the level of significance. Therefore, there is enough statistical evidence to reject the Null hypothesis and accept the alternative one, it means that the use of the social networks influence in the English writing skill development.

4.3.6 Conclusions

According to the results gotten after applying the Spearman's Rho test, it was possible to get the following conclusions:

- Writing in English is related to the activities that are done in class as well as to the time and instructions given to work on writing tasks with a level of 0, 56 and 0, 46 accordingly. So, it is necessary to plan carefully all the activities that are done in class and provide students with the necessary time and instructions to help them to develop their writing skill.
- The activities that are done in class and the time and instructions given to write different texts in English are highly related with a level of 0, 83. Therefore, it is advisable to select the activities for students to work in class and take into account the time and instructions given to develop each task.
- The feedback techniques are not only related to writing in English with a level of 0,54 but also with the activities done in class and the time and instructions given for writing tasks with a level of 0,94 and 0,78. It is necessary to choose useful activities for students to work on and give clear instructions and enough time to work on these tasks. Also, it is important to provide learners with the necessary feedback so they know exactly what they did right or wrong.
- The motivation inside and outside the class is related to the ability to write different texts in English with level of 0, 13 and the importance to master this skill with a level of 0,49. It is a good idea to select interesting writing

tasks so students feel motivated to work on them and then they can master this skill.

- The results show that the motivation inside and outside the class is highly related to the activities that are done in class, the instructions and time given and the use of feedback techniques with a level of 0,88, 0,74, and 0,82 accordingly. Therefore, to motivate students to write in English inside and outside the class it could be useful to select appropriate activities to work on and provide learners with the necessary time, instructions and feedback.
- The use of social networks is related to writing different texts in English with a level of 0,27 and the activities that are done in class with a level of 0,34. It is suggested to give students the opportunity to work on different tasks in class to develop the writing skill in English taking into account the use of social networks for this purpose.
- The use of social networks is related to the motivation to write in English inside and outside the class, the instructions and time given and the use of feedback techniques with a level of 0,30, 0,36, and 0,34 accordingly. As a result it could be a good idea to use social networks to motivate students to write in English and provide them with clear instructions, enough time and proper feedback when working on writing tasks.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Once all the data gathered were carefully analyzed, it was possible to get the following conclusions:

- Facebook and WhatsApp are found to be the most useful and enjoyable social networks to the English writing learning inside and outside the class as they have some special features for this purpose. These social networks provide learners not only with a space where they can communicate and learn from each other but also gives them the opportunity to get immediate feedback from their teachers.

- Students consider that writing is an important skill to master, however most of them find writing in English a hard task to work on. It is difficult for learners to express their ideas in English in a coherent and organized way and that is mainly because writing is taught using traditional methods. Students are not provided with clear instructions to work on the writing exercises which are often given as homework. Therefore they do not count neither with the teacher support nor with appropriate feedback.

- Facebook and WhatsApp are students and teachers' favorite social networks. However most teachers do not use these social networks to help students to develop their writing skill in English, instead they are just used for common activities like sending information to students who did not attend to classes or posting some class announcements.

5.2 Recommendations

The following recommendations were gotten based on the previous conclusions.

- To use Facebook and WhatsApp as teaching tools so students can have the opportunity to post and share their ideas, give comments, evaluate other people's work and also learn from them.

- To look for innovative teaching methods and motivation strategies to teach writing in English. Teachers need to encourage learners to practice this skill inside and outside the classroom by providing them with the necessary instructions, time and support to carry out the tasks. Furthermore teachers have to provide students with proper feedback so they know exactly what to do to improve their writing skill.

- To provide students with a variety of writing tasks through the use of Facebook and WhatsApp in order to help them to improve their writing skills and increase their motivation and confidence towards writing.

CHAPTER VI

PROPOSAL

TOPIC: Handbook of social networks based writing activities

6.1 Informative Data

Name of the Institution: Universidad Técnica de Ambato

Beneficiaries: English teachers and students of the university

Project responsible: Mónica Garcés Villacrés

6.2 Background of the Proposal

It was possible to identify some problems students face when writing in English and that is how this proposal emerges. Unfortunately, students find it difficult to express their ideas and thoughts in a written way in a clear and coherent way. The most common mistakes students make are related to spelling, punctuation marks, organization of ideas, vocabulary, and sentence structure.

The application of a survey to students as well as teachers was helpful to confirm the fact that students have difficulties to communicate in English in a written way for different reasons. The results of this survey were carefully analyzed and interpreted and it was possible to get some important conclusions and recommendations.

Generally, it seems that most teachers do not use social networks including Facebook and WhatsApp as a way to help students to develop their writing skill in English. Furthermore it was found that students are not motivated enough to write different texts in English and for them it is necessary to get the necessary time and instructions and to develop the writing tasks.

Some recommendations were provided comprising the creation of a handbook with some activities to be used in Facebook or WhatsApp as they were considered as useful tools to help students to improve their writing skill.

This handbook will include different activities for the development of the English writing skill based on the topics presented in the book Empower, first edition for the students at the Pre-intermediate level.

6.3 Justification

English learning has become more important as it is the most used language around the world. The constant use of new technologies makes English even more essential for every person in order to communicate effectively. However, it is a challenge for students in Ecuador to learn this language. They have problems not only with the receptive skills, but also with the productive skills especially writing.

Most students find it difficult to express themselves in a written way. Students' written tasks usually have poor content, there are lot of mistakes in sentence structure, misuse of vocabulary, or lack of punctuation marks. As a result, students do not get good grades and writing becomes a demotivating experience for them.

Based on the points mentioned above, it is useful to create a handbook with a collection of different writing activities by using Facebook and WhatsApp as a way to help students to improve their writing skill.

This handbook will allow teachers to incorporate social networks in their classes making them more attractive for students. Students will participate actively in class and they will be easily engaged to write different texts in English.

6.4 Objectives

6.4.1 General

To develop a handbook with a variety of writing activities that can be used either in Facebook or in WhatsApp to help students to enhance the students' writing skill.

6.4.2 Specific

- To choose the most relevant activities to develop the English writing skill.
- To establish the methodological process to develop and evaluate English writing skill through.
- To encourage English teachers to use social networks with the tasks proposed in the handbook in order to help students to improve their English writing skill.

6.5 Feasibility Analysis

This proposal is considered as feasible due to the fact that university principals, teachers and students agree on its implementation. They are aware that the use of social networks as a teaching tool will benefit the institution and most importantly to students who will improve their writing skill.

6.6 Foundation

Social Networks

Social networks are online platforms used to establish social relationships among people who have the same activities and interests (Salehi, 2012). Recent studies show that social networks contribute to educational activities as they make interaction, active participation, collaboration, information and resource sharing and critical thinking possible (Mazman, 2010).

Constructivism, Social constructivism, and Active learning are theories that have something in common with social networks including Facebook and WhatsApp in the field of learning. They provide learners with an environment full of motivation and cooperation, interaction and enthusiasm, which is a key element in the teaching and learning process (Ibrahim, 2013).

Teacher teachers should use social networks to teach writing, as they allow people from different cultural backgrounds get together in a community where they share information and expand their knowledge that will help to improve the writing skill (Hadhi, 2016).

WhatsApp

It is a free application available in Smartphones for instant messaging that allows students to share information easily, to have their questions quickly answered and to construct knowledge (Awada, 2016).

The use of WhatsApp helps learners to improve their writing skills although it is considered one of the most difficult language skills. Students work in a better way when the internet is involved in the language learning, as it is a highly motivating tool (Maria, 2016).

Controlled writing

In this kind of writing, the teacher controls the sentence patterns and vocabulary to be used by the students. The main purpose of controlled writing is to reduce as much as possible the amount of errors that learners could make in their writing (Yakubu, 2014).

Controlled writing activities may take a short time to create and are usually very easy to grade. They typically have one correct answer for each question or a highly limited set of acceptable answers for a particular task or question (Vlack, 2010).

Guided Writing

Through this form of writing the teacher provides the context and gives the necessary help to learners to prepare their written work. The teacher demonstrates for students the process of writing a sentence or paragraph using proper English conventions. (Yakubu, 2014).

Free writing

This is the last step in the teaching of writing skills and can be really referred to as composition. It involves production, logical organization of paragraphs and the content of what they compose (Yakubu, 2014).

Tasks

Tasks are considered as activities students have the chance to use the target language for communicative purposes in order to achieve an outcome (Willis, 1996). A task is some classwork which involves learners in understanding, manipulating, producing or interacting in the target language (Nunan,1989).

6.7 Methodology (Operational Model)

Chart 3 Operating Model

Phases	Objectives	Activities	Resources	Responsible	Time
Planning	Select the activities that promote the English writing skill development	Organize a meeting with teachers to present the proposal	Computer Student´s and Teacher´s book	Mónica Garcés Villacrés	2 hours
Socialization	Present the different writing activities that can be done using Facebook and WhatsApp	Presentation of the writing activities and their procedure.	Computer Projector	Mónica Garcés Villacrés	2 hours
Application	Implement the writing activities using Facebook and WhatsApp in class	Work on tasks that enhance the	Computer Projector	Mónica Garcés Villacrés	10 weeks

		writing skill in English			
Evaluation	Assess the effectiveness of the website based writing activities	Complete an evaluation form to assess each writing activity	Evaluation form	Mónica Garcés Villacrés	30 minutes

Author: Garcés, M. (2018)

6.8 Administration of the proposal

This proposal is expected to start at the end of October, 2018 and finish second week of January, 2019. These dates were taken into account considering the academic period September 2018– February2019 at the Language Center at the Universidad Técnica de Ambato. The teacher´s Guide was developed based on the book Empower for students at the B1 level by Cambridge University Press.

6.9 Evaluation of the proposal

To assess the performance of this proposal, the following plan will be taken into account.

Chart 4: Evaluation of the proposal

BASIC QUESTIONS	EXPLANATION
1. What to evaluate?	Proposal significance
2, Why to evaluate?	To check if the objectives were accomplished
3. What to evaluate for?	To verify the effectiveness of the activities proposed to improve the English writing skill.
4. Which criteria is used to evaluate?	Effectiveness
5. Indicator	Quantitative and qualitative
6. Who is the evaluator?	The researcher
7. When to evaluate?	During the time period mentioned in the operating model.
8. How to evaluate?	Observing and examining
9. Information sources	Books, Pet Test, websites
10. What instruments are used to evaluate?	Rubrics

Author: Garcés, M. (2018)

Social Networks for writing activities



Handbook for teachers

Content

<i>Introduction</i>	<i>1</i>
<i>Writing activities</i>	
▪ <i>Email to a friend or family member</i>	<i>3</i>
▪ <i>Travel Blog</i>	<i>7</i>
▪ <i>An Update email</i>	<i>11</i>
▪ <i>Write and reply to an invitation</i>	<i>15</i>
▪ <i>A job application</i>	<i>19</i>
▪ <i>A message giving advice</i>	<i>23</i>
▪ <i>A blog about an achievement</i>	<i>27</i>
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▪ <i>A personal email</i>	<i>35</i>
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Introduction

Writing is an important skill for language production. However, learners face problems when writing and consider it as a difficult skill to master especially in ESL contexts.

Therefore, this handbook is intended to provide English teachers with different writing tasks to help Pre intermediate level learners to become more effective writers.

Each unit contains guided, controlled and free writing activities which can be carried out using Facebook and WhatsApp.

UNIT 1

COMMUNICATING



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UNIT 1

I'm sending you some photos

Classroom Activities

Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write an email to a friend or family member.

Materials: WhatsApp, Facebook, Book Empower p. 15 exs. 3-4

Language Focus: Correcting mistakes

A. CONTROLLED WRITING ACTIVITY



PROCEDURE:



Teacher writes some sentences on the board containing different types of mistakes. (grammar, spelling, punctuation or capital letters) for students to correct them.



Students get in pairs to identify the type of mistakes in each sentence and correct them.



Then students read some pairs of sentences from the book and decide which pair has mistakes in grammar, spelling, punctuation or capitalization. After that students correct the mistakes in the sentences.



Students post the answers on the WhatsApp group.



Teacher provides feedback on WhatsApp.

B. GUIDED WRITING ACTIVITY



PROCEDURE:



Students are asked to write an email to a friend who they do not see very often, using simple present or continuous based on the example provided.



Students make some notes about the information they have to write about.



Teacher monitors students' classwork and provides any help if necessary.



Students post their emails on Facebook individually.



Students are asked to choose a partner's email to read and check if there are any mistakes.







Students give feedback each other about the mistakes they made in grammar, spelling, punctuation or capital letters using different colors to identify the mistakes.



Teacher read students' emails and gives them individual feedback.

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students read the email their partners sent them.
	Students write a reply for their partner and then post it.
	Teacher provides any help if needed by using the chat option in Facebook for this purpose. Teacher gives students some feedback about the replies they send to Facebook.

UNIT 2

TRAVEL AND TOURISM



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UNIT 2
This city is different, but very friendly.

Classroom Activities

Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write a travel blog using linking words such as *and, but, so, because* and *when*.





Materials: WhatsApp, Facebook, Book Empower p. 25 exs. 3-4

Language Focus: Linking words

A. CONTROLLED WRITING ACTIVITY









PROCEDURE:

	<p>Teacher asks students to read some sentences which include linking words like <i>so, when, and, but, and because</i>. Then answer some questions related to the use of these words. Teacher provides the necessary help.</p>
	<p>Students add <i>but, when, so or because</i> in the correct place in some sentences provided. Then they check their answers</p>
	<p>Students post their answers on WhatsApp.</p>
	<p>Individual feedback is provided by the teacher on WhatsApp.</p>

B. GUIDED WRITING ACTIVITY






PROCEDURE:

	Ask students to write a blog about a holiday experience using linking words.
	Students make some notes about the information they have to write
	Teacher monitors and provides some help with vocabulary as needed.
	Students post the email on Facebook.
	Once students finish, they post the information on Facebook including a picture related to their holiday experience.
	Teacher gives students some feedback about the blogs they wrote..

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students are asked to write a blog about their first day doing something new.
	Students upload a word document to Facebook
	Teacher provides any help if needed using the chat Teacher gives students some feedback

UNIT 3

MONEY

GREENPEACE



PosterMyWall.com

UNIT 3
We´ve successfully raised £500
Classroom Activities








Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write an update email.

Language Focus: Paragraphing






Materials: WhatsApp, Facebook, Book Empower p. 35 exs. 3-4

A. CONTROLLED WRITING ACTIVITY	
	
PROCEDURE:	
	Teacher asks students to read an email and answer some questions related to the organization of it
	Students match the descriptions (closing the email, the introduction, how the team raised money, information about the national Trust) to the paragraphs.
	The answers are checked with the whole class.
	Students answer some questions related to the information that is included in the introduction and closing paragraph. Then students check the answers.
	Students post the answers on Whatsapp.
	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY







PROCEDURE:

	Ask students to write an email of four paragraphs about a real experience of raising money for charity.
	Students make some notes about the best order for it.(thank the people, how much money was raised, and some information about the charity) They have some time to think about the information they need to include in each paragraph.
	Teacher monitors and provides some help with vocabulary as needed.
	Students write the email and they post it on Facebook.
	Teacher gives students some feedback about the number of paragraphs, the content of each paragraph, and if the paragraphs follow on clearly from each other.

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students are given some instructions based on which they have to write an update email. They have to include the introduction, the way in which it was raised some money, information about the charity organization and the closing paragraph.
	Students post their emails on Facebook.
	Teacher provides any help if needed using the chat. Teacher gives students some feedback

UNIT 4

SOCIAL LIFE



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UNIT 4
We've successfully raised £500

Classroom Activities







Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write and reply to an invitation.

Materials: WhatsApp, Facebook, Book Empower p.45 exs. 3-4





Language Focus: Inviting and replying

A. CONTROLLED WRITING ACTIVITY	
	
PROCEDURE:	
	Teacher asks students to read two invitations to different events and complete a table with some formal and informal expressions used to write to a close friend or a person they do not know well. Then the answers are check with the whole class.
	Students read the replies to two emails and write the phrases that each person uses to say thanks, to accept or refuse to an invitation, to give reasons and to talk about future meetings.
	Students checks the answers with their partners.
	Students correct the mistakes in some sentences which contain phrases for writing invitations. Then the answers are posted on WhatsApp.
	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY







PROCEDURE:

	<p>Ask students to guess they are organizing an activity at the weekend and they have to choose a partner to invite to this activity.</p>
	<p>Students make some notes before writing the invitation. Then they write the invitation for his or her partner based on the example provided. Including some information like the date of the event, the time and place, things guests need to bring, and other points.</p>
	<p>Teacher monitors and provides some help with vocabulary as needed.</p>
	<p>Students post their invitations on Facebook.</p>
	<p>Teacher gives students some feedback</p>

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students are asked to read their partners' invitation and write a reply to it.
	Students reply the invitation including some points like giving thanks for it, accepting or refusing the invitation, and reasons for not accepting the invitation. Students post the invitation on Facebook.
	Teacher provides any help if needed using the chat. Teacher gives students some feedback

UNIT 5

WORK



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UNIT 5
I'll finish things here, if you want.

Classroom Activities








Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write a job application.

Materials: WhatsApp, Facebook, Book Empower p.55 exs. 3-4








Language Focus: Organizing an email

A. CONTROLLED WRITING ACTIVITY	
	
PROCEDURE:	
	Students read an email, identify the parts of it and try to guess what the purpose of them are. Then the teacher checks the answers with the class.
	Students get in pairs, read some sentences and decide which the missing prepositions are.
	Students post the answers on WhatsApp.
	Students are asked to put the parts of an email in the correct order.
	Students get in pairs to check their answers. Then they post their answers on WhatsApp.
	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY








PROCEDURE:

	Students read through different jobs advertised on <i>Jobsearch.com</i>
	Teacher elicits the job students would like to apply and the kind of experience would be useful for the job.
	Students choose an advert and write an email applying for the job based on an example provided. They need to include information like an opening, reasons for writing the email, why they want the job, documents they are sending, and a closing.
	Teacher monitors the activity and provides any help as needed.
	Students post their emails on Facebook.
	Students read applications from their partners and decide which student they would give the job.
	Teacher gives students some feedback for their job applications.

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	A job advertisement from a local newspaper is posted on Facebook for students to read it.
	Students write a covering letter applying for the job. It must include seven parts as the example that was provided previously.
	Teacher provides any help if needed using the chat
	Teacher gives students some feedback

UNIT 6

PROBLEMS AND ADVICE



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UNIT 6

I often worry about tests and exams

Classroom Activities

Level: Pre- Intermediate

Time: 60 minutes

Aim: Students will be able to write a message giving advice.






Materials: WhatsApp, Facebook, Book Empower p.65 exs. 3-4

Language Focus: Linking: ordering ideas and giving examples

A. CONTROLLED WRITING ACTIVITY








PROCEDURE:

	Students read an email asking for advice and the reply for it. Students make a list of phrases and words that are used to organize the information in the reply. Then the answers are checked.
	Students read an advice on studying vocabulary for an exam. Then they add words or phrases like <i>first of all</i> , <i>secondly</i> , <i>next</i> and <i>finally</i> in the correct place.
	Teacher monitors the activity and gives any help as needed.
	Students post the answers on WhatsApp.
	The teacher provides some feedback

B. GUIDED WRITING ACTIVITY








PROCEDURE:

	<p>Students read some ideas that are given to a person on how to improve his writing skill.</p> <p>Then students add extra ideas to help the person to improve his writing skill.</p>
	<p>Teacher elicits some ideas from the students</p>
	<p>Students write a draft of a message giving advice on how to improve a person's writing skill based on the example provided.</p>
	<p>Teacher monitors the activity and provides any help as needed.</p>
	<p>Students check that their ideas are clearly organized and their message includes imperatives, should and examples.</p> <p>Then students post their messages with some advice to improve the writing skill on Facebook.</p>

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students read a person's message to his English teacher asking for advice to improve her listening skills. Students write a reply for the message including four paragraphs based on the example provided previously.
	Teacher provides any help if needed using the chat .
	Students post their replies on Facebook
	Teacher gives students some feedback and the most common mistakes are analyzed in class.

UNIT 7

CHANGES



PosterMyW@l.com

UNIT 7

After that, I decided to make a change

Classroom Activities

Level: Pre- Intermediate students

Time: Two hours

Aim: Students will be able to write a blog about an achievement.







Materials: WhatsApp, Facebook, Book Empower p.75 exs. 3-4

Language Focus: Linking: Ordering events

A. CONTROLLED WRITING ACTIVITY









PROCEDURE:

	Ask students to answer some questions about the use of some time linkers like <i>to begin with, after that, at first, after a while, soon, then, in the end</i> which are included in an email.
	Students look at a picture and predict what change the woman made to her life and why.
	Students read through a text to check their answers. Then they complete the text with some time linkers.
	Teacher monitors the activity and gives any help as needed.
	Students post the answers on WhatsApp.
	The teacher provides some feedback

B. GUIDED WRITING ACTIVITY








PROCEDURE:

	Ask students to write an article for a blog about a difficult change that they have made based on an example provided. They use time linkers to show the order of events..
	Students note down some ideas and plan their paragraphs. Students write their articles.
	Teacher monitors carefully offering help and suggestions as necessary.
	Students post their articles on Facebook.
	Students read each other's articles and give some feedback.
	Teacher gives students feedback on their articles.

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Students read some notes and write a woman's blog about how she changed her journey to work . They need to include time linkers in the blog.
	Teacher provides any help if needed using the chat.
	Students post the blog on Facebook
	Teacher gives students some feedback.

UNIT 8

CULTURE



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UNIT 8

I couldn't put the book down

Classroom Activities

Level: Pre- Intermediate students

Time: Two hours

Aim: Students will be able to write a book review.

Materials: WhatsApp, Facebook, Book Empower p.85 exs. 3-4

Language Focus: Linking: Although, However

A. CONTROLLED WRITING ACTIVITY









PROCEDURE:

A yellow circular icon containing a black silhouette of a person on the left and three black silhouettes of people on the right, with a black arrow pointing from the person to the group.	Ask students to read some book reviews and take a look at some highlighted phrases. Then students classify the phrases in two categories positive or negative comments. The answers are checked as a class.
A purple oval icon containing two black silhouettes of people, one on the left and one on the right, with a black arrow pointing from the person on the left to the person on the right.	Students underline sentences including although and however in the book reviews. Then students answer some questions related to the use of these words. Students join some comments using however or although. The answers are checked as a class.
A yellow circular icon containing a black silhouette of a person on the left and three black silhouettes of people on the right, with a black arrow pointing from the person to the group.	Teacher monitors the activity and gives any help as needed.
A purple oval icon containing two black silhouettes of people, one on the left and one on the right, with a black arrow pointing from the person on the left to the person on the right.	Students post the answers on WhatsApp.
A yellow circular icon containing a black silhouette of a person on the left and three black silhouettes of people on the right, with a black arrow pointing from the person to the group.	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY









PROCEDURE:

	Ask students to think of a book they have read and write a review of it.
	Students note down some good and bad points about the story and characters and phrases they can use to describe them. Students write a book review although and however to link some ideas.
	Teacher monitors and helps with vocabulary and ideas as necessary.
	Students post the book review on Facebook.
	Students read a partner's book review and check if it has information about the characters, gives a description of the story and use however and although correctly.
	Teacher gives students feedback on their book reviews.

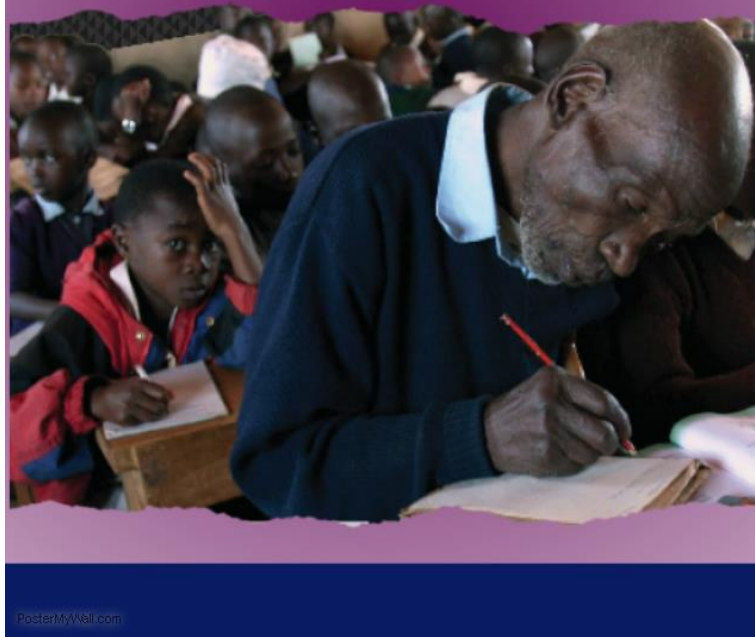
Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Ask students to read all the book reviews.
	Students choose a book review they would like to read and explain why.
	Teacher provides any help if needed using the chat
	Students post the book review on Facebook
	Teacher gives students some feedback.

UNIT 9

ACHIEVEMENTS



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UNIT 9

Online courses are new to me

Classroom Activities

Level: Pre- Intermediate students

Time: Two hours

Aim: Students will be able to write a personal profile.







Materials: WhatsApp, Facebook, Book Empower p.95 exs. 3-4

Language Focus: Avoiding repetition

A. CONTROLLED WRITING ACTIVITY








PROCEDURE:

	Ask students to look at some highlighted words in two profiles and find and underline the information the pronouns replace. The answers are checked with the whole class.
	Students read a person's profile and select appropriate pronouns to replace the highlighted words.
	Teacher monitors the activity and gives any help as needed.
	Students check the answers.
	Students post the answers on WhatsApp.
	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY









PROCEDURE:

	Ask students to write a similar student profile about themselves for an online English language course.
	Students make some notes about the information they need to write about Students write their profiles including some personal information, how they feel about the course and the things they do when they are not studying. They have to include pronouns to avoid repetition.
	Teacher monitors and helps with vocabulary as necessary.
	Students post their profiles on Facebook.
	Teacher gives students feedback on their articles.

Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY	
	
PROCEDURE:	
	Ask students to read some notes about a person who is taking the online American Film Studies course.
	Students write a student profile for this person
	Teacher provides any help if needed using the chat
	Students post the student profile on Facebook
	Teacher gives students some feedback.

UNIT 10

VALUES



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UNIT 10
We're really sorry we missed it

Classroom Activities








Level: Pre- Intermediate students

Time: Two hours

Aim: Students will be able to write an apology email.

Materials: WhatsApp, Facebook, Book Empower p.105 exs. 3-4






Language Focus: Formal and informal language

A. CONTROLLED WRITING ACTIVITY	
	
PROCEDURE:	
	Ask students to look at the sentences from an email and match them with their functions. (greeting, reasons for writing, apology, sign off). Then learners decide which type of email does not use contractions and why. Check the answers as a class.
	Students make an email between two close friends more informal, using phrases from the previous exercise.
	Teacher monitors the activity and gives any help as needed.
	Students check the answers.
	Students post the answers on WhatsApp.
	The teacher provides some feedback.

B. GUIDED WRITING ACTIVITY



PROCEDURE:

	<p>Ask students to guess that a person invited them to a party, however they did not reply to her invitation. Elicits some possible reasons why they did not answer to the invitation. Then ask students to write an informal email of apology similar to the examples provided.</p>
	<p>Students have some time to plan and structure their email. Students write the email.</p>
	<p>Teacher monitors and helps with vocabulary as necessary. Encourages self-correction by pointing out errors for students to self-correct.</p>
	<p>Students post their apology emails on Facebook.</p>
	<p>Teacher gives students feedback on their apology emails.</p>






Autonomous work

Time: 30 minutes

C. FREE WRITING ACTIVITY



PROCEDURE:

	Ask students to read the letter from David Hurst to a hotel in Sorrento in which he complained about the poor service he got. Tell students to they are the managers of the hotel and they need to write an email of apology to Mr. Hurst.
	Students write an apology email.
	Teacher provides any help if needed using the chat
	Students post the apology email on Facebook
	Teacher gives students some feedback.

Cambridge English

Assessing Writing Performance - Level B1

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

ANNEXES

ANNEX 1



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO MASTER'S PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

TEACHER SURVEY

Objective:

To investigate how social networks help to develop the writing skill in English of the students at the Pre- intermediate level at the Languages Center at the Universidad Técnica de Ambato.

Instructions:

Please read the information below and tick the option that you feel represents your answer.

1. I consider that the writing skill in English is an important skill to master.
a) Always () b) Almost always () c) Sometimes () d) Never ()
2. I consider that my students can write phrases or paragraphs in English easily.
a) Always () b) Almost always () c) Sometimes () d) Never ()
3. I consider that the activities that I do in class are useful to develop the writing skill in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
4. I give clear instructions, and enough time for students to write different texts in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
5. I use different feedback techniques that help learners to improve their writing skill in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
6. I motivate my students to communicate in English in a written way inside and outside the class.
a) Always () b) Almost always () c) Sometimes () d) Never ()
7. My favorite social network is :
a) Facebook () b) Instagram () c) Twitter () d) WhatsApp ()
8. I use social networks to communicate with my students in English in a written way.
a) Always () b) Almost always () c) Sometimes () d) Never ()
9. I use social networks with activities to develop the written communication in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
10. I consider that the social networks are a useful tool to develop the written communication in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()

THANKS



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MASTER'S PROGRAM OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE

STUDENT SURVEY

Objective:

To investigate how social networks help to develop the writing skill in English of the students at the Pre- intermediate level at the Languages Center at the Universidad Técnica de Ambato.

Instructions:

Please read the information below and tick the option that you feel represents your answer.

1. I consider that the writing skill in English is an important skill to master.
a) Always () b) Almost always () c) Sometimes () d) Never ()
2. I can write phrases or paragraphs in English easily.
a) Always () b) Almost always () c) Sometimes () d) Never ()
3. The activities that are done in class are useful to develop the writing skill in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
4. My teacher gives me clear instructions, and enough time to write different texts in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
5. My teacher uses different feedback techniques that help me to improve my writing skill in English. (self- correction, peer correction and teacher to student correction)
a) Always () b) Almost always () c) Sometimes () d) Never ()
6. My teacher motivates me to communicate in English in a written way inside and outside the class.
a) Always () b) Almost always () c) Sometimes () d) Never ()
7. My favorite social network is:
a) Facebook () b) Instagram () c) Twitter () d) WhatsApp ()
8. I use social networks to communicate with my teacher and classmates in English in a written way.
a) Always () b) Almost always () c) Sometimes () d) Never ()
9. My teacher uses social networks with activities to develop the written communication in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()
10. I consider that the social networks are a useful tool to develop the written communication in English.
a) Always () b) Almost always () c) Sometimes () d) Never ()

THANKS

Annex 3

UNIT 1

Writing skills

I'm sending you some photos

Level: Pre- Intermediate students

Time: Two hours

Aim: Students will be able to write an email to a friend or family member.

Language Focus: Correcting mistakes

A. CONTROLLED WRITING ACTIVITY

Teacher's instructions

English Writing Practice2
Alexandra, Andres, Evelyn , Fernando, Jose Luis, Karla, Martin, Mauro, Melanie, Melanie, Michelle, Paola, Paola, Raquel, T...

Please, read the instructions carefully and work on the following exercise individually. Once you finish it post your answers. 17:42 ✓✓

Unit 1
a. Look at the pairs of sentences A- C. Correct the mistakes either in grammar, punctuation, or capital letters.
A. 1. Hope you're both well and youre enjoying the summer.
2. Are you having a good time in Berlin.
B. 1. I'm in Salamanca, in spain.
2. the classes are very good and we also watch spanish Films.
C. 1. I having a great time here and the time going much to quickly.
2. She speak English quite good, but we are usually speaking Spanish together. 17:42 ✓✓

Students' answers

Melanie Abril

A:
1. Hope you're both well and you're enjoying the summer.
2. Are you having a good time in Berlin?

B:
1. I'm in Salamanca, in Spain.
2. The classes are very good and we also watch Spanish films.

C:
1. I'm having a great time here and the time's going much too quickly.
2. She speaks English quite well, but we usually speak Spanish together. 17:53

B. GUIDED WRITING ACTIVITY

- Teacher's instructions



ENGLISH WRITING SKILL PRACTICE2

Ma Gv

b. Write an email to a friend who you don't see very often based on the example provided. Use simple present or present continuous. Use minimum 120 words, include a picture related to the information you write, and include two questions for your friend to answer.

Write about:

- How you are
- What's new for you (the place you are living, or the people you 're spending time with)
- What you are doing these days

Like Comment

- Students' answers



Vito Aucanshala Dear Isaias. I write you because you don't come in a long time and i hope you 're very well. How are you in U.S?. I'm in Ambato and I have been going out with new friends. I met them recently. We went to LIV night club this weekend and we had lots of fun. I am currently finishing my degree and I am looking to start a business soon with some friends as well. As well i would like to start a business with you! when you come to Ecuador?. I like talking of it with you because i have good ideas for the business. you have some ideas about it because how you live in big city we can add new things that here don't there. And, So Isaias. How's it going now in U.S in your new job? How are you in your university?. tell me, send me photos! I hope see you soon Isaias Vito.



Like · Reply · 2w · Edited

English Writing Practice2
Alexandra, Andres, Evelyn, Fernando, Jose Luis, Karla, Martin, Mauro, Mel

Melanie Morales



Hi Melanie Hope you're well. Are you having a good time in Chicago? I'm in Manchester, in England. This is a photo of the Glastonbury festival as you can see. This is one of the most amazing independent music festivals of all Europe. I'm having a great time here and the atmosphere is so energetic. The people are great and the bands and artists are so incredibly talented. Tonight I'm gonna see The 1975 live, so I'm very excited. What's Chicago like? Send me some photos! See you next week. Melanie M

18:34

▪ **Teacher's instructions**

ENGLISH WRITING SKILL PRACTICE2

Ma Gv

c. Choose a partner's email, read it and highlight the mistakes either in grammar, spelling, punctuation marks, or capital letters. Use the following colors to identify the mistakes:

- Red: Grammar
- Blue: Spelling
- Yellow: Capital letters
- Green: Punctuation marks

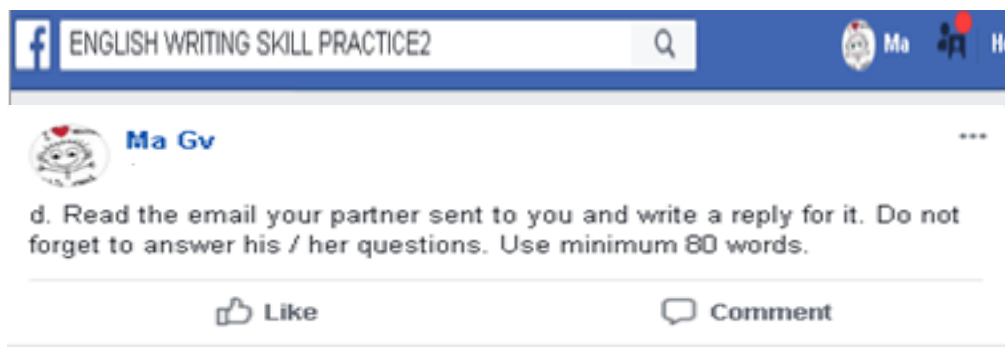
Send a message to your partner with this information so he /she can realize about the mistakes he / she made.

- **Students' answers**



C. FREE WRITING ACTIVITY

- **Teacher's instructions**



- **Students' answers**

f ENGLISH WRITING SKILL PRACTICE2 Ma Ho

Moni Bonita Dear: Shirley
 I hope you're good, I'm having a great time in Cartagena, I love this place is so warm and I love it the weather. The food is deliciuos is my favorite righth now.
 I have many plans for us.
 When you arrive. I'll take you to museum cocoa, because I know you love it chocolate, then i will, take you to the beach. In the evening we will visit the San Pedro Claver church, I like the lighting, then we can go to the souvenir shop they are beautiful and original.
 Here are some photos.
 So what about you?
 How's going?
 I miss you my friend, I see you the next week.
 xxxoo
 Belu.

--

Hi Belu, I'm really good too, because I'm having a great time in Atacames with my family. First we to left to the hotel and taking a relax one momente. After that we go to the beach, we are enjoying the sea and the weather is boiling. Then we are going to the zoo. We know a lot of animals. There are a lot of kind of fish, for example the shark. It is enormous.
 Here are some photos about my trip.
 I hope see you the next month.
 Love Mónica.

Like · Reply · 2w

Ma Gv Good job!! 😊

Like · Reply · 1m

Annex 4

UNIT 2

This city is different, but very friendly.

Level: Pre- Intermediate students

Time: Two hours

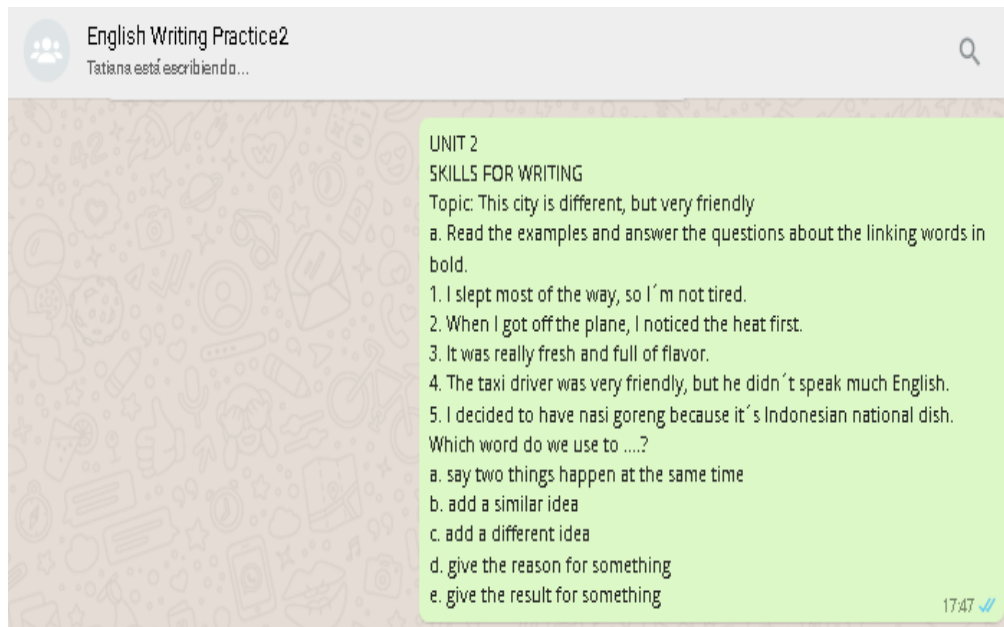
Aim: Students will be able to write a travel blog using linking words such as *and, but, so, because* and *when*.

Materials: WhatsApp, Facebook, Book Empower p. 25 exs. 3-4

Language Focus: Linking words

A. CONTROLLED WRITING ACTIVITY

- **Teacher's instructions**



The screenshot shows a WhatsApp chat window titled "English Writing Practice2" with the sender "Tatiana está escribiendo...". The message content is as follows:

UNIT 2
SKILLS FOR WRITING
Topic: This city is different, but very friendly
a. Read the examples and answer the questions about the linking words in bold.

1. I slept most of the way, so I'm not tired.
2. When I got off the plane, I noticed the heat first.
3. It was really fresh and full of flavor.
4. The taxi driver was very friendly, but he didn't speak much English.
5. I decided to have nasi goreng because it's Indonesian national dish.

Which word do we use to?

- a. say two things happen at the same time
- b. add a similar idea
- c. add a different idea
- d. give the reason for something
- e. give the result for something

17:47

▪ **Student's answer**

Melanie Morales

Tú

UNIT 2 SKILLS FOR WRITING Topic: This city is different, but very friendly a.
Read the examples and answer the questions about the linking words in bold.

1. I slept most of the way, so I'm not tired. 2. When I got off the plane, I

Ex 2
Answers
a - when
b - and
c - but
d - because
e - so

17:

▪ **Teacher's instructions**

ENGLISH WRITING SKILL PRACTICE2

Ma Gv

b. Put but, when, so or because where you see this symbol ^ in the sentences.

1. We were very tired, ^ we went straight to bed.
2. ^ we got to the hotel, I unpacked.
3. It was the middle of the night, ^ the streets were completely empty.
4. The restaurant looked small and cheap, ^ the food was amazing.
5. We gave the waiter \$ 5 ^ the service was excellent.
6. We ran into a shopping centre ^ the storm began.
7. We went to the National Museum ^ we wanted to understand more about the country's history.
8. We tried to check in, ^ we were very early and the desk was closed.

- Student's answer

ENGLISH WRITING SKILL PRACTICE2

Ale Alvarez 1. We were very tired, **SO** we went straight to bed.
 2. **WHEN** we got to the hotel, I unpacked.
 3. It was the middle of the night, **SO** the streets were completely empty.
 4. The restaurant looked small and cheap, **BUT** the food was amazing.
 5. We gave the waiter \$ 5 **BECAUSE** the service was excellent.
 6. We ran into a shopping centre **WHEN** the storm began.
 7. We went to the National Museum **BECAUSE** we wanted to understand more about the country's history.
 8. We tried to check in, **BUT** we were very early and the desk was closed.

Like · Reply · 1w

Ma Gv Congratulations!!! 😊

Like · Reply · 1w

B. GUIDED WRITING ACTIVITY

- Teacher's instructions

ENGLISH WRITING SKILL PRACTICE2

ENGLISH WRITING SKILL PRACTICE2
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Shortcuts

- ENGLISH WRITING SK...
- PRACTICE
- ENGLISH WRITING SK...

Ma Gv

c. Write a blog about a holiday experience. Use 120 words and include linking words (and, but, so, because, when) and highlight or underline them.
 Think about:

- where you were
- how you felt
- what you saw and did.... See More



Carlos and I got to New York at 14:30 this afternoon. It was a very long flight from Madrid **and** we were very tired when we arrived **because** we couldn't sleep on the plane. **When** we got off the plane the first thing we noticed was the cold – minus six degrees! It was freezing!

Everything they say about New York is true! The people at the airport weren't very friendly **and** we couldn't understand them **because** they spoke so quickly. In the end we took the subway from JFK Airport to the city centre. We're staying at the Crowne Plaza Hotel near Central Park. The hotel is full of European tourists **and** everyone was very friendly and helpful. Carlos is telling me to get ready to go **and** eat, **so** I have to finish now.

Like · Comment

▪ **Students' answer**

ENGLISH WRITING SKILL PRACTICE2

ENGLISH WRITING SKILL PRACTICE2
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ENGLISH WRITING S...

María Belén Pastaz Two months ago my family AND me went to Cartagena beach. The trip was tired BECAUSE we traveled by car AND it was a long trip. When we arrived we went to the hotel AND I took a shower. The weather was great, SO my sister AND me went to the beach AND swam on the sea, that was incredible the water was wonderful. I like the tipical food, BUT I didn't have money, BECAUSE I spend all the money on clothes. We had a great weekend, we visited many exclusive places in Cartagena AND spoke with many people, Colombian language is quicker than Ecuadorian language, BUT we understood all perfectly. I felt very happy AND excited for the trip. It was the best trip for me.



Like · Reply · 1w

Ma Gv Belén, Excellent use of the linking words! 😊👍

ENGLISH WRITING SKILL PRACTICE2

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ENGLISH WRITING S...

PRACTICE

Ale Alvarez My family and I went to Guayaquil city the last year. I have an uncle there, SO it was a mainly reason to go there. I felt fine WHEN I saw to my uncle BECAUSE I haven't seen him for a long time. In the evening we walked around the city, it was very entertaining and funny. I talked with different people in the "Malecón". There were tourists, foreigners and nationals, they enjoyed the great monuments, of the Guayaquil's history, at the night my family wanted to see a movie BUT I was very tired AND I slept untill the next day. In the morning I returned to Ambato BUT there was a lot of traffic, and I decided listen to music all the way.

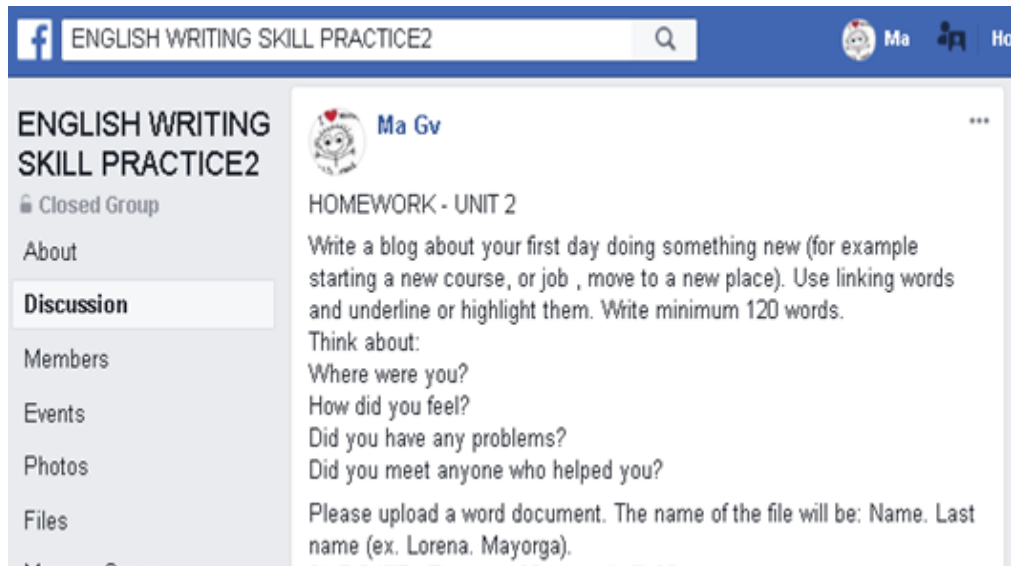


Like · Reply · 1w

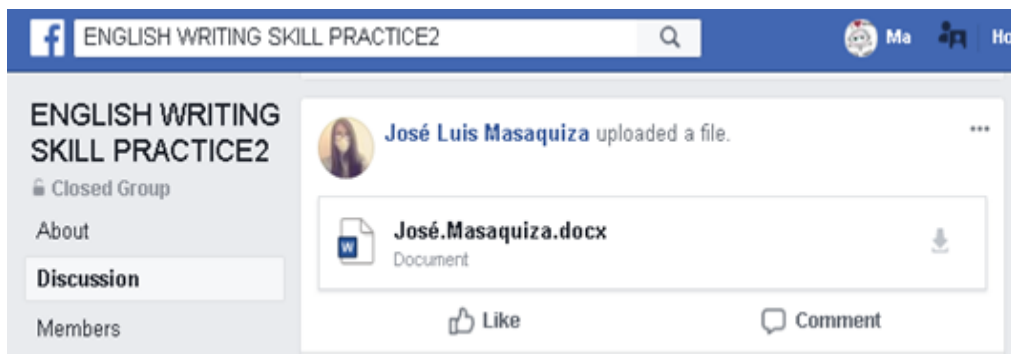
Ma Gv Very good job, Alexandra!!! 😊👍

C. FREE WRITING ACTIVITY

- **Teacher's instructions**



- **Student's answer**



- **Student's answer** (word document)

Welcome to the university!!



I was very fearful **when** I started to study at the local university. The first day I didn't find the course **and** I felt worried **but** I met with a friend **and** he helped me to find the correct faculty. **When** I entered to the course, it was full **and** I had to sit down at the back. The second day I arrived late, **so** I couldn't receive classes. I felt very bad **because** we didn't have a break, **but** some teachers gave us ten minutes to leave **and** buy some candies and cookies. The classes start at 7 o'clock **and** finish at 12 o'clock. I like my career **because** I would like to work in a radio station.

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