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**SOCIAL NETWORKS AS AN INTERACTIVE TOOL TO DEVELOP WRITING
SKILLS IN A1 HIGH SCHOOL STUDENTS**

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del título de Licenciado en Ciencias de la
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ABSTRACT

The research is based on a teaching-learning proposal using Social Networks to improve writing skills in High School students so they can get an A1 level of proficiency in the area. Students consider that repetitive writing of letters or descriptions is not the best way to practice writing, because they are not interested in the topics presented. Social networks, on the other hand, have become part of our students' lives and it is impossible to speak of young people without discussing the influence of these platforms in their lives. To do this research, have been compiled a lot of academic papers and proposals that show the advantages of having social networks as part of lesson plans; after this, several activities and lesson plans were created as the final product of the proposal. The results were positive and the importance benefits of social network to develop writing skills in students were proved the proposal was structure with activities used as main tool social networks.

KEYWORDS: SOCIAL NETWORKS, IMPROVE SKILLS WRITING, LESSON PLANS



RESUMEN

La investigación se basa en una propuesta de enseñanza-aprendizaje utilizando las redes sociales para mejorar las habilidades de escritura en los estudiantes de secundaria para que puedan conseguir un nivel A1 de competencia en la zona. Los estudiantes consideran que la escritura repetitiva de letras o descripciones no es la mejor manera de practicar la escritura, ya que no están interesados en los temas presentados. Las redes sociales, por otro lado, se han convertido en parte de la vida de nuestros estudiantes y es imposible hablar de los jóvenes sin discutir la influencia de estas plataformas en sus vidas. Para realizar esta investigación, se han recopilado una gran cantidad de trabajos académicos y propuestas que muestran las ventajas de tener las redes sociales como parte de los planes de clase; después de esto, varias actividades y planes de clase fueron creados como el producto final de la propuesta. Los resultados fueron positivos y los beneficios de importancia de la red social para desarrollar habilidades de escritura en los estudiantes. Se ha demostrado que la propuesta era estructura con actividades utilizadas como herramienta principal de las redes sociales.

PALABRAS CLAVES: REDES SOCIALES, MEJORAR HABILIDADES DE ESCRITURA, PLANES DE CLASE



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DEDICATORY

All this work is dedicated to God, for giving me the opportunity to live and be with me every step I take, to strengthen my heart and enlighten my mind and have put on my way to those who have been my support and companionship throughout the study period.

My mother Julia for having always supported by her advice, values, and constant motivation that allowed me to be a good person, but more than anything for her love.

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INTRODUCTION

Clay Shirky a researcher of organization processes says that “Our social tools are not an improvement to modern society; they are a challenge to it.” This research and proposal was created to help students improve their writing skills, to challenge them to learn English in a world in which this language is more and more necessary every day.

Writing is a productive skill which requires a good command of the English Language by students. Most of the students present a limitation at the moment of creating a piece of writing, so they see it as very difficult. Therefore, teachers should work on the process of writing and they need to know and use the suitable methodology to make this process an enjoyable activity with their students. Teachers can take advantage of the use of technology as a resource to help students to develop their skills in language learning, because there are several applications on the Internet such as social networks for writing activities.

On the other hand, the activities in Social Networks to learn English should be going hand in hand with students interests. “When writing about topics that are relevant to their needs and interests, students are apt to respond enthusiastically and work collaboratively to craft written work.” (Villas Boas, 2011). It means that when students feel motivated, they are willing to complete a writing task in an individual or collaborative form. Language learners using technology can produce really nice output with cheap tools available online, and motivational, pedagogical, and affective factors can be taken as significant arguments to make an effort. (Chartrand, 2012)



In this research and proposal, a lot of academic papers were reviewed and analyzed to get ideas about using social networks to improve writing skills. Therefore the lesson plans and the activities were created based on innovative and modern literary pieces to avoid common methodologies, strategies or activities. In some cases, basic activities are transformed and real challenges for students arise through the use of the possibilities given by the platforms. Writing postcards, descriptions, small reflections, opinions and more pieces of writing are exercised in different ways.

In the first chapter, the problem characterized the emphasis of students' problems with writing. In the second chapter a wide range of literary pieces about writing skills and social networks are discussed and contrasted. In chapter three, the methodology used for the research and proposal is characterized. Chapter IV is dedicated to describing and developing lesson plans and activities using social networks to develop writing skills. Finally, in the last chapter conclusions and recommendations state the advantages of this research and proposal and further investigations.



CHAPTER 1

RESEARCH PROBLEM

1.1 Statement of the problem

Regardless of the strategies used by teachers, students seem to have a limitation in the progress of writing, failing in orthography, grammar structures, rules, punctuation, coherence and cohesion. Students consider that repetitive writing of letters or descriptions is not the best way to practice writing, because they are not interested in the topics presented. Moreover, they are constantly using the book and the notebook for such activities and this is causing fatigue in the students.

Also, in the traditional approach the activities of writing are not based on students' needs and interests, and most of them are based on completing information in gaps, writing affirmative and negative sentences in the different tenses and responding to questions. Students remain unmotivated toward the writing process. But, if the writing process is focused on students' needs and interests, they will be motivated to write and the teaching of the writing process will be more dynamic in the classroom and outside the classroom.

Consequently, the following problem arises: How to motivate students to improve their writing skills without using traditional tools such as the book and the notebook? In order to solve this problem, the present research proposal focuses on Social Networks as an interactive tool that could motivate students to improve their writing skill. Besides, with the use of social networks, English



teachers from the high school institutes help to promote cooperative learning with challenging activities in a community of learners.

1.2 Research Question

What strategies using Social Networks should be developed to improve writing skills in High School students?

1.3 Delimitation of the investigation

The writing learning activities based on Social Networks will be developed for A1 students (according to the Common European Framework for Languages) in High School.

1.4 Objectives

General Objective:

To develop a strategy for improving writing skills in A1 High School students by using Social Networks as an interactive tool.

Specific Objectives:

To study the relationship between Social Networks and Education, in the global and local context.

To analyze the influence of Social Networks as an interactive tool for learning languages by using academic articles and specialized bibliography on the topic.

To design lesson plans and learning activities based on Social Networks to be applied in the English class.

1.5 Justification



The present research will be a pedagogical contribution for methodology in language teaching, especially of English as a Foreign Language (EFL). With the use of social networks as interactive tools on line the teacher encourages students for cooperative learning in writing and autonomous work. Mainly, Facebook and Twitter are the most familiar for learners; therefore writing activities can be created in order to let students to develop their creativity. This methodology used in the process of teaching and learning can be replicated in diverse academic spaces of discussion.

The direct beneficiaries of this study not only will be the students of high school institutes but also the teachers, so they will have an array of activities in order to encourage students to improve their writing skill. Additionally, through the use of these tools, learning is facilitated and students would reach the level of A1 according to the Common European Framework.

At present, in all high schools in Ecuador English is part of the educational curriculum and students should acquire a good command of English. But, this proposal can become complex to achieve especially the productive skills, because students use English only in the English class and then they are exposed to the native language. Hence, the use of social networks is an opportunity for students to be in touch with the target language, especially for writing activities outside of the classroom.



CHAPTER II

LITERATURE REVIEW

2.1. Antecedents

There are several academic papers that demonstrate the use of Social Network with EFL aims. Some of them explain how students feel motivated when they learn English through Facebook, Twitter, Skype and What Sapp. One of the studies carried out by Kikuchi y Otsuka (2007), state that they believe that blogging using Social Network Sites has the potential to cultivate students' motivation toward communication which could be damped in classrooms focusing mainly on oral communication.

Yunus, M. M., & Salehi, H. (2012) in their research "The effectiveness of Facebook groups on Teaching and Improving Writing: Students' perceptions" believe that Facebook (FB) and Facebook groups has the potential to improve students' writing skills by being the link between academic writing and outside communication, providing learners with an authentic and personalized context in which to aid their writing. This is because Facebook groups provide a space where ideas are posted in view of all, to be open to criticism as well as praise. By creating a closed group and letting the students know that this site is for writing purposes in English, they will feel motivated to chat about a specific topic with the others users in English.

Also, emails can help students to exchange ideas about a certain topic. For example, to ask students to describe their activities of the last weekend in a



paragraph between fifty or sixty words. The teacher has to make sure to give feedback to the learners with positive responses in order to motivate students, otherwise they would become unmotivated

Email gives students the opportunity to communicate in the target language with an audience (Fedderholdt, 2001; Fotos, 2005; Goer, 1999; O'Dowd & Ritter, 2006; Paira, 1999; Pennington, 2005; Warschauer, 1995) and offers students an environment low in stress, with few facing-threatening situations due to the asynchronous nature of the medium.

The asynchronous nature of the email can be a choice for students in order to reduce the anxiety of writing. Sometimes, learners feel ashamed because they make a lot of mistakes in spelling, use of vocabulary, coherence and cohesion. Therefore they prefer to share an email only with the teacher in order to avoid criticism of the rest of the learners. Consequently, it is necessary to create scaffolding in writing in order to help students to get confidence in their own capacity to demonstrate improvement.

When students get confidence in their writing skill, they can share opinions with the rest of students through social networks, therefore motivation is an important factor for the personal to achieve learning goals.

Gardner (1985) defines motivation in the language classroom as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. When the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism”



Others researchers also demonstrate that students are really excited about using Social Networks to learn English because they are already using them to do a lot of things (Khany & Manfared, 2011).

The research papers analyzed in this literature review allowed the researcher to see how students react positively to the use of this tool because it is something they are already using it in their daily lives, and in relation with socio-cultural theories, situated events. (Razak, Saeed, & Ahmad, 2013). Some interesting approaches developed the idea of working with Social Networks and smart cellphones with good results since students are in contact with their classmates all the time outside the classroom (Al Sherhi, 2011).

Summing up, research on Social Networks and how to use them for teaching EFL has shown that students become motivated to learn English. However, not all of them have data of the academic results.

2.2. Definition and purpose of social networks in language learning

Social networks are part of technology Web 2.0, one of the main features of this technology is that it allows users to share information with others as well as to create new information by themselves. Users are allowed to access certain Web Pages where the contents are shared by a community. Facebook, Twitter and What's app are applications of the Web 2.0, they promote collaborative work. With the use of the technology users have become more active, so they now interact all the time and also generate a lot information in several formats and environments. In this sense, some of the applications of the Web can be used for teaching and learning purposes, because most of young learners have a personal account in a social network.



Regarding the definition of social networks, they are systems which allow user to establish relations with other users. Also, it is defined as spaces of shared information, producing an interaction among different people. In these spaces, people can give and get opinions. According to Heaney and Israel (2008), the social network term refers to the web of social relationship that surround individuals. As it can be appreciated, it is a linkage between people for different purposes.

On the other hand, Mislove (2009) defines an online social network to be a system where (a) users are first class entities with a semi-public profile, (b) users can create explicit links to other users or content items, and (c) users can navigate the social network by browsing the links and profiles of other users.

Education needs the link of learning with the use of the technology, because of recent scientific and technological advances. In this sense, social networks are an alternative to innovate the teaching process of English as a Foreign Language (EFL). Young learners are interested in the use of the new technology, so teachers can implement into their programs new ways of learning using the social networks. For example, the teacher and his or her students can create a closed community on Facebook with the purpose of learning English by chatting in English, posting photos for commenting and making and watching videos. This is really useful in terms of motivation because teachers can mix the traditional way of learning with the new use of the technology in and out of the classroom. Actually, Facebook is an online environment for learning English and it can be adapted in the classroom. Currently, this social network has over 800 million users all over the world, so it



means that most of the students in high schools have an account. Twitter has 200 million. What's app which is mobile instant messaging, allows users to share data and photos with others.

Social networks have acquired a notable importance in a way of communication in recent years. Many people use social networks to keep in touch virtually with their friends and relatives in any part of the world for free. Therefore, social networks have become popular especially with young adults and teenagers, so they spend a considerable amount of time chatting with others.

Concerning part B, online social networks are used to keeping and strengthening existing social connections, or make new social attachments. This option allows adding friends on the user's list, increasing the numbers of friends with whom to interact. However, this might result in consuming too much time, but people dedicate time to be in touch with their relatives, educational peers and generally with friends.

Also, an interesting issue is that social networks allow each member to upload her own content, such as photos, videos, opinions and to write messages. This could become an opportunity for learning foreign languages, because teachers can help students interact using the target language in writing activities focused in reality. Also, chatting with each other helps to promote cooperative learning at the moment of working with writing projects.

Finally, referring to the last part of the social network definition, navigation is another interesting aspect which impacts people's attention, because the user can appreciate the different content of other users by



browsing the links. It is necessary to clarify that not all the social networks have the same features; it means that they differ from each other even in the connection. Therefore, the content shared often varies from site to site. Also, social networks focus primarily on communicating with people who are already a part of their extended social network and not with strangers.

2.3. A brief history of social networks

The World Wide Web (commonly known as the web) is not synonymous with the internet but is the most prominent part of the internet that can be defined as a techno-social system to interact humans based on technological networks. The notion of the techno-social system refers to a system that enhances human cognition, communication, and co-operation; cognition is the necessary prerequisite to communicate and the precondition to co-operate. In other words, co-operation needs communication and communication needs cognition. Aghaei, S., Nematbakhsh, M. A., & Farsani, H. K. (2012).

Basically, it was necessary to carry out researching the transmission of data for communication purposes among a group of users. The Web is the largest transformable-information construct and its idea was introduced by Tim Burners-Lee in 1989. We realize that the application of knowledge is essential to develop technology in any field. The first generation of a web was the Web 1.0 known as a static web which was only for reading information not for sharing it. In fact, reading also demands the cognition ability as well as creating any software.

Following there is a brief explanation about certain social networks which belong to the Web 1.0. According to Kumar, KarthikChandran, ArunKumar and



Karnavel (2013), the first recognizable social network site was launched in 1997. SixDegrees.com allowed users to create profiles, list their friends and, beginning in 1998, surf the Friends lists. Despite the limitations they had at the beginning, it was an opportunity for other creators to improve the connections and service.

One of the limitations of SixDegrees.com was that interaction was vertical at first, it meant that users had trouble interacting with other users to exchange messages. Only this site allowed the user to post information and other surfers could appreciate it but not give an opinion. Additionally, the list of friends was not visible for others. However, creators did not give up and they tried to innovate the service.

Then another site called Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated. However, this network did not allow users to create links to other users. After several attempts to improve the service, the creators of SixDegrees.com were the first to help people connect with and send messages to others. Despite the fact that SixDegrees attracted millions of users, it failed to become a sustainable business and in 2000, the service closed.

Some authors explain that users of SixDegrees.com complained about the service, because the protocol after accepting a friend request, which was time consuming. As it sometimes happens the beginning of a new technology requires time to analyze its benefits and weaknesses, then it is possible to make a decision for improvement or change. Besides, in that time people were not used to meeting other people virtually.



For example, AsianAvenue, BlackPlanet, and MiGente allowed users to create personal, professional, and dating profiles and users at least could identify friends on their personal profiles without seeking approval for those connections. It was an important advance of social networks, because users finally could watch on screen images from their friends. This aspect had an impact in the acceptance of people for social networks, because it gained confidence at the moment that users identified their friends on line.

But, the technology which caused a revolution in communication using social networks was the Web 2.0, because it is not an only-read web. It allows users to share different type of information such as text, images and voice in synchronic and asynchrony way. Web 2.0 was defined by Dale Dougherty in 2004 as a read-write web [7]. The technologies of web 2.0 allow assembling and managing large global crowds with common interests in social interactions. Aghaei, S., Nematbakhsh, M. A., & Farsani, H. K. (2012).

This technology allows users to have more interaction with less control as Web 1.0 through several applications such as Facebook, Twitter, Skype, WhatsApp and Instagram.

2.4. Educational use of social networks in language learning

Using the social networks in the educational curriculum as strategy for learning is an alternative to move from the traditional teaching to the learning based on the student. The communicative capacity provided by social networks lets students be an active person in the process of communication. Many students already know how to manage the tools of social networks, especially of



Facebook, Twitter, Messenger and Skype, therefore it is possible to adapt their uses for learning purposes of a language, because young learners already know how they work.

The challenge for English teachers is to know how to use efficiently the social networks in order to let students develop their skills such as listening, speaking, reading and writing. At present, English teachers also need to know about the use of the educational technology and how its resources can be applied to the students in order to facilitate cooperative learning and autonomous work. However, before establishing any resource from social networks for the teaching and learning process it is necessary to set up the learning objective in a way that will actually help the student improve.

Regarding the pedagogical use of the social networks in particular it is recommended that English teachers work academically with Facebook, Twitter, WhatsApp and Skype, because they are the most common sites from the Web 2.0 and many young learners from high schools use it. Basically, the design of activities depends on the teacher in relation to learning objectives. However, the following directions will help teachers have a clear idea of the pedagogical use.

Institutional use of social networks with the purpose of exchanging information and the creation of communities or groups in the high schools for first, second and third level of high school improves students' language skills. Here, English teachers can share with each other their experiences in teaching useful and resources for the use of English. On the other hand, students have the opportunity to get the published information and to participate with an opinion. For example, by publishing through Facebook relevant information of



the institution, notices about holidays, sport events and academic news, students feel a sense of belonging to a institutional community.

Social networks for learning of English allows students to perform specific academic activities in order to develop skills such as listening, speaking, reading and writing. For example, by posting a video on Twitter students have the opportunity to listen and then make a short comment on it. For speaking we can use the application of WhatsApp where students can talk and explain something.

Tutorials for learning problems of English is the purpose of this strategy using social networks which help students solve doubts or difficulties and curb doubts they have in the use of grammar in context, vocabulary, pronunciation, writing strategies, oral production and listening. Short academic news let teachers publish activities for learners such as deadlines for the delivery of homework, projects and tasks as well as for exams and tests.

Collaborative learning allows students to work together in small groups to explore a significant question or create a meaningful project. In structured writing activities using social networks students actively participate by commenting about a certain topic, photos and videos.

2.5. Why social networks in EFL?

Nowadays, many high schools in Ecuador have equipped their classrooms with computers, internet service and mobile devices, thus enabling teachers to use the technological resources for teaching and learning purposes. Also, most of the time students already use these tools. Consequently, some



educational institutions have adapted into their lesson plans the use of social networks. Besides, educational authorities and teachers have regular training about the use of technology in education; therefore they are aware of the need of digital tools to contribute learning.

The advantages of implementing the Web into the learning process and the use of social networks are multiple since they help teachers to arrange tasks, quizzes, homework, collaborative work, interaction, listening activities, writing activities and reading comprehension. As we can see, these tools develop students' skill for the target language.

Another advantage of social networks sites is they can be accessed easily for students and teachers; most of them are free of charge. For example, Facebook, Twitter, Skype, WhatsApp and Instagram are free, the only requirement is that learners need to create an account by filling in a profile. Viewed from the point of motivation, these technological tools also encourage students to learn English, because the traditional way of learning is blended with the use of technology. For instance, by watching a video of his or her favorite English singer the learner practices listening at home and in the classroom he or she solves listening tasks. Remember that the teacher is the facilitator in the classroom so he or she has to create the opportunities to let students use English in and out the classrooms.

According to Yunus, M. M., & Salehi, H. (2012), Facebook (FB) facilitates mass participation from its users. This worldwide sharing of FB is designed in a way that providing information and content is done collaboratively and in innovative ways which are in no way possible for any one single person. In fact,



it is a platform in which learners are able to interact and value the benefits of collaborative learning. Basically, with the teacher's support students will have the chance to practice speech and writing and even they can record their pieces of writing before sharing it with the rest of the online community. Next, the reader will appreciate the most common social networks which are recommended for the development of the writing skill.

2.6. The most recommendable social network sites for learning English

Facebook

This is the most successful network site at present. It has millions of users and it is an enticing way for students to form an online community (Chartrand, 2010). Basically, this site has a lot of users because it is free and the registration is really easy. Consequently students from high schools are attracted to this interaction and want to be part of these users in order to share common information with the rest of the users. Boyd and Ellison (2007), state Facebook is an online communication tool allowing users to construct a public or private profile in order to connect and interact with people who are part of their extended social network. It is recommendable for teacher to establish rules for the learning process in order to avoid the possibility of privacy infringement as students get more confidence in their development of writing ability as well as they become more skilled to talk about a personal life online.

Teachers can create Course Facebook Pages with a name for their students. Once the page has been created, it is necessary to send an invitation to students in order to attach them to the Web site. It is recommend to create a Facebook page for each level in order to avoid many students in a group. This



helps teachers save time, to interact with the learner as well as to check students' activities and give them feedback online. In order to illustrate this we can see "American English at State" which is a Facebook page created for learning English. Here, users can follow the site and see some pictures as well as tips for learning vocabulary, idioms and expressions.

Concerning the learning activities teachers have the responsibility of adapting Facebook tasks in the lesson plans in order for students to have the chance of using the English language. One way of starting with the use of the vocabulary is setting the language of Facebook from Spanish to English and practicing its functions. It is really useful because students get used to reading the options in English, such as find a friend, add a friend, update information, home and others.

Facebook also has the option of uploading photos taken with a digital camera from reality or using a photo from Google. This is a great resource to work with writing, because students have the chance to describe the features of a picture or to give an opinion about the elements in it. Additionally, pictures on Facebook allow students to produce orally and they can describe their own reality and the reality of others students in the classroom. The teacher can upload a different photo depending on the topic of the class to let students interact in the class.

The chat is another option of Facebook for writing, but the teachers have to establish an interesting question or topic to elicit students' opinions. The rule for the group is to write no more than thirty or forty words in their chats, otherwise it is complicated for teachers to assess what students produce. Also,



chats have the options of attaching stickers as rewards for learners as motivation.

Facebook also allows uploading videos from YouTube or recorded videos made by students with their smartphones or tablets. With the instructions made by the teachers learners can improve their listening comprehension. YouTube has plenty of educational videos for English learning and they can be used with Facebook for academic activities.

Twitter

Twitter is described as a social networking and microblogging service that users like to use for short messages of 140 characters in length (Tweeter.net, 2011). The short format is a unique way of communicating that has captivated the creative minds of millions of users and it is an interesting method for students to keep in touch with each other as well as with the teacher. One possible lesson may start with a teacher telling a story to the learners. Then, the teacher instructs the students to continue the story. Another idea for the teacher is to ask trivia questions, and students attempt to answer them in class (ESL Dayly, 2011).

Skype

Skype is part of the social networks that lets users to speak to, see and instant message other people who also have Skype accounts wherever they are in the global village. This application is free and a person can download it easily from the Internet to the personal computer, smart phone or tablet. According to Fraser (2013), hundreds of millions of people are already using Skype; many



people use it to stay in touch with family and friends. There's something special about seeing a face on a Skype video call and it can be cheaper than making a phone call.

For writing purposes Skype has the option of chat. What the teacher needs is to add students to the chat and to create an activity for writing based on the lesson's objective. For example, by posting the link of a video related to the pros and cons of the use smart phones in the classrooms, the teacher can create a writing debate online. This activity allows students to defend their ideas or give opinions for others' ideas.

Also, Skype has the setting of changing the language from Spanish to English and vice versa. It gives students the chance to use language in a real environment. Another idea that can work well when preparing the lesson could include asking your class to come up with questions, and letting them choose which to ask. Learners can also prepare presentations on the areas they know will be covered in the lesson. Using Skype for listening and writing as a learning strategy is useful because, on the Internet there are many sites with podcasts for listening from the beginning level until advanced. Teachers can assign listening activities to complete with a writing assignment. Nearly all these activities involve students in the learning process to develop the writing skill.

Instagram

Instagram is a popular photo-sharing application for smartphones. It's free of charge and the user needs only Internet service. In comparison with other social networks, Instagram is relatively simple. It is focused exclusively on sharing photos with friends. A lot of people especially adolescents use this



social networks today because they enjoy sharing real pictures taken from their lives such family, food, sports and traveling. Also, it allows writing a short description under the image to explain the activity that people are doing.

From the point of view of pedagogy Instagram can be used in the classroom for learning purposes. Teachers can adapt it for writing activities and students can enjoy learning how to write. For example, it is a good idea to create art projects such as taking photos of each step of a cooking recipe and then describe the process.

YouTube

YouTube is a website where users can upload and share videos. It allows hosting a variety of clips from movies, advertisements, TV programs, science, education and musical videos. Therefore it is very popular on the World Wide Web and a lot of people access to the videos for learning purposes and fun. The YouTube site contains a large body of material created and posted by people all over the world, communicating their ideas and beliefs, and allows for interaction with others through the commenting feature Watkins and Wilkins (2011).

Regarding the pedagogical use of YouTube in the classroom, English teachers can take advantage of videos as visual material for learning the target language. In this sense, using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development. Even reading



and writing activities can be structured around YouTube videos Watkins, J., & Wilkins, M. (2011).

Because there are plenty of videos that YouTube offers they can be used as motivational materials to encourage learners to produce in English. The link of the videos can be attached to Facebook, Twitter, Skype and Messenger for learning purposes. This is an opportunity to bring students to English as a target language. YouTube can be used in the EFL classrooms to motivate students to watch short videos in the English language. For example, students can see a video about rap, then the teacher asks them to write their opinions of the content, or they can compare two videos with regard to music genres. As we can see, it depends on the teachers' strategies to create opportunities for students using YouTube as supplementary material.

2.7. Level of domain about the use of social networks

Basically, it is necessary to determine the level of domain in relation to social networks by students and teachers regarding the development of the writing skill. In the report of UNESCO of the International Commission about education for the XXI century, Delors (1996) states the four pillars of knowledge for every person during his or her educational life.

1. To learn to know: to acquire tools for comprehension.
2. To learn to do: in order influence a real environment.
3. To learn to live together: to participate and cooperate with others in every human activity.
4. To learn to be: a mental process which gathers these three aspects.



Learning to know provides the cognitive tools to better comprehend the process of writing in order to describe new things of the world. Nowadays, to access the information from the Internet is really easy, so students can learn aspects of the English language every day. Learning to do requires learners to achieve the skills for solving problem in the writing process. To organize a complex sentence, compose a paragraph with coherence and cohesion is part of solving the problem. Therefore, it is necessary to provide students the tools for the writing process. Learning to live together will allow students to work in teams in the classroom with respect, because the school is a social institution. Finally, learning to be implies to strengthening students' capability in order to allow them to make their own responsible decisions, develop their autonomy and self-esteem. Motivation is part of the personality, therefore, it plays an important role in learning English as a foreign language.

2.8. Writing skill

Basically, teachers tend to refer to the way people learn a new language in terms of four skills: reading, writing, speaking and listening. Receptive skills are reading and listening because students don't need to produce language to do these, they receive and understand it, while speaking and writing are considered productive skills. The term for speaking and writing skills where students actually have to produce language themselves is the goal, Harmer (2012).

Harmer also explains four tools for teaching writing to students of English as a foreign language. "They are reinforcement, language development, learning style and writing as a skill. Reinforcement: some students acquire



languages in an oral /aural way; others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

Language development: the process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

Learning style: some students are quick at acquiring language just by looking and listening. Others may take a longer time producing language in a slower way, thus making writing appropriate for those learners.

Writing as a skill: the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing's conventions.

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary, Williams and Wright (1999).

It is said that writing is the most complex skill to be developed. For all people it is easier to speak, but when they have to write a paragraph or complex



sentences it could result in difficulty to linking the ideas, thoughts, feelings and needs. Nowadays most information is produced in a written way. For example, newspapers, books, academic articles, novels, magazines and journals are all written communication.

Therefore, the teaching of writing has gained a great importance in the recent years with the arrival of new forms of fast written communication. Technological advances with the use of the Internet have contributed to new ways of sending information. For example, now people can send an e-mail in few seconds, but in the past it took much more time to send a letter through the post office.

2.9. Cooperative learning through social networks

Concerning cooperative learning, Li and Lam (2005) state that it is a student-centered, instructor facilitated strategy in which a small group of students is responsible for its own learning and the learning of all group members. Basically, the role of the teacher is to facilitate the process with certain activities to work together. Consequently, students can interact with each other in the same group.

The social networks offer several options to develop the writing skill. For example, Facebook provides an option called a comment; here it is possible to practice writing giving an opinion about a subject matter sequentially. Besides, it allows the user to attach a photo or video where users can write a description of the content. It is necessary to have the guidance and instruction of the teacher if the purpose is the development of writing skills.



Likewise, Koutselini (2009) defines cooperative learning as the teaching and learning situation that ensures coherence and positive interdependence among members of small groups and results in learning for each member of the group. Also, Nagel (2008) reports that cooperative learning is an effective strategy that promotes a variety of positive, cognitive, affective, and social outcomes.

2.10. The writing process

Written systems have been designed to represent the spoken words of any language. It is through individual words that are put together in sentences or phrases and they make sense when communicating something. In this sense, we consider that knowledge of structure and rules is necessary when students learn a foreign language, because generative grammar allows learners to produce language that others speakers can understand.

We can say that writing involves communicating a message. To write, we need a message and someone with whom we wish to communicate. We also need be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message, Spratt, Pulverness and Williams (2005).

Writing involves several subskills. Some of these are related to accuracy, i.e. using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining



sentences correctly and using paragraphs correctly, Spratt, Pulverness and Williams (2005).

2.11. Some implications for teaching the process of writing

Teachers have to take into account some considerations for teaching writing. In this sense the type of writing will depend on students` age, interests and level. Teachers can get beginners to write simple poems, simple and complex sentences. When elementary students are assigned a writing tasks the teacher makes sure they have or can get enough language in order to reduce the level of anxiety. Basically, beginners can write a simple story, but they are not equipped to create a complex narrative. The role of the teacher as a facilitator is really important in this process to encourage learners to acquire the strategies for writing. With beginners it is a good idea to start the writing process in a number of common everyday styles using the social networks such as Facebook, Twitter, Skype and Instagram.

This will include the use of Facebook to upload photos or pictures in order to create postcards for a classmate or a fiend. Another style can be to send a letter to the teacher or classmate using an email. Completing a work application online is a good strategy to practice vocabulary; with this task learners have the opportunity to acquire new words and phrases. The teacher also needs to be a diagnostician in order to discover learning styles from students. It will help to prepare the activities on the lesson plan for every session.

Another factor which can determine our choice of writing activities using the social networks is the students` interests. All high school students are young



learners, so they really like to talk about music, fashion, technology, TV programs, parties, vacations, leisure and future desires. As we can see teachers have enough opportunities to explore student`s minds in writing.

Finally, the level of the students English is an aspect that must be considered in teaching writing. So the writing activities must be design according to the grammar and vocabulary from the books used in high schools. The reason is due to the fact that most of the students are beginners and the next level they have to reach is pre-intermediate, according to Common European Framework of Reference (CEFR). In this sense the activities and assessment must be designed based on students' level.

2.12. Writing skill according to Common European Framework (CEF)

Before it was mentioned that the level of the class is an important factor to teach the writing process, therefore Common European Framework (CEF) has been used as a reference in the present research. It is well known by English teachers that according to CEF there are six standardized levels: A1, A2, B1, B2, C1, and C2. In this categorization we can find that A1 and A2 belongs to the Basic User; B1 and B2 to the Independent User, and C1 and C2 to Proficient User.

The current project aims to work with the A1 level, taking into account the sub-skills of writing. This standardization or reference allows teachers to be sure of what they want to achieve with students. Besides, it provides guidance in the process of teaching and learning, because teachers are certain about what to do at the A1 level. Teachers also need to know how to select relevant



topics from textbooks or from the real world in order to design writing activities that will benefit the student.

Students need to know their progress in the writing process, so one of the responsibilities of the teacher is to inform students of their achievements as well as their weaknesses and provide feedback while avoiding a negative critique. For example, talking about the use of everyday expressions, the teacher might send an invitation through an email for students to participate in an academic event. When students confirm their attendance they should use everyday expressions. The teacher can then check their progress and convey the results.

A1. Basic User. Characteristics for Writing

Regarding this level, students are supposed to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They also can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Besides, they can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Cohesion and Coherence

Specifically, cohesion refers to the grammatical and lexical elements on the surface which can form connections between parts of the text. On the other hand, coherence resides not in the text, but is the outcome of a dialogue between a text and its listener or reader Tanskanen (2006). For example,



conjunctions are part of cohesion. I want to go to the party, but I have to study for my exam.

Coherence is mostly used with formal writing, so it means the connection of ideas at the idea level, developing and supporting written arguments (e.g. thesis statement development), synthesizing and integrating ideas as well as organizing and clarifying ideas. However, it can be used in informal writing too, but with a limitation, because informal writing is a personal point of view. In addition, the A1 level student can link words or groups of words with very basic linear connectors like 'and' or 'then'. For example, my father and I get together on weekends.

Orthographic Control

A1 level learners can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Also they can spell his/her address, nationality and other personal details. This is a good chance to make them practice.

A1. Self-assessment Grid

The student can write a short, simple postcard, sending holiday greetings. He can fill in forms with personal details, entering my name, nationality and address on a hotel registration form.

CEF Level WRITING (Student's self-assessment statements)



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A1 I can write simple notes to friends.

A1 I can describe where I live.

A1 I can fill in forms with personal details.

A1 I can write simple isolated phrases and sentences.

A1 I can write a short simple postcard.

A1 I can write short letters and messages with the help of a dictionary.

(St. Gilles International, 2014)



CHAPTER III

METHODOLOGY

3.1 Type of Research

The methodology has a qualitative, descriptive and analytical approach, since it is considered the main characteristic of the functioning of Social Network in the educational context. The data will be discussed by contrasting different opinions and empiric researches from academic papers and specialized bibliography.

3.2. Data Collection Techniques

Bibliographic and Internet resources will be useful to find researchers and academic papers about the topic. The information will be organized by using instruments like bibliographic records.

3.3. Resources

Material resources

- Computers
- Internet Access
- Photocopies
- Paper



3.4. Economic Resources

Item	Price (Dollars)
Computer	800
Internet Access	100
Printer	150
Photocopies	40
Paper	20
Extras	100
TOTAL	1210

3.5. Data Process and Analysis

Bibliographic and Internet resources

20 Lesson Plans will be elaborated following the A1 student characteristics

Validation of the lesson plans with experts and education professionals



3.6. Chronogram

ACTIVITIES	Month 1				Month 2				Month 3				Month 4					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
	1. Review and approval of the topic by the tutor	█																
2. Construction of the stamen of the problem, justification and objectives			█															
3. Analysis of the relevant information for the literature review				█														
4. First draft of the literature review						█												
5. Second draft of the literature review							█											
6. Construction of methodology and resources									█									
7. Data process and analysis										█								
8. Presentation of the first draft														█				



CHAPTER IV

LESSON PLANS BASED ON SOCIAL NETWORKS

METHODOLOGICAL PROPOSAL USING FACEBOOK, TWITTER, INSTAGRAM, SKYPE AND WHATSAPP AS SOCIAL NETWORKS TOOL TO DEVELOP WRITING SKILLS IN A1 HIGH SCHOOL STUDENTS

4.1. Presentation

Name of the proposal: Facebook, Twitter, Skype, Instagram and WhatsApp as interactive tools to develop writing skills in A1 High School Students

Description

The current methodological proposal is a systematic and instructional design process which incorporates the use of social networks as a treatment project. This proposal answers the problem encountered at the beginning, after of reviewing the different theoretical contributions of previous researches.

Methodology: Stern's (1983) concept of Methodology can be identified with design, according to Richards and Rodgers (1986). It involves content, objectives, materials, procedures and assessment—under the acronym of C.O.M.P.A.-. Together with organization, it constitutes the practical level of the general model for second language teaching (Stern, 1983: 44). Therefore, the methodology of this methodological proposal will include the above components.

On the other hand this project also includes the following elements: analysis, design, development, implementation of the proposal.

1. Analysis



2. Design
3. Development
4. Implementation

The process of curriculum development and syllabus design in language teaching usually involve assessing the needs of learner in a language program, developing objectives and results, planning a syllabus, selecting teaching approaches and materials, and deciding on assessment procedures and criteria, Richards (2002).

4.2. Curriculum elements to make a methodological proposal

The curriculum planning is a plan that rules and leads explicitly a determined process of teaching and learning in an educational institution, in this case the curriculum planning for teaching English as a foreign language. According to Richards (2013), the term curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved.

The curriculum outlines the sequence and contents of the language program and, how the language learning process has to be organized and carry out. It is also a design which creates the opportunities for learners to experience by using the target language for communication. In fact, the curriculum design is made up of six elements than are linked each other: Needs assessment, the



objectives, the contents, the methodology, the sequence, the resources and assessment.

4.3. Needs assessment

It provides useful information to the teacher by applying a diagnostic instrument to the students, where they will write down their expectations and interests about the instructional program of learning English. It is preferable to apply a questionnaire at the beginning of the teaching program, so students indicate what they already know and what they want to learn by checking the appropriate columns or box. It is recommendable to build up a questionnaire according to the student's reality and level of writing, so the teacher has to adjust it. Regarding the use of social networks the needs analysis will let the teacher to how many students have Internet access at home and how much time they spend using it. Also, it is necessary to know the number of students who often bring smart phones to classes. Additionally, it is necessary to know the number of learners who use Facebook, Twitter, Instagram, Skype and WhatsApp and for what purpose, such as making friends, gossiping, posting photos, uploading videos, chatting with relatives and video calls. All these details will contribute to design the writing activities in EFL classrooms of High Schools.

The needs assessment process focuses and builds on learners' accomplishments and abilities rather than deficits, allowing learners to articulate and display what they already know (Holt & Van Duzer, 2000).

4.4. Objectives and outcomes of learning



The learning objectives are specific statements which describe what students will be expected to learn by the end of a course, unit lesson or project. In this sense, objectives allow teachers to organize the teaching process towards the achievement of learning on students' side. They help to avoid improvisation of teaching in the classroom, because the rest of the elements of the curriculum are organized according to learning objectives.

Objectives also refer to learning outcomes which determine if a learner can perform something at the end of a lesson. Watson (2002) defines a learning outcome as being something that students can do now that they could not do previously. Referring the writing skill as a productive skill where non-native English learners have to demonstrate what they can write in English language, basically taking into account the level they are.

Additionally, by socializing the learning objectives to the students in each session, it will help them to guide their study towards learning achievement. In fact, learning objectives allow to learners to organize their learning activities. To sum up learning objectives are more general indicators and learning outcomes are specific indicators of performing.

4.5. Contents

The contents in the current teaching program for writing activities have been determined according to A1 level of the Common European Framework of Reference. Therefore, it was necessary to design a syllabus where the main topics are established. On the other hand, lesson plans also have been designed in order to see how to use the social networks for writing skills.



4.6. Procedure

Even though, writing lessons have tremendous variation, it is recommendable for teachers to take into account a general set of guidelines for planning suggested by Brown (2001).

a. An opening statement or an activity as a warm-up. This procedure can begin with a brainstorming of the vocabulary according to the topic using pictures in order to encourage students to interpret the meaning. Next, learners have the general idea of what they are going to write.

b. A set of activities or techniques in which you have considered appropriate proportions of time for whole class work, small group and pair work, teacher's speaking-writing and students speaking-writing. Once, the teacher has illustrated how to use vocabulary, grammar and linking words, the next pace is to create a piece of writing in English. A good idea can be to start writing simple sentences. Next, writing complex sentences. Then, combining simple and complex sentences and finally to write paragraphs.

c. Closure. After to work in the process of writing students already know how to create pieces of writing, so the teacher could ask them to describe a picture of short video posted in the mentioned social networks, such as Facebook, Twitter, Instagram, Skype or WhatsApp.

4.7. Sequence

It refers to the meaningful selection and organization of contents, activities and skills, taking into account the time in the program. For example, in order to know the present progressive students have to know previously the simple present



tense, therefore the stages of a lesson have to hang together. Regarding the writing skill as a process basically it requires a sequence of its stages, starting from the simple to the complex activities. Students need to know during a lesson, when one stage has finished and another is about to begin.

4.8. Resources

The resources become in the didactic materials used by the teacher during the whole process or teaching and learning. They help to achieve the proposed objectives and a meaningful learning in the teaching program. Also, the resources contribute as a stimulus to motivate students to participate actively in the learning activities, so learners will have the chance to experience what they learn. In the current project the following social networks: Facebook, Twitter, Skype, Instagram and WhatsApp have been adapted as teaching and learning resources for the development of the writing skills.

4.8. Assessment

Evaluation must take place at all stages of the curriculum planning and implementation and involves all participants Richards (2001). The main purpose of evaluation is to prove if previous learning objectives have been achieved in the writing process. With the gathered information provided by evaluation the teacher can realize the strengths and weakness of learners toward writing in English. Then he or she can make decisions to correct the methodology, to improve the activities and to give students feedback.

4.9. Proposed activities



Suggestions for using Facebook for writing Activities

First of all, it is necessary that the teacher has a technological knowledge not only of Facebook, but also the rest of social networks and its applications for teaching writing of English as foreign language. In this sense, the tutor can take advantage of each option that Facebook offers. Needs analysis lets the teacher to know that everybody has a Facebook account. Once all the learners have an account the teacher can create a Facebook page and specify a name to the page. Next, the tutor has to select the option to create a close group in order to have privacy for writing purpose and assign a name to the group. Then, the teacher has to add the list of the students or make an invitation. These recommendations are necessary, because the teacher is the only person who can control and manage the Facebook group for the planned activities of writing.

Facebook has the following options which can be adapted for interactive writing:

Messenger online

Messenger works as a chat online where the user can write small messages to other users in the close group. However, it can be used in several ways for writing depending on the objective of the class, the topic for writing and the level of English. For example, after practicing how to introduce someone when students meet a new person, it is a good idea to practice online by writing the common expressions of introducing. Another idea could be, the tutor asks learner to support or disagree about the phrase: Cats are better pets than dogs. Why or why not?



Teenagers always like to talk about music, fashion, technology, leisure time, etc. So, teachers can take advantage of these likes of learners. As you can see the activities should be adapted according to the student's interests or needs.



Image 1. Chats online.

Posting photos on Facebook Facebook has the option of posting pictures and videos in its homepage. The photos can be uploaded from your computer, smartphone, webcam or tablet. The user can create and share individual photos or whole albums. This is an opportunity to explore student's mind for writing in English, because they always like upload photos from their reality. As it was mentioned previously, the teacher has to plan all the activities for writing. Also, students can take pictures from their setting and to describe them.



Image 2. Photos uploaded by a student with the description.

Posting videos from YouTube on Facebook

At present most people are familiar with YouTube and it is the one of the most popular website. Frequently we can see that users upload short videos from YouTube to Facebook, because it is part of their entertainment and it is really easy to do. Sometimes, some users create their own videos taken from their reality and upload them to Facebook. As we can see there are enough opportunities for teachers and learners to use videos for writing purposes. On YouTube we can find videos in almost any topic such as music, movies, documentary and news. Teachers can use videos from YouTube on Facebook in several ways. For example, listen and write relevant information, see and write opinions, see and make a description of the video. Authentic writing occurs for a communicative purpose, because the writer usually has the intention of communicating something.

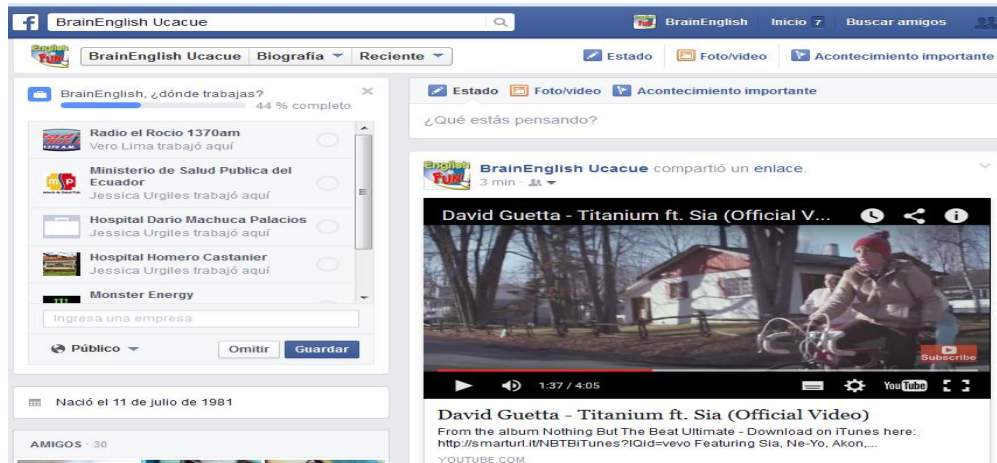


Image 3. A musical video took from YouTube and posted on Facebook.

Use of Twitter as a tool for writing in English

It is said that writing is an activity to extend ideas, thoughts and feeling of a person which is necessarily expressed in a written cycle. We can say that writing is a productive activity to communicate ideas to the readers in order to make them understand. However, writing is not easy as people guess, because it demands of a lot of training and time in order to learn vocabulary, grammar, punctuation, spelling and structures.

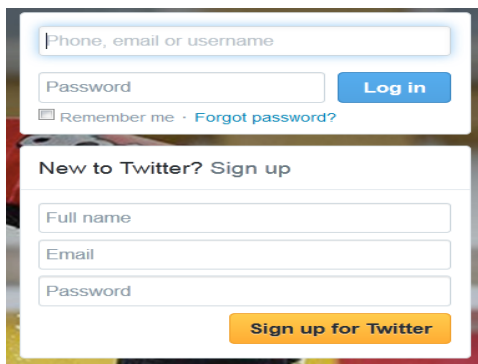
Twitter is as kind of micro blogging system that provides the users to write short messages on 140 called tweets. It becomes one of the famous social media which is loved by people with all ages over the world Ilonasbonia and Rozani (2009). In case any user wants to write more sentences he or she has to write a new twitter.

Twitter is used a site to share hobbies, like/dislike, news, activities, joke and any other general conversations. By using this tool students can practice writing in a fun way. They will express their ideas in simple sentences that have limited 140



characters. Besides, they will feel motivated by writing simple sentences about a certain topic planned previously for writing purpose. Because of the small length of sentences readers will not feel bored when they have to read the message. The tutor has to follow the next steps in order to use twitter to develop writing skill of learners:

- a. First, create an account and ask learners to create their own accounts, using an email to register.



- b. Next, define your community by adding up your student list and ask them to follow you and each other in the community in order to see the tweets created by everyone you follow as you can see in the following image.

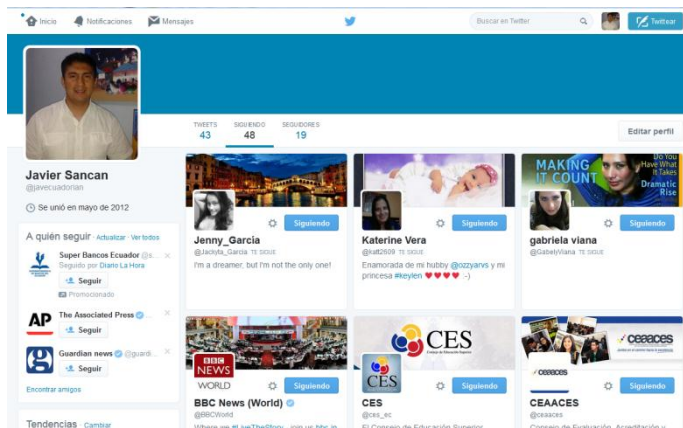


Image 4. Twitter followers.



- c. Then, you the tutor can design activities such as giving instructions for homework through twitter and students have to reply asking for help to the teacher. Another idea could be to post a video and students have to give their opinions using one or two tweets. Videos and pictures also can be uploaded to twitter in order to plan tasks for creative writing. Remember that twitter also has the option of sending a private message; here the teacher can use it to give feedback to students when he or she reviews a tasks or written assignment.
- d. Finally, apply the writing activities with learners and have fun with writing activities.

The *trending topic* is being popular and talked by many people in the same time. It usually brings topic about scandals, news, science, opinion and culture. Here teacher and students can practice English writing by giving an opinion.

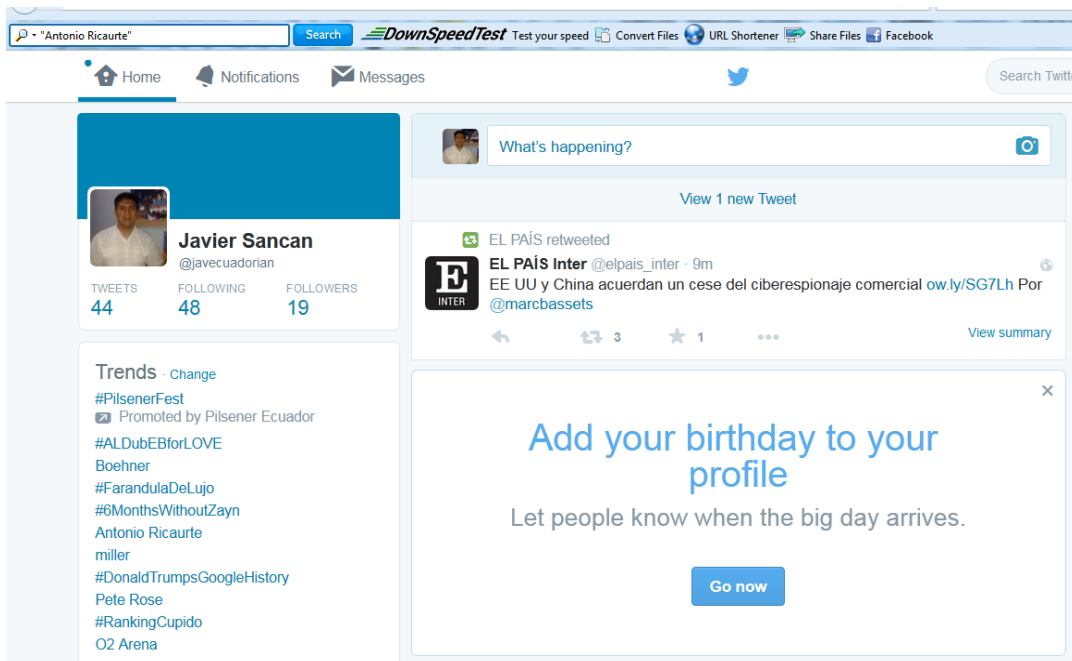




Image 5. Trending topic.

Remember that preparation or workshop about the use of twitter is necessary to practice with students, before and assignment otherwise learners will feel frustrated and demotivated with the activities.

Instagram in EFL classroom



Instagram logo

Actually, Instagram is a mobile application which allows its users to share photos instantly and 15-second videos with the rest of their followers. This application also allows writing comments and captions to the videos. An interesting issue is that the user has the chance of deleting portions of the video and it is not necessary to record again. Finally, users have the option to share their photos or videos on Facebook, Twitter, email and Skype.

With these advantages, the language teacher can implement Instagram in EFL classroom for learning purposes.

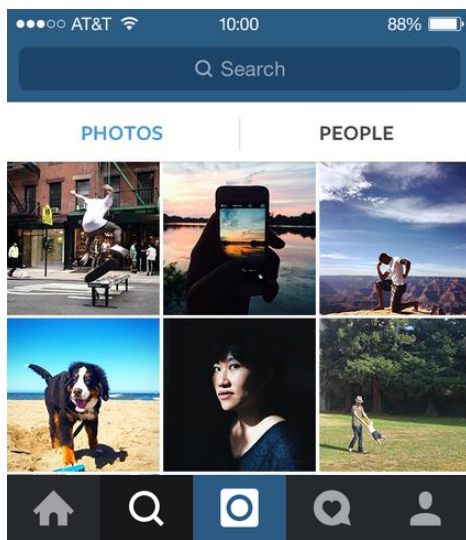
Once, the application has been downloaded to the smartphone or table, the user has to sign in or create an account with a user and a password as in Facebook. It is recommendable to use a username that the other followers will recognize easily instead of using a weird username. Basically, the teacher and the



students need to adjust the visibility settings so that photos and videos will be used only by the group of learners. Besides, Instagram has the option to make a switch in the language setting to English, so it is another way to acquire vocabulary.

Pedagogical tips using Instagram as a tool for writing in English language

Show and Tell is a classic in any classroom.



Now, thanks to Instagram there is no need to actually bring the item to class. Students can just snap a picture with their phones to share. In fact, because they can take several pictures and the teacher allows them to share more than one item. Is the topic “favorite things”? Ask them to take photos of their five most treasured possessions and then ask them to

write comments on Instagram.

Basically, the writing activity depends on the objective of the lesson plan and the content. For example, looking at the pictures students can start writing about adjectives, nouns, prepositions, verbs and adverbs. Also, they can comment on the other followers' pictures with short messages.

It is recommendable that the teacher has his or her own account, so the followers will be the students in this way the tutor can make sure that learners are producing in English.

Signs of the times



Around the city we can find plenty of signs which have meaning have your class take photos of any signs they encounter. Students share their photos and write comments what the signs means. For example, a pet with a slash across it means “Pets are not allowed” as we can see we many opportunities to produce in English.

Grammar Police

Instruct students to snap a picture of somebody doing something wrong or the



evidence of something that should/should not have been done. For example, a student takes a photo of a car parked in a restricted area or over a zebra crossing. Then he or she write suggestions using “should not, cannot, should and can”. The

taxi driver should not pick up passengers over the zebra crossing. There are many opportunities to work with writing with examples for grammar in context.

Caption It

With the subject of captions there are lots of fun writing activities you can do with your class. By posting an interesting photo and have the class captions it in the comments; the best caption wins a prize. Here, the students challenge their imagination and produce what they think in writing.



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WhatsApp in EFL classrooms for writing purposes

WhatsApp is an application available for smart phones. It allows users to send messages each other for free with Internet connection. WhatsApp supports many different text message types, from simple text to pictures to audio files and videos.



LESSON PLANS

UNIT TITLE: LET'S GET STARTED
ENGLISH LESSON PLAN # 1

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).		Date: October 2015	Time: 5 periods	No of students:
Recent Topic Work: Classroom expressions and Verbs		Recent Language Work: Students have learnt some expressions to use while working in the class and verbs to form appropriate sentences in a good way.		
Aim: Have the students remember previous knowledge as numbers, the English alphabet, and vocabulary about classroom objects, classroom commands, common adjective, U.S money, and greetings.				
Objectives: Review the vocabulary and practice the pronunciation of numbers, the English alphabet, months of the year, and days of the week, colors, classroom objects and classroom commands.				
Assessment: In this class Students will be evaluated: Their behavior in the classroom, their participation in class as individually as in groups in each task and their attitude toward their classmates and the language.				
Materials: Social Networks (Facebook and Instagram), Photocopies, posters, flash cards, students' book, CDs and cd player.				
Anticipated problems: Students might have difficult to complete the task into time, especially with writing.				
Solution: Let students to have more opportunities to produce in English using social networks. Also, to promote collaborative learning and interaction in and out of the classroom.				
Timing	Teaching Activity	Students Activity	Success Indicators	
4h.	<p>Numbers 1-20</p> <ul style="list-style-type: none"> - Have students listen and repeat the numbers. - Have students close their books and take turns counting up to 20. <p>The English alphabet</p> <ul style="list-style-type: none"> - Have students listen and repeat the alphabet. - Have students write the vowels in the blanks. 	<ul style="list-style-type: none"> - Students listen, repeat and count the numbers from 1 up to 20. - Students listen and repeat the alphabet. Then they write the vowels and the consonants number. - Students listen and repeat the months of the year. Then they write the month of each holiday or event using text message on 	<p>Students can:</p> <ul style="list-style-type: none"> - Write and say the numbers 1-20. - Spell their names and other words. - Write and say the months of different holidays. 	



	<ul style="list-style-type: none"> - Have students write the number of consonants. <p>Months of the year</p> <ul style="list-style-type: none"> - Have students listen and repeat the twelve months that make up a year. - Have students write the month of each holiday or event using WhatsApp. <p>-</p> <p>Days of the week</p> <ul style="list-style-type: none"> - Have students listen, repeat and write the days of the week. - Have students look at the calendar and circle the days that make up a weekend. <p>Colors</p> <ul style="list-style-type: none"> - Have students look at the colors. - Have students work in pairs and tell their classmate what colors they like. - Have students to take pictures with their smart phones of the objects at home. - Have students write the colors of the objects in the classroom and of the house. 	<p>WhatsApp with the teacher.</p> <ul style="list-style-type: none"> - Students listen and repeat the days of the week and then circle the days that make up a weekend. - Students look at the colors and talk about the colors they like. - Students look at the pictures and read the labels. - Students post their own pictures on Facebook. Then they describe the color of the pictures with a comment. 	<ul style="list-style-type: none"> - Say the days of the week in groups. - Draw small pictures, color them and write their color's name. - Make comments on Instagram describing the color of the objects they have taken with smart phones. - Write simple sentences about days of the weeks and months using WhatsApp.
<p>Additional Possibilities: Make a list of the students and ask them their date of birth. Then, write their birthday using the months of the year on Facebook (include a picture o students)</p>			
<p>Homework/Further Work: Take a picture of one part of the house and describe the color of the objects in it. Then paste the picture on Facebook with the description. Take six pictures at home giving commands to relatives and gather the pictures as a whole. Then post it on Facebook.</p>			

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**UNIT TITLE: LET'S GET STARTED.
ENGLISH LESSON PLAN # 2**

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).	Date:	Time: 5 periods	No of students: 25
Recent Topic Work: Classroom expressions and Verbs		Recent Language Work: Students have learnt some expressions to use while working in the class and verbs to form appropriate sentences in a good way.	
Aim: Have the students remember previous knowledge as numbers, the English alphabet, and vocabulary about classroom objects, classroom commands, common adjective, U.S money, and greeting.			
Objectives: Review the vocabulary and practice the pronunciation of numbers, the English alphabet, months of the year, and days of the week, colors, classroom objects and classroom commands.			
Assessment: In this class Students will be evaluated: Their behavior in the classroom, their participation in class as individually as in groups in each task and their attitude toward their classmates and the language.			
Materials: Social networks, photocopies, digital posters on Facebook, flash cards, students' book, CDs and cd player.			
Anticipated problems: Students might have difficult to complete the task into time, especially with writing.			
Solution: Let students to have the chance to interact using social networks in order to motivate them to produce in English. Circulate a lot during the activity and check if Students are on the right task and help them to do it better.			
Timing	Teaching Activity	Students Activity	Success Indicators
5h.	<p>A classroom</p> <ul style="list-style-type: none"> - Have students look at the picture and read the labels. - Have students using Facebook in classes. <p>Classroom objects</p> <ul style="list-style-type: none"> - Have students look at the pictures as they listen and repeat the words. 	<ul style="list-style-type: none"> - Students look at the pictures and read the labels. - Students look at the pictures, listen and repeat the words and check the items they have. 	<p>Students can:</p> <ul style="list-style-type: none"> - Students point to the objects and say their names. - Students listen and do the commands.



<ul style="list-style-type: none"> - Have students look at the words and check the items they have. - Have students taking photos of objects in the classroom. <p>Classroom commands</p> <ul style="list-style-type: none"> - Have students look at the pictures and read the commands. - Have students work in pairs to give and do commands with a classmate. <p>Words for people</p> <ul style="list-style-type: none"> - Have students reinforcing knowledge related to the most common words used to name people. <p>Common adjectives</p> <ul style="list-style-type: none"> - Show students some flash cards with adjectives to introduce the topic. - Have students posting photos of celebrities on Facebook. <p>Money</p> <ul style="list-style-type: none"> - Explain students the use and names of coins. <p>Some parts of speech</p> <ul style="list-style-type: none"> - Explain students some parts of speech, "nouns, pronouns, adjectives, 	<ul style="list-style-type: none"> - Students look at the pictures, read the commands and act out with them. - Students take pictures and send to Facebook with a comment. - Students write the name of a family member next to the words. - Students identify, listen, repeat and write the adjectives. - Students describe and talk about people using Facebook. - Students identify, listen, repeat and write amounts of money using the vocabulary already learned - Students look at the examples of the parts of speech and add more examples. 	<ul style="list-style-type: none"> - Students differentiate words for people. - Students are able to identify the most useful adjectives. - Students can describe important people. - Write words for coins. - Identify and write some parts of speech.
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	<p>prepositions and articles”</p> <p>Punctuation</p> <ul style="list-style-type: none"> - Have students reading the names of the punctuation marks “period, question mark, exclamation point and comma”. - Have students practicing punctuation using WhatsApp. <p>Greetings</p> <ul style="list-style-type: none"> - Have students reinforcing knowledge related to the common greetings and expand their knowledge. - Have students reinforcing knowledge about farewells. 	<ul style="list-style-type: none"> - Students listen and repeat the names of punctuation marks. - Students practice punctuation on WhatsApp by writing sentences. - Students listen repeat and write greetings and farewells. - Students talk and write about greetings. - Students greet the teacher by Messenger of Facebook. 	<ul style="list-style-type: none"> - Read, identify and write punctuation marks. - Add the correct punctuation at the end of different sentences. - Work in pairs to expand greetings and farewells.
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Additional Possibilities: Make some flash cards with classroom commands.

Homework/Further Work: Paste an image about classroom commands, repeat it five times and complete workbook exercise 2. Paste an image for daily activities, nouns, pronouns and adjectives, repeat them five times and complete workbook exercises.

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UNIT TITLE: MEET ALEX AND HIS FRIENDS
ENGLISH LESSON PLAN # 3

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).	Date:	Time: 5 periods	No of students: 25
Recent Topic Work: Greetings and farewells		Recent Language Work: Students have practiced the amounts of money, nouns, commands in class and some verbs in present and past.	
Aim: Have students practicing the expanded vocabulary in dialogues and written tasks.			
Objectives: Use the vocabulary already learned and practice it within oral and written sentences using the foldable as a guide to talk in simple present.			
Assessment: Students will be evaluated through social networks, oral lessons, homework, quizzes, individual and group activities.			
Materials: Social networks, Photocopies, posters, flash cards, students' book, CDs and cd player.			
Anticipated problems: Students lack of study habits. The solution is to motivate them using the social networks in order to make students practice in an interactive way, especially in the writing skill.			
Timing	Teaching Activity	Students Activity	Success Indicators
5h	<p>Can you count?</p> <p>Warm up</p> <ul style="list-style-type: none"> - Ask students to practice cardinal numbers skipping in multiples of 5. <p>1 dialogue</p> <ul style="list-style-type: none"> - Explain students the definition of nicknames. - Keep students brainstorming ideas related to the picture and guessing the 	<ul style="list-style-type: none"> - Students identify, listen, repeat and write the numbers. - Students identify, listen, repeat different examples of nicknames. - Students show an active participation. 	<p>Students can:</p> <ul style="list-style-type: none"> - Students are able to identify and pronounce numbers. - Students understand the definition of nicknames and are able to identify some of them within the dialogue - Students are able to



	<p>names of the characters in the picture.</p> <ul style="list-style-type: none"> - Ask students to listen to the dialogue. <p>2. Comprehension</p> <ul style="list-style-type: none"> - Tell students to circle the correct answer related to the dialogue. <p>3. Useful expressions</p> <ul style="list-style-type: none"> - Elicit students to wonder the meanings of each expression and the situation in which it is used. <p>4. Vocabulary “Clock times”</p> <ul style="list-style-type: none"> - Introduction of the class showing clocks with different times. - Elicit students to say the meanings of hour hand and minute hand. - Explanation of the way to ask say the time using “What time is it” and the words “after and to” - Have students working in pairs to ask and answer about the time. - Have students to interact with the teacher. <p>Writing</p> <ul style="list-style-type: none"> - Have students using messenger of Facebook for writing activity. - Have students writing about their own introduction. 	<ul style="list-style-type: none"> - Students read and listen to the dialogue. - Students circle the correct answers. - Students wonder the meanings of the different expressions. - Students identify the parts of the clocks. - Students use the given examples to ask and answers questions about the time. - Students activate Messenger of Facebook for chatting. - Students chat on Messenger giving their 	<p>understand dialogues.</p> <ul style="list-style-type: none"> - Students develop the activity appropriately. - Students understand the meanings of some expressions. - Students are able to ask and answer questions about the time in written and oral forms. - Students are able to give their own introduction through Messenger.
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own introduction.

Additional Possibilities: Students chat in Messenger using possessive pronouns with their own objects.

Homework/Further Work: Students give oral lessons and develop written activities with possessive pronouns by posting photos on Facebook.

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**UNIT TITLE: MEET ALEX AND HIS FRIENDS
ENGLISH LESSON PLAN # 4**

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).	Date:	Time: 3 periods	No of students: 25
Recent Topic Work: Clock times		Recent Language Work: Students have practiced the way to day the time.	
Aims: Have students practicing speaking through expositions in groups and writing using social networks.			
Objectives: Improve speaking skills through the expositions of the topic Imperatives			
Assessment: Students will be evaluated through oral lessons, classwork and individual or group activities.			
Materials: Social networks, photocopies, posters, flash cards, students' book, projector, CDs and cd player.			
Anticipated problems: Students lack of habits of study. The solution is to motivate them by using social networks as an interactive tool and make students practice the contents in class and in this way the students will be able to practice this at home.			
Timing	Teaching Activity	Students Activity	Success Indicators
3h	IMPERATIVE SENTENCES <ul style="list-style-type: none"> - Explanation of the research “imperative sentences” in which the students will search in the web the different kinds of imperative sentences. - Demonstration of how to create a summary from a research about imperatives. - Reinforcement about imperative 	<ul style="list-style-type: none"> - Students search for the different ways to express imperative sentences. - Students use the information of the research to create their own summaries about the topic. - Students form groups and prepare slides to show what they have learned in their investigation about Imperative sentences. 	Students can: <ul style="list-style-type: none"> - Use imperative sentences as commands to give orders and make requests. - Students are able to



	<p>sentences.</p> <ul style="list-style-type: none"> - Elicit students to give their own explanations of the topic already seen. - Elicit students to form groups and work on slides about the topic they have already learned. - Have students working in pairs to create Dos and DON'TS for their class. <p>7 DIALOGUE</p> <ul style="list-style-type: none"> - Keep students brainstorming ideas related to the picture remaining the character's names. - Ask students to listen to the dialogue. <p>Writing</p> <ul style="list-style-type: none"> - Have students working on Instagram in groups of four students. - Have the groups to come up with ten imperative sentences as commands. - Ask students to mime the commands and take photos of each action. - Have students to upload the photos to Instagram in each group. - Ask the other groups to describe the pictures of their fellows. 	<ul style="list-style-type: none"> - Students practice imperative sentences and related them to the real life. - Students read, listen and repeat the dialogue. - Students read and identify the modal CAN in context. - Students form groups of four and activate in a smart phone Instagram. - Students come up with ten imperative sentences as commands in their groups. - Students mime the imperatives and 	<p>express what they have understood about imperatives.</p> <ul style="list-style-type: none"> - Students expose what they have learned. - Students understand and explain the general idea of the dialogue. - Students are able to understand dialogues. - Students are able to write comments on Instagram about the use of imperative sentences. - Students can interact with commands in a written way by Twitter.
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		<p>take photos in each group.</p> <ul style="list-style-type: none">- Students upload the photos to Instagram and share with the rest of the class.- The other groups by writing describe the imperatives on the photos.	
<p>Additional possibilities: Students practice the activities studied in class at home and comment on Skype about the task. The most interesting and the most difficult.</p>			
<p>Homework/Further work: Students must read the assignment posted on Twitter by the teacher (Watch a video related to imperatives). Then, write a tweet giving a command to the teacher and the rest of the classmates.</p>			

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**UNIT TITLE: MEET ALEX AND HIS FRIENDS
ENGLISH LESSON PLAN # 5**

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).	Date: 28 th - 29 th May 2014	Time: 2 periods	No of students: 25
Recent topic work: Imperative Sentences		Recent Language work: Students have practiced imperative sentences.	
Aims: Have students practicing speaking through expositions in groups and written work.			
Objectives: Improve speaking skills through expositions, improve writing skills through practice.			
Assessment: Students will be evaluated through oral lessons and individual or group activities.			
Materials: Social networks, Photocopies, posters, flash cards, students' book, projector, CDs and cd player.			
Anticipated problems: Students lack study habits. The solution is to motivate them with practical activities using social networks as an interactive tool to develop the basic skills, especially the writing skill.			
Timing	Teaching Activity	Students Activity	Success Indicators
2h	<p>Can to talk about abilities</p> <ul style="list-style-type: none"> - Have students brainstorming ideas about some flashcards presented on Facebook and elicit them to create sentences. - Explanation of the modal CAN and how to form sentences to express abilities. - Have groups of students making a research about the topic. - Elicit students to give their own explanations of the topic already seen. - Elicit students to form groups and work on slides about the topic. - Have students working in pairs to create 	<ul style="list-style-type: none"> - Students express ideas about the flash cards. - Students guess the structure of sentences with CAN to talk about abilities. - Make a research about the topic. - Prepare slides to show what they have learned in their investigation about CAN. - Expositions in groups - Students work on books and notebooks 	<p>Students can:</p> <ul style="list-style-type: none"> - Students are able to communicate their ideas. - Students identify the modal CAN in context and have an idea about how it is used in sentences. - Students show a printed research about the uses of the modal CAN and its use within sentences.



	affirmative, negative and interrogative sentences using CAN.		<ul style="list-style-type: none">- Students expose what they have learned.- Students are able to communicate their ideas in the target language. Students develop written activities.
Additional possibilities: Students practice the activities studied in class at home.			
Homework/Further work: Students practice the speaking skill and develop written activities about the topic that they learned.			

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**UNIT TITLE: MEET ALEX AND HIS FRIENDS
ENGLISH LESSON PLAN # 6**

Group: Level A1, 1 st and 2 nd General and Technic High School (Teenagers 15-16).	Date:	Time: 3 periods	No of students: 25
Recent topic work: Imperatives and dialogue		Recent Language work: Students have practiced positive and negative sentences in written and oral forms and they look the pictures in page 10.9	
Aims: Have students working on activities that will help them reinforce knowledge about the modal Can.			
Objectives: Usage of CAN within sentences and practice it in oral and written activities.			
Assessment: Students will be evaluated through oral practice, homework, classwork and individual or group activities.			
Materials: Photocopies, posters, flash cards, students' book, projector, CDs and cd player.			
Anticipated problems: Students do not have study habits. The solution is to teach and make students practice an appropriate way of practicing new contents in class and in this way the students will be able to practice this at home. Students show problems related pronunciation. The solution is to keep students practicing dialogues with their classmates.			
Timing	Teaching Activity	Students Activity	Success Indicators
3h	<ul style="list-style-type: none"> - Introduction of the topic CAN for abilities through expositions using the Tics. - Keep students completing verb lists with the verbs on pages 10, 11 and 12. - Explanation of sentence structures (affirmative, negative and interrogative) with CAN. - Elicit students to work on sheets in order to practice sentences with the modal verb CAN. - The student tell that can is also use to ask for permission. 	<ul style="list-style-type: none"> - Have students searching the topic in the internet and getting ready to expose their work with slides. - Students practice verbs on present, past, past participle and progressive forms. - Students ask and answer questions in oral forms about the topic they are learning. 	<p>Students can:</p> <ul style="list-style-type: none"> - Students are able to increase their knowledge through self-preparation. - Students increase their speaking skills. - Students increase their vocabulary and get ready to use the verbs in the activities they will



		<ul style="list-style-type: none">- Students work on books and notebooks in order to practice and reinforce their knowledge.- Students look at the illustration.- Ask questions to set the context.	<p>see during the rest of the unit.</p> <ul style="list-style-type: none">- Students are able to create sentences using the modal CAN.- Students develop an appropriate work..
Additional possibilities: Students practice the activities studied in class at home.			
Homework/Further work: Students practice the speaking skill and develop written activities about the topic that they learned.			

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

According to the objectives of this research and proposal, we can consider the following conclusions:

-Nowadays, social networks are an important source of knowledge and information and interactions in different languages are happening in every moment. Consequently, they can become an interesting tool for education if they are used creatively and responsibly by the education community. In the first and second chapter we were able to analyze that social networks are part of students' lives, and teachers must be aware of their importance and how to use them to get educative goals.

-Different research papers analyzed in these pages demonstrate that using social networks to teach and learn English is plausible if a good methodology is structured. Facebook, Instagram, Twitter, WhatsApp and other platforms are used to obtain students interacting through writing all the time during the whole day. Students are able to learn even though they are not in class since they can visualize the constant interactions between the teacher and their classmates. They can describe pictures and videos, keep a diary of activities, and have conversations in real time with classmates and the teacher, among other activities.



The teacher can give constant feedback, motivation, and instructions. Besides he can monitor advances, correct mistakes and facilitates tools for learning.

-Finally, it was possible to show that these activities based on social networks are always a good way to create innovative lesson plans and that they are totally compatible with the skills, activities and assessment given by the national education system. Social networks can be adapted to be a friendly tool for learning English making lessons easier and fun. Writing seems to be the perfect skill to be developed using social networks since students are familiarized with their functioning and they know that they must write to be heard in the community.



RECOMMENDATIONS

Given the conclusions, it was possible to recommend the following:

-Social networks in practice as a tool for EFL have been poorly investigated in our context. This is why we recommend analyzing statistically or qualitatively their functioning in real classrooms to study elements like: students' motivation and academic performance. However, there other things that should be taken into account like their negative effects or their functioning as an effective tool to develop other skills.

-Teachers should develop lesson plans based on social networks more frequently since students spend their free time using Facebook or Twitter. This might allow teacher to keep in touch with their students in a more personal way and monitoring advances and helping them improve their skills.

-Similar efforts can be done with other strategies, objectives, levels, courses and methods. So we recommend to experiment with social networks to improve other writing skills in different ways like chatting groups, sharing traveling experiences, solving problems, and others.



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