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**TRABAJO DE TITULACIÓN**

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**UNIVERSIDAD BOLIVARIANA DE ECUADOR**

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

**TRABAJO DE TITULACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

**TEMA**

**The use of social media to develop writing competence of tenth- grade students (A1 level)  
of a public Institution.**

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### DEDICATION

To my wife, for her unconditional support, patience and help during my career. To my daughters who are the greatest inspiration in my life and the daily motivation for doing my best to achieve my goals.

Moreover, to my mother, whose love, sacrifice, and advices have been the key to everything I am.

With all my love and gratitude, I dedicate this work to you.

Jorge Enrique Pullaguari



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### ACKNOWLEDGMENT

First, I want to be grateful to God for conceding me wisdom, and perseverance to complete this work. Without His guidance and blessings, this achievement would not have been possible. In addition, I extend my most sincere gratitude to the professors at the Universidad Bolivariana del Ecuador, whose dedication, knowledge, and constant support have guided me throughout my academic training. Your commitment to teaching and encouragement has been fundamental to the successful development of this project.

Jorge Enrique Pullaguari



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## RESUMEN

El presente Proyecto fue desarrollado para estudiar la efectividad del uso de las redes sociales como herramientas pedagógicas para desarrollar la competencia escrita del Inglés en los estudiantes de décimo año de EGB, de una escuela rural de Cuenca, en Ecuador. Las expectativas del proyecto fueron mejorar la estructura gramatical, el uso del lenguaje, la cohesión, coherencia, la mecánica y la fluidez de acuerdo con los parámetros establecidos por el Marco Común Europeo de Referencia (MCER) para estudiantes del nivel A1. Se aplicó una metodología mixta, empezando por una encuesta con la cual se recogió información acerca de los hábitos de uso de las redes sociales por parte de los estudiantes, la cual proporcionó las pautas para el desarrollo del programa. Los datos cuantitativos fueron recolectados mediante la aplicación de un Pre-test y un Post-test, mientras que las evidencias cualitativas fueron obtenidas de las opiniones de los estudiantes. El programa incorporó WhatsApp, Facebook e Instagram como herramientas de aprendizaje complementarias para promover actividades escritas auténticas y atractivas. Los resultados indicaron que la media se incrementó de 5.29 en el Pre-test a 5.86 en el Post-test lo que representa una mejora del 6%, adicionalmente, la reducción de la desviación estándar de 1.50 a 1.14 determina una mayor consistencia en el desempeño de la mayoría de los estudiantes. Estos hallazgos destacan el potencial de las redes sociales como herramientas para desarrollar la escritura en los contextos educativos rurales donde el acceso a los recursos de aprendizaje tradicionales puede ser limitado. Sin embargo el estudio enfrentó algunas limitaciones, la pequeña muestra con la cual se trabajó limita la generalización de los resultados, así mismo la corta duración del programa restringe el alcance del progreso observado. La inequidad en el acceso a los recursos tecnológicos entre los estudiantes y las restricciones impuestas por el Ministerio de Educación para la regulación del uso de celulares durante la jornada educativa también constituyeron otros desafíos.

**Palabras clave:** redes sociales, competencia escrita, educación rural, MCER nivel A1, métodos mixtos, aprendizaje de idiomas.





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### ABSTRACT

This project was carried out to study the effectiveness of social media as a pedagogical tool for developing writing competence in tenth grade students from a rural school in Cuenca, Ecuador. The project expected to improve grammatical accuracy, language use, coherence and cohesion, mechanics, and fluency, according to the Common European Framework of Reference (CEFR) for A1 level students. It was applied a mixed-methods approach, beginning with a survey aimed to collect information about students' social media habits, which provided the guidelines for designing the program. Quantitative data were collected through pre- and post-tests, while qualitative evidence was gather from student reflections. The program incorporated WhatsApp, Facebook, and Instagram as complementary learning tools to promote authentic and engaging writing activities. Results indicated that the mean score increased from 5.29 in the pre-test to 5.86 in the post-test, representing a 6% of improvement. In addition, the reduction in standard deviation from 1.50 to 1.14 suggested better consistency in the performance of the majority of students. These findings highlight the potential of social media to enhance writing development in rural educational contexts, where access to traditional learning resources may be limited. However, the study faced several limitations. The small sample size limited the generalization of the results, while the short duration of the program restricted the scope of the observed progress. Unequal access to technological resources among students and restrictions imposed by ministerial regulations on cellphone use during the school day also denoted challenges.

**Keywords:** social media, writing competence, rural education, CEFR A1, mixed-methods, language learning



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### INTRODUCTION

This proposal was developed in Ecuador, in Baños town, canton Cuenca, Azuay province, in the “Cornelio Crespo Toral ” public School, with a group of 18 students of tenth-grader, where the aim is to develop writing competence in English language learning through the use of social media. It is well knowing that nowadays the public, educational system in our country does not support effectible the use of technology into the classrooms. Therefore, students lose the opportunity to interact and develop learning activities into the virtual environment. Although, there is a computer laboratory, they do not have internet access because this service is not available.

First of all, the lack of technological resources in the school dismiss the opportunity for teachers and students to cope the educational program according with the technology development in all subjects, as well as in English language learning. However, it could be possible to improve this situation with social media, as Al-Jarrah (2019) argued that, social media as a learning platform making allows students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge and writing ability.

Moreover, in Ecuador, according to Ministerio de Telecomunicaciones (2015), the average of people who uses social media in their smart phones is about 91%. In urban areas, the use of social network is 92.4% and in rural areas is 82.88%. People between 15 to 29 years old, are the group that more uses social media, so it is an average of 94.1%. Azuay has the highest average with 95.45%. So, almost all people in Ecuador use social media in their smart phone. In this way, it would be fruitful for English teachers to manage social media as a communicative tool to develop writing competence in A1 students who are learning English as a subject at the school.



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This research is based on the use of social media to develop writing competence in A1 students. In that context, using social media to develop writing competence in tenth-grader students who are learning English as a subject, offers a dynamic and engaging approach to language acquisition. By taking advantage of platforms like Facebook, and WhatsApp, students can practice writing in a real context, receive immediate feedback, and interact with native speakers and classmates. Furthermore, it helps them learn informal and formal writing styles, improves their vocabulary, and increases their ability to articulate thoughts clearly and precise.

Furthermore, the interactive nature of social media promotes collaboration, critical thinking, and creativity, making the learning process more enjoyable and effective. Consequently, social media has revolutionized communication, offering new ways for language learning and skill development. For A1 students, who are at the beginning stages of language acquisition, social media can be a powerful tool to enhance their writing skills. This design outlines how social media can be effectively integrated into the curriculum to support and improve the writing abilities of students who are attending the tenth-grade of EGB, in “Cornelio Crespo Toral” public school, of Baños, canton Cuenca, Azuay province in Ecuador.

This project is the first one that is going to be applied in this educational Institution, nobody before has developed any kind of research about the use of social media to improve the learning process. Despite that during the pandemic, all of teachers used some technological means to communicate and performed their class activities with students in a virtual environment. Therefore, this is a big motive to go ahead, considering the following aspects, which increase the reasons to carry out this proposal:

Firstly, Social media platforms provide students with opportunities to read and write in real-world contexts, making language learning more relevant and practical. This helps students understand how English is used in everyday communication. In addition, they can receive



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immediate feedback from teachers, partners, and native speakers, allowing them to correct errors and improve their writing skills to internalize correct the language usage.

Secondly, the interactive environment of social media makes learning process more enjoyable and engaging for students. Moreover, it promotes collaboration learning, as students can share their work, comment on each other's posts, and participate in grouped projects. This collaborative environment encourages students to learn from one another and develop their writing skills together.

Additionally, students are exposed to a variety of writing styles and genres on social media, from informal posts to more structured content. This exposure helps them understand different writing agreements and adapt their writing style to different contexts. Besides, they are immersed into a wide range of vocabulary and expressions used by native speakers. This exposure helps students expand their vocabulary and use new words and phrases in their writing.

Overall, the use of social media into the English learning process for A1 students who are in tenth-grade provides a dynamic, interactive, and helpful environment that would improve their writing competence and increase language proficiency. Moreover, for teachers it could be a great tool to prepare their classes in advance and provide a correct feedback. For the school authorities it would be a big opportunity to include social media into de curriculum to enhance all subjects and for fathers it will be grateful because their children will use social media for educational purposes instead of spending time.

The relationship between the use of social media to develop writing competence and the research lines of the University can be associated in how social media as a tool works and enhances the university's research priorities, due to, UBE University may have various research lines, which normally include areas like educational technology, language acquisition, digital literacy, and communication studies.

Social media platforms can serve as innovative educational tools that support the development of writing skills, whit the analysis of how platforms like WhatsApp, and



Facebook can be incorporated into English classes to enhance engagement and provide real-world writing practice.

The object of developing English writing competence in A1 students using social media is to connect the interactive, engaging, and real-world communication capabilities of social media platforms to enhance students' basic writing skills.

First of all, provide frequent and varied opportunities for students to practice writing, thus improving their fluency, accuracy, and overall writing competence in English. Using the familiar and interactive nature of social media to make writing practice, more engaging and motivating, encouraging them to participate more actively.

Then, enable students to engage in collaborative writing projects and peer reviews, promotion a sense of community and related support that enhances their learning experience. Besides, help students understand the importance of audience in writing by giving them opportunities to share their work with a bigger, authentic audience, thus improving their ability to adapt their writing to different contexts.

Finally, promote reflective writing practices with Facebook, WhatsApp, and other social media as tools to encourage students to think critically about their writing process and progress. Developing their ability to combine text with other forms of media, such as images and videos, thereby enhancing their overall communication skills and preparing them for the diverse modes of expression predominant in the digital age.

### **General objective**

To use social media as a tool to develop writing competence in tenth-grader students A1 level who are learning English as a school subject.

### **Specific objectives**

1. To evaluate which social media platforms are the most used for students
2. To identify the types of social media-based activities that significantly contribute to the development of writing skills.





3. To analyse the improvement in students' writing competence over a defined period using social media tools

### **Research questions**

1. Which social media platforms are the most used for students?
2. What types of social media activities lead to significant improvements in writing competence?
3. What measurable improvements in writing competence can be observed in students using social media over a specified period?

### **Independent variable: Social media**

Social media refers to the means of interactions among people in which they create, share, or exchange information and ideas in virtual communities and networks (*University Communications and Marketing, 2013*).

Social media is defined as the set of interactive Internet applications that facilitate (collaborative or individual) creation, curation, and sharing of user-generated content (Davis, 2016)

In this context, social media is a set of interactive internet applications such as Facebook, and WhatsApp, which facilitate interaction, creation, sharing and exchanging information between people into virtual environment

### **Dependent variable. Writing competence**

According to (Common European Framework) CEFR, writing is defined as the ability to produce written texts that effectively communicate information, ideas, emotions, and opinions to a reader. The CEFR describes writing competence in terms of various levels of proficiency, ranging from A1 (beginner) to C2 (proficient).

Additionally, Nordquist (2019), argued that written English is the way in which the English language is transmitted through a conventional system of graphic signs (or letters).





About the context of the previous definition, writing is the ability to produce different kind of text according with the levels of proficiency, in which learners can transmit or communicate information, ideas or emotions in English language.

The research approach involves quantitative and qualitative methods to study the effectiveness of social media in developing writing competence in A1 students.

**Quantitative Approach.-** Focuses on numerical data to measure and analyse the impact of social media on writing competence. For data collection, it is going to apply Pre- and post-tests to measure improvements in writing skills.

**Qualitative Approach.-** It involves detailed descriptions and analysis of students' experiences and perceptions. For data collection, it is possible to use interviews and focus groups to gather insights into how students feel about using social media for writing practice.

### **Research Method**

For this proposal, it is better to use mixed Methods approach, because it combine quantitative and qualitative methods. For instance, a survey is going to be applied to gather information about students 'social media habits. Moreover, a pre and post-tests are going to be conducted to measure the progress in writing competence. Additionally, for qualitative data students reflexions will provide perceptions about their experiences, motivations and perceptions of using social media.

For data Collection, it is possible to use the following Techniques:

**Pre- and Post-Tests.** - To assess students' writing competence before and after the intervention. For example, administering a standardized writing test at the beginning and end of the study period.

**Surveys and Questionnaires.** - For collecting data on students' and teachers' attitudes, experiences, and perceptions. For instance, we can use Likert-scale questions to measure student engagement and perceived improvement in writing skills.

The beneficiaries of this program are students who attend the tenth-grade of EGB in a “Cornelio Crespo Toral” public school. These students are at an A1 level according to the European Common Framework, because they attend English classes as a subject according with the national curriculum.





Additional, the other beneficiaries are teachers, authorities, and family parents, because they can learn another way to use technology for educative purposes, for example learning English through social media.

**Cultural Background.** - The students who are participating in the project belong to “Cornelio Crespo Toral” public School of Baños town, in Cuenca, Azuay province, Ecuador. All of them speak Spanish as a first language and learn English as a subject in their School. In the Educational context, they don't have enough educational resources like the others schools in rural areas of Ecuador.

**Learning Problems.** - There are some language barriers, the main is difficulty in transitioning from Spanish to English, leading to challenges in comprehension and communication (*Wold, 2006*). Another problem is the limited resources that produce inadequate access to quality English learning materials and technological resources in schools. Moreover, the economic needs that may limit consistent school attendance and the ability to purchase educational materials, as well English curriculum and teaching methods that don't support the student's cultural context and learning styles (*Valdés, 2001*).

**Learning Style.** – These students prefer collaborative and group-based activities over individual tasks. In experiential learning they appreciate more the benefit from active, practical learning experiences rather than abstract theoretical lessons. So they could be supported by learning approach that connects educational content to real-life experiences and cultural context (*Sobia, Bushra, Wajejha, Mudassir, & Roza, 2021*).

**Strengths:**

**Resilience.** - Students have strong adaptability and perseverance due to life experiences and economic challenges motivate them to learn from daily activities.

**Community Support.** – They are owners of a strong sense of community and familial support that can be connected with educational purposes.

**Cultural Richness.** - These students have a deep cultural knowledge and traditions that can be integrated into the learning process to make it more relevant and engaging.





**Weaknesses:**

**Language Proficiency Gaps.** - These students face difficulties with proficiency in both Spanish and English, which can hinder learning new content.

**Lack of Resources.** - Students don't have enough access to learning materials, technology, and qualified teachers.

**Economic Pressures.** - Students' family faces financial difficulties that can disrupt consistent education and access to extracurricular learning opportunities (*Mjaku, 2019*).

**Educational Inequalities.** - There are differences in educational quality between rural and urban areas, in public and private schools as well, leading to inconsistent foundational knowledge.

**Potentialities**

**Integrating Cultural Context.** - Incorporating short stories, traditions, and practices into the English curriculum to make learning more engaging and relevant.

**Community Involvement:** Engaging community members and elders in the educational process to provide support and enrich the learning experience. In addition, parents and family members might encourage learning English as they recognize its potential benefits for future opportunities and social mobility.

**Enhanced Training for Teachers:** Providing specialized training for teachers to understand and address the main needs of indigenous students.

**Social Media and Entertainment:** Popular social media platforms, games, and entertainment content in English can motivate students to learn the language to participate fully in these activities.

**Future Aspirations.** – As many people from these locations are in USA as migrants, the principal aim of these students is to travel abroad for work, or education, it motivates students to learn English to communicate effectively in different countries.

**Threats:**

**Technological and Media Influence.** - almost all of the students have a smart phone to access to the internet and digital resources that often requires English proficiency to navigate and





utilize effectively, but students don't use technology for educational purposes, they use it most of the time for entertaining, and interaction with friends or relatives through the social media.

**Government policies.** - National education policies don't emphasize the importance of English proficiency in public schools, so they can't provide additional motivation.

### **Description of the practical contributions of the proposal**

The use of social media can be a helpful strategy for developing writing skills in A1 students who are going to practice this competence in a more engaging and interactive way. For example:

- Students can write brief updates about their day or describe their feelings on platforms like Facebook, WhatsApp or Instagram.
- Students can post pictures with short descriptions on platforms like Facebook or Instagram.
- Students can practice writing simple comments on their classmates' posts or shared content.
- Students are going to be able to use messaging apps like WhatsApp to practice basic conversations and write simple sentences.

### **Importance of the proposal from the following perspectives:**

**Professional Perspective.** - Writing competence is crucial in professional settings where effective communication is key. Social media helps professionals build networks and personal brands. Competent writing is essential for creating a professional online attendance. Also, professionals can use social media to stay updated with industry trends and share insights, thus continuously refining their writing skills.

**Methodological Perspective.** - Social media can make writing practice more engaging and relevant for students, increasing their motivation, because, social media helps students practice writing in real-world contexts, making the learning experience more practical and applicable. Also, teachers can use social media to provide continuous feedback, helping students improve their writing competence over time.

**Technological Perspective.** - Social media platforms are easily accessible and can be used anytime, providing students with more opportunities to practice writing, due to it supports





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various forms of communication, such as text, images, videos, and links, helping students develop a range of writing skills.

**Social Need Perspective.** - Nowadays in digital age, the ability to communicate effectively online is a critical skill. Social media use helps students develop digital literacy alongside writing competence through connecting them from diverse backgrounds, promoting inclusivity and cultural exchange, which enriches the writing experience. Moreover, platforms like Facebook groups, Twitter chats, and online forums create communities where students can share their writing, receive support, and build confidence in their writing abilities.



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## CHAPTER 1

### THEORETICAL FRAMEWORK

#### **Analysis of the main bibliographical sources**

It well knows that nowadays, social media has changed its initial role as a platform for social interaction into educational tool, especially during the pandemic of Covid 19, many educators used social media to develop the teaching and learning process. In this way, it was a good opportunity for teachers who work at public schools in Ecuador to know how social media can help to develop writing competence among students.

The integration of social media into education has saved attention in recent years, especially in the context of language learning. Social media platforms such as Facebook, WhatsApp, Instagram, and TicToc have been explored as tools to enhance students' English writing skills, particularly at beginner levels like A1. In Cuenca, Ecuador, students face the challenge of acquiring English as a foreign language (EFL) with limited exposure outside the classroom.

There is limited research specifically pointing the use of social media for language learning in Ecuador. For instance, Parra (2016) try about the use of social media as an interactive tool to develop writing competence in A1 high school students from Cuenca Ecuador. In this study, he points out of the advantages of social networks for planning an interactive English class; because he mentions students do not like to write letters or descriptions, instead of this, they want to use the social apps to interact with friends, classmates or relatives.

In addition, he recommends teachers should use social media to interact with students, as extracurricular activity since most of the time students spend their free time in Facebook, WhatsApp, or something like that looking for entertainment.

Another similar study, took place in Ambato, so Garcés (2018) concluded that Facebook, WhatsApp are the most useful social networks because teacher and students can interact through them, in both inside or outside the classrooms. Also, those are the most



enjoyable for learners and provide the opportunity to interact immediately and receive proper feedback from tutors.

She argued that writing is a hard work for students. Because they cannot express their ideas in a clearly and organised form, it is due to teachers use traditional methods to send writing task to students, but if they incorporate social media in the micro- curricular planning, they can engage the students in a more motivating, active and enjoyable learning process.

Furthermore, Senevirante (2018) in his doctoral Thesis said, that the easier way to communicate through social media provide an environment to develop writing skills in adult students who attend classes in a University. For instance, he believes that Facebook, and other digital tools focused in his study, benefit positively self-efficacy and motivation. So, learners could improve their writing performance and also they are very proud to develop the academic writing skill by themselves interacting every moment in the target language.

Moreover, he recommended carrying out similar project, using two groups, one group could be experimental and the other could be the control group, in this form, the first one is going to use social media to practice writing activities while the other continues with the conventional methodology to do the same. It could be necessary to compare the result and know if the project will be effective or not.

Talking about improving writing skills Makhsudova Munisa (2022) referred that as teachers it is mandatory to incorporate social media when planning classes to engage students in a digital period. Since, for students it is more enjoyable to interact in a virtual environment like Facebook, and telegram due to this interaction allows integrating people in a collaborative learning, mainly it is a good advantage because learners do not need to stay into the classroom to perform their learning activities.

Farigua et al (2020) mentioned that writing is a challenging skill to develop because there are not enough tools that support to do this properly, since writing is used to express feelings, emotions and information. Therefore, it could be wonderful if students use social media to share and communicate with others by writing, in this way at the same time they



enjoy and learn how to write. Another useful activity is to show images or flash cards about a short story and students have to write the short story, it could motivate them to write in the target language.

About the influence of social media in writing Belal (2014) found that most of the participants in the project use Facebook for both academic and non-academic purposes, there they formed group discussions for exchanging ideas, thought and feelings. So, it helped students to develop their writing skills and were being able to learn new vocabulary from their friends in order to improve formal writing.

After all, social media really works? According to this, Mahmud et al. (2012) argued that the social media like Facebook, positively helps transfer student's attitude towards language learning in general. This platform provides many useful opportunities to learn from educational videos, discussions, tutorials, and real communication. Also, students can practice writing skills every time when they post a message or comment in Facebook.

Bekeer (2018) in his study about the effects of social media in developing students' writing skill revealed that the roll is very important in developing writing of English learners. Due to it motivated and engaged the process of learning English, also it is easy to use social media such as Facebook, Twitter, You-tube and WhatsApp compared with books or other materials, especially for young learners who are update with technology.

The research suggested that social media could be a valuable tool for developing English writing skills in A1 students, including those in high schools in Cuenca, Ecuador. While the motivational and collaborative benefits are evident, challenges related to access, teacher training, and language register must be addressed. Moving forward, more localized studies are needed to explore how social media can be adapted to the specific needs and contexts of Ecuadorian students, particularly in rural or under-resourced schools. Integrating social media into English language instruction has the potential to create a more dynamic, interactive, and student-centered learning environment.



## **Social media**

Social media involves digital platforms and applications that facilitate communication, interaction, and content sharing in online communities. These tools allow individuals to produce and exchange information, ideas, and opinions rapidly across global networks. By breaking geographic barriers, social media promotes connections, collaboration, and knowledge exchange worldwide. It also encourages active participation and creativity through user-generated content, making it a space for personal expression and collective engagement. Furthermore, social media significantly influences education, commerce, entertainment, and social causes, shaping modern communication and societal influence in the digital era (University Communications and Marketing, n.d.).

## **Social media usage patterns**

In Ecuador, teenagers who are between 13 and 17 years old are the most active users of social media. In this way, Facebook leading as the preferred platform, 37% of teens 14–16 and 45% of those 17–19 check it during free moments, often starting and ending their day there (Ecuador times.net, 2016). A 2015 study of adolescents (ages 14–18) across 13 Ecuadorian cities found that their primary online activities include watching YouTube videos and frequenting Facebook, confirming these platforms as central to youth digital consumption (Yaguache and Velasquez, 2016). Moreover, research indicates high-frequency use of social networks among teens, often occurring multiple times daily and sometimes without parental monitoring raising concerns over its impact on cognitive and emotional development (Fonseca Tumbaco et al., 2020). These findings underscore social media's powerful role in shaping Ecuadorian adolescents' daily routines, entertainment habits, and social interactions.

## **Types of interaction.**

In Ecuador, teenagers' interaction through social media has become a defining aspect of their daily lives. Platforms such as Facebook, Instagram, TikTok, and WhatsApp are the primary spaces where adolescents connect with friends, share experiences, and build social identity (DataReportal, 2025). The most common type of interaction is social communication,





where teens exchange messages, photos, videos, also memes to maintain friendships and create a sense of inclusion (Kabilan et al., 2010). Another frequent form is collaborative interaction, in which students use digital groups for academic purposes, such as sharing homework, studying for exams, or discussing school projects (Al-Rahmi and Zeki, 2017). Entertaining, is also prominent, as teenagers engage in trends, challenges, and gaming communities that encourage creativity and self-expression (Correa and Valenzuela, 2021). Furthermore, informational interaction plays an important role, with teens following influencers, news pages, and educational accounts to stay updated on social and cultural topics (DataReportal, 2023). However, these interactions are not always positive; issues such as cyberbullying, social comparison, and exposure to misinformation also affect Ecuadorian adolescents (UNICEF, 2022). Despite these challenges, social media continues to be a crucial tool for building digital communities and strengthening interpersonal connections. Overall, in Ecuador teenagers interact online in diverse ways that influence not only their communication styles but also their personal and social development.

### **Platform Characteristics**

Social media platforms have different characteristics that shape the way users, especially teenagers, interact online. One of the most relevant features is interactivity, which allows real-time communication through messages, comments, and live streams. This includes immediate feedback and reinforces social connections (Kabilan et al., 2010). Another defining characteristic is multimedia integration, as platforms support diverse content formats such as text, images, short videos, and stories, enabling users creatively express themselves (Ritter & Rinderle-Ma, 2017). **Accessibility and mobility** also play a central role; most platforms are free and optimized for smartphones, allowing teenagers staying constantly connected. In addition, **personalization** is a key feature, since algorithms curate content feeds based on user preferences, interactions, and online behaviour, which can both engage and influence young audiences (Clements, 2007). Social media also emphasizes **network-building**, providing opportunities to expand peer groups, follow influencers, and engage with communities of shared interest (Jordan et al, 2003).



However, these characteristics have dual effects: while they enhance communication, collaboration, and entertainment, they can also promote dependency, social comparison, and exposure to misinformation. Overall, platform characteristics define not only how teenagers consume and share content, but also how they construct their identities, relationships, and learning processes in digital environments.

### **Writing activities on social media.**

Social media has a very useful space for writing activities in both informal and formal communication, often it depends on the context.

Informal writing is the most common form, because students frequently are engaged in spontaneous conversations through posts, comments, and direct messages. This style most of the time includes abbreviations, emojis, and colloquial expressions, reflecting spontaneity and personal voice. Informal writing activities help students practice fluency, creativity, and self-expression into digital communities (Alvermann & Harrison, 2017).

Formal writing appears in professional networks such as LinkedIn, academic Twitter threads, or organizational blogs, where clarity, accuracy, and credibility are highlighted. Writing activities in this category may involve composing persuasive posts, reflective essays, or informative content directed to professional audiences. Formal writing on social media enhances critical thinking, argumentation, and audience awareness, supporting with academic and workplace communication standards (Smith & Storrs, 2023).

Code-switching, which represents an essential writing activity, as users adapt their language, tone, or even language choice according with the audience and platform. For example, a student may use formal English in an academic discussion group but switch to informal language when is interacting with peers. This flexibility demonstrates digital literacy and intercultural competence, allowing effective communication across diverse social sceneries (Androutsopoulos, 2014).



Overall, any kind of writing activities on social media help students to interact with others in different contexts, also learn how to use the writing language according to the setting situation.

### **Educational Use**

Nowadays, social media plays an important educational role, due to it provides interactive opportunities for students and educators to enhance teaching and learning process. As learning tools, platforms such as YouTube, TikTok, and Facebook offer multimedia resources that support many learning styles. These tools allow students to access tutorials, discussions, and real examples, encouraging autonomous an online learning (Greenhow & Lewin, 2015). Inside the classroom, social media can complement traditional materials to engagement students through videos, infographics, and podcasts.

Another benefit is the opportunity for getting feedback. Unlike conventional assignments, where feedback may be delayed, social media enables immediate responses from teachers and partners. Quick interactions through comments, likes, or reactions help students improve their work and build confidence in their communication skills. Research emphasizes that appropriate digital feedback inspires and improves academic performance (Manca & Ranieri, 2017).

Additionally, social media reinforces collaboration by connecting students in digital communities. Tools such as Facebook groups, WhatsApp chats, and collaborative wikis allow students work together on projects, share resources, and engage in partnership learning across the virtual environment. This form of collaboration reflects genuine teamwork and prepares students to develop autonomy, and critical thinking in the learning process (Smith & Storrs, 2023).

### **Writing competence**

According to the Common European Framework of Reference for Languages (CEFR), writing competence at level A1 is the most basic step of language proficiency. Students at this level can write simple texts in order to express their needs and focus on everyday contexts.





They typically write short sentences with basic vocabulary, and memorized expressions (North & Piccardo, 2020).

At this level of English, students can fill out personal details on forms, such as name, nationality, or address. They are able to write postcards, short notes, or simple messages, often following grammatical patterns. For example, students may write sentences like “*I live in Cuenca*”, “*I always get up early in the morning*” or “*I like potatoes*”. Their writing shows control of familiar topics, however it may contain common errors in grammar, spelling, and word order, which are always understandable.

The focus at this level is functional writing, using language to express basic needs, preferences, and daily routines. Activities that support competence include copying short texts, completing conducted writing tasks, and practicing basic sentence structures. With a teacher support, students begin to organize ideas into short paragraphs and connect sentences using very simple linking words like *and* or *but*. So, the writing competence at A1 emphasizes clarity, simplicity, and communicative understanding, rather than accuracy or complexity.

### **Grammatical accuracy**

According to North & Piccardo (2020) in the Common European Framework of Reference for Languages (CEFR), accuracy in grammar is characterized by limited control of basic structures and frequent errors that allow simple communication. In this way, students can write simple sentences about their daily life around memorized patterns and simple grammar structures, for example “*I am a student*” or “*She is a teacher*”. So, they are able to express facts, their feelings and needs around personal information.

At this stage, students normally, use present simple tense and common verbs, simple grammar structure, and basic word order in affirmative and interrogative sentences. However, they often omit auxiliary verbs, mix plural forms, or confuse verb endings, especially with third person. For example, errors such as “*He live in Loja*” or “*She like pets*” are common. Despite these inaccuracies, meaning is usually clear from context.



Use of articles, prepositions, and pronouns is sometimes a challenge. Students may write “*I go to school in bus*” instead of “*by bus.*” they don’t use complex forms, and when they try to use more advanced grammar often result in errors. Grammatical accuracy at A1 shows a developing ability to produce understandable, simple sentences, encouraging them for gathering precision and complexity at higher levels (Nabati, 2017).

### **Language use**

It refers to the ability to apply linguistic knowledge in real communicative situations, combining grammar, vocabulary, and discourse skills to achieve effective interaction. Language use highlights the practical application of those elements in authentic contexts. According to the Common European Framework of Reference for Languages (CEFR), students demonstrate this skill by performing communicative tasks about real life, such as introducing themselves, asking for information, or writing short messages, follow there are some examples.

- Introduce themselves and others: “My name is Jorge.” “She is my sister Mary.”
- Exchange simple personal information: “I live in Cuenca.” “I am 14 years old.”
- Talk about routines: “I have breakfast at seven o’clock every day.” “I go to school by bus.”
- Likes and dislikes: “I like play soccer”. “I hate vegetables”
- Write short, simple texts: postcards, notes, or messages like “Happy birthday, Joe!” “God bless you”. “take care”
- Use very simple connectors: and, but “I have a dog and a cat.”

Students use to make some mistakes. However, despite errors or limited vocabulary, the focus is on successful communication rather than full accuracy. Because, while proficiency develops, language use increases to include greater variety, coherence, and adaptability to different audiences and purposes (North & Piccardo, 2020).

### **Coherence and Cohesion**

In written communication, coherence and cohesion are important qualities that ensure clarity and fluency. Although the two concepts are related, they have different aspects of text organization. Coherence refers to the general sense, logic, and harmony of a text. A coherent



text presents ideas in an orderly manner, allowing the reader easily follow the writer's intentions. For instance, a paragraph describing daily routines might begin with waking up, then move to school activities, and finally to rest, establishing logical sequencing. Without coherence, the sentences may appear fragmented or confusing (Halliday & Hasan, 1976).

On the other hand, cohesion refers to the linguistic procedures that connect sentences and ideas, creating homogeneity. Cohesive words include conjunctions (*and, but, because*), pronouns (*he, she, it*), substitution, ellipsis, and lexical repetition. For example, in the sentences "*Maria is a nurse. She works in Cuenca. Her patients like her,*" cohesion is achieved through pronoun reference and repetition of the subject. Effective cohesion helps readers see how one sentence relates to the next (North & Piccardo, 2020).

Both aspects are the key in academic writing. A text may be cohesive but not coherent if the sentences link grammatically but lack logical meaning. Equally, a text may be coherent in ideas but lack of cohesive words. For A1 level, developing these skills involves practicing paragraph organization, using linking words, and ensuring ideas progress logically from start to finish (Lautamatti, 1982).

### **Mechanics in Writing**

It tries about the set of technical issues that manage the way language is visually represented on the text. These include spelling, punctuation, capitalization, and the proper use of linguistic symbols, which contribute to the clarity and readability of a text (Langan, 2013). While grammar provides the structural rules for sentence formation, mechanics ensure that writing is presented, in order to promote effective communication.

An important aspect to consider in writing is punctuation marks, such as periods, commas, and question marks, which guide readers through a text, indicating pauses, sentence limitations, or emphasis. Capitalization is equally important for distinguishing proper nouns, sentence beginnings, and titles, to support textual organization.

Mastering mechanics is fundamental because it represents an early step toward developing writing competence. According to the CEFR, at level A1, students may show regular



errors in spelling and punctuation; however, their writing becomes understandable when context is clear (North & Piccardo, 2020). Training in mechanics often involves copying exercises, transcription, and guided writing tasks, which reinforce accuracy and fluency.

### **Writing fluency**

It is the ability to produce written texts easily with a natural flow, focusing more on communication than on precision. Using in expression, continuity of ideas, and sufficient speed to complete tasks effectively; avoiding frequent pauses, hesitations, or overcorrections (Nation, 2009)

Fluency is often developed through exercises that encourage students to generate ideas without being very afraid about errors, thus reducing anxiety and building confidence. For example, a common classroom activity is asking students to write continuously for five minutes on a given topic, aiming for flow rather than precision.

In the process of learning a second language, writing fluency is associated with having an extensive vocabulary, using grammar with ease, and structuring ideas clearly. Some researchers suggest that regular engagement in simple writing tasks helps learners improve fluency by allowing them to use language more rapidly and with less mental anxiety (Hyland, 2003).

At level A1, fluency may be limited to producing short, simple sentences, but with practice, students gradually will be able to prolonged texts. So, writing fluency is essential for academic, professional, and personal communication, as it reflects the ability to express ideas confidently and effectively in written form.



## CHAPTER II

### RESEARCH METHODOLOGY AND DIAGNOSTIC

#### Context of the research

The current proposal will take place at public school located in Baños , canton Cuenca, Azuay province, Ecuador. Like many schools in rural areas, it faces challenges such as inadequate infrastructure, limited access to technology, and a lack of qualified English teachers. So, there is only one teacher who covers the English subject in all levels. Therefore, students attend English classes one hour (40 minutes) every day, 5 hours per week.

Moreover, this rural environment often limits students' access to educational resources for learning English. Although, there is a computer laboratory, students cannot use it because most of the devices are not available, even it lacks of internet access. Additionally, sometimes in the classroom the teacher uses her own laptop and borrows a projector to motivate students with interactive activities, but most of the time she takes a hand of the white board and flash cards to develop the learning process.

#### Research questions

##### General question

How social media could be used to develop writing competence in tenth-grade students who are learning English as a subject at the school?

##### Research questions

1. Which social media platforms are the most used for tenth-grade students?
2. What types of social media activities lead to significant improvements in writing competence?
3. What measurable improvements in writing competence can be observed in students using social media over a specified period?

#### The paradigm of the project

The project called “The Use of Social Media as a tool to Develop Writing Competence in Tenth-Grade Students” is a research that involves both qualitative and quantitative data. Since, this study requires demonstrating the effectiveness of using the independent variable





“social media” in the development of the dependent variable “writing competence”. That is because, it is a non-probabilistic design where the main objective is to determine if the social media can be an alternative mean to improve the English subject in public schools.

First of all, the low levels of writing competence among tenth-grade students at the A1 level present a challenge in their ability to communicate effectively in English. Traditional methods of teaching writing often lack the engagement necessary to motivate students, especially in a digital age where social media plays a significant role in their daily lives. Using social media tools could bridge this gap, making learning writing skills more interactive and significant.

Then, quantitative approach focuses on numerical data to measure and analyse the impact of social media on writing competence. For data collection it is going to apply Pre- and post-tests to measure improvements in writing skills (Creswell et, al. 2018)

Moreover, qualitative approach involves detailed descriptions and analysis of students' experiences and perceptions. For data collection, it is possible to use interviews and focus groups to gather insights into how students feel about using social media for writing practice (Tashakkori et, al. 2010)

Mixed-Method, it is the most suitable method to develop this kind of Project, due the project aims to evaluate both the measurable impact of social media on writing competence quantitative. and students' attitudes and perceptions towards using social media for learning qualitative. Mixed-method research is effective for exploring such multifaceted issues (Johnson & Onwuegbuzie, 2004)

## **Methodology**

### **Population sample**

The population will be 18 students of tenth-grade at the A1 level, with focus on a specific class, but not all are going to participate because some of them do not have a social media account or internet access.





### **Data collection**

To collect data, it is going to apply pre- and post-tests about writing skills, also a survey to measure engagement and perceptions around social media interaction, and analysis of social media content created by students.

For the Pre-Test and Post-Test results, it is going to collect the students' written responses. Then, use the rubric to score their performance across five key areas: Grammatical Accuracy, Language Use, Coherence and Cohesion, Mechanics, and Writing Fluency. After that, it is going to record and organize the scores for statistical analysis.

For the Social Media Usage Survey, it is going to collect survey responses to understand the students' preferred social media platforms, time spent, and their purposes for using social media. Then, to analyse patterns to see how their habits relate to language learning engagement.

Finally, the feedback will be qualitative, collecting reflective questions or short interviews about students' experiences with the intervention. Also, make notes about their challenges, preferences, and perceived improvements.

### **Instruments to use**

**Survey.** - This is designed to analyse the habits, preferences, and impacts of social media on tenth-grade students. Also, it aims to provide information about how students interact with various social platforms, the purposes of their usage, and the influence of these platforms on their daily lives.

At first, the survey begins with general questions such as age, gender, and frequency of social media use. It then inquires the specific platform preferences, asking respondents to identify the platforms they use most and the reasons for their preferences, whether for connecting with others, entertainment, sharing content, or staying updated.

Then, questions regarding time spent on social media and the preferred time of day for usage help identify patterns in their online behaviour. Additionally, the survey explores the types of activities students engage in on social media, including chatting, watching videos, sharing content, learning, and gaming.





Finally, the impact of social media is another focus area, addressing both positive effects like staying connected, learning, and potential downsides, such as distractions and negative emotional impacts. The survey also inquires about parental or teacher monitoring and seeks students' suggestions for improving their social media habits.

### **Pre-test and post-test.**

This instrument is designed in order to assess and measure the Basic English writing skills of beginner-level students before and after instruction. The test evaluates initial language abilities in sentence construction and paragraph writing, focusing on personal and routine topics relevant to everyday communication. Due to, it is thought that they might develop competences as A1 level according with CEFR.

Firstly, the test consists of two tasks. In Task 1, students have 10 minutes to construct five sentences about themselves, providing information such as their name, age, location, and hobbies. This task evaluates their ability to form simple, grammatically accurate sentences. In Task 2, students are assigned 20 minutes to write a short paragraph of 3–5 sentences describing their daily routine. This task emphasizes their capacity to use logical sequencing and basic cohesion while applying high-frequency vocabulary.

Then, the test is going to be graded on a detailed rubric including five key areas: Grammatical Accuracy, Language Use, Coherence and Cohesion, Mechanics, and Writing Fluency. Each criterion examines aspects like correct tense usage, spelling, sentence linking, punctuation, and overall fluency. Students' responses are scored on a scale from 1 (Insufficient) to 4 (Excellent).

Finally, this pre/post-test background will help the researcher to identify areas of improvement, monitor progress, and provide targeted support to help students achieve essential writing competencies for the A1 proficiency level.

### **Validation of Instruments**

The validation of the Social Media Usage Survey and the Pre/Post-Test for Tenth-Grade A1 Students ensures that these instruments are reliable, accurate, and related with their





respective objectives. The survey, designed to gather perceptions into tenth-grade students' social media habits, experiences content validation to confirm that the questions are clear, age-appropriate, and relevant. The survey items were reviewed by Dr. Johnny Segundo Campoverde (Tutor of the project) to ensure they comprehensively address key aspects such as platform preferences, time usage, and social media's impact on students.

Equally, the Pre/Post-Test for A1 Students is validated to support with CEFR standards for A1-level students. Furthermore, the writing tasks and rubric criteria were reviewed by Dr. Johnny Segundo Campoverde (Tutor of the project) to ensure they effectively measure essential skills like grammatical accuracy, vocabulary, coherence, and mechanics. Preliminary testing identifies potential issues in task clarity, time allocation, and scoring consistency, allowing modifications to enhance reliability.

### **Intervention design**

This project will focus on improving A1 students' English writing skills through targeted instructional strategies and activities. It will also incorporate an analysis of their social media habits to inform how digital tools and platforms might enhance language learning.

The intervention will include the following steps:

#### **1. Diagnosis and Preparation**

- Analyse the results of the **Social Media Usage Survey** to identify students' preferred platforms and engagement patterns. This will help adapt activities to their interests
- Administer the **Pre-Test** to assess students' writing skills, focusing on sentence construction and short paragraph writing.

#### **2. Implementation of Instructional Strategies**

- Develop a series of lessons and activities associated with A1-level CEFR standards, targeting grammar, vocabulary, and coherence.
- Integrate interactive, technology-based tools such as WhatsApp, or Facebook to practice writing skills in a context familiar to students. For instance:
  - **Sentence Construction Practice:** Students create posts or descriptions for proposed social media content.





- **Paragraph Writing Activities:** Students draft short descriptions or updates about their daily routines.
- Provide explicit instruction on common errors, such as subject-verb agreement and capitalization, using examples drawn from their writing.
- Use peer feedback and collaborative tasks to improve writing fluency and engagement.

### 3. Monitoring and Support

- Conduct formative assessments during the intervention, such as brief written reflections or social media-inspired tasks, to monitor progress.
- Offer targeted feedback and additional support to students struggling with specific aspects of writing.

### 4. Post-Intervention Assessment

- Administer the **Post-Test** to evaluate improvements in students' writing skills.
- Compare pre- and post-test results to assess the intervention's impact on grammar, vocabulary, and coherence.

### 5. Reflection and Recommendations

- Analyse data from the tests and survey to identify successes and areas for improvement.
- Provide recommendations for future interventions, emphasizing how social media and technology can support language learning effectively.

This intervention will combine traditional teaching methods with innovative, student-centered approaches, taking advantage of social media as a motivational tool for writing practice.

#### Analysis

Comparative analysis of writing proficiency before and after the intervention, using rubrics aligned with CEFR A1 descriptors in the following way:

#### Quantitative Analysis

- It is going to use descriptive statistics for example (mean, median, and standard deviation) to compare pre- and post-test scores.





- Analyse survey data using frequency counts and percentages to identify tendencies in social media usage.

### **Qualitative Analysis**

- Analyse students' reflective feedback for recurring themes regarding motivation, ease of learning, and the perceived usefulness of tasks.
- Evaluate formative assessments to identify improvements or persistent challenges in areas like grammar, spelling, or coherence.

Then, the interpretation of results will be correlated between survey findings with writing performance to assess if students' social media habits influenced their writing skills. After, determine which instructional strategies were most effective by analysing patterns in rubric scores and formative assessments. Finally, compare pre- and post-test results to measure the overall impact of the intervention.

### **Ethical Considerations**

The ethical considerations for this project ensure the protection, dignity, and well-being of all participants. Informed consent will be obtained from students' parents, ensuring they understand the purpose of the intervention and their right to withdraw at any time.

Confidentiality and anonymity will be maintained by anonymizing data and securely keeping it. The intervention will avoid causing harm or discomfort by designing activities appropriate for students' language proficiency levels and respecting their cultural backgrounds.

All assessments will be conducted impartially, using consistent and balanced scoring methods, with feedback aimed at encouraging improvement. Participation will be voluntary, with no academic penalties for non-participation. Additionally, transparency will guide the reporting of findings, ensuring conclusions are based on accurate evidence and acknowledging limitations. By adhering to these principles, the project will maintain its ethical integrity while supporting the learning and development of tenth–grade A1-level students.



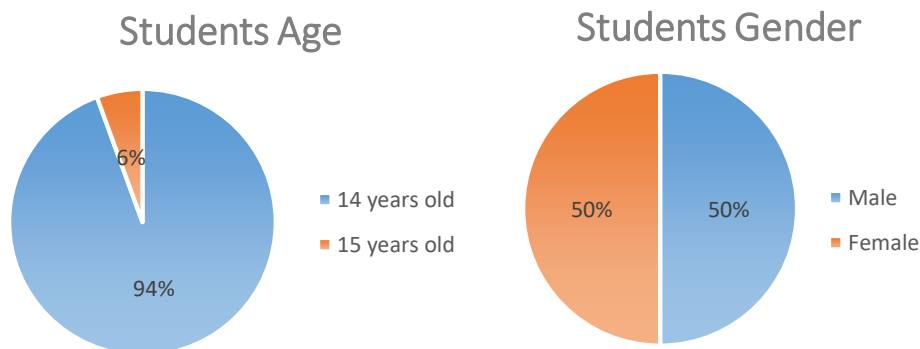
### CHAPTER III

#### PROPOSAL PRESENTATION AND VALIDATION

##### Survey findings and analysis

This survey, which was reviewed and approved by the tutor, was conducted to explore the social media habits and their impacts on students. The sample consisted of 18 students from tenth grade of public school in a rural town near Cuenca, Ecuador. The main objective of the survey was to gather data on students' usage patterns, including the most frequently used platforms, the purposes for using social media, and the potential positive or negative effects that it has on their academic and personal life. Additionally, the survey pretended to give an overview about how social media is been monitoring and controlled in students' daily routines. The findings provide perceptions into the intersection of technology, education, and social interaction among teenagers in rural locations of Ecuador, offering a source of information for future researches on the role of social media in learning English, especially to develop writing competence in tenth grader.

**Figure 1.** General Information



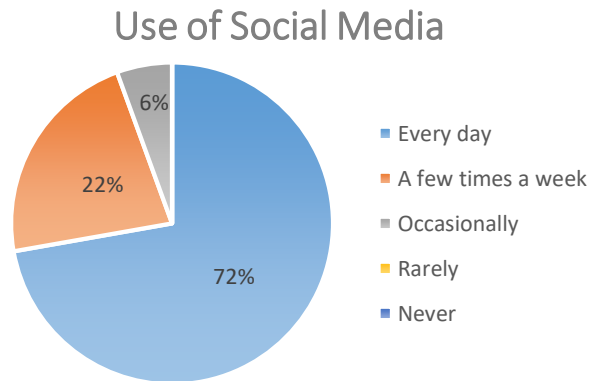
**Elaborated by:** Pullaguari, J. (2025)

This section of the survey was designed to collect general background information about the students. The graphic number 1, shows that the majority of them are adolescents, with 14 years old each one. Whereas graphic number 2 reveals that, the classroom is balanced in terms of gender, with male and female students each representing 50% of the group.



Understanding these characteristics is necessary, because age and gender composition can influence classroom interaction, learning styles, and group dynamics, offering valuable context for interpreting future survey results and instructional planning.

**Figure 2.** How often students use social media



**Elaborated by:** Pullaguari, J. (2025)

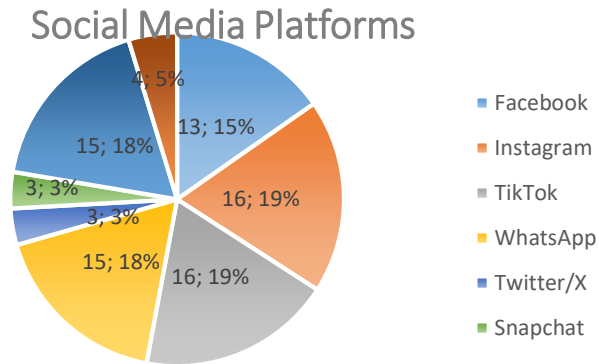
Regarding social media usage, the results presented clear patterns in students' online behavior. The majority, 72%, expressed that they use social media every day, indicating that these platforms play an important role in their daily routines. Meanwhile, 22% of students mentioned they access social media only a few times per week, which means a moderate level of engagement. Moreover, 6%, reported occasional use, showing limited interaction with digital platforms.

This information stand out not only the central role of social media in students' daily lives but also its potential implications. Everyday use may provide opportunities for collaboration, peer interaction, and access to information; however, it could also present risks such as distraction, reduced study time, or interact more in digital communication than face-to-face.



### Social Media Platforms

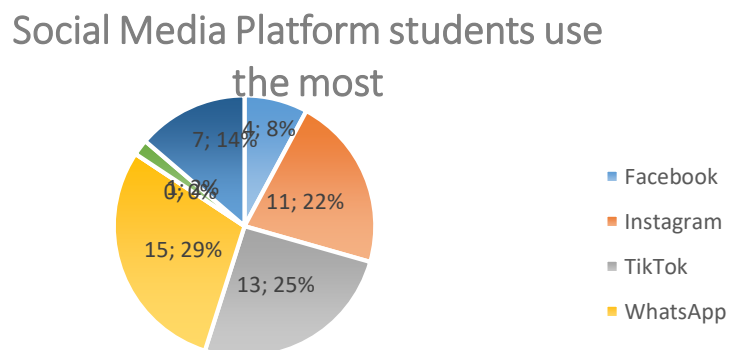
**Figure 3.** Social media platforms students use every day



**Elaborated by:** Pullaguari, J. (2025)

The aim of this question was assessing the students' interaction habits with different social networks. The results indicate that Instagram and TikTok are the most frequently used platforms, each getting 16 points. These are followed by WhatsApp and YouTube, both with 15 points, while Facebook ranks lower with 13 points. These results offer an overview about students' preferred social media platforms. Consequently, they normally use social media for watching videos, playing games or following trends, rather than for real interpersonal interaction.

**Figure 4.** Social media platform students use the most

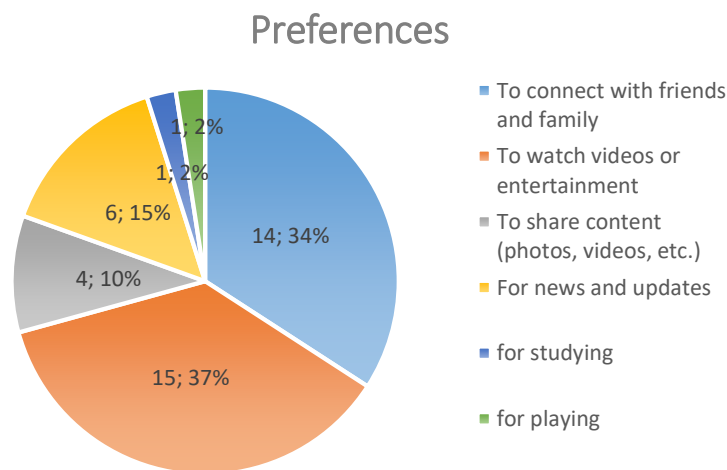


**Elaborated by:** Pullaguari, J. (2025)



In response to the question regarding the most frequently used platform for daily interpersonal interaction, the results indicate that WhatsApp is the dominant platform, with 15 points, representing 18% of the students' usage. TikTok follows closely with 13 points, or 15%, while Instagram is used by 13% of students, getting 11 points. YouTube ranks fourth with 7 points, with 8% of daily interactions. These findings suggest that communication-based platforms, such as WhatsApp, are preferred for daily use, while entertainment-focused platforms like TikTok and Instagram also hold significant engagement among the students.

**Figure 5.** Why students prefer that platform?



**Elaborated by:** Pullaguari, J. (2025)

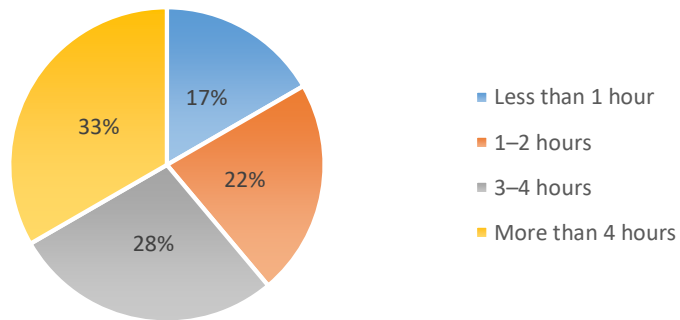
The students reported their main reasons for using social media platforms. So, the most common use, with 15 points, is watching videos. Next, 14 points were attributed to staying in contact with friends and relatives. Six points were given for staying updated, while four points were allocated to sharing content. Finally, the least frequent uses were for studying and playing, each receiving 1 point. These findings suggest that entertainment and social connectivity are the main motivations behind students' use of social media, with minimal engagement for educational purposes.



### Time Spent on Social Media

**Figure 6.** Time students spend on social media each day

#### Time spented in Social Media

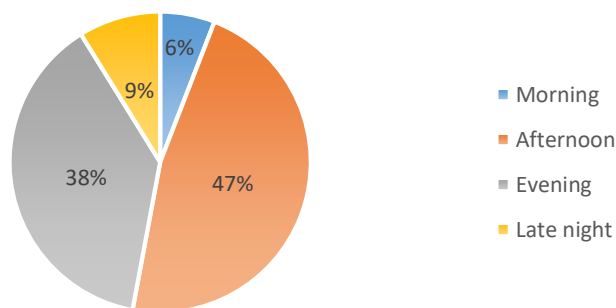


**Elaborated by:** Pullaguari, J. (2025)

This finding revealed the different daily use of internet among students. Six students reported using the internet for more than 4 hours per day, while five students use it for 3 to 4 hours daily. Four students reported using the internet for 1 to 2 hours, and three students indicated they use it less than 1 hour each day. These results suggest a significant percentage of students spend considerable time online, with a smaller group making more limited internet use, reflecting a variety of digital habits within the student population.

**Figure 7.** Time of the day students usually use social media

#### Time spented in Social Media



**Elaborated by:** Pullaguari, J. (2025)

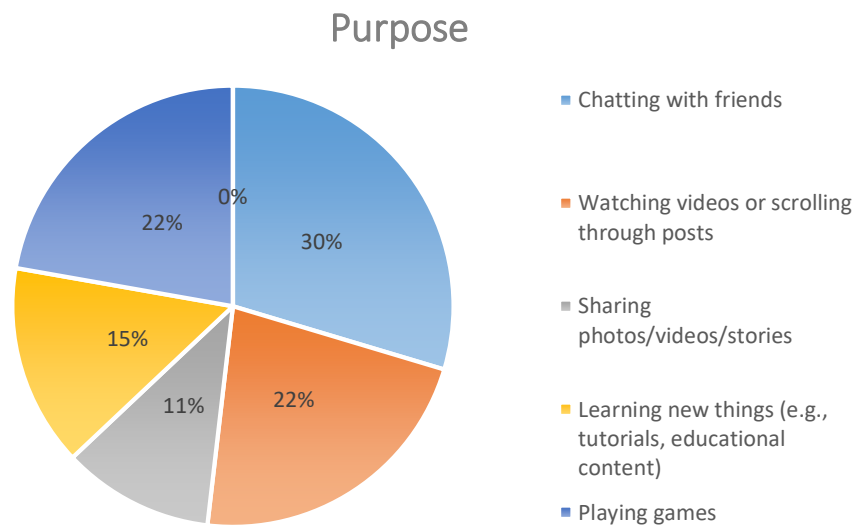




These results indicate that the majority of students use social media in the afternoon, with 16 students reporting this as their preferred time. This is followed by 13 students who mainly use social media in the evening. A smaller number of students, three, reported using social media late at night, while only two students indicated that they access it in the morning. These findings suggest that social media engagement is highest during the afternoon and evening, likely reflecting students' free time after school, while usage is significantly lower during the morning and late-night hours.

### Purpose and Activities

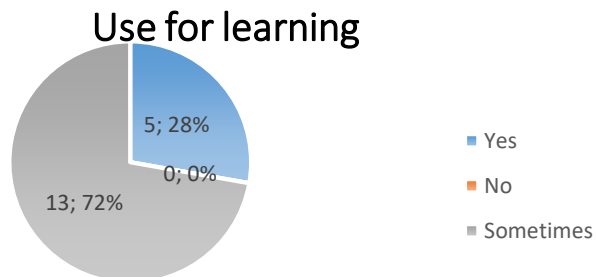
**Figure 8.** Activities students usually do on social media



**Elaborated by:** Pullaguari, J. (2025)

The findings indicate that the main purpose for using social media among students is chatting with friends, with 16 students mentioning this as their main activity. Additionally, 12 students use social media for watching videos or scrolling through posts, while another 12 use it for playing games. Eight students report using social media for educational purposes, such as watching tutorials or accessing educational content. Finally, six students use social media to share photos, videos, or stories. These results highlight social interaction and entertainment as the dominant purposes, with less focus on learning and content sharing.

**Figure 9.** Do students use social media for schoolwork or learning purposes?

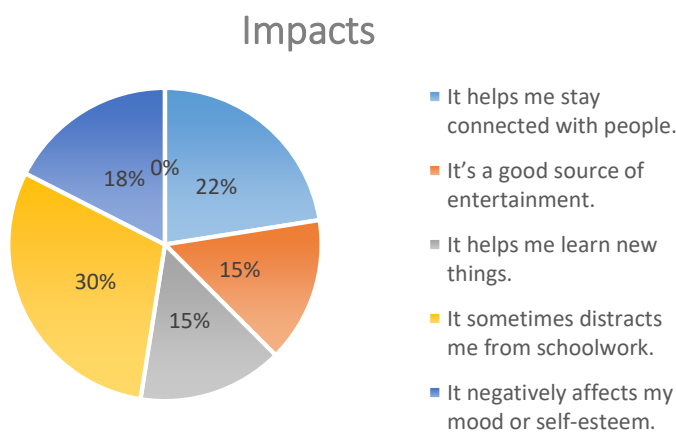


**Elaborated by:** Pullaguari, J. (2025)

The results indicate that the use of social media for educational purposes differs among students. Only five students reported that they constantly used social media for learning, while 13 stated that they use it occasionally. These findings suggest that, although some students recognize the potential educational benefits of social media, most do not regularly use it for academic purposes. Instead, they may prioritize social interaction and entertainment over learning-related activities. This highlights the need to explore ways to integrate educational content into students' social media habits to encourage more effective and frequent use for learning.

### Impacts of Social Media

**Figure 10.** How does social media affect students?

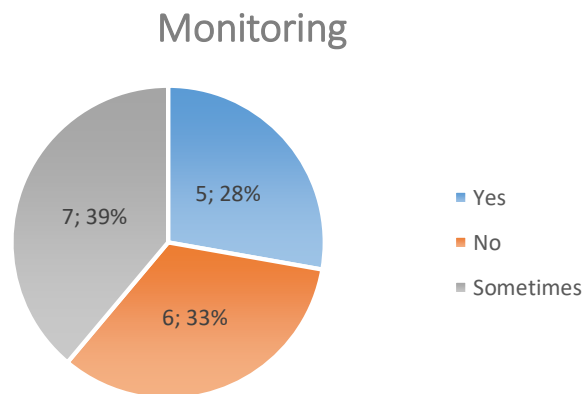


**Elaborated by:** Pullaguari, J. (2025)



The question results highlight both positive and negative impacts of social media on students. Nine students reported that social media helps them stay connected with others, while six students see it as a good source of entertainment. Additionally, six students believe that it helps them learn new things. However, 12 students recognised that social media sometimes distracts them from their schoolwork, and seven students reported that it negatively affects their mood or self-esteem. These findings suggest that while social media offers social and educational benefits, it also presents challenges related to academic focus and emotional health.

**Figure 11.** Monitoring students' use of social media



**Elaborated by:** Pullaguari, J. (2025)

Here there are variable levels of social media monitoring among students. Seven students reported that their social media usage sometimes is monitoring or controlled, while six stated that they do not have any supervision. In contrast, five students indicated that their use of social media is being monitored actively for their parents. These results suggest that while some students experience occasional supervision, a significant number have full autonomy or limited restrictions. This stands out the need for a balanced approach to digital supervision, ensuring that students use social media responsibly while maintaining a level of independence.

**Students' reflexions.**

**What improvements or changes would you like to see in the way you use social media?**



Answering this question, some students suggested that the effectiveness of digital platforms for learning could be enhanced by increasing interaction and providing information that is more relevant. They emphasized that incorporating productive subjects could increase more self-control and responsibility. Additionally, they recommended that the content be carefully monitored, particularly to dismiss materials that may be inappropriate, as such, content could negatively influence students' perceptions.

#### **Any other comments about social media?**

Students said that they want to reduce their use of social media. Because, they use social media without any purposes. They noted that excessive time spent on these platforms often leads to engaging in activities that they consider not meaningful or productive. This awareness emphasises their intention to recover time for more valuable activities and better manage their digital habits.

#### **Summary of findings**

The survey findings provide valuable information about students' social media habits, preferences, and its impact on their daily lives. The results indicate that most students use social media frequently, with a significant number engaging daily. WhatsApp, TikTok, and Instagram are the most popular platforms, principally used for chatting with friends, watching videos, and playing games. While some students recognize the educational potential of social media, only a few use it constantly for learning purposes. Additionally, social media has both positive and negative effects; it helps students stay connected and entertained but also distracts them from schoolwork and affects their mood or self-esteem.

Regarding supervision, responses vary, with some students experiencing occasional monitoring, while others have no restrictions. These findings stand out the importance of adopting responsible use of social media among students. Encouraging a balanced approach that integrates social media into learning while minimizing its distractions, can help students make their time online more productive. Moreover, increased awareness and parents guidance



can be beneficial in ensuring that social media remains a positive and constructive tool for students' academic and personal development.

### **Research proposal**

After analysing the data collected from the survey about the way students use social media, it becomes evident that digital platforms play a central role in their daily activities. In this context, it is very important and necessary to design a pedagogical proposal that incorporates these platforms into the teaching and learning process, particularly for the development of writing skills at the A1 level. According with the competences established by the Common European Framework of Reference for Languages (CEFR), students at this point should be able to produce short, simple sentences on familiar topics, a competency that supports communicative features of platforms such as WhatsApp, Facebook and Instagram (North & Piccardo, 2020).

First, in language learning, students expected to produce short, simple sentences using familiar vocabulary and basic grammatical structures. Social media platforms such as WhatsApp, Facebook, and Instagram provide an accessible and motivating environment for this purpose. These tools, which students already use regularly, can be integrated into classroom activities to engage the writing practice. For example, WhatsApp can assist as a means for exchanging short written messages and completing sentence or building exercises, while Facebook groups may be used to share short texts, posters, or personal descriptions with partners. In the same way, Instagram can be used for creative tasks such as writing slogans for images or describing personal preferences through visual and textual elements. In this context, it supports the pedagogical implication of social media in second language acquisition. For instance, Gómez and Alemán (2020) argued that digital social networks can enhance collaborative learning and authentic communication, allowing students to practice language in meaningful contexts. Also, Aydin (2014) emphasized that Facebook can function as a great tool for promoting written interaction, because it encourages learners to produce messages, comments, and short posts in the target language. Another author Bouhnik & Deshen



(2014) said that WhatsApp has been a useful tool to support vocabulary retention and written fluency through real-time exchanges, because it is very accessible. Meanwhile, Al-Ali (2014) supported that Instagram offers a multimodal space where images can be described in a simple writing, especially for beginners.

Overall, it could be a good improvement to integrate these tools into a structured writing program to take advantage of students' digital habits while transforming them into opportunities for language practice. Through setting writing in authentic communicative environments, students not only engage with vocabulary and grammar, but also got confidence in expressing personal information, describing routines, and indicate preferences. Therefore, the proposal to integrate social media into the A1 writing curriculum is justified both by students' digital practices and by the evidence that demonstrates its effectiveness in making engagement, interaction, and writing competence.

### **Theoretical foundations**

The project focuses on communicative perspective of the Common European Framework of Reference for Languages (CEFR), which denote that students at the A1 level should be able to write simple isolated phrases and sentences related to personal information, daily routines, and familiar contexts (North & Piccardo, 2020). This bring into line with the objective of developing writing competence through short, meaningful texts while maintaining grammatical accuracy and lexical appropriateness.

Then, in a sociocultural perspective, social media platforms such as WhatsApp, Facebook, and Instagram create online communicative environments where students at the same time, can share information, practice written, receive peer feedback, and got enjoyment. In this way, language learning is enhanced through interaction, collaboration, and the use of tools that reflect real-life communication (Vygotsky, 1978).

Moreover, in Computer-Assisted Language Learning or in the case of the project were the majority of students use an smartphone, researchers like Stockwell & Hubbard, (2013) emphasized that integrating digital tools can improve autonomy and motivation in learners.





Because, it is well known that social media provides support in comprehension and output through multimodal resources such as images, emojis and audio. Therefore, it may promote engagement, collaboration, and reliable writing tasks for A1 students (Gómez & Alemán, 2020).

Additionally, Task-Based Language Teaching will be the guiding approach for this program. Each week a real-life writing task is going to be introduced, for example, a post about family or a routine description, which contributes to the development of linguistic competences of A1 students while gradually increasing complexity with the use of sentence structure, lists of words, and visual aids to ensure writing accuracy and comprehension.

Finally, the program adopts a blended learning approach, where classroom instruction is extended into digital spaces. By taking advantages of the knowledge that students already have towards the use of WhatsApp, Facebook, and Instagram, the program connects informal digital practices with formal language learning, making writing practice skillful and relevant.

### **Characteristics of the proposal**

This proposal for the development of writing skills at the A1 level carried out an innovative 8-week program, designed according to the Common European Framework of Reference for Languages (CEFR). The activities focus on CEFR descriptors, ensuring that learners produce simple sentences, personal information, and short texts with familiar vocabulary and structures.

The objective of the program is the integration of social media platforms like WhatsApp, Facebook, and Instagram as teaching tools. Each platform was selected based on the survey data to maximize its communicative potential: WhatsApp was used for short written exchanges, Facebook supports paragraph writing and more structured posters, while Instagram promotes the creation of captions linked to images. This integration ensures that students engage in authentic communicative practices that reflect their daily use of digital tools.

The proposal follows a task-based approach. Each week was organized around a meaningful writing task; the complexity was gradually increased from single words to



descriptive short texts. The program culminated with the creation of a paragraph about students' daily routine, consolidating the writing skills acquired throughout the course.

Finally, the proposal incorporated formative evaluation, guided by CEFR A1 descriptors: writing short sentences, spelling accuracy, use of punctuation, and basic organization of the text. Continuous feedback from peers and teacher ensured that students progressively reinforce their writing competence.

### **Objective of the proposal**

The principal objective of this proposal was to develop students' English writing skills through a structured program that focused on the use of social media platforms such as WhatsApp, Facebook and Instagram. By engaging students in authentic, interactive, and collaborative writing activities, the program tried to improve linguistic accuracy, fluency, and creativity as well as coherence and cohesion. Furthermore, the proposal aimed to support the development of writing competencies according with CEFR descriptors and sociocultural learning approaches, ensuring that students apply their knowledge in meaningful communication contexts.

### **Structure and dynamics of the components of the proposal**

The program was carried out in eight weeks. On the first as introductory week, teacher create a WhatsApp group in order to participate actively with students. So they tried to send greetings like hello and short self-introductions like (my name is...) with emojis and photos, Focusing in personal information according with CEFR, where students can write simple insolate phrases and sentences about themselves to engage in practicing everyday digital communication.

Next, on the second week, teacher post a video and write a model of daily routine with 2 or 3 sentences, also provide a bank of common basic words such as wake up, eat, breakfast and so on. Students shared through text messages in WhatsApp their daily routines for example: I wake up at 6m. I go to school at 7, they also included pictures to describe sequential activities.



Taking into account that at A1 level they can write simple notes related to their daily cultural practices and habits.

On the third week, the teacher showed in Facebook a sample post with a picture and short family description. Students wrote a short post about their family for example: This is my father. He is a teacher, my mother is a nurse or she is beautiful, labeling classmates for comments, as they can write simple sentences about people they know, for sharing cultural views of family and community.

Moreover, on week fourth, teacher post in Facebook a model about likes and dislikes providing visual cues like food, colors, and sports. Students write a post about their favorite food, color, or sport and comment on classmates' posts. They can express that something like or dislike in simple language for example: I like coffee or I do not like to play soccer. In that way, they learned similarities and differences in preferences.

Following, on the fifth week, teacher posted on Instagram a picture of the school with a list of simple adjectives such as, big, small, fun, little or nice. Students share a picture of their classroom or a friend with a short description, for example: This is my school. It is very big or it is small, to describe places and people with simple adjectives.

Then, on the sixth week, teacher posted a photo on Facebook with weekend activities as a model, and time expressions as well. Students created a mini photo story with 2 photos and slogans showing what they did on weekends, for example: On Saturday I played soccer with my friends, given that in this stage they can use past simple using simple phrases to talk about leisure and cultural weekend activities.

Additionally, on the seventh week, teacher asked students brainstorm through WhatsApp, then in small groups they created a short paragraph about a favorite place, using there is or there are. Then teacher provided feedback before students posted it on Facebook or Instagram. It was a collaborative writing and short paragraph building.

Finally, on the eight week, teacher helped students to select the best work by given positive feedback for motivating students to do the best in the final task which was write a five



or more sentences paragraph about the daily routines. Students corrected mistakes and adapted short sentences to improve accuracy before posted it on Facebook.

### **Description of the methodological and technical requirements**

The program was developed over eight weeks with progressive activities. Applying task-based learning using strategies such as word banks, sentence structures, guided writing and collaborative tasks. Social media was used as teaching tools. for instance: WhatsApp was used to exchange short messages such as greetings, simple self-introductions, daily routines, name of places, likes and dislikes, and comments. Additionally, to submit written assignments and immediate feedback. Another resource was Facebook where both, teacher and students shown digital posters and mini-paragraphs in private class groups. Moreover, teacher supported the activities posting videos, pictures and writing material as models to facilitate understanding of the task. Finally, Instagram was use for creating simple descriptions in English accompanied by images, for example, daily routines or personal preferences. This approach motivated students by linking language learning with everyday use of social media.

### **Description of the budget or financial analysis**

Because the main platforms, WhatsApp, Facebook and Instagram are free to access and are already familiar to students. The implementation of the program did not require so many financial resources. But, it was important to consider that students have access to mobile Internet, so the estimated cost was approximately 24 dollars per student for data packages during eight weeks. As well, for the teacher, the cost of the data packages was approximately 40 dollars. Additionally, basic resources such as printable worksheets, word banks, visual aids, and vocabulary lists to support A1 students reached a cost of 50 dollars.

### **Analysis and discussion of the results obtained from the implementation of the program**

#### **What measurable improvements in writing competence can be observed in students using social media over a specified period?**

In this project, a pre-test was applied to evaluate the development of writing competences among tenth-grade students at the A1 level, as established by the Common European Framework of Reference for Languages (CEFR). The test was designed to evaluate





students' performance in relation to fundamental indicators of written communication, including grammatical accuracy, appropriate language use, coherence and cohesion, mechanisms, and writing fluency. The results of this activity provided a starting point for understanding the learners' initial strengths and weaknesses in written production, as well as to know the pedagogical design and subsequent implementation of the writing program based on social media.

**Table 1.** Summary of the Pre-test results

| Students | Central tendency | Criteria             |              |                        |           |                 |
|----------|------------------|----------------------|--------------|------------------------|-----------|-----------------|
|          |                  | Grammatical accuracy | Language Use | Coherence and Cohesion | Mechanics | Writing fluency |
| 18       | Mean             | 7,61                 | 6,56         | 5,56                   | 6,67      | 5,33            |
|          | Median           | 8,00                 | 7,00         | 6,00                   | 7,50      | 6,00            |
|          | Mode             | 8                    | 7            | 6                      | 8         | 6               |
|          | SD               | 2,06                 | 1,92         | 1,76                   | 2,38      | 1,75            |

**Elaborated by:** Pullaguari, J. (2025)

The table presents descriptive statistics of the pre-test writing performance of 18 A1 students through five criteria: grammatical accuracy, language use, coherence and cohesion, mechanics, and writing fluency. The measures reported include the mean, median, mode, and standard deviation (SD), providing perception into central tendency and variability.

Generally, grammatical accuracy scored the highest with a mean of 7.61, a median of eight, and a mode of 8. This indicates that most students performed well in grammar, with low variability (SD = 2.06). Equally, mechanics achieved relatively solid results, with a mean of 6.67 and the median (7.5), suggesting that many students demonstrated control about punctuation, capitalization, and spelling. However, the higher SD (2.38) indicates greater variability in this area. So, while some students excelled, others struggled.

On the other hand, Language use shows moderate performance, with a mean of 6.56, a median of 7, and a mode of 7, together with a relatively low SD (1.92). This suggests most students are competent in vocabulary and expression, however not at the same level as their



grammatical skills. Coherence and cohesion, with a mean of 5.56, stands out as a weaker area. The low central tendency scores and moderate SD (1.76) demonstrate challenges in organizing ideas logically and connecting sentences effectively. Finally, writing fluency appeared as the lowest-scoring criteria, with a mean of 5.33, mode and median of 6, showing that students have difficulties in conserving a continuous flow of writing. The table confirms these weaknesses, since the variability of the scores indicates that some students present a more visible lag.

In summary, the results show a group of students with acceptable grammatical skills but with limitations in organization and fluid production of texts. These findings stand out the importance of creating teaching strategies that reinforce text organization, enhance logical connections between ideas, and promote continuous writing flow, all while preserving the grammatical accuracy already demonstrated by the students.

**Table 2.** Summary of the Post-test results

| Students | Central tendency | Criteria             |              |                        |           |                 |
|----------|------------------|----------------------|--------------|------------------------|-----------|-----------------|
|          |                  | Grammatical accuracy | Language Use | Coherence and Cohesion | Mechanics | Writing fluency |
| 18       | Mean             | 8,06                 | 6,94         | 6,33                   | 7,39      | 6,44            |
|          | Median           | 8,00                 | 7,00         | 6,50                   | 7,50      | 6,00            |
|          | Mode             | 8                    | 7            | 7                      | 7         | 6               |
|          | SD               | 1,47                 | 1,63         | 1,57                   | 1,82      | 1,38            |

**Elaborated by:** Pullaguari, J. (2025)

Once the intervention program was developed the same test was applied in order to compare pre-test and post-test results, to know about measurable progress in the writing competences of tenth-grade A1 students. In the pre-test, the highest mean was in grammatical accuracy (7.61), while the lowest appeared in writing fluency (5.33). This pattern suggested that students felt more comfortable in producing short, accurate sentences, but they had problems with idea development in long writing texts.

On the post-test, grammatical accuracy increased further to a mean of 8.06, with a lower standard deviation (1.47 vs. 2.06), showing not only improvement but also greater consistency



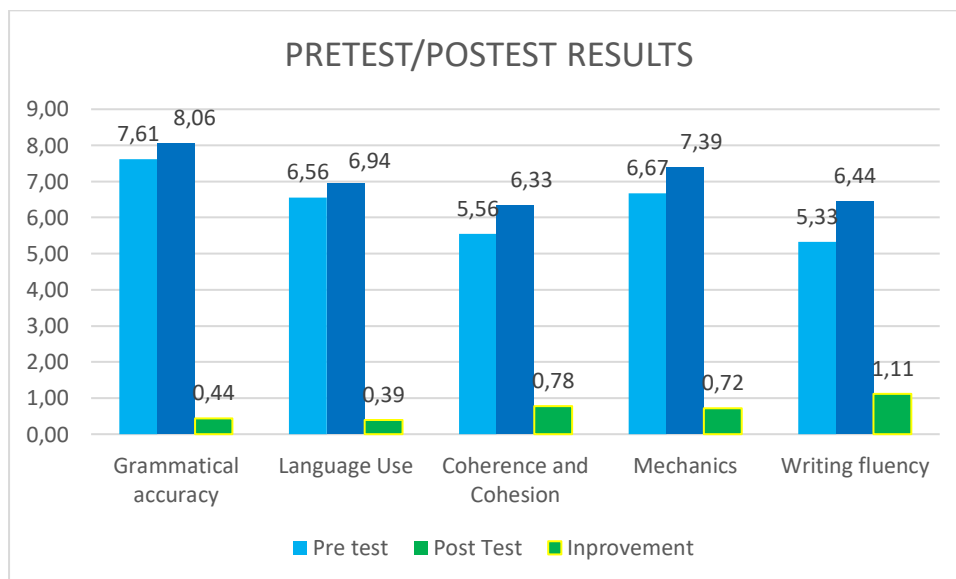


across students. Language use increased from 6.56 to 6.94, reflecting a larger vocabulary and slightly improved control in appropriately applying structures. Similarly, mechanics improved from 6.67 to 7.39, although variability remained greater (SD 2.38 vs. 1.82), suggesting that punctuation and spelling remain areas of unequal mastery.

The most significant achievements were observed in coherence and cohesion (from 5.56 to 6.33) and writing fluency (from 5.33 to 6.44). While these remain the lowest scores, the progress indicates that students are beginning to organize ideas more logically and maintain longer pieces of writing. Importantly, the reduction in standard deviations on most criteria shows more uniform progress across the group.

In summary, the comparison highlights a positive trajectory: students moved from sentence-level accuracy toward more connected and fluent writing. The program was especially effective in consolidating grammatical accuracy, but future instruction should continue to focus on discourse-level skills to balance linguistic form with communicative fluency.

**Figure 12.** Pre-Test and Post-Test contrast results



**Elaborated by:** Pullaguari, J. (2025)

The graph illustrates the improvement of tenth-grade A1 students' writing competences, comparing pre-test and post-test mean scores across five criteria: grammatical accuracy,



language use, coherence and cohesion, mechanics, and writing fluency. The results show a consistent rising development in all areas, indicating the effectiveness of the writing program based on social media.

Grammatical accuracy got the highest performance, moving from 7.61 to 8.06, with a stable improvement that reflects students' ability to construct sentences that are more accurate. Mechanics and language use also show moderate advances, demonstrating more control of spelling, punctuation, and vocabulary. The most significant progress is observed in coherence and cohesion (5.56 to 6.33) and writing fluency (5.33 to 6.44), underlining that students began to produce more connected and continuous writing. Overall, the graphic confirms that the program supported both sentence accuracy and discourse skills, although it is necessary work more on cohesion and fluency.

**Table 3.** Data on differences between the means and standard deviations

| Students | Central tendency | Pre-Test | Post-Test | Difference | Final results      |
|----------|------------------|----------|-----------|------------|--------------------|
| 18       | Mean             | 5,29     | 5,86      | 0,57       | Overall % increase |
|          | SD               | 1,50     | 1,14      | -0,36      | 6%                 |
|          | Average          | 53%      | 59%       | 6%         |                    |

**Elaborated by:** Pullaguari, J. (2025)

The data in the table reflects the results of the writing program for 18 students, comparing pre-test and post-test performance. The average score increased from 5.29 in the pretest to 5.86 in the posttest, showing an improvement of 0.57 points. This indicates that students, on average, obtained higher scores after the intervention. The standard deviation (SD) decreased from 1.50 to 1.14, suggesting that students' results became more consistent, with less variation in performance across the group. In terms of percentages, the average score increased from 53% to 59%, reflecting an overall improvement of 6%. This progress, although modest, confirms that the program had a positive effect on students' writing skills. The increase in mean and average values, along with the reduction in variability, suggests that the intervention



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not only improved individual achievement but also helped standardize progress across students, thereby reducing achievement gaps.

### **Limitations of the program**

The program, although was effective in improving writing skills, also had several limitations. First was the time, its short eight-week duration limited the progress in higher level skills such as coherence, cohesion, and fluency. Unequal access to digital devices and stable Internet among students interfere participation and sometimes reduced the effectiveness of activities. Another important limitation was the Ministerial Agreement regulating the use of cell phones during the school day, which restricted the full integration of social networks as an instructional tool and sometimes differed with implementation in the classroom. Additionally, the study involved a small sample of only 18 participants, which reduces the possibility that findings can be generalized to larger populations or different educational contexts. These limitations suggest the need for longer implementation, policy arrangement, larger samples, and improved technological support in future applications.



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## CONCLUSIONS

The application of the writing program based on social media, established a measurable improvement in students' writing competencies at the A1 level. Post-test results confirmed higher mean scores on all criteria tested compared with the pre-test, demonstrating significant academic development. This suggests that integrating social media platforms into classroom practices may be an effective pedagogical strategy to improve writing skills in the target language. Overall, the program provided evidence that digital tools, when properly conducted, support language acquisition effectively.

Students showed notable progress in grammatical accuracy, achieving higher levels of sentence construction and fewer errors compared to the pretest. This improvement reflects the effectiveness of scaffolding techniques, teacher modeling, and contextualized writing practice offered through social media. As students became more confident in applying basic grammatical rules, their writing showed greater accuracy and correctness. These results confirm that targeted grammar practice, supported by immediate feedback, plays a crucial role in the development of fundamental writing skills.

The program also adopted modest improvements in language usage and mechanics, particularly in vocabulary expansion, punctuation, and spelling accuracy. Students developed greater confidence in using familiar words and structures for communication, while improving the technical aspects of writing. Post-test scores revealed greater consistency in these areas compared to pre-test, confirming that repetitive practice in authentic digital contexts contributed to progress. Nevertheless, continuous monitoring is necessary to ensure accuracy and fluency in language use and mechanical correction.

One of the most encouraging results of the program was the relative progress in coherence, cohesion, and fluency in writing. Students demonstrated an increasing ability to link ideas logically and express themselves continuously in writing. Although these areas remained the most challenging, the increase in post-test scores reflects significant development. Structured weekly activities on social media platforms stimulated students to



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connect sentences and paragraphs, producing longer, more organized texts. It is still needed reinforcement to achieve better coherence.

The project established that social media platforms such as WhatsApp, Facebook and Instagram could assist as effective educational tools. Students were highly motivated to participate in activities conducted through familiar digital spaces, and the interactive nature of these platforms facilitated communication and collaboration. This integration created a more dynamic environment for language practice, combining formal instruction with real world application. By taking advantage of social media for educational purposes,

Despite its positive results, the project faced several limitations that must be recognized. The program lasted only eight weeks, which limited deeper skill development, and involved a small sample of 18 students, which limits generalization. Additionally, unequal access to technology created challenges to participation, and the Ministerial Agreement regulating the use of cell phones during school hours represented a difficulty for class implementation. These factors emphasize the need for further studies with longer periods, larger groups, and supportive policies to obtain general results.



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## RECOMMENDATIONS

The duration of the program should be extended beyond eight weeks to allow students more time to practice their writing skills. Longer exposure will particularly benefit the development of coherence, cohesion and fluency, areas that require guidance and reinforcement for significant improvement in students' writing.

Future implementations should involve larger and more diverse groups of participants. Increasing the sample size would improve the validity and reliability of the results, allowing the findings to be generalized in different contexts. Longer participation will also provide more knowledge about the effectiveness of the program under various learning conditions.

It is essential to bring into line the program with educational policies, particularly those that regulate the use of cell phones in schools. Negotiating flexibility with authorities will allow for a continuous integration of social media platforms into the learning process, ensuring that the tools students already use can serve for meaningful educational purposes without conflicting with institutional regulations.

Institutions must ensure equal access to digital resources by providing students with devices and Internet connectivity. Promoting technological equal opportunity to maximizing participation and engagement in writing tasks based on social media. Without technological support, differences in access can create learning gaps and damage the effectiveness and inclusion of the program.

Continuous teacher training would be recommendable to ensure the effective use of social media platforms for educational purposes. Professional development should focus on digital pedagogy, supporting strategies, and feedback techniques. So, well-prepared teachers will be better equipped to encourage student engagement, and maximize the program to improve writing skills.



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UNIVERSIDAD  
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DEL ECUADOR

## TRABAJO DE TITULACIÓN

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## Annex 2. Investigation for the study proposal

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ANEXO II

**"PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I"**

**RESEARCH TOPIC: THE USE OF SOCIAL MEDIA TO DEVELOP WRITING COMPETENCE OF TENTH- GRADER STUDENTS (A1 LEVEL)**

**AUTHOR: JORGE PULLAGUARI**

### ***1. Brief analysis and description of the situation that justifies the presentation of this proposal.***

This proposal will be developed in Ecuador, in Baños town, canton Cuenca, Azuay province, in the " Cornelio Crespo Toral " public School, with a group of 30 students of tenth-grader, where the aim is to develop writing competence in English language learning through the use of social media. It is well knowing that nowadays the public, educational system in our country does not support effectible the use of technology into the classrooms. So students lose the opportunity to interact and develop learning activities into the virtual environment. Although, there is a computer laboratory, they do not have internet access because this service is not available.

First of all, the lack of technological resources in the school dismiss the opportunity for teachers and students to cope the educational program according with the technology development in all subjects, as well as in English language learning. But it could be possible to improve this situation through the use of social media, as Al-Jarrah (2019) argued that, social media as a learning platform making allows students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge and writing ability.

Moreover, in Ecuador, according to Ministerio de Telecomunicaciones (2015), the average of people who uses social media in their smart phones is about 91%. In urban areas the use of social network is 92.4% and in rural areas is 82.88%. People between 15 to 29 years old, are the group that more uses social media, so it is an average of 94.1%. Azuay has the highest average with 95.45%. So, almost all people in Ecuador use social media in their smart phone. In this way, it would be fruitful for English teachers to manage social media as a communicative tool to develop writing competence in A1 students who are learning English as a subject at the school.



## 2. *Statement of the problem to be investigated.*

This research is based on the use of social media to develop writing competence in A1 students. In that context, using social media to develop writing competence in tenth-grader students who are learning English as a subject, offers a dynamic and engaging approach to language acquisition. By taking advantage of platforms like Facebook, and WhatsApp, students can practice writing in a real context, receive immediate feedback, and interact with native speakers and classmates. Furthermore, it helps them learn informal and formal writing styles, improves their vocabulary, and increases their ability to articulate thoughts clearly and precisely.

Furthermore, the interactive nature of social media promotes collaboration, critical thinking, and creativity, making the learning process more enjoyable and effective. Consequently, social media has revolutionized communication, offering new ways for language learning and skill development. For A1 students, who are at the beginning stages of language acquisition, social media can be a powerful tool to enhance their writing skills. This design outlines how social media can be effectively integrated into the curriculum to support and improve the writing abilities of students who are attending the tenth-grade of EGB., in "Cornelio Crespo Toral" public school, of Baños, canton Cuenca, Azuay province in Ecuador.

## 3. *Justification of the research*

This project is the first one that is going to be applied in this educational Institution, nobody before has developed any kind of research about the use of social media to improve the learning process. Despite that during the pandemic, all of teachers used some technological means to communicate and performed their class activities with students in a virtual environment. Therefore, this is a big motive to go ahead, considering the following aspects which increase the reasons to carry out this proposal:

Firstly, Social media platforms provide students with opportunities to read and write in real-world contexts, making language learning more relevant and practical. This helps students understand how English is used in everyday communication. Also they can receive immediate feedback from teachers, partners, and native speakers, allowing them to correct errors and improve their writing skills to internalize correct language usage.

Secondly, the interactive environment of social media makes learning process more enjoyable and engaging for students. Moreover, it promotes collaboration learning, as



students can share their work, comment on each other's posts, and participate in group projects. This collaborative environment encourages students to learn from one another and develop their writing skills together.

Additionally, students are exposed to a variety of writing styles and genres on social media, from informal posts to more structured content. This exposure helps them understand different writing agreements and adapt their writing style to different contexts. Besides, they are immersed into a wide range of vocabulary and expressions used by native speakers. This exposure helps students expand their vocabulary and use new words and phrases in their writing.

Overall, the use of social media into the English learning process for A1 students who are in tenth-grade, provides a dynamic, interactive, and helpful environment that would improve their writing competence and increase language proficiency. Moreover, for teachers it could be a great tool to prepare their classes in advance and provide a correct feedback. For the school authorities it would be a big opportunity to include social media into de curriculum to enhance all subjects and for fathers it will be grateful because their children will use social media for educational purposes instead of spending time.

#### ***4. Description of the relationship between the proposal and the research lines of the university.***

The relationship between the use of social media to develop writing competence and the research lines of the University can be associated in how social media as a tool works and enhances the university's research priorities, due to, UBE University may have various research lines, which normally include areas like educational technology, language acquisition, digital literacy, and communication studies.

Social media platforms can serve as innovative educational tools that support the development of writing skills, whit the analysis of how platforms like WhatsApp, and Facebook can be incorporated into English classes to enhance engagement and provide real-world writing practice.

#### ***5. Object of the research***

The object of developing English writing competence in A1 students using social media is to connect the interactive, engaging, and real-world communication capabilities of social media platforms to enhance students' basic writing skills.





First of all, provide frequent and varied opportunities for students to practice writing, thus improving their fluency, accuracy, and overall writing competence in English. Using the familiar and interactive nature of social media to make writing practice more engaging and motivating, encouraging them to participate more actively.

Then, enable students to engage in collaborative writing projects and peer reviews, promotion a sense of community and related support that enhances their learning experience. Besides, help students understand the importance of audience in writing by giving them opportunities to share their work with a bigger, authentic audience, thus improving their ability to adapt their writing to different contexts.

Finally, promote reflective writing practices through the use of Facebook, WhatsApp, and other social media tools, encouraging students to think critically about their writing process and progress, to develop their ability to combine text with other forms of media, such as images and videos, thereby enhancing their overall communication skills and preparing them for the diverse modes of expression predominant in the digital age.

**6. *General objective (one)***

To use social media as a tool to develop writing competence in tenth-grader students A1 level who are learning English as a school subject.

**7. *Specific objectives (three)***

1. To evaluate which social media platforms are most used for students
2. To Identify the types of social media-based activities that significantly contribute to the development of writing skills.
3. To analyse the improvement in students' writing competence over a defined period using social media tools

***Research questions***

1. Which social media platforms are most used for students?
2. What types of social media activities lead to significant improvements in writing competence?
3. What measurable improvements in writing competence can be observed in students using social media over a specified period?

**8. *Description of the variables of the study (independent & dependent)***

This proposal focuses on two variables:





***Independent variable: Social media***

Social media refers to the means of interactions among people in which they create, share, or exchange information and ideas in virtual communities and networks (University Communications and Marketing).

Social media is defined as the set of interactive Internet applications that facilitate (collaborative or individual) creation, curation, and sharing of user-generated content (Davis, 2016)

In this context, social media is a set of interactive internet applications such as Facebook, and WhatsApp, which facilitate interaction, creation, sharing and exchanging information between people into virtual environment

***Dependent variable. Writing competence***

According to (Common European Framework) CEFR, writing is defined as the ability to produce written texts that effectively communicate information, ideas, emotions, and opinions to a reader. The CEFR describes writing competence in terms of various levels of proficiency, ranging from A1 (beginner) to C2 (proficient).

Additionally, Nordquist (2019), argued that written English is the way in which the English language is transmitted through a conventional system of graphic signs (or *letters*).

About the context of the previous definition, writing is the ability to produce different kind of text according with the levels of proficiency, in which learners can transmit or communicate information, ideas or emotions in English language.

***9. Description of the research approaches, methods, data collection***

The research approach involves quantitative and qualitative methods to study the effectiveness of social media in developing writing competence in A1 students.

***Quantitative Approach.***- Focuses on numerical data to measure and analyse the impact of social media on writing competence. For data collection it is going to apply Pre- and post-tests to measure improvements in writing skills.

***Qualitative Approach.***- It involves detailed descriptions and analysis of students' experiences and perceptions. For data collection it is possible to use interviews and focus



groups to gather insights into how students feel about using social media for writing practice.

### ***Research Method***

For this proposal it is better to use Experimental Method, because it involves a controlled study where one group uses social media for writing practice and a control group does not. For instance, we are going to compare the writing competence of students focus of the project who use social media-based activities with those who use traditional methods.

For data Collection it is possible to use the following Techniques:

***Pre- and Post-Tests.*** - To assess students' writing competence before and after the intervention. For example, administering a standardized writing test at the beginning and end of the study period.

***Surveys and Questionnaires.*** - For collecting data on students' and teachers' attitudes, experiences, and perceptions. For instance, we can use Likert-scale questions to measure student engagement and perceived improvement in writing skills.

### ***10. Description of the beneficiaries and their main characteristics.***

The beneficiaries of this program are students who attend the tenth-grade of EGB in a "Cornelio Crespo Toral" public school. These students are at an A1 level according to the European Common Framework, because they attend English classes as a subject according with the national curriculum.

Additional, the other beneficiaries are teachers, authorities, and family parents, because they can learn another way to use technology for educative purposes, for example learning English through social media.

### ***11. Description of the research context***

***Cultural Background.*** - The students who are participating in the project belong to "Cornelio Crespo Toral" of Baños town, in Cuenca, Azuay province, Ecuador. All of them speak Spanish as a first language and learn English as a subject in their School. In the Educational context, they don't have enough educational resources like the others schools in rural areas of Ecuador.



**Learning Problems.** - There are some language barriers, the main is difficulty in transitioning from Spanish to English, leading to challenges in comprehension and communication (Wold). Another problem is the limited resources that produce inadequate access to quality English learning materials and technological resources in schools. Moreover, the economic needs that may limit consistent school attendance and the ability to purchase educational materials, as well English curriculum and teaching methods that don't support the student's cultural context and learning styles (Valdés).

**Learning Style.** - These students prefer collaborative and group-based activities over individual tasks. In experiential learning they appreciate more the benefit from active, practical learning experiences rather than abstract theoretical lessons. So they could be supported by learning approach that connects educational content to real-life experiences and cultural context (Sobia, Bushra and Wajeeha). **Strengths: Resilience.** - students have

strong adaptability and perseverance due to life experiences and economic challenges motivate them to learn from daily activities.

**Community Support.** - They are owners of a strong sense of community and familial support that can be connected with educational purposes.

**Cultural Richness.** - These students have a deep cultural knowledge and traditions that can be integrated into the learning process to make it more relevant and engaging.

**Weaknesses:**

**Language Proficiency Gaps.** - These students face difficulties with proficiency in both Spanish and English, which can hinder learning new content.

**Lack of Resources.** - Students don't have enough access to learning materials, technology, and qualified teachers.

**Economic Pressures.** - Students' family faces financial difficulties that can disrupt consistent education and access to extracurricular learning opportunities (Mjaku).

**Educational Inequalities.** - There are differences in educational quality between rural and urban areas, in public and private schools as well, leading to inconsistent foundational knowledge.





***Potentialities Integrating Cultural Context.*** - Incorporating short stories, traditions, and practices into

the English curriculum to make learning more engaging and relevant.

***Community Involvement:*** Engaging community members and elders in the educational process to provide support and enrich the learning experience. Also parents and family members might encourage learning English as they recognize its potential benefits for future opportunities and social mobility.

***Enhanced Training for Teachers:*** Providing specialized training for teachers to understand and address the main needs of indigenous students.

***Social Media and Entertainment:*** Popular social media platforms, games, and entertainment content in English can motivate students to learn the language to participate fully in these activities.

***Future Aspirations.*** – As many people from these location are in USA as migrants, the principal aim of these students is to travel abroad for work, or education, it motivates students to learn English to communicate effectively in different countries.

***Threats:***

***Technological and Media Influence.*** - almost all of the students have a smart phone to access to the internet and digital resources that often requires English proficiency to navigate and utilize effectively, but students don't use technology for educational purposes, they use it most of the time for entertaining, and interaction with friends or relatives through the social media.

***Government policies.*** - National education policies don't emphasize the importance of English proficiency in public schools, so they can't provide additional motivation.

***12. Description of the practical contributions of the proposal***

The use of social media can be a helpful strategy for developing writing skills in A1 students who are going to practice this competence in a more engaging and interactive way. For example:

Students can write brief updates about their day or describe their feelings on platforms like Facebook, WhatsApp or Instagram.



Students can post pictures with short descriptions on platforms like Facebook or Instagram.

Students can practice writing simple comments on their classmates' posts or shared content.

Students are going to be able to use messaging apps like WhatsApp to practice basic conversations and write simple sentences.

**13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need**

**Professional Perspective.** - Writing competence is crucial in professional settings where effective communication is key. Social media helps professionals build networks and personal brands. Competent writing is essential for creating a professional online attendance. Also, professionals can use social media to stay updated with industry trends and share insights, thus continuously refining their writing skills. **Methodological**

**Perspective.** - Social media can make writing practice more engaging and relevant for students, increasing their motivation, because, social media helps students practice writing in real-world contexts, making the learning experience more practical and applicable. Also, teachers can use social media to provide continuous feedback, helping students improve their writing competence over time.

**Technological Perspective.** - Social media platforms are easily accessible and can be used anytime, providing students with more opportunities to practice writing, due to it supports various forms of communication, such as text, images, videos, and links, helping students develop a range of writing skills.

**Social Need Perspective.** - In nowadays digital age, the ability to communicate effectively online is a critical skill. Social media use helps students develop digital literacy alongside writing competence through connecting them from diverse backgrounds, promoting inclusivity and cultural exchange, which enriches the writing experience. Moreover, platforms like Facebook groups, Twitter chats, and online forums create communities where students can share their writing, receive support, and build confidence in their writing abilities.





**Annex 7. Hutchinson and Waters (1987) needs analysis model**

| <b>TARGET NEEDS</b>   |  |  |
|---|--|--|
| <p>Hutchinson and Waters (1987) introduced a comprehensive model about target needs which are mainly related to ‘what the learner needs to do in the target situation’. Their model takes into account various types of needs and proposes a structured approach to analyzing these needs, particularly in terms of learners’ purposes for language learning, lacks and wants.</p>  |  |  |
| <b>Necessities</b>  | <b>Lacks</b>   | <b>Wants</b>   |
| <ul style="list-style-type: none"> <li>• Understand basic instructions in English, particularly in academic settings.</li> <li>• Develop the ability to communicate in simple, practical situations, such as giving personal information, asking for directions, and participating in basic conversations.</li> <li>• Acquire basic reading and writing skills to comprehend English materials such as textbooks, websites, or signs, which are essential for academic progress and potential employment in sectors like tourism or trade.</li> </ul> | <ul style="list-style-type: none"> <li>• Limited vocabulary and grammatical knowledge, making it difficult to form complete sentences or understand spoken and written English.</li> <li>• Weak listening comprehension skills due to minimal exposure to native or fluent English speakers.</li> <li>• Difficulty in expressing themselves clearly in spoken or written English.</li> <li>• Limited opportunities to practice English, as the rural setting offers little interaction with the language outside the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• A desire to learn English to communicate with their relatives abroad, due to the fact that at least one of the student has a relative as migrant in USA.</li> <li>• Personal interest in being able to communicate with foreigners or understand English media, such as music, movies, or online content.</li> <li>• Aspirations to attend university or migrate to USA when they will finish high school where English proficiency may be required for admission or for traveling abroad.</li> </ul> |
|   |  |  |



| <b>GENERAL QUESTIONS</b>                    | <b>ANSWERS</b>  | <b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b><br>Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test |
|---|---|--|
| Why is the English language needed here?    | English is needed here because it is an obligatory subject in public schools as part of its effort to promote bilingualism and improve educational outcomes                             | Documents from Ministerio de Educacion (2016)  |
| How will the English language be used?      | The use of English will be quite basic and centered around simple, everyday interactions and foundational language skills   | Syllabus, Lesson plan,   |
| What will the content areas be?             | Only General English, because this corresponds to the national curriculum   | Curriculum, Documents from the Ministry of Education   |
| Who will the learner use the language with? | During class activities with teachers and peers. Also, might use English to interact with others and relatives online, most of the time through social media.                           | Lesson plan<br>Assessment plan<br>Social media accounts  |
| Where will the English language be used?    | They can use English in both inside and outside the classroom. Moreover, they can use in social media, in educative online platforms or at home sharing knowledge with their relatives. | Descriptors of the level CEFRL<br>Social media accounts  |



|                                 |         |   |                                |
|---------------------------------|---------|---|--------------------------------|
| When will the language be used? | English | During the school year 2024-2025 (September to July) while the English lessons are going to be developed.<br>Also, when the project will start interacting through social media | Lesson plan<br>Assessment plan |
|---------------------------------|---------|---|--------------------------------|

**LEARNING NEEDS**

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

| <b>GENERAL QUESTIONS</b>                | <b>SPECIFIC QUESTIONS</b>  | <b>ANSWERS</b> | <b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b><br>Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test |
|---|--|----------------|--|
| Why are the learners taking the course? | Students have to come across the educational standards and graduation requirements, students must demonstrate basic proficiency in English | A1 level       | DIAGNOSTIC TEST  |





|                                      |   |  |  |
|--------------------------------------|---|--|--|
| <p>How do the learners learn?</p>    | <p>first of all, it is important the teacher support and feedback. through technological resources like social media interactions supported with digital tools and apps can provide interactive exercises and games to support language learning outside the classroom</p>  | <p>TEACHER CENTERED INSTRUCTION<br/>CLT APPROACH<br/>TASK BASED LEARNING APPROACH<br/>COMPUTER ASSISTANCE<br/>LANGUAGE LEARNING CALL</p>   | <p>Lesson plan<br/>Monitoring<br/>Doing<br/>Seeing</p> |
| <p>What resources are available?</p> | <p>One English teacher for all of the courses, she uses to teach according with the Ministry of Education curriculum and its guidelines. she is a qualify teacher but there are not enough materials and resources to make the learning process more engaged. However, there is an opportunity to use technology, due to the fact that almost every student has an account in social media.</p> | <p>One teacher<br/>Teacher laptop<br/>TV<br/>Internet<br/>Whiteboard<br/>Markers<br/>Printed Book<br/>Little visual material<br/>There is a computer laboratory but the majority of the computers are not available.</p> | <p>Syllabus,<br/>curriculum<br/>Lesson Plan</p>        |



|                              |  |  |  |
|------------------------------|--|--|--|
| <p>Who are the learners?</p> | <p>Age/Sex/Nationality?</p> <p>What do they already know about English?</p> <p>What knowledge do they have of the matter?</p> <p>What are their interests?</p> | <p>The students are twenty-seven, nineteen girls and eight boys in third year of high school BGU (Bachillerato General Unificado), whose age is in average from seventeen up eighteen, their nationality is Ecuadorian.</p> <p>They know basic English and they are in A1 level according to the CEFRL. They can spell the alphabet and count numbers, understand and use familiar everyday expressions and very basic phrases.</p> <p>They might recognize simple instructions like "stand up," "sit down," "open your book," etc. They might be able to write basic phrases like "I am a student" or "I live in Ecuador." Also, they can use simple grammar structure with simple sentences in present tense, using some articles and pronouns.</p> <p>They are interested in listening rock music</p> | <p>Surveys<br/>Questionnaires<br/>Pre test</p> |
|------------------------------|--|--|--|



|  |  |   |  |
|--|--|---|--|
|  | <p>What teaching styles are they used to?</p> <p>What is their attitude towards English?</p> <p>What is their attitude towards the cultures of the English-speaking world?</p> | <p>and popular Latin American genres like reggaeton, cumbia, or trap music. Moreover, they are often interested in social media platforms like TikTok, Instagram, or Facebook, and may enjoy using their phones for games or videos.</p> <p>Teacher use teacher-centered methods of instruction. Like in many rural or public schools in Ecuador, teaching styles tend to emphasize structure and routine</p> <p>Their <b>motivation to learn</b> might come from external expectations, such as school requirements, teacher encouragement, the need to pass exams, or migrate to USA.</p> <p>What is their attitude towards the cultures of the English-speaking world?<br/>Students are likely to be influenced by <b>global pop culture</b> movies, TV shows, music, and social</p> |  |
|--|--|---|--|



|                                   |   |   |                     |
|-----------------------------------|---|---|---------------------|
|                                   |   | media trends from English-speaking countries.   |                     |
| Where will the course take place? | Are the surroundings pleasant, dull, noisy, cold? | <p>The English course for the A1-level students will likely take place at UECIB “<b>Shiña</b>” <b>public high school</b> located in <b>Nabón</b>, Azuay province. Based on the rural setting, the classes may be held in a typical classroom environment, with some limitations in terms of technology and resources compared to more urban schools.</p> <p>In general, the surroundings are likely to be <b>calm and modest</b>, with a natural beauty typical of rural highland Ecuador. This environment can offer a <b>peaceful</b> setting for learning, though it may also be influenced by the school’s resources and maintenance.</p> | Syllabus curriculum |



|   |   |  |                               |
|---|---|--|-------------------------------|
| <p>When will the course take place?</p> | <p>Time of day?</p> <p>Every day once a week?</p> <p>Full-time, part-time?</p> <p>Concurrent with need or pre-need?</p> | <p>The project would be starting in the first trimester of the school year 2024 – 2025.</p> <p>Every day interactions through social media</p> <p>it could be par time short activities</p> <p>According to the proposal. Despite the students' needs of learning English language face all of the learning language skills; the course will be focus in develop the English writing competence, due to the fact, that students do not like to write. But, they always use social media to send messages and interact with others in writing manner.</p> | <p>The proposal timelines</p> |
|---|---|--|-------------------------------|



## Annex 9. Social media survey

### *Survey: Social Media Usage Among Tenth-Grade Students*

**Objective:** To understand the social media habits and preferences of tenth-grade students.

**Instructions:** Please answer the following questions honestly. Your responses will remain confidential.

#### **General Information**

- 1 Age: \_\_\_\_ years old
- Gender:
  - 2  Male
  - Female
  - Other
3. How often do you use social media?  
 Every day  A few times a week  Occasionally  Rarely  Never

#### **Social Media Platforms**

4. Which social media platforms do you use? (Select all that apply):

- Facebook
- Instagram
- TikTok
- WhatsApp
- Twitter/X
- Snapchat
- YouTube
- Other (please specify): \_\_\_\_\_

5. Which platform do you use the most?

- Facebook
- Instagram
- TikTok
- WhatsApp
- Twitter/X
- Snapchat
- YouTube
- Other (please specify): \_\_\_\_\_





**6. Why do you prefer that platform?**

- To connect with friends and family
- To watch videos or entertainment
- To share content (photos, videos, etc.)
- For news and updates
- Other (please specify): \_\_\_\_\_

**Time Spent on Social Media**

**7. How much time do you spend on social media each day?**

- Less than 1 hour
- 1-2 hours
- 3-4 hours
- More than 4 hours

**8. What time of the day do you usually use social media?**

- Morning
- Afternoon
- Evening
- Late night

**Purpose and Activities**

**9. What do you usually do on social media? (Select all that apply):**

- Chatting with friends
- Watching videos or scrolling through posts
- Sharing photos/videos/stories
- Learning new things (e.g., tutorials, educational content)
- Playing games
- Other (please specify): \_\_\_\_\_

**10. Do you use social media for schoolwork or learning purposes?**

- Yes
- No
- Sometimes

**Impacts of Social Media**

**11. How does social media affect you? (Select all that apply):**

- It helps me stay connected with people.
- It's a good source of entertainment.
- It helps me learn new things.





- It sometimes distracts me from schoolwork.
- It negatively affects my mood or self-esteem.
- Other (please specify): \_\_\_\_\_

12. *Do your parents or teachers monitor your social media use?*

- Yes
- No
- Sometimes

### *Suggestions*

13. *What improvements or changes would you like to see in the way you use social media?*

---

14. *Any other comments about social media?*

---

---

*Thank you for your time!*

Signature

Complete name:

Jorge Enrique Pullaguari

I.D.:1103338354

Expert's Signature

Complete name:

I.D.:





**Annex 10. Pre and Posttests**

**Instructions:**

You have 30 minutes to complete the following writing tasks. Please read the instructions carefully and write your responses in the space provided. **(usted tiene 30 minutos para completar la siguiente tarea. Por favor lea las instrucciones cuidadosamente y escriba sus respuestas en el espacio provisto)**

**Task 1: Sentence Construction (10 minutes)**

**Instruction:** Write five sentences about yourself. Include information such as your name, age, where you live, and what you like to do. **(Escriba 5 oraciones acerca de usted. Incluya información relacionada con su nombre, edad, donde vive, y que le gusta hacer)**

1. ....
2. ....
3. ....
4. ....
5. ....

**Task 2: Short Paragraph (20 minutes)**

**Instruction:** Write a short paragraph (3-5 sentences) about your daily routine. Use simple sentences to describe what you do every day. **(Escriba un pequeño párrafo sobre su rutina diaria. Use oraciones simples para describir lo que acostumbra hacer todos los días)**

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Annex 11. Rubric

| Criteria               | Aspects  | Grade |
|------------------------|--|-------|
| Grammatical Accuracy   | <b>Basic Sentence Structures:</b> Ability to form simple sentences                     |       |
|                        | <b>Tense Usage:</b> Correct use of basic tenses  |       |
|                        | <b>Agreement:</b> Correct subject-verb and adjective-noun agreement.                   |       |
| Language Use           | <b>High-Frequency Words:</b> Use of common words related to everyday topics            |       |
|                        | <b>Simple Expressions:</b> Ability to use fixed phrases                                |       |
|                        | <b>Spelling:</b> Correct spelling of basic vocabulary                                  |       |
| Coherence and Cohesion | <b>Sentence Linking:</b> Basic use of conjunctions                                     |       |
|                        | <b>Logical Sequence:</b> Organizing ideas in a clear, linear manner                    |       |
|                        | <b>Paragraph Division:</b> Writing simple paragraphs with a clear main idea.           |       |
| Mechanics              | <b>Punctuation:</b> Correct use of periods, commas, and question marks.                |       |
|                        | <b>Capitalization:</b> Using capital letters for proper nouns and sentence beginnings. |       |
|                        | <b>Handwriting/Legibility:</b> Clear and readable writing if done by hand              |       |
| Writing Fluency        | <b>Short Texts:</b> Ability to write brief responses or descriptions                   |       |
|                        | <b>Consistency:</b> Maintaining basic structure without abrupt changes or omissions    |       |
|                        | <b>Email or Message Writing:</b> Crafting brief, informal messages                     |       |