



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

**Proyecto de Titulación previo a la obtención del Título de Licenciada en
Ciencias de la Educación.**

Mención: Inglés

TEMA:

"ITALKI SOCIAL NETWORK APP AND WRITING SKILLS"

AUTORA: Diana Araceli Pilco Chicaiza

TUTORA: PhD Verónica Elizabeth Chicaiza Redín


Ambato-Ecuador

2019-2020

SUPERVISOR APPROVAL

CERTIFY:

I, PhD Verónica Elizabeth Chicaiza Redín, holder of the I.D No. 1715106322 in my capacity as supervisor of the Research dissertation on the topic: **“ITALKI SOCIAL NETWORK APP AND WRITING SKILLS”** investigated by Miss Diana Araceli Pilco Chicaiza with I.D No. 1804867818 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



.....
PhD Verónica Elizabeth Chicaiza Redín

I.D. 1715106322

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled **“ITALKI SOCIAL NETWORK APP AND WRITING SKILLS”** is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



.....
Diana Araceli Pilco Chicaiza

1804867818

AUTHOR

**TO THE DIRECTIVE COUNCIL OF
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **“ITALKI SOCIAL NETWORK APP AND WRITING SKILLS”** which is held by Diana Araceli Pilco Chicaiza undergraduate student from Language career, academic period September - February 2020 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2020

REVISION COMMISSION



Mg. Manuel Xavier Sulca Guale
REVISER



Mg. Wilma Suárez Mosquera
REVISER

COPYRIGHT REUSE

I, Diana Araceli Pilco Chicaiza with I.D. No. 1804867818, confer the rights of this undergraduate dissertation ***“ITALKI SOCIAL NETWORK APP AND WRITING SKILLS”***, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Ambato's Technical University, without any kind of profit from it.



.....
Diana Araceli Pilco Chicaiza

1804867818

AUTHOR

DEDICATIONS

God who has been the inspiration for each of my steps taken, to my parents for being the fundamental pillars for every action that I carry out, for inspiring me to find a career that can help people, to my brothers because they are the ones who support me when I need it most, to my dear grandmother who inspired me to be a strong and productive person for society.

DIANA

ACKNOWLEDGEMENTS

I mainly thank God for guiding me on the right path of life. To my parents for being that example to follow and for cultivating values that have helped me to be a person of integrity, to my grandmother who always motivated me to move forward despite the inconvenience, to my brothers for being with me and giving me their advice, to my tutor, Verónica Chicaiza, for being the person who taught me academic, moral and ethical knowledge, and to my dear professors for sharing their wisdom with me, thank you for that and much more.

DIANA

TABLE OF CONTENT

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF.....	iv
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	iv
COPYRIGHT REUSE	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENT	viii
ABSTRACT.....	xii
CHAPTER I.....	1
THEORETICAL FRAMEWORK.....	1
1.1 Investigative background.....	1
1.2 Theoretical foundation.....	7
1.2.1 Independent Variable: Italki Social Network App	7
1.2.1.1 Definition	7
1.2.1.2 Characterstics	8
1.2.1.3 ITALKI Methodology.....	9
1.2.1.4 How to use the social network	9
1.2.1.5 Benefits	10
1.2.2 Dependent Variable: Writing.....	10
1.2.2.1 Definition	10
1.2.2.2 Writing Process	12
1.2.2.3 Writing characteristics	14
1.2.2.5 Importance.....	14
1.3 Objectives.....	15

1.3.1 General.....	15
1.3.2 Specific	15
CHAPTER II.....	16
METHODOLOGY.....	16
2.1 Methods	16
2.1 Basic mode of investigation.....	16
2.2 Level or type of investigation.....	17
CHAPTER III.....	22
RESULTS AND DISCUSSION	22
3.1 Results and discussion of results	22
3.2 Hypothesis verification.....	29
CHAPTER IV	31
CONCLUSIONS AND RECOMMENDATIONS	31
CONCLUSIONS	31
RECOMMENDATIONS	32
REFERENCES.....	33
ANNEX.....	36

TABLE INDEX

Table 1 Pretest application	22
Table 2 Average progress in activities	23
Table 3 Posttest application.....	25
Table 4 Comparative analysis	26
Table 6. Paired Samples Statistics.....	29
Table 7. T-Student	29

FIGURE INDEX

Figure 1 Features relevant to the writing process	12
Figure 2 Pretest application.....	22
Figure 3 Average progress in activities.....	24
Figure 4 Posttest application	25
Figure 5 Comparative analysis.....	27

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

ABSTRACT

TOPIC: “ITALKI SOCIAL NETWORK APP AND WRITING SKILLS”

AUTHOR: Diana Araceli Pilco Chicaiza

TUTOR: PhD Verónica Elizabeth Chicaiza Redín

The purpose of this research was to determine the influence of the Italki Social Network App in the development of the writing skills of the students from eighth semester of Pedagogy of National and Foreign Languages at Technical University of Ambato, in which a qualitative and quantitative methodology was used with 10 students, who used the application for two months. The data collection was developed through the Cambridge FCE test, which was applied at the beginning and at the end of the investigation in order to determine the level of the writing skill in the students of the eighth semester, focusing on the comparison of results to determine the effectiveness of the strategy established. According to the development of the research, it was found that the use of social networks favors the writing skill because students feel motivated. Situation that was validated with the application of the ITALKI network, which gave good results because it was possible to observe an increase in the number of students that reached the required learning of 30%, going from 30% to 60%. Additionally, there is a 30% of students who master the required learning.

Keywords: Italki Social Network, app, language, writing, learning process, skills.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

In order to recognize the importance of social networks, especially ITALKI, which has shown good results in the productive skills such as writing, it was necessary to conduct a bibliographic search in different, physical and virtual sources, including institutional repositories, to obtain a theoretical framework that served as a reference for the development of this research, among the most important studies are the following:

Veira, Leacock, and Warrican (2014), in their paper titled *“Learning outside the walls of the classroom: Engaging the digital natives”* established the objective of investigating the reaction of students and teachers to the use of TICs to promote learning outside the classroom and habitual school hours in a Caribbean secondary school. In order to obtain trustworthy information, the authors worked with two courses, 10th and 11th Biology students. The population was asked to participate in online discussion groups: Google and Facebook. Additionally, the data was gathered by questionnaires, interviews, and observations. The first step to collect information was to ask students to work in groups in discussion groups. Then, the students worked online in order to report what they learned.

As a result of the observation, the authors concluded that these collaborative works provided useful learning support outside the classroom since they used friendly online platforms and they worked freely. Besides, the students showed enthusiasm about these resources, so that, they requested teachers to apply this strategy on more subject areas. In contrast, teachers rejected the request of working in this way due to the lack of equipment and time. However, one year later, the authorities supplied the school with new devices. Furthermore, students were permitted to use their portable technological devices in order to save time and allow other students to work with the institution’s devices.

That investigation contributed to this research since it showed the importance of using social networking inside and outside the classroom. The results also proved that students worked better if they were involved in a friendly environment and in a cooperative way. Moreover, it is necessary to mention that nowadays the use of portable devices plays an important role in the educational setting because students can use them at any time or anywhere, but considering that students must be responsible for their usage.

In the article “*Utilizing social networking sites to improve writing: a case study with Chinese students in Malaysia*” developed by Vikneswaran and Krish (2015), it is mentioned that with the advancement of technology, writing in English is no longer limited to the classroom, but today students are exposed to different forms of writing on Internet. To clarify, it suggested that online writing is a new method that must be implemented to improve students' writing skills.

This article aimed to identify what motivates students to choose English as a second language and to write in English through social networks. The data for this study included both online discussions and interviews. Conclusively, the findings suggested that the influence of classmates and the school environment motivated students to write better in English through networks, due to the exchange of comments and ideas that took place in that process.

The study presented before supported the current research because it emphasized that the use of technology in teaching has a positive result in the learning process. Moreover, it promoted peer interaction, encouraging a greater desire to learn.

The article “*The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills*” developed by Said (2015), highlights that the portability and accessibility of mobile devices and their applications in this digital age have attracted the attention of the educational context for its benefits. The study was conducted to determine the effectiveness of using WhatsApp Messenger as one of mobile learning techniques to develop students' writing skills. The participants were 30 second-year university students, from the English department of a private university in Saudi Arabia. The experimental group used WhatsApp to

develop their writing skills, while the control group developed their writing skills through the prescribed book.

The pre-posttest test comprised three activities: scoring a paragraph, correcting a paragraph and writing an essay. The analysis of the T test revealed that the WhatsApp technique produced significant effects on the writing ability of the students who used this social network. It provided learning opportunities to practice the language for free, greater personal and integral relationship between students and teachers, making them more sociable and able to share opinions with others.

The article, in addition to evidence several approaches that support the fact of using social networks as a teaching-learning resource of the English language, highlights the need for teachers and the educational community in general to use technology and therefore, take advantage of its great potential, especially with the current generations that demand innovation.

In contrast to the above, the research *“Social Media Network Participation and Academic Performance In Senior High Schools in Ghana”*, developed by Mingle and Musah (2015), makes reference to social networks and the way in which students connect and participate, the time invested, the effects regarding the use of grammar, spelling and academic performance. To achieve the objectives, the study used a mixed method approach that involved the survey of students in four secondary schools and interviews with institutional directors.

This work concluded that despite the benefits of student participation in social networks (such as sharing information and ideas and improving reading and writing skills), their misuse could affect the student's academic life and therefore their performance. Because of that, it highlighted the role of teachers as guides and facilitators in the use of educational technology. The authors also explained that, currently, social networks compete with academic work for the attention of students. Therefore, it was the teacher's responsibility to make decisions about the use of social networks.

Opportunely, the current research highlights the importance that technological platforms have in language learning, noted that if teachers do not know how to guide students about their use, crucial problems can be triggered in the teaching-learning process.

In the study developed by Geminastiti, Qashas, and Kisman (2016) “*Students’ Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia*”, the students' perceptions on the use of social networks in the English teaching process were investigated. The researchers used quantitative and qualitative data, collected through questionnaires to cover the use of social networks in English class, especially at the level of reading skill development.

The results of this study indicated that the majority of students showed a positive attitude and willingness to use social networks in the classroom. Therefore, it was concluded that students had positive perceptions of the use of social networks in learning with special emphasis on writing.

Although the report highlighted the importance of the use of social networks in the development of writing skills, it was clear that in order to achieve success in this strategy, substantial investments of time, financial support, equipment, personal commitment and predisposition were required for teaching innovation.

On the other hand, the article “*Seamless Language Learning: Second Language Learning with Social Media*”, by Hsiang, Sing and Poh (2017) pretended, to explain a model of social network application to promote contextualized and connected learning communities of a second language (English). It proposed the interconnection between different types of learning activities in diverse contexts for meaningful learning.

To begin, this paper identified key aspects of the learning approach such as authenticity, contextualization and socialization, while explaining how these aspects were related to the communicative approach in language learning. The results of its application suggested a potential effect on learners, generating more active users in

socially meaningful contexts, prepared for self-reflection on the use of that language, and a lower need for teacher intervention. But it is mentioned that, it is the teacher's responsibility to understand the notion of holistic learning and possess the ability to systematically design and apply activities under this modality.

In the research “*Developing writing skills through educative social networks*” developed by Rodríguez and Gutiérrez (2017), there was a dissertation to consider social networks and their educational use, especially in the English language. It was analyzed if social networks helped learners improve communication skills in a foreign language, focusing on writing competence. The study described the main platforms used in the teaching-learning of the English language from both students’ position and teachers’ opinion.

The study concluded by mentioning that, the use of this type of media was beneficial to strengthen students' skills, as well as to encourage them towards the learning process because, based on results reported in other studies, using social networks improve both, writing competence and student motivation.

The study claimed the importance of using social networks and current technology to improve the languages teaching-learning process, allowing greater flexibility and training the attention and interest of learners.

Similarly, the investigation carried out by Greenhow and Askari (2015), titled “*Learning and teaching with social network sites: A decade of research in K-12 related education*” with the objective to examining how technology is taken in and used by K-12 learners and professors and its impacts on pedagogy. For supporting this research, the authors collected information from other articles and based their project on field research. The paper also contained studies that determine the technology’s effectiveness in improving students’ knowledge. Therefore, the investigation showed implementation strategies, social impact, and report on common uses of technological resources.

The authors concluded that using technology in the classroom improved students’ learning because they felt comfortable using social network sites. Besides, the results

showed that even though the teacher was involved in the teaching process, the students could build their knowledge by exploring new educational resources. Furthermore, the technological implementation in the subject areas has given another pedagogical perspective, which will improve the future of education.

In this case, the investigation supported this research since it showed the benefits of using social networks in the teaching process. Also because it allowed students to interact with others and, at the same time, learn in an interactive way. Moreover, students could develop language skills without the pressure of knowing that they are doing that.

In the scientific article *“The Use of Social Media to Assist Writing Skills among Secondary Pupils”* by Wil, Yunus and Suliman (2019), it is mentioned that, social networks have become useful tools for different purposes of the daily routine, additionally for learning activities, including writing. Reason why, this study analyzed how the use of social networks helps in writing skills in high school students.

It was a quantitative and descriptive approach investigation, where the data was collected through a survey applied to 40 high school students. The results revealed that the students responded positively to improve their writing skills because most of them enjoyed learning the writing skill using social networks, perfected the skills and showed better performance.

This study showed that the use of social networks is a good alternative for the learning process, especially in young students because it is highly attractive for learners and it is not an expensive tool. Therefore, its use is recommended as one of the most effective methods to improve the writing skills in English.

In the article *“Social Media Addiction and Formal Writing Skills among Mass Communication Students in Osogbo, Southwestern Nigeria”* developed by Kamoru and Hummulikhairi (2019), the authors mentioned that social media has no adverse or negative effect on students' writing habit but on the contrary they favor it. Therefore,

this study was developed with the objective of analyzing the influence of social networks on the formal writing skills of mass communication students in a private university in southwest Nigeria.

To achieve the objectives, a descriptive investigation was developed, where content analysis was adopted to collect data from 100-level mass communication student response scripts at a university in southwestern Nigeria, the researchers formally requested approval to access to the scripts for research purposes.

The study concluded that the use of social networks favors the writing skills because students feel highly motivated to write, but for being formal and adequate, it requires the guidance of a teacher and adequate supervision, otherwise this important resource would be wasted.

The investigation has contributed to this research since it referred to the advantages of using technological resources and establishing a relationship with the writing skills. Additionally, it demonstrated that learners are willing to learn when they have the opportunity to choose the topic and the way of writing. Therefore, they felt relaxed when they interacted with tools that they manage nowadays and mix them with learning.

1.2 Theoretical foundation

1.2.1 Independent Variable: Italki Social Network App

1.2.1.1 Definition

One of the most used networks in English language learning is Italki Social Network App. It is a network of more than 1.5 million users to practice languages for free. This platform has integrated a series of efficient and easy-to-use search engines to contact users and teachers in language learning with a quick page load and components such as “find a language partner” where the user contacts people to develop the learning process. One of the biggest strengths of the application is the concern for customer

service, making it adaptable to use on desktop, tablet and mobile (Plaza, Casacuberta, & Giménez, 2016).

Italki is an instructive innovation site that enables unknown dialect understudies to associate with local speakers and individual local speakers. The alternatives rely upon the reactions of other members of the Italki community without paying anything, just sharing them as a way of communication.

Italki Social Network App is a technological and educational website that helps foreign language students connect with native speakers. Favorably, users can make friends for language exchange, ask questions about language teaching, write essays, receive corrections, and participate in language discussions. Italki as an informal service since it does not belong to any institutionalized schooling system. Thus, the users can enroll, explore, and participate on conversations or discussions according to their needs and time availability (Turula, 2017).

Based on the concepts, Italki social network app is a free online service used with different purposes but mainly with the educational one. Italki does not only allow users interact with other member, but it enables participants learning a foreign language informally (peer-to-peer) or formally (tutored).

1.2.1.2 Characteristics

According to Castillo (2018), Italki social network is characterized by:

- Searching for language partners, oriented both for language exchange and for tutorials.
- Possibility of asking questions, to allow the native users of a language or other users who are also studying it, offer their answers.
- Resource section, where users will access other websites that can serve them in their learning.
- Common contents, where users can generate a collective library by uploading their own files, therefore other users can take advantage of them.
- Multiple language editions.

- Integration with Facebook, where users can ask questions of both their friends and other Italki users.

1.2.1.3 ITALKI Methodology

Learning is based on one-to-one exchanges between speakers of different languages, who associate to teach each other their mother tongue (or a language in which are competent) and learn the target language from each other. In addition, that language-by-language exchanges can be made with professional users with whom, the learners have the opportunity to learn for free or for a small fee (Italki, 2017).

1.2.1.4 How to use the social network

According to the official page Italki (2002), a registered user of italki.com has its own control panel, where learners can start with different actions through a profile that can be customized. It is important to note that the profile serves as a file where students can save all notes, including corrections offered by other Italki users and can be used for review purposes or to learn language development.

After the first login of a newcomer, Italki's profile is randomly displayed to other users, which can result in the first text chat contacts. It is also possible to contact other Italkers, guiding the search through of the target languages or by posting notes in the languages learned, attracting speakers or teachers who can make corrections or add comments. These are potential partners in tandem with whom the user can subsequently initiate contacts one by one or schedule sessions. There will also be suggestions generated by the system in the area, which is shown by the question "Need more help?" based on published notes, as well as user profile information.

As the number of contacts in Italki grows with use, after a while it is likely to become a node in a network, in which, one is a node in relation to other nodes, creating and

maintaining bonds that can be stronger where learners can participate in voice or text exchanges, but there is also freedom of relationship with other users.

1.2.1.5 Benefits

Italki is an informal service because it is not part of any institution or school system, so enrollment and participation are a matter of choice for any user and so is the agenda, which can range from simple exploration to socialization in a foreign language to informal (peer) or formal (tutored) language education (Italki, 2017).

1.2.2 Dependent Variable: Writing

1.2.2.1 Definition

According to Frydrychova (2014), writing is one of the most important skills since its acquisition implies a practice and knowledge of three other linguistic skills, such as listening, reading and speaking. In addition, writing requires the mastery of metacognitive skills like planning, reflection and synthesis. Writing is considered one of the most valuable tools in communication because it also allows expression.

Brown (2007), emphasized that writing is a skill that cannot be produced naturally. Writing is often seen as a result of the thinking process, writing and review require particular or specialized skills such as generating ideas, coherent organization, speech markers (cohesive markers) and rhetorical conventions, in addition to the ways of reviewing and editing texts for proper grammar use and to know how to produce the final product. Therefore, to become competent writers, second language students need to know and be able to properly use different aspects of writing skills, which are generally classified as micro and macro writing skills.

Micro-skills

- Produce graphemes and orthographic patterns of English.
- Produce writing at an efficient rate of speed to achieve the purpose.

- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms.

Macro-skills

- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings when writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a sequence of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

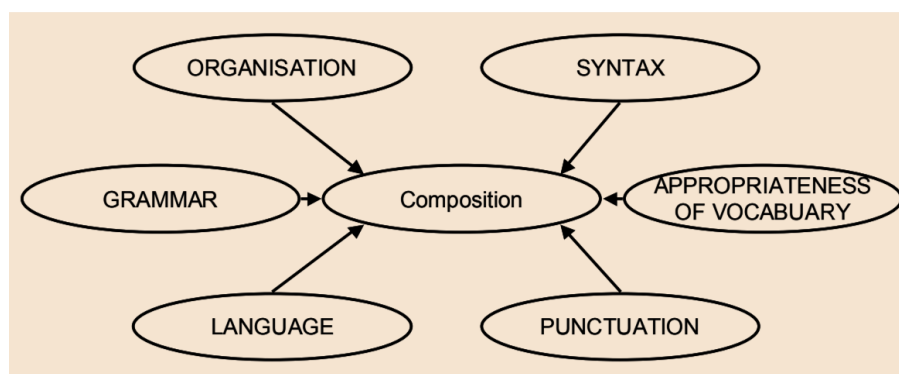
For Brown (2007), the macro and micro skills of writing are also known as the sub-constructs of writing.

Writing is a linguistic competence that implies the underlying knowledge of a language system: its grammar rules, its vocabulary and all the pieces of language and how the pieces fit together. Therefore, writing is an important and complex skill because it requires an important mental process that reflects aspects that remain in thinking (Cambridge University Press, 2016).

1.2.2.2 Writing Process

Writing is a form of communication that allows to express feelings and ideas on a sheet of paper, organize knowledge and beliefs in convincing arguments and transfer meaning through well-constructed texts. In its most advanced form, written expression can be as vivid as a work of art, because as it is learned and new skills are developed. Writing evolves from the first simple sentences to the elaboration of complex texts, where predominate the rules of spelling, vocabulary, grammar and organization, that are aspects to demonstrate the development of this important skill (Randaccio, 2013).

Figure 1 Features relevant to the writing process



Source: (Randaccio, 2013)

As can be seen in the figure, the writing process implies organization, grammar, language, punctuation, vocabulary and syntax because based on these aspects, it builds an appropriate composition that makes sense and can be understood by the rest of the people.

According to Harmer (2004), the ability to write is very important because it requires a complex process where the writer reflects on what to write, why, what, when, how, etc., because even the most experienced writers think on what they are going to write, specifying the purpose, the audience and the structure of the content. Therefore, it is important to organize the writing process in five steps: planning, writing, editing (reflection and review) and showing the final version.

According to Bastan's criteria (2016), in order to create an effective composition, the following aspects must be followed:

1. Content:

The substance of the writing is the main idea, based on which statements are made and the subject is developed, but where the content is presented with special forms, reformulation, emphasis, etc.

2. Organization:

It is hardly more than an attempt to connect texts and mix ideas, because even in the first drafts, an order must still be pursued to make sense of the text.

3. Vocabulary:

It begins with the assumption that the writer wants to express ideas clearly and directly as he or she can. As a general rule, clarity should be the best objective. Therefore, it is accurate to choose words that express a meaning.

4. Language use:

The use of the correct grammatical form and the synthetic pattern of separation, combination or grouping of ideas in words, phrases, clauses and sentences to highlight the logical relationship in the paragraphs writing.

5. Mechanical:

The use of conventional graphics of the language that means, the steps to organize letters, word paragraphs using knowledge of the structure and some others related to each other.

According to Jyi-yeon (2019), writing is a productive process that takes place through some stages:

- First, explore and transmit ideas, thoughts and feelings in written form.
- Second, improve a series of review processes to develop a grammatical work and order of texts.
- Third, writing productions are in the form of readable texts that must be meaningful to all who read the writing.

Hence, it is claimed that writing is a complex productive activity that requires sub-abilities such as planning, correct punctuation, cohesion, syntax and grammar.

1.2.2.3 Writing characteristics

Muhammad and Muhammad (2016) exposed, that writing is often considered simply a part of the grammar and syntax teaching and learning, resulting in an underestimation of nature and its importance. It is necessary to consider that writing is a significant skill in language production because it allows the process to be effective, coherent, logical, structured, interesting and properly organized with a wide range of vocabulary. In addition, writing is an important productive skill of high complexity because it involves psychological, linguistic and cognitive factors.

According to these concepts, writing is a very complex task because it does not only involve sentence grouping, but including other characteristics like spelling, vocabulary, grammar, and organization. Additionally, this skill is an important part of communication because it allows the writer to show feelings, ideas, emotions and perceptions.

1.2.2.5 Importance

The importance of writing as one language skill is derived from the influential role that language plays in human life (Aref, 2016). Cammarosano (2014) said that, writing is a form of transmitting ideas that allows students to portray their feelings on paper, to organize their knowledge and beliefs into convincing arguments, and to communicate meaning through well-constructed text. Writing evolved from the first simple sentences until elaborate stories or essays.

For Frydrychova (2013), writing is essential because it supports to:

- Express personality
- Promote communication
- Develop thinking skills
- Make logical and persuasive arguments
- Give a person the opportunity to reflect later on their ideas and reassess them
- Provide and receive comments
- Prepare for school and employment

Consequently, writing is important because it is widely used in higher education and in the workplace, because if people do not know how to express themselves in writing, they cannot communicate well with teachers, employers, colleagues or almost anyone else. That is because most of the professional communication is done by written: proposals, memos, reports, requests, preliminary interviews, emails and more, are part of people's daily lives, so the acquisition of this skill is not only important but necessary.

1.3 Objectives

1.3.1 General

To demonstrate how ITALKI social network app influences the development of writing skill of students from eighth semester of the Languages career in the Technical University of Ambato.

1.3.2 Specific

- To analyze how mobile apps (ITALKI social network) contribute in the development of writing skills of students from the Languages career of the Technical University of Ambato.
- To evaluate the writing skills in the eighth semester students from the Languages career to know the initial and final level.
- To determine the effectiveness of ITALKI social network in the development of writing skills of Language.

CHAPTER II

METHODOLOGY

2.1 Methods

2.1 Basic mode of investigation

Quali-Quantitative Approach

According to Hernández, Fernández, & Baptista (2010), the quantitative approach uses data collection to test hypotheses based on numerical measurement and statistical analysis to establish patterns of behavior. On the other hand, the qualitative approach uses data collection without numerical measurement to discover or refine research questions and may or may not test hypotheses in the interpretation process.

The current research was qualitative and quantitative because both of them had different characteristics to obtain information. It was quantitative since the research gather information to be examined numerically and statistically. It was qualitative because the information analyzed the phenomenon that occurred in it, and determined the Italki application as an alternative solution to improve the writing skill of the students from the Languages Career of the Technical University of Ambato.

Field Research

The field research consists in the collection of data directly from the reality of study of the subjects investigated, which will serve to achieve the objectives and solve the set problem (Arias, 2012).

It was a field research due to the description of the information about the real condition and situation. In this study, the information was focused on collecting the data obtained directly from the students of the Languages Career of the Technical University of Ambato, in order to analyze how the Italki app improves the students' writing skill.

Bibliographic research

Bibliographic research involves a process of search, recovery, analysis, criticism and interpretation of data obtained and recorded by other researchers in documentary sources like printed, audiovisual or electronic in order to provide new knowledge about the subject (Arias, 2012).

The current research was bibliographic because it required the review of bibliographic material from various physical and virtual sources regarding the issue raised. To start with this process, it was necessary to observe, analyze, interpret and reflect on the benefits and implications of Italki social network app and its influence on the development of the writing skill.

2.2 Level or type of investigation

Exploratory Investigation

Exploratory research is developed on an unknown subject or object that has been little studied. Its results constitute an approximate vision of said object (Arias, 2012).

The research was exploratory, since there was no history of the subject within the Technical University of Ambato, making the topic unique and innovative. The exploratory process allowed obtaining a greater degree of knowledge about Italki social network app and its benefits with respect to the writing ability, which allow generating the hypothesis, and based on it, the results and conclusions were extracted.

Correlational Research

Correlational studies are a type of descriptive research that looks for determine the degree of relationship between the variables (Arias, 2012).

Correlational research showed the relationship between both variables (Italki) and (Writing skill). Through the statistical analysis, the relationship gave a degree and a direction. The degree of relationship determined how closely the variables were related

and how the current research contributed to the improvement of students from the Languages career.

Descriptive Research

According to Niño (2011), the descriptive research aimed to demonstrate a correct interpretation of the study variables. In other words, its purpose was to show the characteristics of Italki social network app and its influence on writing skills of students from the Languages Career and determine how the phenomenon occurred.

Population and sample

As the study population, the students from the eighth level of the Languages Career of Technical University of Ambato were considered.

For the sample selection, a non-probabilistic sampling of an intentional type was chosen, where the elements were selected based on pre-established criteria or judgments by the researcher (Arias, 2012). In the current research, the participating students were selected based on the following criteria:

- Officially enrolled students in the eighth semester of Language Career
- Students who attended classes regularly.
- Students who have a technological equipment such as computer, tablet, cell phone with internet connection.
- Students with ease to use digital platforms, social networks, Skype.
- Students who commit to use the Italki social network for two months for at least 1 hour (2 times per week) and take the processes.

According to this criteria, 10 students from the eighth semester of the Languages career were selected to be part of the project.

At this point, it is important to consider that working with a small number of subjects was also advantageous and efficient because they allowed the research to be carried out in less time, less expenses were incurred, it was possible to deepen the analysis of

the variables and allowed greater control over the variables under study (López, 2004; Otzen & Manterola, 2017).

Under this reason, the sample of 10 students was validated because it was possible to have a better control of the use of the Italki social network in all the students. Additionally, it was possible to assess the initial writing skills and how they were perfected throughout the investigation.

Information Collection Plan

For the data collection, the FCE or First Certificate in English was used. The FCE is an exam settled by the University of Cambridge, designed to evaluate people who need to demonstrate that they can use written and spoken English at an intermediate-advanced level, whether for professional or academic reasons.

However, in the current research, the writing section was considered exclusively, where two written tasks between 140 and 190 words in length had to be fulfilled, with an estimated time of 80 minutes.

Part 1: A situation of a class discussion on a specific topic was presented. The test taker received a title in a question form and two ideas. He or she had to write an essay about the two ideas given and another of his own authorship.

Part 2: Three possible tasks were presented, but only one should have been chosen. These activities were: to write an article, letter, email, report or review.

Score: 20 points were reached in each task, so a maximum of 40 points could be achieved.

Investigation procedure

The research process was developed based on the following strategies:

Information: in this first phase, the 10 students received information about the advantages of using ITALKI to improve their productive skills, especially at the

writing level. Additionally, they were instructed on the use of this social network for the research project.

Diagnosis: this phase involved the application of the Cambridge FCE test, writing section to the 10 students in order to diagnose productive skills at this level. The students completed two activities, the first one was where they had to write a text with 140-190 words giving their views about the problems of pollution and damage to the environment and the possible solutions for the problem. The second part, the test taker had to write an article, email or review about various topics. (ANNEX 1)

These texts were rated on 5 points, according to criteria pre-established by Cambridge FCE: content, communicative achievement, organization and language (ANNEX 2).

Experimentation: students used these social networks for two months, twice a week for an hour, where several texts were produced both formal and informal, language practices were used: colloquial, idioms, slang, omission and appropriate use of certain punctuation marks, creation of formal texts (eliminating the use of contractions, abbreviations, passive voice, jargon, etc.). It is important to note that the group that worked with ITALLKI produced several texts (approximately 200 words) that were reviewed by a native speaker for feedback.

For the investigation, the students had to submit 1 weekly text that had to be previously reviewed by the native user or collaborator (s) of the respective social network. This activity was also evaluated by the researcher through a rubric where the text was rated with an LIKERT scale of excellent to poor, taking criteria, organization, vocabulary, use of connectors and formality as criteria. After this process the researcher gave the feedback of the products.

Performance analysis: the 10 students took a final evaluation (ANNEX 3) for which the FCE test (similar to the initial one) was also used. In the first instance, students had to write their opinion about “The fashion industry”, about How important is the appearance?”, “Price of clothing” or describe another idea in 140-190 words. Then, the students had to write a report, article or a summary about different topics with the same amount of words. These products were also graded over 10 points.

The initial and final FCE evaluation were compared to identify the effectiveness of the use of each of the social networks. This process was supported by the statistical test of Chi square.

Information Processing Plan

Once the pretest and posttest data were collected, we proceeded as follows:

- Information review.
- Information cleaning.
- Data processing through Microsoft Excel.
- Presentation of results in absolute and relative frequencies.
- Analysis and interpretation of data.
- Writing conclusions.

CHAPTER III RESULTS AND DISCUSSION

3.1 Results and discussion of results

Pretest results

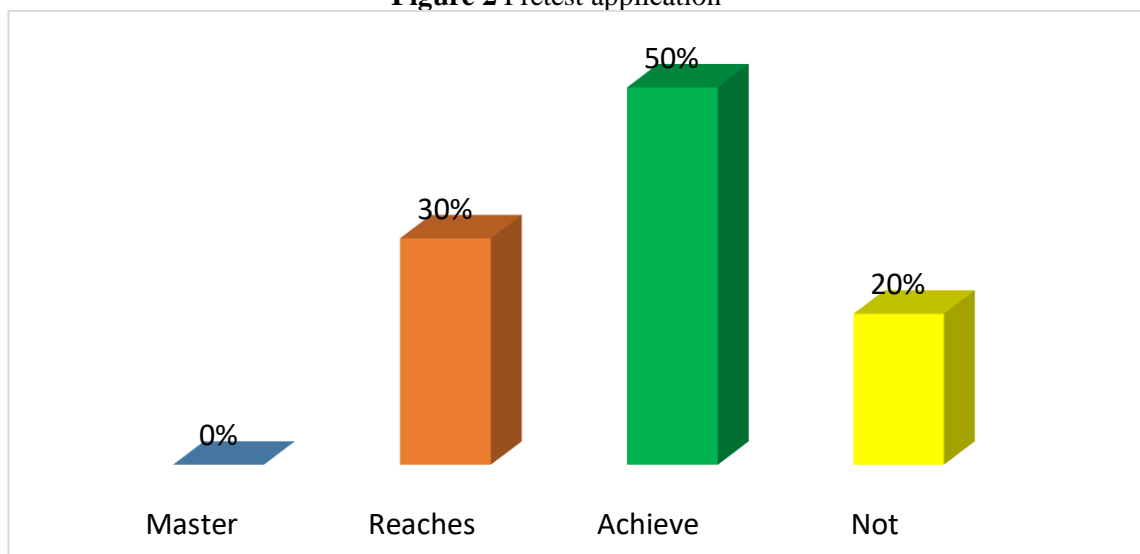
Table 1 Pretest application

Indicators	Frequency	Percentage
The student masters the learnings (5 points)	0	0%
The student reaches the learnings (4 points)	3	30%
The student almost achieves the required learnings (3 points)	5	50%
The student does not achieve the required learnings (≤ 3 points)	2	20%
TOTAL	10	100%

Source: FCE Cambridge

Developed by: Pilco, D (2019)

Figure 2 Pretest application



Source: FCE Cambridge

Developed by: Pilco, D (2019)

Analysis and interpretation:

Figure 2 shows the results of the diagnostic test (initial FCE) that was graded over 5 points and classified according to the performance criteria stipulated by Cambridge. It can be seen that 50% of the students in the eighth semester from the Languages Career of the Technical University of Ambato were close to reach the required learning because they reached between 3 points, 30% almost reached the required learning (4 points) and 20% did not reach the required learning positions because only ≤ 3 points were reached.

The information presented allowed to assume that the majority of students were close to reach the learning required for this academic level because although they presented texts with good content and coherent, some difficulties occurred, mainly at the level of organization and grammar use.

Advance analysis – check list

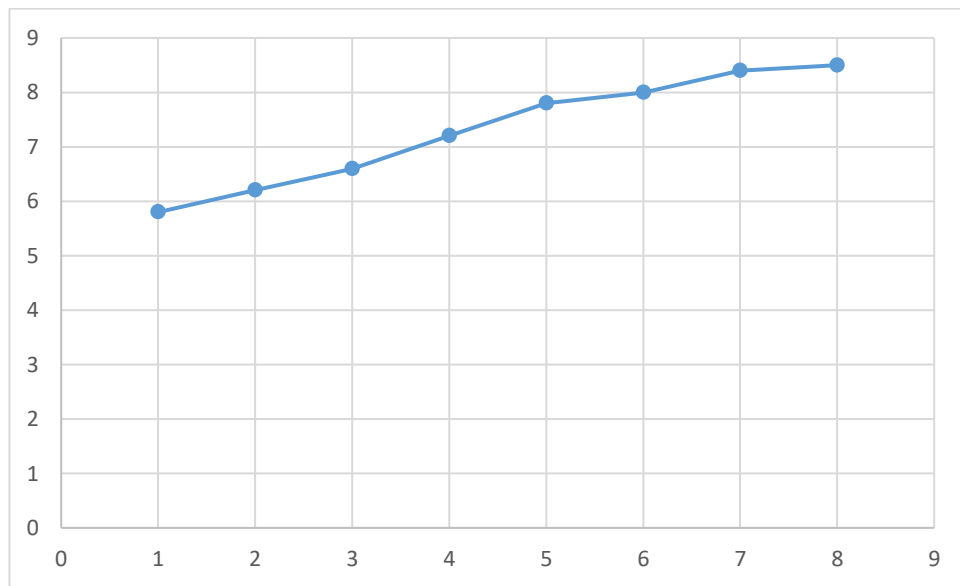
Table 2 Average progress in activities

Activity	General Average
First	5,8
Second	6,2
Third	6,6
Fourth	7,2
Fifth	7,8
Sixth	8
Seventh	8,4
Eighth	8,5

Source: Evaluation

Developed by: Pilco, D (2019)

Figure 3 Average progress in activities



Source: Evaluation
Developed by: Pilco, D (2019)

Analysis and interpretation:

The participation involved a weekly writing activity (8 texts), which was reviewed, graded and averaged to analyze the level of progress achieved by the students with the use of social network. These results were presented in figure number 3, which shows the first writing activity with the average of 5.8, in the second 6.2, in the third 6.6, and in the fourth 7.2.

In the second month of intervention, a better performance in the writing skill was evident because in the fifth activity an average of 7.8 is observed, in the sixth 8, in the seventh 8.4 and finally in the eighth 8,5.

However, when comparing the first and eighth written production, a better level of performance was noticed in the students because it went from 5.8 to 8.5, which is an advance of 2.7 points.

During the experimentation process, several difficulties were observed at the level of organization, use of connectors and text formality (spelling, grammar, punctuation), which were perfected by advancing with each of the activities.

Posttest Results

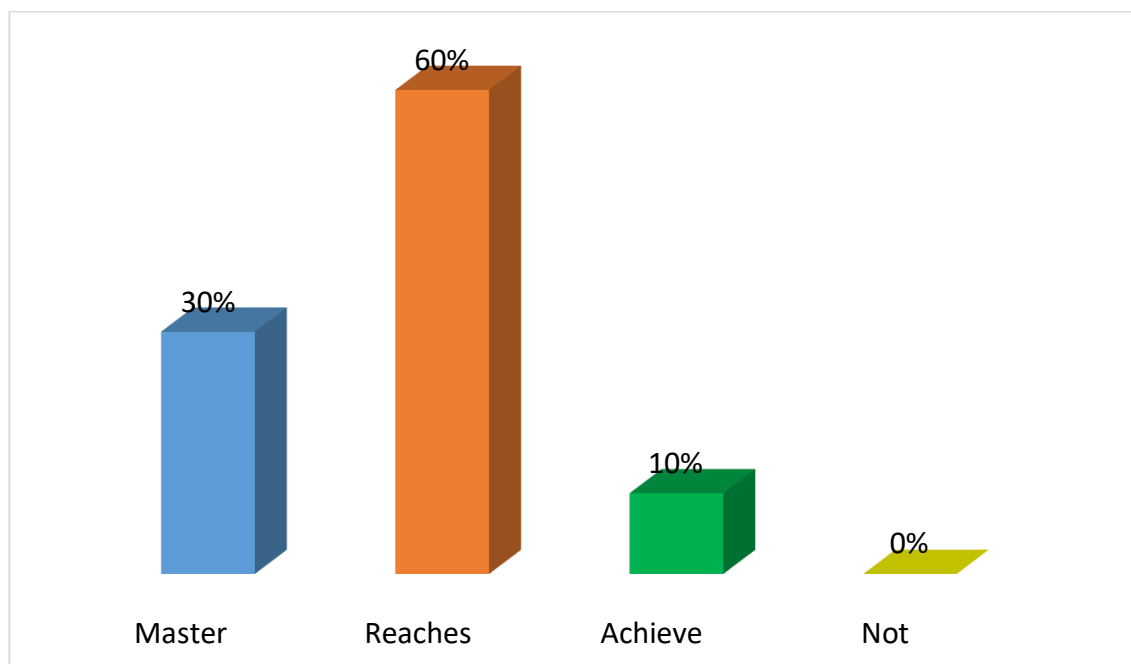
Table 3 Posttest application

Indicators	Frequency	Percentage
The student masters the learnings (5 points)	3	30%
The student reaches the learnings (4 points)	6	60%
The student almost achieves the required learnings (3 points)	1	10%
The student does not achieve the required learnings (≤ 3 points)	0	0%
TOTAL	10	100%

Source: FCE Cambridge

Developed by: Pilco, D (2019)

Figure 4 Posttest application



Source: FCE Cambridge

Developed by: Pilco, D (2019)

Analysis and interpretation:

The figure 4 shows the results of the final FCE, where the 60% of students in eighth semester reached the required learning because their texts obtained grades between 4 points over 5. It is also observed that 30% of them master the required learning (5 points) and only 10% is close to achieve the required learning.

Therefore, most of the eighth semester students reached and mastered the learning required for this academic level because the texts produced had greater organization, grammatical use, appropriate connectors and there was a greater vocabulary richness.

Pretest – posttest Results

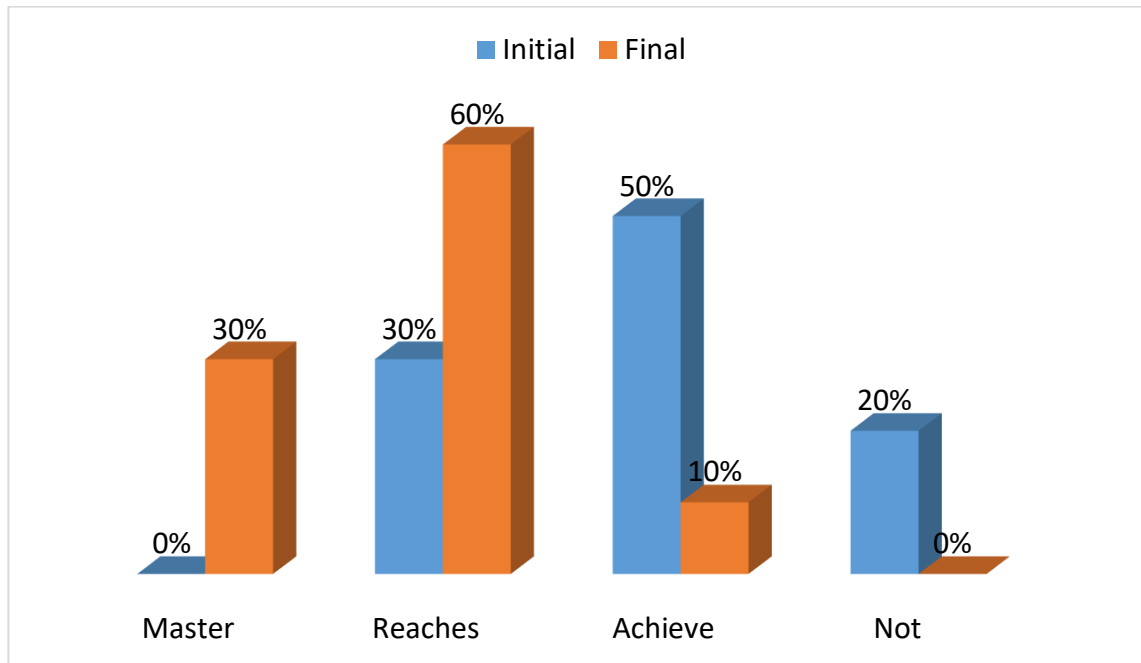
Table 4 Comparative analysis

Indicators	Initial	Final
The student masters the learnings (5 points)	0%	30%
The student reaches the learnings (4 points)	30%	60%
The student almost achieves the required learnings (3 points)	50%	10%
The student does not achieve the required learnings (≤ 3 points)	20%	0%
TOTAL	10	100%

Source: FCE Cambridge

Developed by: Pilco, D (2019)

Figure 5 Comparative analysis



Source: FCE Cambridge
Developed by: Pilco, D (2019)

Analysis and interpretation:

To succeed in the research objectives, it was necessary to develop a comparative analysis of the results achieved in the initial and final evaluation to determine the effectiveness of the proposed strategy. These results were presented in figure number 5, where it can be seen that, at the beginning of the intervention, 50% of the students were close to achieve the required learning, only 30% achieved the required learning, and 20% did not reach them.

However, after the intervention, the percentage of students who were closed to achieve the required learning decreased from 50% to 10%, so there was an increase in the number of students that reached the required learning of 30%, going from 30% to 60%. Additionally, there was a 30% of students who mastered the required learning.

With this level of progress, it could be assumed that the use of the social network really favored the writing skill in the students because they felt motivated to write and improve their skills since their product was socially exposed.

Discussion of results

According to Vikneswaran and Krish (2015), writing in English should not be limited to the classroom because students are exposed to various ways of writing on the Internet, nowadays. Hence, online writing is an effective method to improve writing skills because the influence of classmates and the environment motivates students to write better in English, in addition to promoting peer interaction, which encourages a greater desire to learn.

Hsiang, Sing, and Poh (2017), emphasized the importance of the social network for learning a second language because in their opinion, social networks promote true learning communities, their application provides positive effects on learners, generates more active users interested in their learning and prepared for self-reflection on their use of the language.

The ideas presented above were corroborated with the development of this research, where it was found that the use of the social network favored the writing skill because students felt motivated. Situation that was corroborated with the application of the Italki network, which gave good results because it was evidenced an increase in the number of students that reached the required learning of 30%, going from 30% to 60%. Additionally, there was a 30% of students who mastered the required learning.

However, Geminastiti, Qashas, and Kisman (2016), noted that although the benefits of social network for productive English language skills must be recognized, they must be managed with caution and under the supervision of a user to comply with its objective especially, in those people who are in the process of learning. Several studies have shown that when students have no control over the use of the social network, the sense of learning is misrepresented and becomes an empty activity and even dangerous, because as Florido (2015) affirms, the era of digital technologies is part of the students' daily life, their way of relating and communicating. Nevertheless, it must be considered the benefits and harms that arise from their application since the social network facilitates learning, that is why it is important to mention that the inappropriate

and unsupervised use can have negative effects such as dependence, distraction and reduction of human relationships.

Consequently, it can be mentioned that the use of the social network should be handled with caution and under the guidance of the educator in order to achieve the learning objectives for which they were designed. Also, it should be considered that despite its innumerable benefits and proven effectiveness they should not be used as the sole or main learning resource because the perfection of receptive and productive skills is achieved through personal interaction.

3.2 Hypothesis verification

H0: The use of the social network does not favor the writing ability in students.

H1: The use of the social network favors the writing ability in students.

For the verification of the hypothesis raised in the research, the T-student test was used, which allowed to determine if there was a significant difference between the means of two groups in order to compare two means.

Table 5. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Experimental group pretest	2,9000	10	,73786	,23333
Experimental group posttest	1,7000	10	,67495	,21344

Developed by: Pilco, D (2019)

As it is shown in the previous table, there was a significant difference between the group means in the pretest and the posttest because at the beginning it had a value of 2.9 and then, the mean was 1.7.

Table 6. T-Student

	N	Correlation	Sig.
Pair 1 Experimental group pretest & Experimental group posttest	10	,825	,003

Developed by: Pilco, D (2019)

After the calculation of T-student with the use of the SPSS program, it could be observed that the p.value is 0.003, which is lower than the significance level $\alpha = 0.05$, therefore, the null hypothesis was rejected and the alternative hypothesis was approved, which is: H1: The use of the social network favors the writing ability in students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Throughout the development of this research, it was well-defined that mobile applications have become a new paradigm in the educational model because they facilitate the acquisition of learning. Additionally, they offer environments with multiple tools and materials, permitting a quickly interaction with content, communicating, participating and helping the student move from the academic context to the real world, thus generating new knowledge.

- It was possible to identify that the initial level of writing in students from the eight level of Language Career was good, although difficulties in organization and use of grammar were reported. However, the final FCE showed improvements where the texts with greater grammatical organization were observed, appropriate connectors were used and there was a greater vocabulary richness.

- Along the development of the research, it was found that the use of social networks favored the writing skill because students felt motivated, situation that was corroborated with the application of the ITALKI network, which gave good results because it was evidenced an increase in the number of students that reached the required learning of 30%, going from 30% to 60%. Additionally, there was a 30% of students who master the required learning.

RECOMMENDATIONS

- Educational social networks are platforms that must be explored and distributed to take advantage of their potential in favor of the academic innovation that each educational institution must promote. For this purpose, teachers must be trained and update their knowledge for the correct management of these technologies and associated tools.
- The use of social networks or mobile applications must be analyzed and supervised by an educator because there is a currently saturation of web tools without a methodological basis that justifies their application.
- The use of social networks should be handled with discretion and caution in students due to these are applications that offer a multitude of distractions. Conflicts could appear when the proposed objectives are not achieved, in addition to considering the dangers to which students are exposed while sharing their personal information.
- To use the ITALKI social network it is necessary to review the profiles of teachers, guides or collaborators prior to their selection in order to build a true sphere of learning between people with sufficient academic preparation and pedagogical experience.

REFERENCES

- Aref, A. (2016). *Teaching the writing skill to Yemeni EFL learners: The importance and challenge*. Universal Multidisciplinary Research Institute Pvt Ltd.
- Arias, F. (2012). *El proyecto de Investigación: Introducción a la metodología científica*. Vezuela: Episteme.
- Bastan, P. (2016). *The use of authentic materials in improving writing descriptive text achievement*. BANDAR LAMPUNG.
- Brown, D. (2007). *Language assessment: Principles and classroom practice*. Longman.
- Cambridge University Press. (2016). *What is writing?* Florian Coulmas.
- Cammarosano, M. (2014). The Cuneiform Stylus. *Revista Mesopotamia*, 53-90.
- Castillo, R. (2018). *Italki la plataforma líder para aprender idiomas online*. Mundo virtual.
- Florido, M. (2015). *Ventajas y desventajas de las redes sociales en la educación*. España : Universidad Católica de Valencia San Vicente Mártir.
- Frydrychova, B. (2013). The importance of writing. *Indian Journal Research*.
- Frydrychova, B. (2014). Approaches to the teaching of writing skills. *International Conference on Education & Educational Psychology*, 147.
- Geminastiti, S., Qashas, R., & Kisman, S. (2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia. *International Journal of English Linguistics*, 170-174.
- Greenhow, C., & Askari, E. (2015). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and Information Technologies*.
- Harmer, J. (2004). *How to teach writing*. Malaysia: Pearson Education Limited.

- Hernández, R., Fernández, C., & Baptista, P. (2010). *Metodología de la investigación*. México: MC Graw Hill.
- Hsiang, L., Sing, C., & Poh, G. (2017). Seamless Language Learning: Second Language Learning with Social Media. *Revista Científica de Educación* , 9-20.
- ITALKI. (29 de November de 2017). *English* . Obtenido de <https://www.italki.com/article/1156/The-Many-Advantages-Of-Mind-Mapping-To-Learn-A-Language?hl=de>
- Jyi-yeon, Y. (2019). *Defining Writing Ability for Classroom Writing Assessment in High Schools* . Pan-Pacific Association of Applied Linguistics.
- Kamoru, A., & Hummulikhairi. (2019). Social Media Addiction and Formal Writing Skills among Mass Communication Students in Osogbo, South-Western Nigeria . *The Journal of social media in Society*.
- López, P. (2004). Población muestra y muestreo. *Punto Cero*.
- Mingle, J., & Musah, M. (2015). Social Media Network Participation and Academic Performance In Senior High Schools in Ghana. *University of Nebraska-Lincoln*.
- Muhammad, F., Almas, S., & Muhammad, B. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education and Social Sciences*, 81-82.
- Niño, V. (2011). *Metodología de la Investigación* . Bogotá: Ediciones de la U.
- Otzen, T., & Manterola, C. (2017). Técnicas de Muestreo sobre una Población a Estudio. *International Journal of Morphology*.
- Plaza, G., Casacuberta, J., & Giménez, F. (2016). *e-Talk - Usabilidad y diseño de una red social*. Universidad Oberta de Catalunya.
- Randaccio, M. (2013). *Writing skills: theory and practice*. QuaderniCIRD.
- Rodríguez, A., & Gutiérrez, M. (2017). *Developing writing skills through educative social networks*. Universidad de Valladolid.

- Said, F. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 115-126.
- Turula, A. (2017). Learner autonomy as a social construct in the context of Italki. *Pedagogical University of Cracow*.
- Veira, A., Leacock, C., & Warrican, S. (2014). "Learning outside the walls of the classroom: Engaging the digital natives. *Australasian Journal of Educational Technology*, 227-244.
- Vikneswaran, T., & Krish, P. (2015). Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia. *Tecnology, Pedagogy an Education*.
- Wil, C., Yunus, M., & Suliman, A. (2019). The Use of Social Media to Assist Writing Skills among Secondary Pupils. *International Journal of Academic* .

ANNEX

ANNEX 1


FCE –PRE TEST

Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

- 1** In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Every country in the world has problems with pollution and damage to the environment.
Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)

Part 2

Write an answer to **one** of the questions 2 – 4 in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned?
Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

- 4 You have received this email from your English-speaking friend David.

From: David

Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

Source: <https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/>

ANNEX 2
ASSESSMENT SCALE

Cambridge English

The Assessment Scales

The B1 Assessment Scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. The descriptors for band 3 and above generally indicate performance of at least B1 level.

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

As you look through the scales, it may help to highlight words which make one band different from another.

Source: <https://www.cambridgeenglish.org/images/cambridge-english-assessing-writing-performance-at-level-b2.pdf>

ANNEX 3
FCE- POST TEST

Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

- I In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



Some people say the fashion industry has a bad effect on people's lives.
Do you agree?

Notes

Write about:

1. whether people's appearance is important
2. the price of clothes
3. (your own idea)

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2


A group of British teachers is going to visit your college for two days. The aim of their trip is to learn about how technology is used in education in your country.

You have been asked to write a report for the group leader. Your report should:

- include information about how technology is used to teach different subjects
- recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

3 You see this announcement on an English-language website:



Articles wanted 

MUSIC AND ME

When do you listen to music? How do you choose what to listen to at different times?

Write us an article answering these questions.

The best articles will be posted on our website.

Write your **article**.

4 You see this announcement on an English-language website:

Reviews wanted **Courses**

Have you been on a course recently? Please tell us about it! It could be any type of course, like a sports course, photography course or language course. What were the classes like? What was the most interesting thing you learned? Would you recommend the course to other people?

The best reviews will be published in next month's magazine.

Write your **review**.

Source: <https://www.cambridgeenglish.org/exams-and-tests/first/exam-format/>

ANNEX 4
STUDENTS TAKING THE PRE-TEST AND POST TEST



Source: Students of the Languages Career.



Source: Students of the Languages Career.


ANNEX 4

ITALKI CORRECTIONS

65% 19:26

< Detalles del cuaderno

Technology



Michelle Pilatúña Espinoza

8 de ene. de 2020


EDITAR

| Inglés

Nowadays, technology has been used not only for entertainment but also for education. In my country , technology is being used by teachers from different subjects. This report will explain to you the difference ways in which technology is applied. First of all, it is used when teaching Maths. For instance, students are presented some videos about operations. In this way they can get an idea of what the teacher is going to present to. Secondly, it is well used in Science classes. They can watch lots of videos related with experiments, so students are interested in the subject. Finally, technology is very helpful in English classes. Students can work on webpages, games on the internet, etc. To conclude, technology has had an important and positive aspect in education. I really recommend you to go to an English class, and you can see how trachgology is used.

53% 21:19

< Detalles del cuaderno



Will S

en unos segundos

Technology

Nowadays, technology ~~has been~~ **is** used not only for entertainment but also for education. In my country , technology is being used by teachers from different subjects. This report will explain to you the ~~differeene~~ **different** ways in which technology is applied. First of all, it is used when teaching Maths. For instance, students are presented some videos about operations. In this way they can get an idea of what the teacher is going to present ~~to~~. Secondly, it is well *(if you're talking about how much it's used, maybe you could say "it is frequently used")* used in Science classes. ~~They~~ **Students** can watch lots of videos related ~~with~~ **to** experiments, so ~~students~~ **they** are interested in the subject. Finally, technology is very helpful in English classes. Students can work on webpages, games on the internet, etc. To conclude, technology has had an important and positive ~~aspect~~ **effect** in education. I really recommend you to go to an English class, ~~and so~~ you can see how **technology** is used.

👍 👎

0

🗨️

0

Source: Students' Italki profiles

Urkund Analysis Result

Analysed Document: Pilco_Diana_Final.docx (D63076811)
Submitted: 1/28/2020 4:35:00 AM
Submitted By: \${Xml.Encode(Model.Document.Submitter.Email)}
Significance: 5 %

Sources included in the report:

Llerena Gabriela tesis final corregida.pdf (D62495106)
The TED Talk videos and the Listening Skill.docx (D62485806)
THESIS NARANJO_URKUND.docx (D62877552)
MedinaNataly_NoteTakingStrategies_Final.pdf (D62287353)
TESIS_joseandrade.docx (D51262521)
Tesis_Karla_Pico revisión de plagio.docx (D62162026)
TESIS_GALLEGOS KARINA..docx (D33540163)

Instances where selected sources appear:

23

A handwritten signature in blue ink, consisting of several overlapping, stylized strokes.