



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

**Perfil de investigación previo al informe final de trabajo de graduación y obtención
del Título de Pedagogía en Idiomas Nacionales y Extranjeros Inglés.**

THEME:

“SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT”

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2020

SUPERVISOR APPROVAL

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I, Lcda. Mg. Ximena Calero, holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic: "**SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT**" investigated by Washington David Muñoz Jumbo 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 Board of Directors.

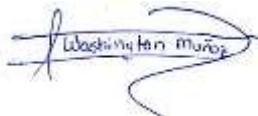
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DEDICATION

I want to dedicate this work mainly to my mother Sofía who, with dedication, affection, effort and despite the difficulties, has accompanied me during this process, without doubting at any moment to see my dreams come true, which are also her dreams.

To my sisters, Lizbeth and Yadira, for giving me their unconditional support and trust.

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To, IEANJESÚS for bringing me joys and since my childhood since it became my second home. And to all those people who in one way or another gave me their support to achieve my goals.

Washington Muñoz

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I am infinitely grateful to God, the creator of all things, because he has given me the strength and courage to overcome obstacles throughout my life and because he has helped me achieve this success. Without him, none of this would have been possible.

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“The fear of the LORD is the beginning of knowledge ...” Proverbs 1:7

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ABSTRACT

TITLE: "SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT"

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The purpose of this research was to analyze the impact of social media in the writing skill development of the students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros, in which a qualitative and quantitative methodology was applied to 40 students. The data collection was developed through a survey evaluated through the Chi Square process to verify the research hypothesis, focusing on the comparison of results to determine the effectiveness of the strategy established. Main findings state that the use of social media helps the writing skill since students feel motivated using platforms and apps through the internet. In addition, it is necessary to highlight the value of knowing the methodological process when producing writing in English and developing this productive skill. Therefore, the use of virtual platforms and cell phone applications is recommended to improve writing development, in addition to knowing the writing process and tips to improve writing, which are detailed in a brochure.

Keywords: Social media, apps, platforms, internet, writing skill, learning process, productive skill, methodological process.

INTRODUCTION

It is important to point out that social media complements the lives of many teachers and students to develop the educational process and at the same time integrate and develop curricular activities through platforms and apps with the purpose of improving the quality of teaching. Therefore, knowing that the ability to write is a skill that can lead to a broad learning process and can be related to technological tools so that its production is clear and consistent. Therefore, this research project has been carried out with the following theme “**SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT**”

The research has 4 chapters developed with the respective theme:

Chapter I: This chapter presents the research investigative background, which serves as a guide for the development of the research. Besides, it defines a general objective and three specific objectives.

Chapter II: This chapter explains the materials used and methods applied for the development of the research project, it also presents the modality, information collection, types of research, design and population.

Chapter III: It describes the analysis and interpretation obtained through the student survey with their respective graphs and tables. In addition, the chi-square statistical method is included to verify the hypothesis.

Chapter IV: It contains the conclusions and recommendations.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

In order to recognize the importance of social media, which has shown good results in the core skills such as writing skill, it was necessary to conduct a bibliographic search in different virtual platforms, 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:

In the first study developed by Geminastiti, Qashas and Kisman (2016) "**The perception of students about social media in writing class at stkip Muhammadiyah rappang, Indonesia**", students' attitudes when using social networks in the process of teaching English were studied. The researchers used quantitative and qualitative data through structured questionnaires to know the activity in communication platforms in English classes, especially at the level of development of productive skills.

By obtaining results, it was found that the use of digital media when producing films has an amazing influence and how communication on these platforms can improve or worsen the learning process according to its use.

In the second study developed by Wil, Yunus and Suliman (2019) "**The use of social media to assist writing skills among secondary pupils**" describe that the necessary tools in virtual networks can help each student to improve the learning of a skill according to the time that is dedicated to learning it. In addition, it was identified how the students used the platforms to communicate for hours and how day by day they improved their writing skills.

This article identified that students improve their presentation of homework in writing since being a quantitative and descriptive work applied to 40 students, it was a very productive study for all those who participated in this research.

In the third study developed by Bakeer A. (2018) "**Effects of information and communication technology and social media in developing students' writing skill: a case of al-Quds Open University**", The study was applied to Palestinian students who practice English as a foreign language. The problem of students' lack of writing and how social media can develop positive attitudes through the quality of their own tools for learning in this case technology. Tests were applied by teachers from this university through Facebook and WhatsApp using didactic materials, applying virtual classes and sending assignments through emails, and having information through chat groups.

The results of a pre-test and a post-test revealed that social networks are very important in the development of the writing of English students at the university level, since using the Internet can arise interest in choosing a new language as an activity to learn.

In the fourth study developed by Salaudeen and Lawal (2019) "**Social media addiction and formal writing skills among mass communication students in Osogbo, Southwestern Nigeria**", The evolutionary development of learning to write in Nigerian students who were addicted to social media was studied by researchers. It was analyzed students' time consumption on social media and how learning an English skill such as writing could be included. More than 100 scripts were made by the students measuring the level of English through grade results. In addition, it was observed that students by having a leader or a guide can take care of their time for learning processes.

Finally, advantages were collected on how social media can intervene in the development of writing and promote a radical change in English. Also, students can be motivated with new teaching that today can help the teacher to develop the skills of their students with the appropriate instruments.

1.1.1 Theoretical foundation

1.1.1.1 Independent variable: Social media

Information and communication technologies (ICTs)

Information and Communication Technologies (ICTs) are considered as the tools most used by the population through the use of the internet and web browsing, to this is added the multimedia pages, video and communication platforms. New technologies offer access to a large amount of information. As Ziembra (2017) points out, the use of ICT in education facilitates constructivist and meaningful learning. Students build their knowledge through the union of the previous content that they have already gotten with the development of the learning process that they learn through the investigation and search for information with new technologies.

Currently there are multiple electronic instruments that are framed within the concept of ICT, television, telephone, cell phone, video and computing. But without a doubt, the most representative means of today's society are computers or laptops that allow us to use different computer applications such as software focused on specific areas such as presentations, multimedia applications and office programs, specifically communication networks through the Internet.

ICTs in education

Ziembra (2017) points out the importance of a series of digital conditions that must be followed to ensure that with the use of the tools in the different class tasks they provide that help so that the teaching-learning process of the students is favorable, these aspects to be taken into account are the following:

Adaptation of the requirements to the level of the student's development and their personal abilities.

Adequacy of the contents to the previous knowledge of the students as initiators in the construction of new learning.

Adequacy of the materials to allow manipulation, discovery and creative transformation.

Adaptation of tasks through cooperative work to strengthen social relationships within the classroom.

Web 3.0

The WWW (World Wide Web) is recognized as the best growing communication tool of all time. To be active, it is necessary to stay up to date with educational and online trends. Over time there have been different features on the web and they have been called Web 1.0, Web 2.0 and the current one that is used with virtual reality called Web 3.0. Web 3.0 is already in progress. Web 3.0 integrates web functions where the activities are similar to the machines and observe data in a similar way (Rudman and Bruwer, 2016).

Elements of web 3.0

According to Guix E. (2016) Web 3.0 has functional technological tools that are capable of reaching thousands of users and improving the quality of life of the population.

- Videos

Websites that present videos with cultural information, entertainment, education or sports content.

- Social networks

Apps have been created to communicate with people around the world and applications have become the daily use of society as Facebook, WhatsApp and Messenger.

- Wikis

Wikipedia is one of the most famous due to the information it has from data around the world. It is also the tool most used by students.

Many organizations were caught off guard by the evolution of the web to Web 3.0. Establishments, and in particular anyone in the data and information management industry, need to be ready and acquire knowledge about the opportunities and challenges arising from Web 3.0 technologies.

Multimedia

In education, multimedia can be used as a source of information. Students can search encyclopedias such as Encarta, which provide facts on a variety of different topics using multimedia presentations. Teachers can use multimedia presentations to make lessons more interesting by using animations to highlight or demonstrate key points.

According to Dragan (2019) Multimedia can have many definitions these include:

- Multimedia means that computer information can be represented through audio, video, and animation in addition to traditional media (text, graphics drawings, and images).
- A Multimedia is an application which uses a collection of multiple media sources as text, images, audios, videos or games.
- Hypermedia can be considered as one of the multimedia applications.

A Multimedia system has four basic characteristics:

- Multimedia systems must be computer controlled.
- Multimedia systems are integrated.
- The information they handle must be represented digitally.
- The interface to the final presentation of media is usually interactive.

Social media

Social media is defined as platforms created to communicate with people around the world to receive genuine content and instantly. That is why technology has become the way using specific environments in a multi-way communication by internet. For that reason, by using this platform, it is possible to create new profiles on platforms to share information about various activities and interests. An important characteristic of social media is that it cannot be used only in desktop or laptops, so many people use the powerful smartphone to stay in communication. (Kenton, 2020).

Nowadays the relationship between human beings and social media has become so important since we need content of all kinds for education, work, and society since

everyone is linked to the reality of the Internet and the functions that different online services, for instance content that include personal information, documents, articles videos, and photos. Then, everyone can learn about something new about how to apply them within classrooms or apply educational processes using the network.

Social media has around 3 billion social media users, although this was originated to interact with close friends and family but was later adopted by companies seeing the advantages that this provided, so business took the attitude of adopting it and creating a radical change. Now, everybody knows about the power of social media since it connects the Earth in a simultaneous way. Additionally, it contains messaging platforms, comments on web pages, interaction with the entire population and contact services.

Social networks

It is defined that social networks are virtual platforms inside cellphones to interact with society that contain social characteristics like passwords, user profiles, likes, comments and subscriptions. Besides, the purpose of these apps is to integrate the social network's term to the entire community through connections and messages. For that reason people download these applications to upload personal content, learn more about their friends, post photos or establish communication with people who live in other countries. (Kenton, 2020).

The most famous social networks around the world are the following:

- Facebook

Facebook was one of the first social networks to cause such an impact on young people who used the network since it emerged by integrating students from a university in the United States, today the most famous network in the world and contains features to upload photos and videos, share emotional states and promote pages.

- WhatsApp

This application was bought by the creator of Facebook, it also allows you to send messages to people from the same country or communicate with foreign people. Additionally, it includes a status sharing service such as photos and videos, as well as sending files and audios.

- Twitter

Twitter is used in order to give comments around the world, it is an app used by celebrities so that their followers know the emotional state, health and their projects to continue growing with likes and comments.

- Instagram

In recent years this application has grown by the number of users and publications that are generated each day. In this application it is easy to find photos and videos created by users which allows sharing, saving or sending to contacts in this application.

1.1.1.2 Dependent variable: Writing skill development

Language

Language is a system of symbols through which communication is established, whether verbal, written or mimic, which are adapted by the human being, and the same that are expressed in communities according to their language and culture.

Legate J. (2020) argued that in the development of communication, language is established according to the culture that we have around us. In addition, linguistics must be subjected to the cultural level of society and the factors will make the individual a thinking being and with the ability to establish communication rules within the society in which he lives.

For linguists it is necessary to know the mother tongue and the foreign language so the importance of the culture or people is deduced. This refers to biologists as they rely on the species of flowers and animals to verify their behavior. Thus, it can be highlighted

that there are around seven thousand languages around the world, so some preserve the patterns of the ancient age, however many of them have changed over time and globalization.

Core skills

The language skills are the main aspects in order to acquire and master a language since it contributes to the communicative competence. Those emphasize in the function of the language: productive (it is able to produce sounds and interpret symbols, in other words, it transmits information) and receptive (it receives the information). For that reason, productive skills are speaking and writing because they are applied either orally or on paper or virtual documents. It comes of our psychomotor domain that develops in each language.

Each core skill promotes the efficient use of the language. Listening is the skill which helps to understand the message transmitted for the person, speaking contributes with the interpretation of the message according to message listened before. On the other hand, reading is a means that helps to comprehend the written part of the communication and writing is the means to communicate through the letters in a written text. In a language, the core skills are important to master some languages.

Productive skills

The productive skills are speaking and writing since they have the function of articulating words (speaking) and write in order to transmit or produce the language. Moreover, this stage is very important in learning as results of these are skills where they will have to be presented either verbally or in writing, so it must be guided with caution. According to the Pérez M. (2018), the leading expertise researcher uses the term “deliberate practice” to distinguish practice that leads to excellence from ordinary hacking around. Productive skills involve some aspects as grammatical structures, words and the appropriate use in the context, a strict application of accuracy. As well as it emphasizes in the communicative competence that learners can learn to have a high level in the foreign language.

Inside the learning context , it has basic steps such as: lead- in (involves activating the background knowledge of the learner), setting the task (starting to develop the communication through the role-plays), monitoring the task (teacher supervising the process of the communication between students), directing feedback (teacher is a helper where he reinforce the knowledge so as to students do the task in an effective way), repeating the process (students learn based on their mistakes and before activities in order to improve the productive skills to maintain a social interaction).

Writing skill

Writing skill is an important part of communication since it allows expressing your own content through paper or emails. In addition, this ability is vital for companies and businesses to carry information on all the company's production so that handwriting or computer will save all the work done. Good writing allows population to communicate the correct message with clarity and ease to a far larger audience.

Writing is one of the educational processes of every human being, since ideas are reflected when using a pencil or pen and in which an emotion is produced when being able to write the first words. However, it is very complex since each human being has different abilities, for this reason, it is estimated that the ideal age for learning to write is around 6 years old and in people with special abilities up to 8 years old. So, before this age, teachers can do activities that facilitate later learning. And this process leads to learning excellent spelling, learning new vocabulary, improving grammar and word organization, so it is an advanced process to apply essays in English to children who do not have English as their native language.

The writing skills are transferable, and are developed through an understanding of grammar, punctuation and lexicon, the same ones that will help to make the final product understandable and well presented.

Stages in the writing process

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

- Prewriting: It is the first step of writing, here the brainstorming is developed, the ideas of the writer are formed and a process of details of the information that will be written is carried out.
- Drafting: Here small paragraphs with simple sentences are made and the ideas of the writing are organized
- Revising: In this step, the spelling is checked, it is analyzed if any information is increased or removed
- Editing: In this phase the writer makes his work understandable and consistent in each of the sentences and paragraphs.
- Publishing is the final stage of the writing process.

Sub-skills

The writing skills incorporate several sub skills. The sub skills are classified under seven categories.

Writing has the following types of sub skills:

Mechanics – Handwriting, spelling and punctuation

Organization – Vocabulary, Idioms

Organization - Paragraphs, topic and support cohesion and unit

Syntax – Sentence structure, sentence boundaries, styling.

Grammar – Rules of verbs, agreement, articles, and pronouns.

Contents – Relevance, clarity, originality, logic.

It is necessary to highlight the importance between social media and writing using apps, platforms, since virtual media can improve the development of knowledge and obtain the advantages in the acquisition and development of the foreign language. Currently, people get information on computers or smartphones where there are great tools to improve writing skill.

1.2 OBJECTIVES

1.2.1 GENERAL

- To analyze the impact that social media has on the writing skill development.

1.2.2 SPECIFIC

- To diagnose the utilization of social media in the development of writing skill.
- To identify the correct methodological process to develop writing skills in English.
- To determine the importance of social media for young people to develop writing skills.

CHAPTER II

METHODOLOGY

2.1 Materials

To carry out this research, the following resources were used:

- **Physical:**

Books.

- **Technological:**

Computers and laptops.

Google forms.

Internet, online platforms and virtual libraries.

Mobile and cellphone apps.

- **Humans:**

Researcher.

Teachers.

Students.

2.2 Methods

This research has qualitative and quantitative character for the following reasons:

Qualitative, since it investigated the variables to know more about the aspects and characteristics of social media which helped with an important contribution in the investigation. In this case, the problems that the students of the PINE program had at the writing level and how it develops through the use of technological resources and platforms. According to Rawls (2018) qualitative research increases the opportunities to develop empirically supported new ideas and theories in depth and longitudinal explorations of leadership phenomena for that reason it is qualitative in order to search

about social media and recognize its foundations, elements, benefits, procedures which contributes to develop the project.

This is quantitative, since it helped to measure the variable writing skill using data and surveys, so it was necessary to collect information according to the goals. For that reason, the data was obtained through the survey and they were tabulated with the use of tables and graphs, which revealed important results for students to develop writing through the use of social media. According to Sharman (2019) quantitative research is an inquiry into a social problem, so it is explained phenomena by gathering numerical data that are analyzed in depth, for that reason, it is necessary to use quantitative method in the investigation process.

2.2.1. Basic mode of investigation

The modalities that were used in the research work were the following:

2.2.1.1 Bibliographical – documentary research

Bibliographic-documentary research, since this work is based on some theories which support information about the problem exposed in the research, for that reason, the primary source is the books that support the two variables as social media and writing skill while the secondary source is the academic articles and journals from internet which serve as guide to have a good explanation about the problem and how the information will help develop the research process.

Moreover, these sources help in order to determine the cause and effect of the variables and their correlation to create a solution. This kind of modality helps to select and collect information of any document which serves as a source of reference to use for supporting an investigation or research. (Amudha, 2019).

2.2.2. Level or type of investigation

The research was descriptive because it characterized the study population and the reality that occurs in its natural context, considering the difficulties that young students have at the level of writing and interaction with social networks, and finally, describe the

results obtained. Descriptive research seeks to specify important properties, characteristics and features of any phenomenon that is analyzed. It describes trends in a group or population. Thus, this study is descriptive since it is not only limited to the collection of information, but also analyzes and defines the relationship of concepts and variables such as morphological attachment and writing skills in a specific context.

2.3 Design

This research is non-experimental since the behavior of the variables was observed, of which the independent one (social media) was not directly manipulated because when speaking of a set of platforms it is wide and extensive. However, a hypothesis could be verified through the analysis of statistical data and the application of surveys, this being a systematic and empirical study.

In other words, non-experimental research is where people do not intentionally vary the independent variable to see the effect on the other variable, so the phenomena are observed as they occur in their natural context, to later analyze them.

For the collection of data about social media in the writing skill development, it was based on the focus and design of the research in order to choose the appropriate instrument and technique.

The survey included 20 questions which were applied to third level students. The questions were based on the Likert scale using 5 items and evaluated using the chi square process. The survey was validated by teachers from the "Universidad Técnica de Ambato" of the PINE program.

In addition, the steps that were carried out for the application of the survey were as follows:

1. The survey was created in Google forms.
2. It was validated by experts from the English program.
3. The survey elaborated in Google forms was sent to the students.
4. Tabulation, analysis and interpretation were processed through the results.

5. Chi square calculation was applied, which served to compare the observed distribution of the data. Furthermore, with this calculation it was possible to verify the relationship of the variables, as well as to accept or reject the previously established hypothesis.

2.4 Population

According to Crossman (2018), a research population is generally a large collection of individuals or objects that is the main focus of a scientific topic, it is an entire group about which certain information is required. The total student population was 40.

Then, once the study of the population was carried out based on the conditions and characteristics of the research, the survey was applied to third-semester students of the PINE program and teachers. Therefore, the results of 35 students between women and men and 5 teachers were obtained through a multiple-choice questionnaire and obtaining the results through the chi-square process.

2.5 Hypothesis

Social media influences the writing skill development in students of the third semester of PINE program at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

This chapter details the results obtained from the survey.

3.1 Results and discussion of results

QUESTION 1: How often do you use Social Media (social networks, multimedia, virtual platforms, web 3.0) during your day?

Table 1

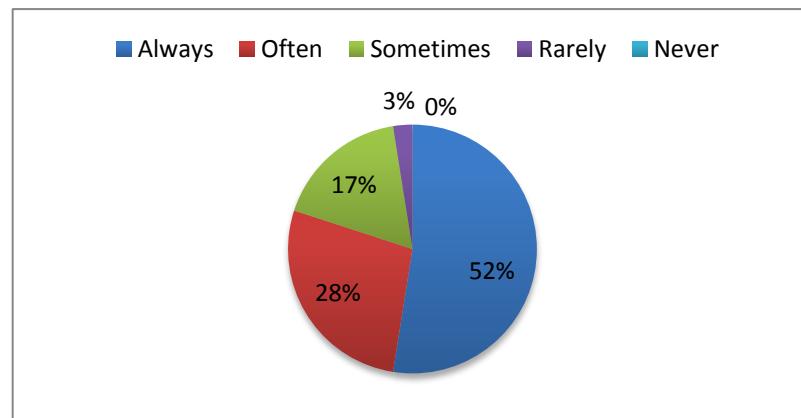
Social media

Alternative	Frequency	Percentage
Always	21	52,5%
Often	11	27,5%
Sometimes	7	17,5%
Rarely	1	2,5%
Never	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 1

Social media



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

As it can be seen, 21 students representing 52.5% affirm that during their day they always use social media. Likewise, 27.5%, who represent 11 students, indicate that they do it often, 7 students who represent 17.5% use it sometimes and 1 student who represents 2.5% says that they rarely use social media during his day.

Then, it is necessary to highlight that most of the students use social media during their day, which implies a development of their skills since they have to communicate with other people when using technological media.

QUESTION 2: How long do you spend on social media each day?

Table 2

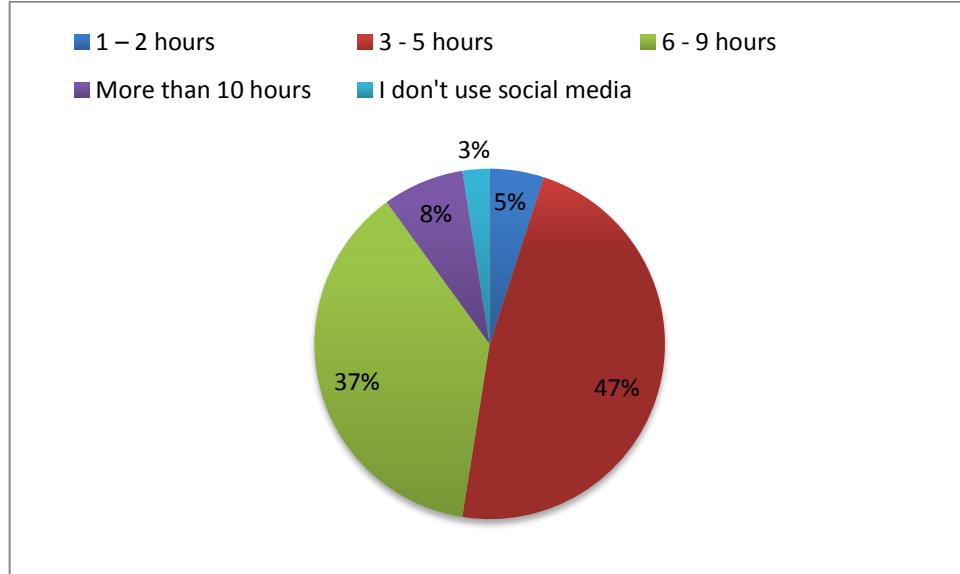
Social media time

Alternative	Frequency	Percentage
1 – 2 hours	2	5%
3 - 5 hours	19	47,5%
6 - 9 hours	15	37,5%
More than 10 hours	3	7,5%
I don't use social media	1	2,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 2

Social media time



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data analysis has been carried out, it is evidenced that 19 students who represent 47.5% say they spend their time on social media during the day for 3-5 hours, also 15 students who represent 37.5% say that they use social media for 6-9 hours, 3 students who represent 7.5% use it for more than 10 hours, while 2 students who represent 5% use 1-2 hours and only 1 student who represents 2.5% does not use social media.

With these data it is concluded that most of the students spend many hours using the internet to spend their time on social media platforms. It can be noted that there is a tendency for students to spend their time on social networks, virtual platforms for different situations of education or entertainment.

QUESTION 3: What type of Social media do you know the most?

Table 3

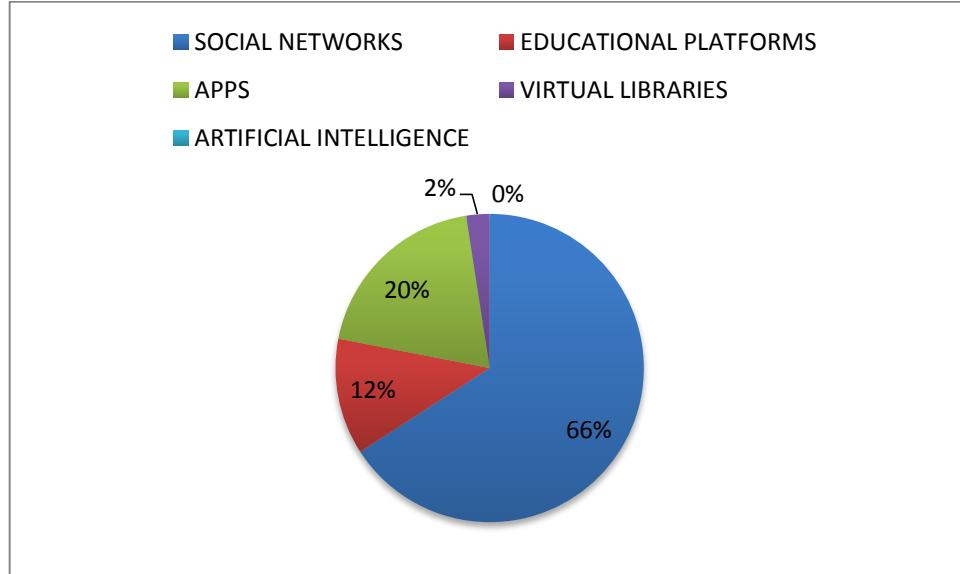
Social media type

Alternative	Frequency	Percentage
Social networks	27	67,5%
Educational platforms	5	12,5%
Apps	8	20%
Virtual libraries	1	2,5%
Artificial intelligence	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 3

Social media type



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

The graph illustrates that 67.5% of the students, that is, 27 students tell us that the type of Social media they know the most is social networks (Facebook, WhatsApp, Instagram). Also, 8 students representing 20% say they know apps (cell phone applications) within this area, in addition, 12.5% who represent 5 students say they know educational platforms and 1 student who represents 2.5% says they know virtual libraries.

With this result, it is clearly seen that the use of social networks and cellphone apps are becoming more essential for society every day for the daily content they offer. Then, students do not know more platforms that can bring great benefits to promote productive skills. For that reason, knowing new types of social media will help society to improve their level of knowledge by using platforms that facilitate communication.

QUESTION 4: What do you use social media for?

Table 4

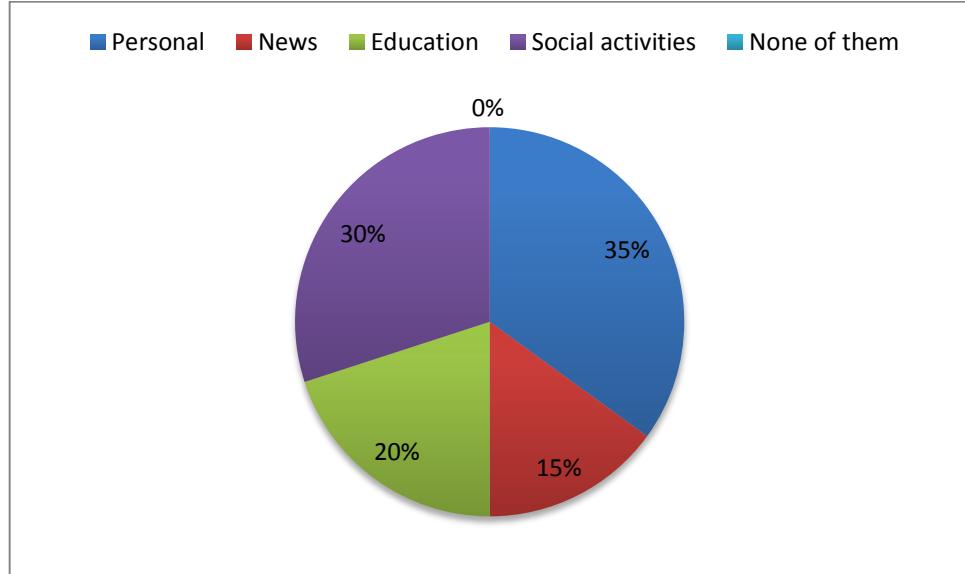
Social media use

Alternative	Frequency	Percentage
Personal	14	35%
News	6	15%
Education	8	20%
Social activities	12	30%
None of them	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 4

Social media use



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

It can be seen in this item, 14 students who represent 35% use social media for personal situations, also 12 students who represent 30% say they use it for social activities with their friends, 20% who represent 8 students say that they use it for education and university areas, while 6 students representing 15% say they use it to learn about news.

It is possible to have access to the world content through mobile applications to discover personal interests or concerns for everyday life or research. Then it is clearly seen that they use social media for personal activities and education. In addition, as they use social networks, they develop their communication skills in this case the production skills to interact.

QUESTION 5: What kind of social networks do you use writing more often?

Table 5

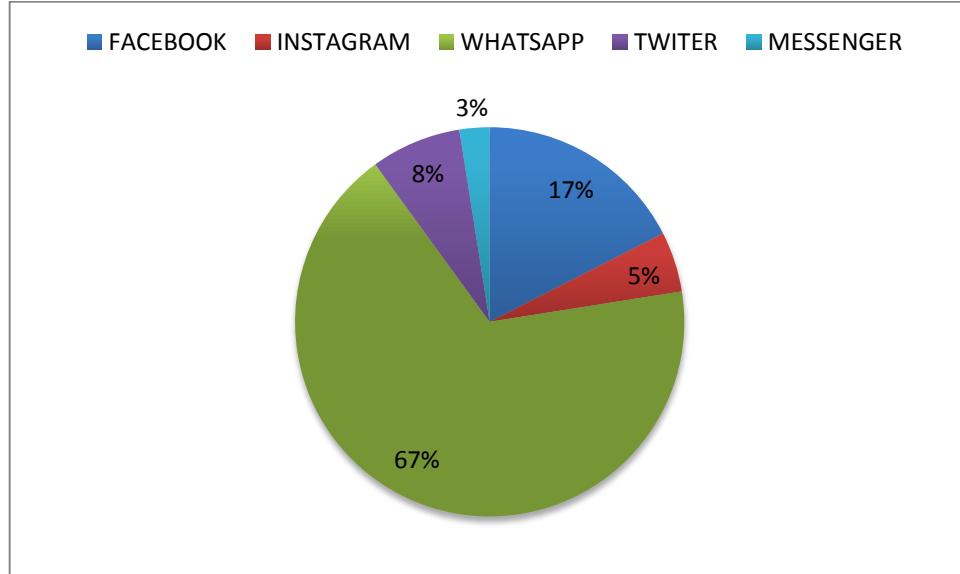
Social networks

Alternative	Frequency	Percentage
Facebook	7	17,5%
Instagram	2	5%
WhatsApp	27	67,5%
Twiter	3	7,5%
Messenger	1	2,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 5

Social networks



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

The graph clearly shows that 27 students representing 67.5% use WhatsApp to write messages more often. Also, 7 students who represent 17.5% use Facebook, 3 students who represent 7.5% use twitter, in addition 2 students who represent 5% use Instagram, while 1 student who represents 2.5% uses messenger to write.

With this result it can be identified that one of the most used applications to establish communication through text messages is WhatsApp, so communicating with people who have English as their native language will help to strengthen the knowledge of students. In addition, Facebook, twitter and Instagram contribute by integrating text messages within their applications

QUESTION 6: Which of the 4 English skills do you think is the most difficult to develop?

Table 6

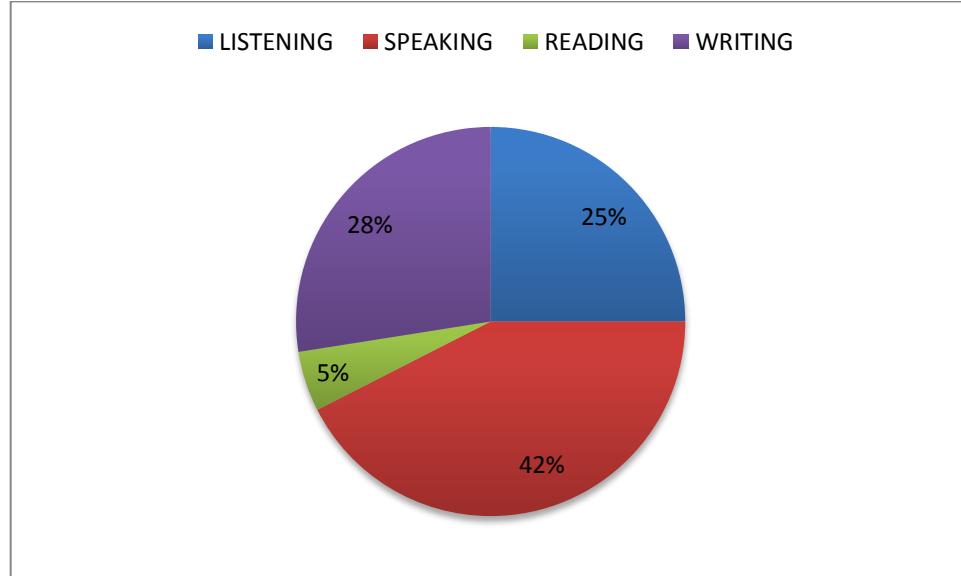
English skills

Alternative	Frequency	Percentage
Listening	10	25%
Speaking	17	42,5%
Reading	2	5%
Writing	11	27,5%
Another	0	0%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 6

English skills



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data for this item has been tabulated, it can be noted that 17 students who represent 42.5% say that one of the most difficult skills to learn is speaking, 11 students who represent 27.5% say that writing is very difficult to learn, also 10 students who represent 25% say that listening is one of the most difficult, while 2 who represent 5% say that reading is more difficult.

With these data, it is highlighted that writing skill is among the most difficult skills for students to learn after speaking. Ecuador includes evaluation processes with writing, so it is important to develop this ability to complete learning processes in English.

QUESTION 7: How do you think your writing process has been in the development of learning the English language?

Table 7

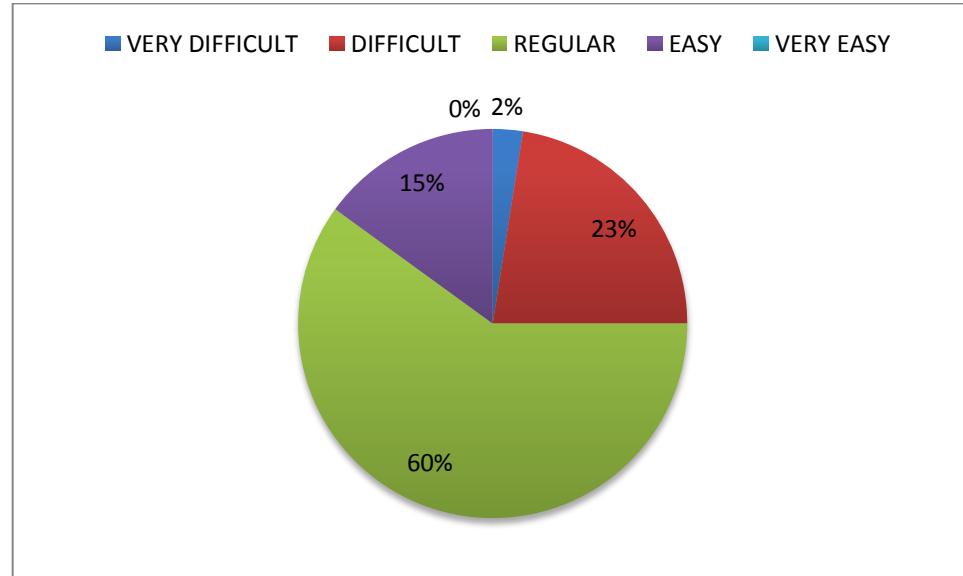
Writing process

Alternative	Frequency	Percentage
Very difficult	1	2,5%
Difficult	9	22,5 %
Regular	24	60%
Easy	6	15%
Very easy	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 7

Writing process



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

The graph details that 24 students who represent 60% say that their writing learning process has been regular, 22.5% who represent 9 students say that it has been difficult, 6 students who represent 15% say that their process learning of this skill has been easy and 1 student representing 2.5% has been very difficult to learn the writing skill.

It can be detailed that students have difficulties learning in the English writing process, so this information is needed to help in learning. The writing process is developed in the following steps: prewriting, writing, proofreading and editing. The same one that helps to expand ideas in written productions and is not very well used, making it difficult to develop this skill in students.

QUESTION 8: How often do you write in English in your free time?

Table 8

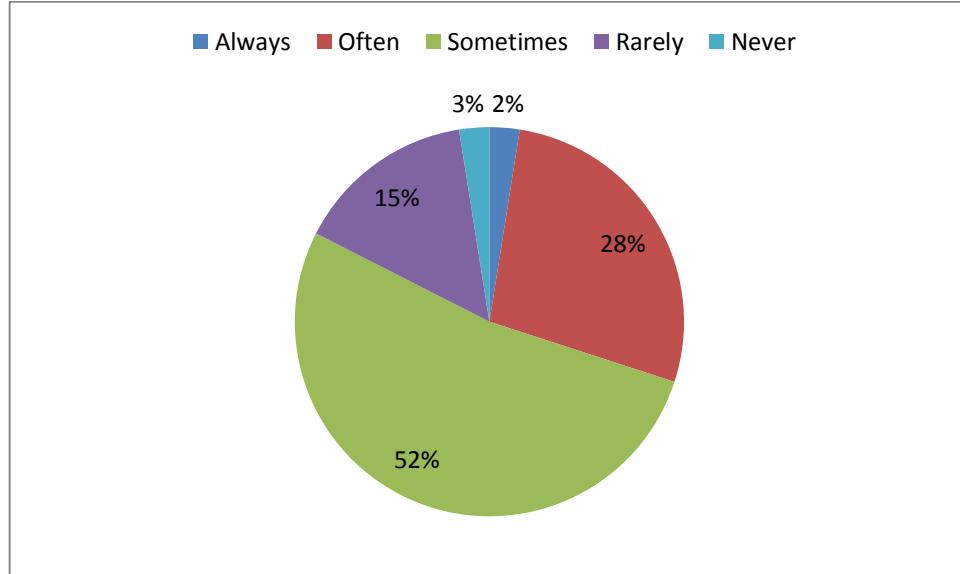
Writing time

Alternative	Frequency	Percentage
Always	1	2,5 %
Often	11	27,5%
Sometimes	21	52,5%
Rarely	6	15%
Never	1	2,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 8

Writing time



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

It can be seen that 21 students representing 52.5% affirm that they write in English sometimes. Likewise, 27.5%, who represent 11 students, indicate that they do it often, 6 students who represent 15% write it rarely, 1 student representing 2.5% says that they write always in their free time in English, while 1 student, which is 2.5%, never write in his free time.

It can be concluded that students sometimes write in English in their free time so the learning process cannot be fully developed without practice. In addition, it is important to note that students are not very interested in writing in the English language.

QUESTION 9: How often does your teacher use activities to improve your writing skills in classes?

Table 9

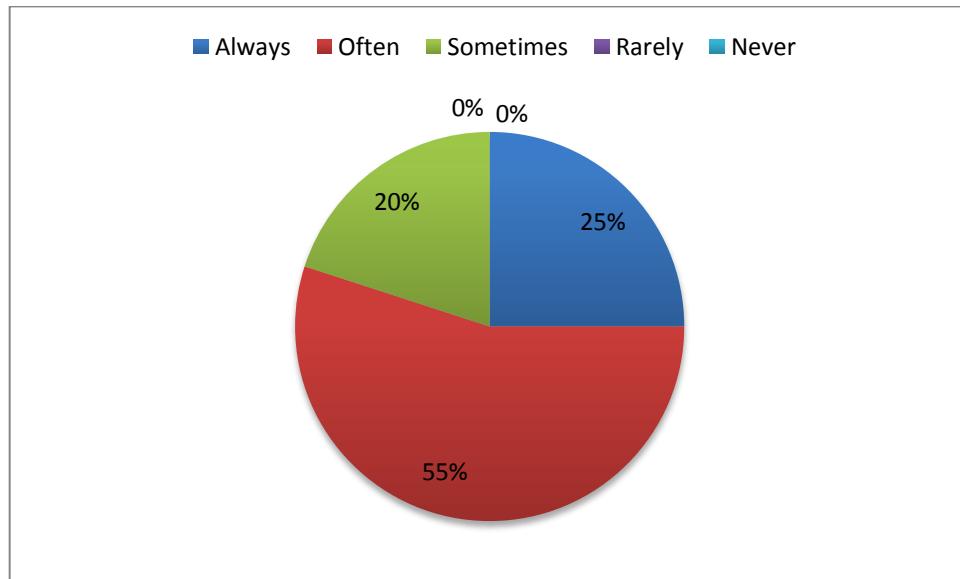
Writing activities

Alternative	Frequency	Percentage
Always	10	25%
Often	22	55%
Sometimes	8	20%
Rarely	0	0%
Never	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 9

Writing activities



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

After analyzing the data, 22 students representing 55% affirm that their teacher often uses activities to improve writing in their classes. Likewise, 25%, who represent 10 students, indicate that their teachers always apply writing activities, while 8 students, representing 20% say that they sometimes apply these activities for the development of writing.

With this information, it is concluded that teachers do use activities to improve writing skills in class. Therefore, the importance that teachers have to improve the writing of the English language in class hours is highlighted.

QUESTION 10: Where do you recur when you need information to improve your English writing?

Table 10

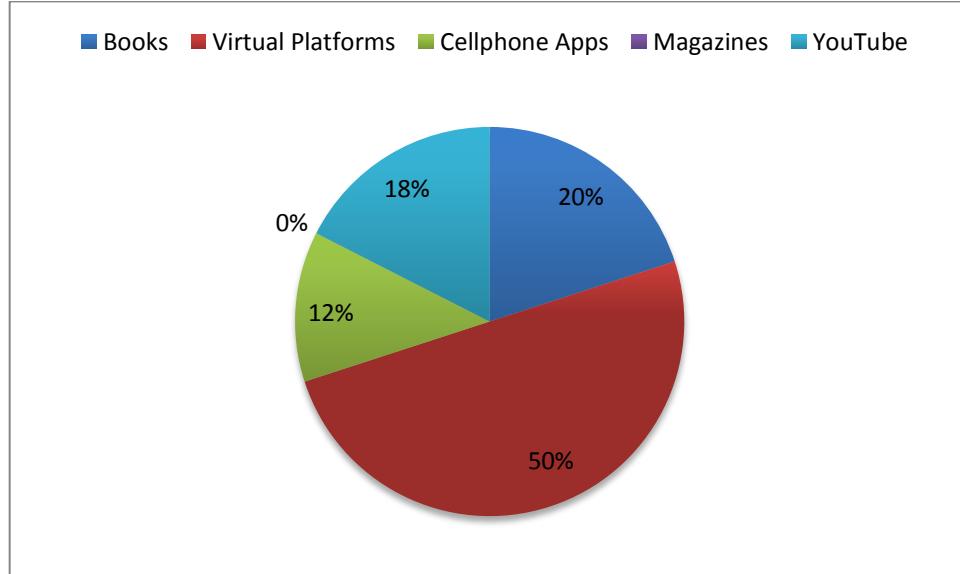
Social media tools

Alternative	Frequency	Percentage
Books	8	20%
Virtual platforms	20	50%
Cellphone apps	5	12,5%
Magazines	0	0%
YouTube	7	17,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 10

Social media tools



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

This item details that 20 students who represent 50% turn to information to improve their English writing to virtual platforms, 8 students who represent 20% seek information in books. Also, 7 students, representing 17.5%, seek this information on YouTube, while 12.5%, who represent 5 students, state that they turn to cellphone apps for information on writing skill.

It is concluded that currently most students turn to virtual platforms to obtain information on how to develop and improve writing skills. For this reason, it is very important to use each social media resource so that students improve their learning.

QUESTION 11: What kind of writings do you develop during class?

Table 11

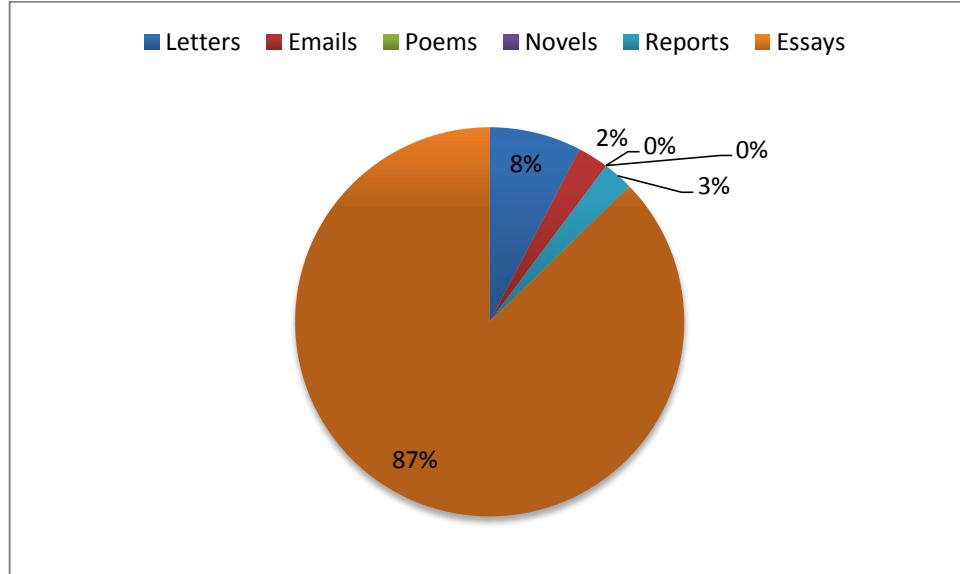
Kind of writings

Alternative	Frequency	Percentage
Letters	3	7,5 %
Emails	1	2,5%
Novels	0	0%
Reports	1	2,5%
Essays	35	85,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 11

Kind of writings



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data analysis has been carried out, 35 students who represent 85.5% develop essays during classes, 3 students who represent 7.5% elaborate letters as an activity in class, 1 student representing 2.5% emails and 1 student who represent 2.5% reports as a class writing activity.

It is identified that teachers apply essays as writing practice during their classes. In addition, it is highlighted that university students identify more with writing essays to develop writing skills, since it is the key, important, and basic tool to express points of view on a subject and gain knowledge about it to show different angles of writing without having to exhaust it.

QUESTION 12: How long do you spend writing in English every day?

Table 12

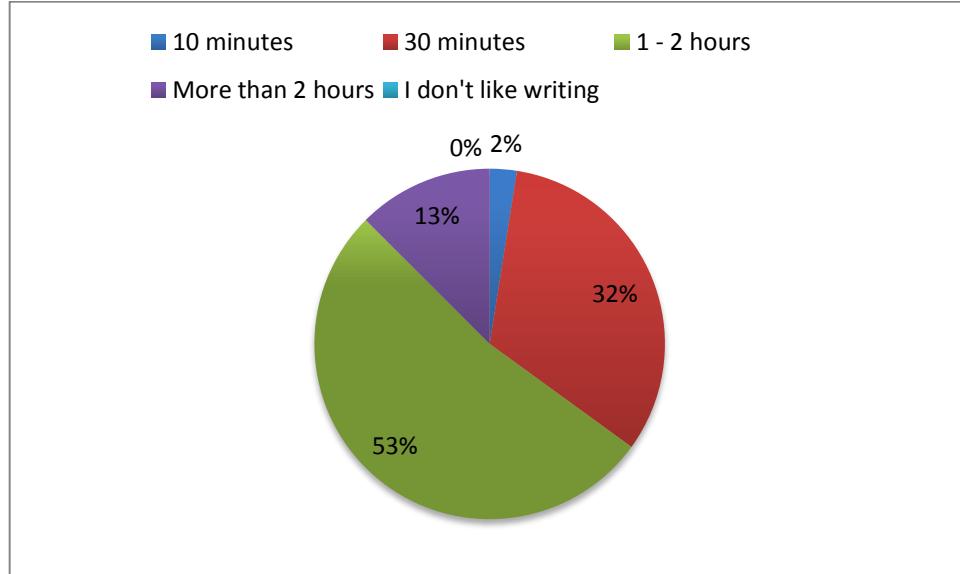
Writing time

Alternative	Frequency	Percentage
10 minutes	1	2,5%
30 minutes	13	32,5%
1 - 2 hours	21	52,5%
More than 2 hours	5	12,5%
I don't like writing	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 12

Writing time



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

After analyzing the data, 21 students who represent 52.5% spend 1-2 hours each day to write in English, 13 students who represent 32.5% write in English 30 minutes, 5 students who represent 12.5% write more than 2 hours in this foreign language and only 2.5% representing 1 student writes 10 minutes in English every day.

With this information, it is detailed that the time that students use to write in English per day is 1-2 hours. According to Trejo (2018) it takes an average of two years to develop the English language, so it takes about 3 hours to practice improving English, as it can be a useful tool in the future.

QUESTION 13: Would you like to know what the writing process is like?

Table 13

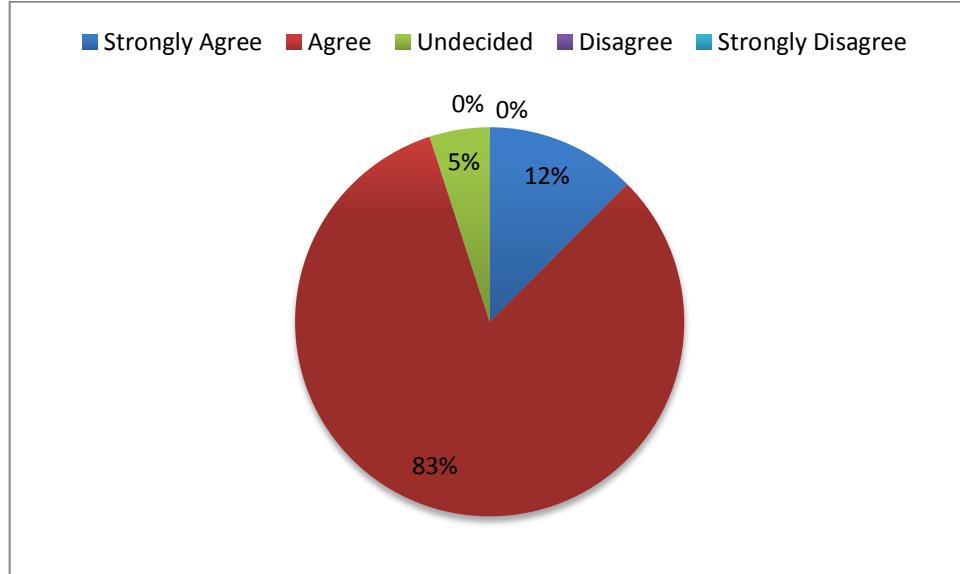
Writing process

Alternative	Frequency	Percentage
Strongly agree	5	12,5%
Agree	33	82,5%
Undecided	2	5%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 13

Writing process



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data analysis has been carried out, 33 students representing 82.5% agree to know how the development of writing is, 5 students are strongly agree with knowing about the development of writing and 2 students who represent the 5% are undecided to learn one of the most important developments in the English language.

With these data it is observed that the majority of students agree with knowing how the development of writing skills is when learning the English language. The development of writing is a linguistic process that has roots in social interaction with people of the same purpose (communication) through various meaningful activities such as exchanging words and messages.

QUESTION 14: How often do you use social media platforms to develop writing skill?

Table 14

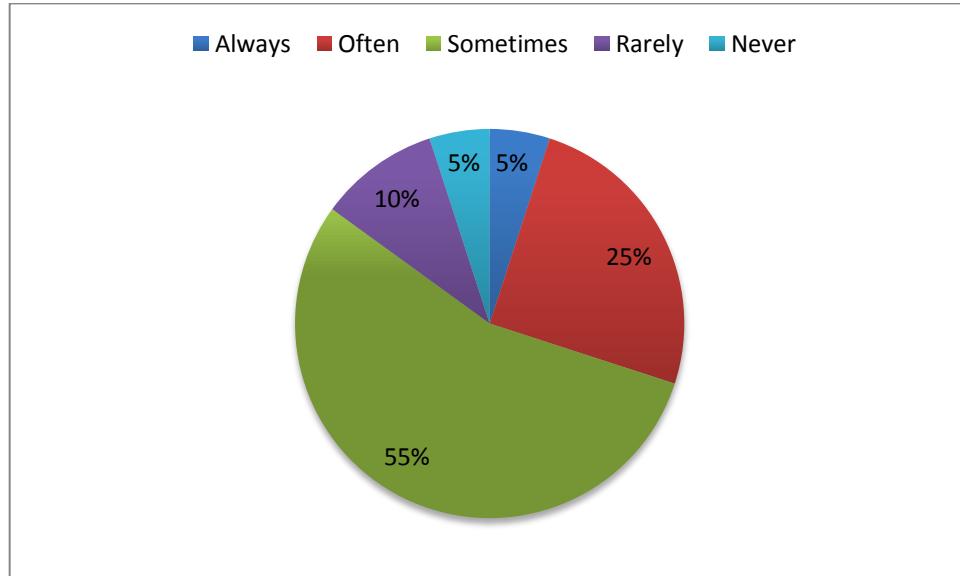
Social media platforms

Alternative	Frequency	Percentage
Always	2	5%
Often	10	25%
Sometimes	22	55%
Rarely	4	10%
Never	2	5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 14

Social media platforms



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

In question number 14, 22 students representing 55% sometimes use social media platforms to develop writing skills, 10 students who represent 25% use these platforms often, 4 students who represent 10% use them rarely, 2 students who represent 5 % say they always use them and 2 students who represent 5% never use these digital media of social media.

According to Kenton (2020) social media platforms are the most useful platforms of web sites, so many people can develop skills. In addition, they are used 24 hours a day so they can generate millions of users and followers in minutes. With these data it is concluded that the that students do not use much the tools that exist on the internet since in the learning process sometimes they use virtual platforms to develop writing skill.

QUESTION 15: Do you know writing platforms to improve your English writing?

Table 15

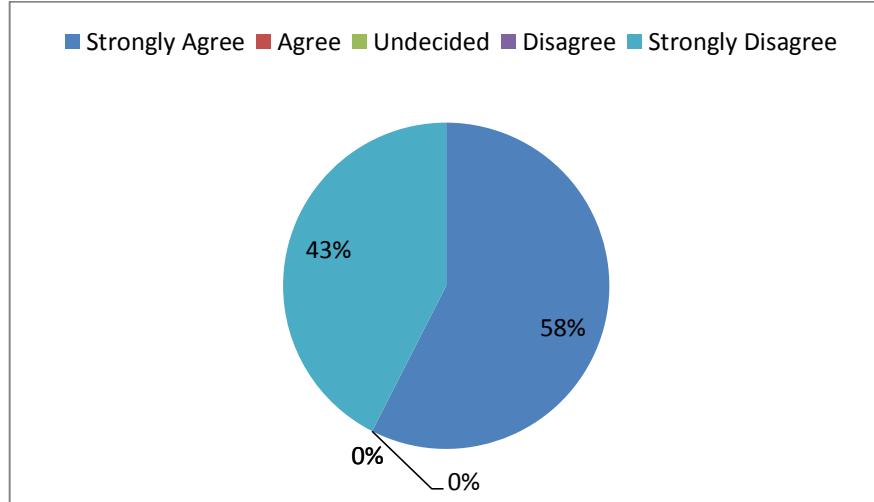
Writing platforms

Alternative	Frequency	Percentage
Strongly agree	23	57,5 %
Agree	0	0 %
Undecided	0	0 %
Disagree	0	0 %
Strongly disagree	17	42,5 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 15

Writing platforms



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

In question number 15, 57.5% who represent 23 students affirm that they strongly agree about knowing writing platforms to improve writing ability, while 17 students who represent 42.5% say that they strongly disagree about these platforms that improve learning in this English skill.

With these data it is deduced that the highest percentage of students know writing platforms but it is important that they know these digital media and technological tools so that their learning is continuous when entering the internet.

QUESTION 16: Which of these Writing Platforms do you know?

Table 16

Writing platforms

Alternative	Frequency	Percentage
Grammarly	37	92,5%
750 Words	2	5%
Speaky	0	0%
ProWritingAid	0	0%
FocusWriter	1	2,5%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 16

Writing platforms



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data analysis has been carried out, 37 students representing 92.5% affirm that they know Grammarly, which is a writing platform to improve writing skills using the cell phone, 2 students who represent 5% identify with the 750Words platform and 1 student representing 2.5% know FocusWriter as an educational tool used on internet.

It is concluded that the students do not know many online platforms that they can use to improve their level of English either with real experiences or conversations with native English speakers.

QUESTION 17: Do you think it is easier to learn English writing by interacting on social networks than reading books?

Table 17

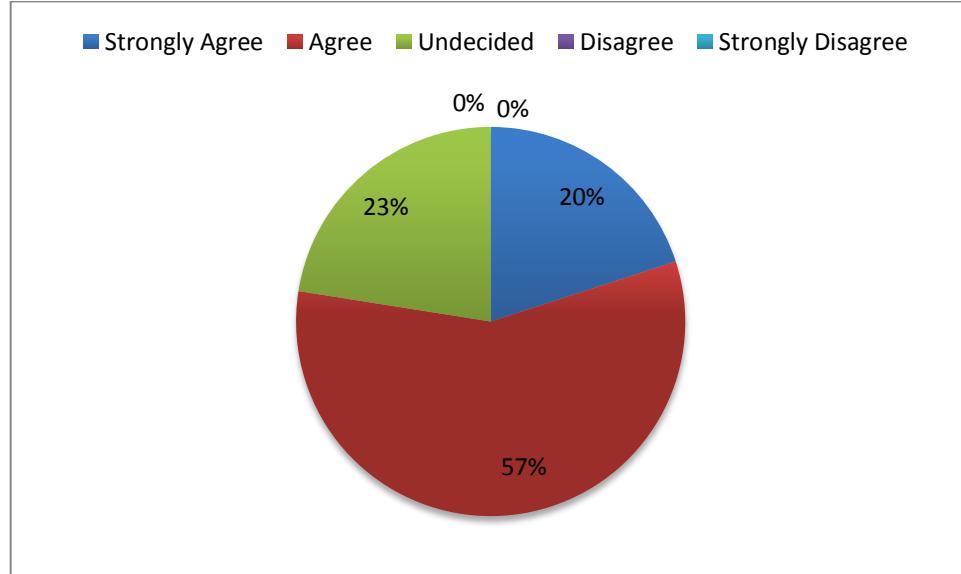
Social networks tools

Alternative	Frequency	Percentage
Strongly agree	8	20%
Agree	23	57,5%
Undecided	9	22,5%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 17

Social networks tools



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

It can be seen, 23 students who represent 57.5% agree that it is easier to learn English writing by interacting on social networks than reading books, 9 students who represent 22.5% are undecided in thinking that these digital media help more than books and 8 students representing 20% strongly agree that by interacting with social networks it is possible to learn the writing of the English language.

With this information it is analyzed that students have the knowledge that digital media such as social media or social networks can help them improve their level of English. In addition, when using these internet media every day, it is easier to obtain information than to look for it in a book.

QUESTION 18: How do you think you would improve your writing level?

Table 18

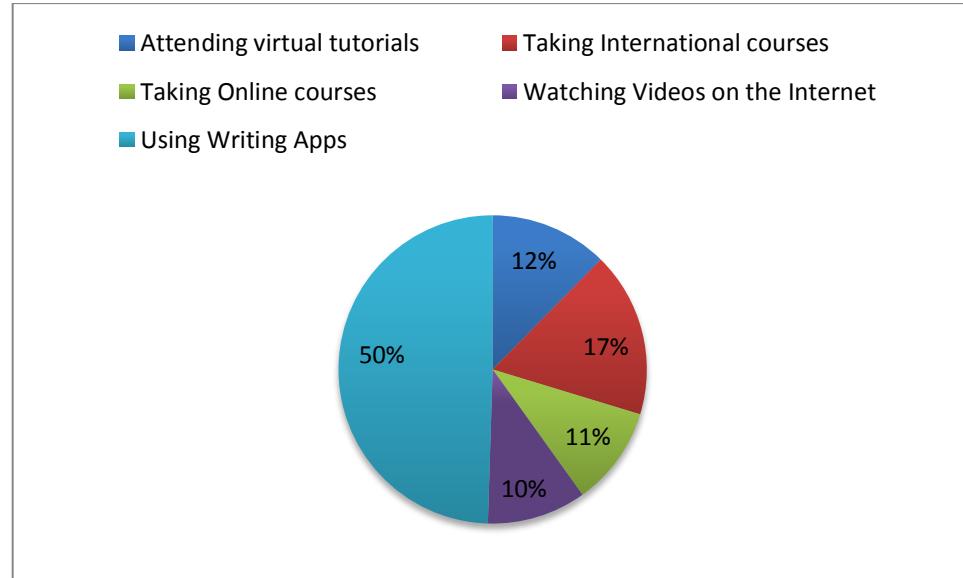
Supplementary writing activity

Alternative	Frequency	Percentage
Attending virtual tutorials	5	12,5%
Taking international courses	7	17,5 %
Taking online courses	4	10,5%
Watching videos on the internet	4	10,5%
Using writing apps	20	50%
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 18

Supplementary writing activity



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

Once the data analysis has been carried out, 20 students who represent 50% think that their writing level will improve using writing apps, 7 students who represent 17.5% think that taking international courses will improve their level of English, also 5 students 12.5% say that attending virtual tutorials will improve their writing level. In addition, 4 students representing 10.5% say that they will do it taking online courses and 4 who represent 10.5% say that watching videos on the internet will improve the writing process and have a good level.

With this analysis, it is deduced that the majority of students use virtual media to improve their writing level with a high percentage in using writing apps guided by multimedia instruments, conversations and communication through the internet.

QUESTION 19: Would you like to have detailed information that contains social media content and the development of the writing skill?

Table 19

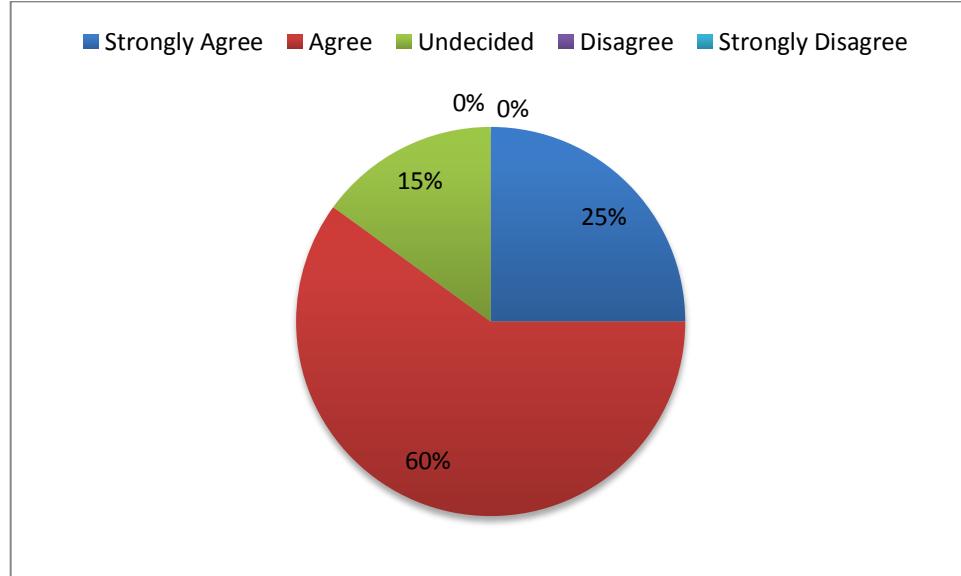
Social media and writing skill content

Alternative	Frequency	Percentage
Strongly agree	10	25%
Agree	24	60%
Undecided	6	15%
Disagree	0	0 %
Strongly disagree	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 19

Social media and writing skill content



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

After analyzing the data, 24 students who represent 60% agree on to have detailed information that contains social media content and the development of the writing skill to improve academic performance, 10 students who represent 25% strongly agree on receive this information that is necessary to acquire new knowledge and 6 students representing 15% are undecided in having this information guide.

It is concluded that most of the students agree to have the detailed information it contains about social media and the development of writing skills so that they can develop their entire learning process and improve their English skills, especially writing.

QUESTION 20: Would you like this information to be disseminated through different social media to improve your writing ability?

Table 20

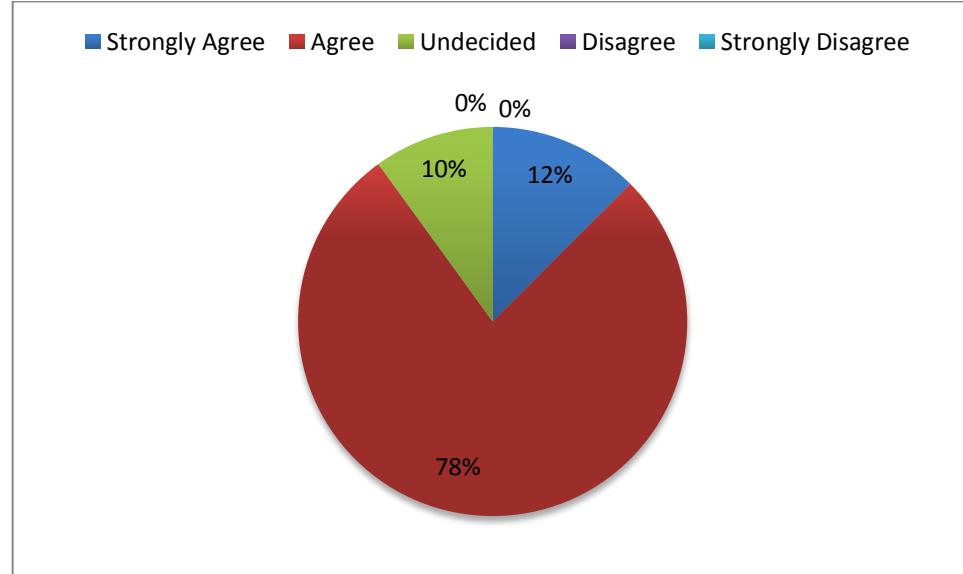
Social media and writing skill content

Alternative	Frequency	Percentage
Strongly agree	5	12,5%
Agree	31	77,5%
Undecided	4	10%
Disagree	0	0 %
Strongly disagree	0	0 %
TOTAL	40	100%

Note: This table was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

Figure 20

Social media and writing skill content



Note: This figure was elaborated by W. Muñoz, 2020. Survey addressed to students from third semester of PINE at Universidad Técnica de Ambato.

ANALYSIS AND INTERPRETATION

In question number 15, 31 students who represent 77,5% agree that this information is disseminated through different social networks to improve their writing skills, 5 students who represent 12,5% strongly agree on receive this information through digital media that is necessary to acquire new knowledge and 4 students that are 10% are undecided in having this information to improve writing ability.

It is concluded that most of the students agree to have this information to be disseminated through different social media to improve writing skills. For this reason, it will be necessary to highlight the importance of having these tools at hand to develop linguistic capacities to have the quality result at the time of producing a writing.

3.2 Hypothesis verification

To verify the hypothesis of this research, Pearson's Chi2 statistical calculation was performed, which is detailed below:

3.2.1 Logic model

H_0 : Social Media does not influence the development of writing skills in students of the National and Foreign Languages Pedagogy Career.

H_1 : Social Media does influence the development of writing skills in students of the National and Foreign Languages Pedagogy Career.

3.2.1.1 Mathematical model

$$H_0 = H_1$$

$$H_0 \neq H_1$$

3.2.2 Statistical model

Chi squared process

Selection of significance level

In order to verify the hypothesis, it was worked with a 95% reliability which corresponds to an $\alpha = 0.05$ margin of error.

Statistical selection

$$\chi^2_{Prueba} = \sum \frac{(o_i - o_{ei})^2}{o_{ei}}$$

o_i = Frecuencia observada

o_{ei} = Frecuencia esperada

Decision rule

In order to define the decision rule, the degrees of freedom are calculated according to Schober (2018) "they are the measurements of the number of values in the statistical

process that are free to vary without influencing the result of the statistics within the investigative process". The established formula was applied taking into account the number of rows and columns of the frequency table.

$$G_L = (F - 1) \cdot (C - 1)$$

$$G_L = (5 - 1) \cdot (3 - 1)$$

$$G_L = 8$$

F= Questions

C= Answers

Therefore, it is established that if X^2_t is greater than X^2_c , the null hypothesis will be accepted through this process, otherwise it will be rejected.

3.2.3 Data collection and statistical calculations

Table 21

Observed frequencies

QUESTIONS	STRONGLY AGREE	AGREE	UNDECIDED- DISAGREE STRONGLY DISAGREE	TOTAL
Would you like to know what the writing development is like?	5	33	2	40
Do you know writing platforms to improve your English writing?	23	0	17	40
Do you think it is easier to learn English writing by interacting on social networks than reading books?	8	23	9	40
Would you like to have detailed information that contains Social Media content and the development of the writing skill?	10	24	6	40
Would you like this information to be disseminated through different social media to improve your writing ability?	5	31	4	40

TOTAL	51	111	38	200
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Note: This table was elaborated by W. Muñoz, 2020.

Table 22

Expected frequencies

QUESTIONS	STRONGLY AGREE	AGREE	UNDECIDED- DISAGREE STRONGLY DISAGREE	TOTAL
Would you like to know what the writing development is like?	10,2	22,2	7,6	40,0
Do you know writing platforms to improve your English writing?	10,2	22,2	7,6	40,0
Do you think it is easier to learn English writing by interacting on social networks than reading books?	10,2	22,2	7,6	40,0
Would you like to have detailed information that contains Social Media content and the development of the writing skill?	10,2	22,2	7,6	40,0
Would you like this information to be disseminated through different social media to improve your writing ability?	10,2	22,2	7,6	40,0
TOTAL	51,0	111,0	38,0	200,0

Note: This table was elaborated by W. Muñoz, 2020.

Chi square calculation

Table 23

Chi square calculation

O	O_e	O-O_e	(O-O_e)²	(O-O_e)²/O_e
5,000	10,200	-5,200	27,040	2,651
33,000	22,200	10,800	116,640	5,254
2,000	7,600	-5,600	31,360	4,126
23,000	10,200	12,800	163,840	16,063
0,000	22,200	-22,200	492,840	22,200
17,000	7,600	9,400	88,360	11,626
8,000	10,200	-2,200	4,840	0,475
23,000	22,200	0,800	0,640	0,029
9,000	7,600	1,400	1,960	0,258
10,000	10,200	-0,200	0,040	0,004
24,000	22,200	1,800	3,240	0,146
6,000	7,600	-1,600	2,560	0,337
5,000	10,200	-5,200	27,040	2,651
31,000	22,200	8,800	77,440	3,488
4,000	7,600	-3,600	12,960	1,705
X² Prueba				71,013

Note: This table was elaborated by W. Muñoz, 2020.

$$G_L = (F - 1) \cdot (C - 1)$$

$$G_L = (5 - 1) \cdot (4 - 1)$$

$$G_L = 12$$

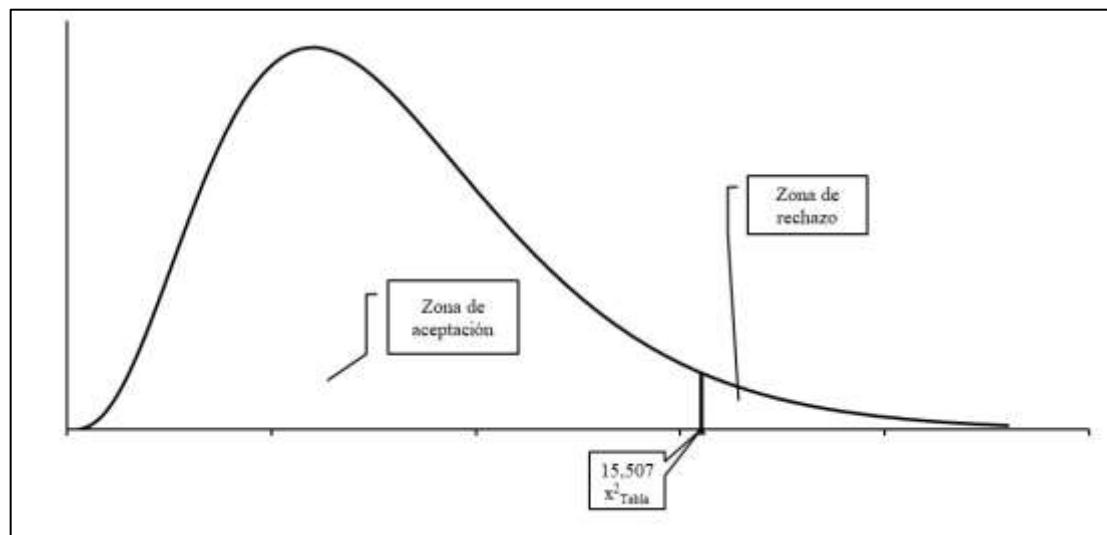
Decision making

Once the respective statistical calculations of this research have been carried out, the following is obtained:

With 8 degrees of freedom $\chi^2_{\text{Prueba}} (71,013) > \chi^2_{\text{tabla}} (15,507)$ so the null hypothesis of the research is rejected (H_0) and the alternate is accepted (H_1) which state: "Social Media does influence the development of writing skills in students of the National and Foreign Languages Pedagogy Career."

Figure 21

Zone of acceptance of the hypothesis



Note: This figure was elaborated by W. Muñoz, 2020.

CAPITULO IV

CONCLUSIONS Y RECOMMENDATIONS

4.1 Conclusions

After having carried out the research on social media in the writing skill development, the following conclusions have been reached:

- The impact that social media has on the development of writing skills is very positive knowing that students always use social media which helps in the teaching and learning process, as evidenced by the educational area currently being experienced using virtual platforms and applications for the creation of curricular activities and develop the learning process through the Internet. It should be noted that these platforms are enabled 24 hours a day and free messaging actions can be generated, the same ones that interest users, and according to the data obtained, students use an average of 3 to 5 hours using the Internet and apps to communicate, so the influence that the student has with virtual platforms is evident.
- There is a high amount of time that students spend on social media and use online platforms for education and daily activities. Besides, learners prefer to interact with people and write more frequently using social networks than using books, highlighting the massive use of the WhatsApp application for daily communication. In addition, it was found that writing skill is the second most difficult skill for third semester students analyzing that their learning process in this productive skill is regular, so they do not develop a lot of activities at home to improve their writing skill.
- The most effective methodological process for developing English writing skills is to create a prewriting because it includes brainstorming and gathering information. Second, drafting that consists of creating simple sentences. Third, revising as it improves the draft through corrections. Next, editing makes the

writing understandable without grammatical errors and finally publishing when writer shows the final product.

- Social media is an essential tool for young people as it helps to develop the writing skill, since it provides real life writing examples as personal and social activities. In addition, it was proved through the chi square statistics that social media generates a great impact on the writing skill development while allowing the users to communicate with their family and friends. Therefore, it had been proved that social media can be used to improve English language learning.

4.2 Recommendations

After having carried out the research on social media in the writing skill development, the following recommendations are pointed out:

- Given the impact of social media on the writing skill process, social media platforms for interactive communication between students and teachers or with native English speakers can be used to develop writing skills and have positive results when writing assignments or assessments.
- It is necessary to get involved in the process of learning the English language both inside and outside the classroom so that the time that the student spends in Social media can be employed to use each platform using the English language, since the time that a person is in contact with a new language can improve learning. For that reason, it is important to integrate mobile applications for students with which learners interact well to reinforce knowledge and to improve the new language learning.
- It is important that teachers consider some guidelines to remember the methodological process for the development of writing in English, since when starting to learn a new language it can be confusing for learners. Besides, it is necessary to create content based on everyday activities and authentic content so that students are motivated and can share the activities through social networks, educational platforms or emails.
- It is recommended the use of a guide created by the researcher, focused on Social Media information and writing skill development, which has been developed considering the needs of students of the PINE program who were surveyed. In addition, this guide includes information on virtual platforms, cell phone applications, writing process and tips to develop writing skills.

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ANNEX

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

EXPERT JUDGMENT EVIDENCE

I, Cristina del Rocío Jordán Buenaño, Mg. with I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by Washington David Muñoz Jumbo with I.D. No. 1803879236 for the Final Degree Project entitled "**SOCIAL MEDIA IN THE WRITING SKILL ACQUISITION**" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, November 9th, 2020

Sincerely,



Mg. Cristina Jordán B.

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**

EXPERT JUDGMENT EVIDENCE

I, (MAYORIE CHIMBO CACERES), (MAGISTER), with I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Washington David Muñoz Jumbo with I.D. No. 1803879236 for the Final Degree Project entitled "SOCIAL MEDIA IN THE WRITING SKILL ACQUISITION" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, November 9th, 2020

Sincerely,

ELSA MAYORIE
CHIMBO
CACERES

TEACHER

STUDENT SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



TOPIC: SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT

Objective: To analyze the impact that social media has on the writing skill development.

Instructional: Read the questions carefully and mark the answer according to your criteria

Course: _____ Date: _____

1.- How often do you use Social Media (social networks, multimedia, virtual platforms, web 3.0) during your day?

Always _____ Often _____ Sometimes _____ Rarely _____ Never _____

2.- How long do you spend on social media each day?

1 – 2 hours _____

3 - 5 hours _____

6 - 9 hours _____

More than 10 hours _____

I don't use social media _____

3.- What type of Social Media do you know the most?

SOCIAL NETWORKS _____ EDUCATIONAL PLATFORMS _____ APPS _____

VIRTUAL LIBRARIES _____ ARTIFICIAL INTELLIGENCE _____

Another (Specify):

4.- What do you use Social Media for?

- | | |
|-------------------|--------------------------|
| Personal | <input type="checkbox"/> |
| News | <input type="checkbox"/> |
| Education | <input type="checkbox"/> |
| Social activities | <input type="checkbox"/> |
| None of them | <input type="checkbox"/> |

Another (Specify):

5.- What kind of Social Networks do you use more often?

FACEBOOK _____ INSTAGRAM _____ WHATSAPP _____ TWITER _____

MESSENGER _____ OTHER (Specify):.....

6.- Which of the 4 English skills do you think is the most difficult to develop?

LISTENING _____

SPEAKING _____

READING _____

WRITING _____

7.- You think your writing process when learning English has been... .

VERY DIFFICULT _____

DIFFICULT _____

REGULAR _____

EASY _____

VERY EASY _____

8.- How often do you write in English in your free time?

Always _____ Often_____ Sometimes_____ Rarely_____ Never _____

9.- How often does your teacher use activities to improve your writing skills in classes?

Always _____ Often_____ Sometimes_____ Rarely_____ Never _____

10.- Where do you recur when you need information to improve your English writing?

Books _____

Virtual Platforms _____

Cellphone Apps _____

Magazines _____

YouTube _____

Another (Specify):

11.- What kind of writings do you develop during class?

Letters _____

Emails _____

Poems _____

Reports _____

Essays _____

None of them _____

Another (Specify):

12.- How long do you spend writing in English every day?

- | | |
|-----------------------|--------------------------|
| 10 minutes | <input type="checkbox"/> |
| 30 minutes | <input type="checkbox"/> |
| 1 - 2 hours | <input type="checkbox"/> |
| More than 2 hours | <input type="checkbox"/> |
| I don't like to write | <input type="checkbox"/> |

13.- Would you like to know what the writing process is like?

Strongly Agree _____

Agree _____

Undecided _____

Disagree _____

Strongly Disagree _____

14.- How often do you use Social Media Platforms to develop Writing skill?

Always _____ Often _____ Sometimes _____ Rarely _____ Never _____

15.- Do you know writing platforms to improve your English writing?

Strongly Agree _____

Agree _____

Undecided _____

Disagree _____

Strongly Disagree _____

16.- Which of these Writing Apps do you know?

Grammarly _____

750 Words _____

Daily Page _____

ProWritingAid _____

FocusWriter _____

Another (Specify):

17.- Do you think it is easier to learn English writing by interacting on social networks than reading books?

Strongly Agree _____

Agree _____

Undecided _____

Disagree _____

Strongly Disagree _____

18.- How do you think you would improve your writing level?

Attending virtual tutorials _____

Taking International courses _____

Taking Online courses _____

Watching Videos on the Internet _____

Using Writing Apps _____

Another (Specify):

19.- Would you like to have detailed information that contains Social Media content and the development of the writing skill?

Strongly Agree _____

Agree _____

Undecided _____

Disagree _____

Strongly Disagree _____

20. Would you like this information to be disseminated through different social media to improve your writing ability?

Strongly Agree _____

Agree _____

Undecided _____

Disagree _____

Strongly Disagree _____

THANK YOU FOR YOUR TIME!



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guayllabamba (Campus Husch) / Teléfono (03) 2 996-261/Casilla 334
Ambato-Ecuador

Ambato noviembre 23, 2020
Res. FCHE-CD-3076-2020

Señor
Muñoz Jumbo Washington David
ESTUDIANTE DE LA CARRERA PINE, MODALIDAD PRESENCIAL
Presente

De mi consideración:

El H. Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 23 de noviembre del 2020, en atención a la solicitud presentada por la Mg. Ximena Calero Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial, referente a la modificación del tema del Trabajo de Titulación resuelve:

AUTORIZAR AL SEÑOR MUÑOZ JUMBO WASHINGTON DAVID ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MODALIDAD PRESENCIAL LA MODIFICACIÓN DEL TEMA DEL TRABAJO FINAL DE GRADO: "SOCIAL MEDIA IN THE WRITING SKILL ACQUISITION", POR EL SIGUIENTE: "SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT"; EN RAZÓN DE CONTAR CON EL VISTO BUENO DE LA MG. XIMENA CALERO TUTORA DEL PROYECTO DE INVESTIGACIÓN.

Atentamente,



Dr. Mg. Victor Hernández del Salto
PRESIDENTE

CC: Archivo numérico Consejo Directivo
Carpeta: GRADOS PROYECTOS DE INVESTIGACIÓN

Table 24

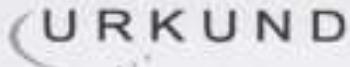
Chi2 distribution

Probability \ Degrees of freedom	0,995	0,99	0,975	0,95	0,9	0,75	0,5	0,25	0,1	0,05	0,025	0,01
1	0,000	0,000	0,001	0,004	0,016	0,102	0,455	1,323	2,706	3,841	5,024	6,635
2	0,010	0,020	0,051	0,103	0,211	0,575	1,386	2,773	4,605	5,991	7,378	9,210
3	0,072	0,115	0,216	0,352	0,584	1,213	2,366	4,108	6,251	7,815	9,348	11,345
4	0,207	0,297	0,484	0,711	1,064	1,923	3,357	5,385	7,779	9,488	11,143	13,277
5	0,412	0,554	0,831	1,145	1,610	2,675	4,351	6,626	9,236	11,070	12,833	15,086
6	0,676	0,872	1,237	1,635	2,204	3,455	5,348	7,841	10,645	12,592	14,449	16,812
7	0,989	1,239	1,690	2,167	2,833	4,255	6,346	9,037	12,017	14,067	16,013	18,475
8	1,344	1,646	2,180	2,733	3,490	5,071	7,344	10,219	13,362	15,507	17,535	20,090
9	1,735	2,088	2,700	3,325	4,168	5,899	8,343	11,389	14,684	16,919	19,023	21,666
10	2,156	2,558	3,247	3,940	4,865	6,737	9,342	12,549	15,987	18,307	20,483	23,209
11	2,603	3,053	3,816	4,575	5,578	7,584	10,341	13,701	17,275	19,675	21,920	24,725
12	3,074	3,571	4,404	5,226	6,304	8,438	11,340	14,845	18,549	21,026	23,337	26,217
13	3,565	4,107	5,009	5,892	7,042	9,299	12,340	15,984	19,812	22,362	24,736	27,688
14	4,075	4,660	5,629	6,571	7,790	10,165	13,339	17,117	21,064	23,685	26,119	29,141
15	4,601	5,229	6,262	7,261	8,547	11,037	14,339	18,245	22,307	24,996	27,488	30,578
16	5,142	5,812	6,908	7,962	9,312	11,912	15,338	19,369	23,542	26,296	28,845	32,000
17	5,697	6,408	7,564	8,672	10,085	12,792	16,338	20,489	24,769	27,587	30,191	33,409
18	6,265	7,015	8,231	9,390	10,865	13,675	17,338	21,605	25,989	28,869	31,526	34,805
19	6,844	7,633	8,907	10,117	11,651	14,562	18,338	22,718	27,204	30,144	32,852	36,191
20	7,434	8,260	9,591	10,851	12,443	15,452	19,337	23,828	28,412	31,410	34,170	37,566
21	8,034	8,897	10,283	11,591	13,240	16,344	20,337	24,935	29,615	32,671	35,479	38,932

Source: http://labrad.fisica.edu.uy/docs/tabla_chi_cuadrado.pdf

Prepared by: Muñoz, W (2020)

URKUND REPORT



Urkund Analysis Result

Analysed Document: MUÑOZ WASHINGTON_URKUND2.docx (D94540303)
Submitted: 2/3/2021 6:49:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 2 %

Sources included in the report:

MUÑOZ WASHINGTON_URKUND.docx (D94465354)

Instances where selected sources appear:

6

XIMENA	Version
ALEXANDR	digitalelementos.com
ALVAREZ	XIMENA
A CALERO	XIMENASANCHEZ
SANCHEZ	Fecha: 2021-02-03
	Hora: 16:21:00

PROPOSAL



SOCIAL MEDIA IN THE WRITING SKILL DEVELOPMENT



It is important to relate Technology to learning development. Therefore, tools are present to improve writing using social media

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1. INTRODUCTION

This guide contains important information for students to take advantage of the tools that are essential for education today such as Social Media and technology, so it will detail the virtual platforms and applications for cell phones that can help to develop writing skill. In addition, the writing process and tips to improve our work such as essays, emails will be detailed.

2. WHAT IS SOCIAL MEDIA ?

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. While many people access social media through smartphone apps, this communication tool started with computers, and social media can refer to any internet communication tool that allows users to broadly share content and engage with the public.

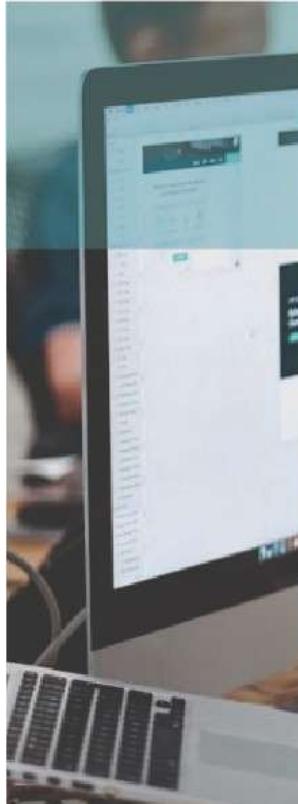
3. WHAT IS WRITING SKILL ?

Writing skill includes all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any area. Well-written documents, emails and posts can persuade people to establish communication.

4. IMPORTANCE

Due to the time that people dedicate to the internet, the advantage of improving our learning can be obtained, in this case, how to develop the writing of the English Language while using a social network, talking with friends or surfing the Internet

5



ONLINE PLATFORMS

Virtual or online platforms are programs (software) oriented to the Internet, they are used for the design and development of courses or didactic modules on the international network. They allow to improve communication (student-teacher; student-student) and develop individual and collective learning.

There are virtual platforms capable of improving writing skills, so the following are detailed:

6

Fix Your Spelling and Grammar

I can assure you this won't effect our timeline.

■ CORRECTNESS: SPELLING
effect → affect

Grammarly

It is a tool for your computer or cell phone when sending messages in English since it corrects your grammar and helps you improve your writing.

7

750 Words

Hello, welcome to a little thing called 750 Words

Join 518,930 other writers by [signing up now](#) →

★ What is this site about?

It's about learning a new habit: Writing Every Day

I've long been inspired by an idea I first learned about in The Artist's Way called morning pages. Morning pages are three pages of writing done every day, typically done in the morning, that can be about anything and everything that comes into your head. It's about getting it all out of your head and is not supposed to be edited or censored in any way. The idea is that if you can get in the habit of writing three pages a day, that it will help clear your mind and get the ideas flowing for the rest of the day. Unlike many of the other exercises in that book, I found that this one actually worked and was really really useful.

I've used the exercise as a great way to think out loud without having to worry about half-formed ideas, random tangents, private stuff, one of the other things in our heads that we often filter out before voicing them or writing about them. It's a daily brain dump. Over time, I've found that it's also very helpful as well to get thoughts going that have become stuck, or to help get to the bottom of a rutten mood.

750Words is the easiest & best tool for the foundation of a life-long writing habit.

750 Words

It is a virtual platform that motivates you to write by planning a schedule and schedule activities on your calendar so that you reach a high level of writing.

8



NoRedink

noredink

Welcome to NoRedInk!

A screenshot of the NoRedInk website's login and sign-up pages. The left side shows a "Log In" form with fields for "Email or username" and "Password", each with a "Forgot?" link. Below these is a "Log In" button and a "Log in with Google" button. The right side shows a "Sign Up" section with the text "Don't have a NoRedInk account? Sign up for free to get started!" and a small illustration of a person sitting at a desk. At the bottom is a "Sign up as a student" button.

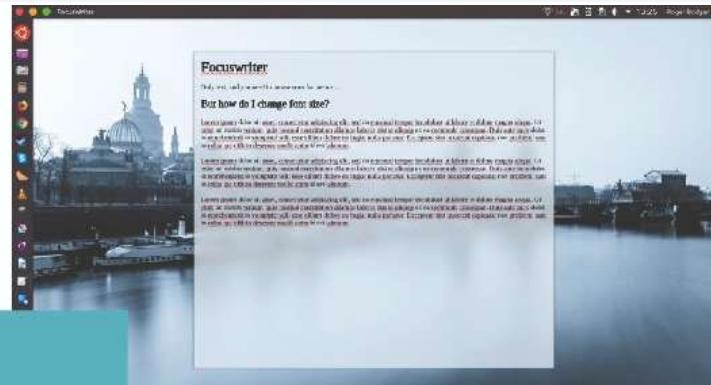
This tool has been designed specifically for students who need to improve their writing skills and English grammar. Besides, contains tutorials that will show you how to correct any mistakes in the content you produce.

9



FocusWriter

FocusWriter

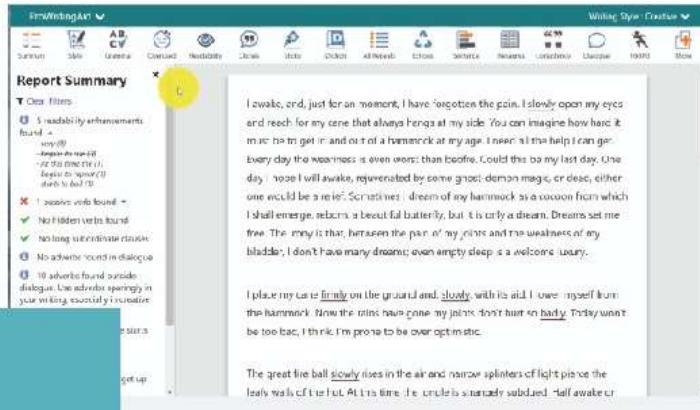


It is a simple, distraction-free writing environment. It is used for formal writing and practice as it contains a translator in 20 different languages and you can download it to your computer.

10



ProWritingAid



The screenshot shows the ProWritingAid software interface. On the left, a sidebar titled "Report Summary" lists various readability improvements found, such as "5 readability improvements found", "1 passive voice found", and "10 adverbs found outside dialogue". The main area displays a sample of text from a story. A yellow circle highlights a specific word or phrase in the text.

It is the only platform that offers world-class grammar and style checking combined with more in-depth reports to help you strengthen your writing. Our unique combination of suggestions, articles, videos, and quizzes makes writing fun and interactive.

11



CELL PHONES APPS

A mobile or cellphone application is a program that you can download and that you can access directly from your phone or from some other mobile device, so there are applications focused on education, entertainment, skills and business.

There are cellphone apps capable of improving writing skills, so the following are detailed:

12



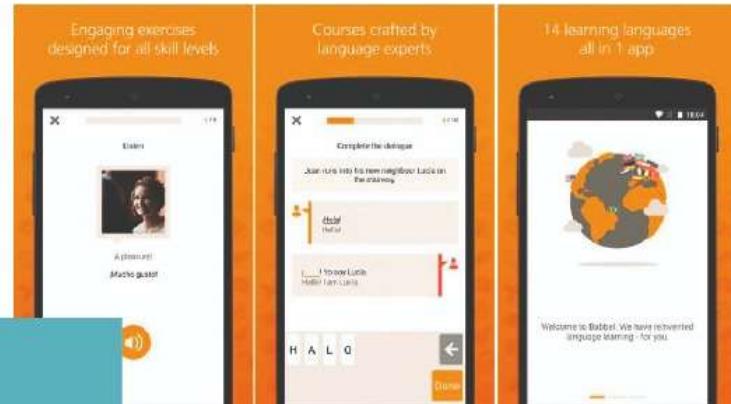
Speaky



It is a free language exchange app that helps you find language partners around the world. One of the biggest benefits is meeting native speakers and writing conversations in Spanish, English, French, German, Chinese, Arabic, and over 110 other languages.

13

+Babbel



Babbel

This app is great for beginners but even experienced language learners have proven to advance their conversation skills. It contains interactive lessons to improve writing skill.

14



Duolingo

Duolingo is fun and effective app which game-like lessons and fun characters help you build solid speaking, reading, listening, and writing skills. Duolingo has a science-based teaching methodology proven to foster long-term language retention.

15



Tandem

Take your language learning to the next level and team up with a native speaker to practice languages. Find your Tandem partner, start chatting, and speak your way to fluency. In addition, help each other grasp the difficult parts of language learning with our message correction and comment features.

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AI Grammar

AI Tech
English grammar auto-correct

Accurate Explanations
Detailed example provided

Use Search
Find more explanations easily

Whether writing academic English papers, proofreading workplace emails, hashing out business, or social writing, AI Grammar and Spell Checker could help you by correcting grammatical errors in real-time and make sure your message is clear and mistake-free.

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WRITING PROCESS

The correct writing process to improve your productions is detailed in essays, emails, letters and different types of writing.

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WRITING PROCESS

Prewriting



This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

Drafting



Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

Revising



Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

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WRITING PROCESS

Editing



At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

Publishing



In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

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TIPS TO IMPROVE

There are several tips to develop the ability to write so 10 tips are detailed to make your writing better and easier to understand.

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TIPS to improve

1
Be
SPECIFIC

2
Choose
SIMPLE
words

3
Write
SHORT
sentences

4
Use the
ACTIVE
voice

5
Write
SHORT
paragraphs

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TIPS to improve

6
Use
CONNECTORS

7
Use
SYNONYMS

8
Don't be
REDUNDANT
or repetitive

9
Don't write
TOO MUCH

10
Never
GIVE UP

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