



**Benemérita Universidad Autónoma de Puebla**

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FACULTAD DE LENGUAS

**“SOCIAL NETWORKS: A USEFUL TOOL TO ENHANCE THE  
WRITING SKILL IN ELT STUDENTS”**

A thesis Submitted to the Faculty of Languages for the  
Degree of:

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**“Social networks: useful tools to enhance the Writing Skill in ELT students”**

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## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS</b> -----	<b>I</b>
<b>CHAPTER I: INTRODUCTION</b> -----	<b>1</b>
1.1 Introduction to the problem-----	1
1.2 The purpose of the study-----	2
1.3 Research questions-----	3
1.4 Objectives-----	3
1.5 Significance of the study-----	3
1.6 Delimitations of the study-----	3
1.7 Definition of terms-----	4
<b>CHAPTER II: LITERATURE REVIEW</b> -----	<b>6</b>
2.0 Abstract-----	6
2.1 The Writing Skill-----	6
2.2 Types of writing-----	7
2.2.1 Descriptive-----	7
2.2.2 Narrative-----	7
2.2.3 Argumentative-----	8
2.2.4 Expository-----	8
2.2.5 Cause and effect-----	8
2.2.6 Comparison and contrast-----	9
2.3 Approaches for writing-----	9
2.3.1 The Process Approach-----	9
2.3.2 The product approach-----	10
2.3.3 The Free Writing Approach-----	11
2.4 The Communicative Approach and the Writing Skill-----	12
2.5 Collaborative Learning and the Writing Skill-----	12
2.6 Writing and collaboration-----	13
2.7 Designing for virtual communities in the service for learning-----	13
2.8 Social Networks and learning-----	14
2.9 Social Networks, Weblogs and the Writing Skill-----	15
2.9.1 Code-Switching-----	15
2.9.2 Social Networks-----	15
2.9.3 Messenger-----	16
2.9.4 Twitter-----	16
2.9.5 Facebook-----	16

**CHAPTER III: METHODOLOGY ----- 18**

3.0 Abstract----- 18  
3.1 Participants----- 18  
3.2 The research context ----- 19  
3.3 Instruments----- 19  
3.4 Procedures ----- 20

**CHAPTER IV: RESULTS AND DISCUSSION----- 21**

4 Abstract ----- 21  
4.1 Introduction of appendix number 1 ----- 21  
4.1.1 The most difficult skills to develop in the English acquisition ----- 21  
4.1.2. Feelings in English Writing Process ----- 22  
4.1.3 Resolving doubts by different resources in English Writing Process----- 23  
4.1.4 Confidence at the moment to write ----- 24  
4.1.5 Useful media tool to develop writing English ----- 25  
4.1.6 The Social Network ----- 26  
4.1.7 The frequency that you write in English ----- 27  
4.1.8 Definition of Social Networks ----- 28  
4.1.9 Facing problems in Writing Process ----- 29  
4.1.10 Afraid and fear at the moment to write in English ----- 29  
4.1.11 Influence to write in English ----- 30  
4.1.12 Reasons to write in English in social networks ----- 30  
4.1.13 The best way to improve writing ----- 31  
4.1.14 Advantages of writing in English ----- 32  
4.2. Introduction of appendix number 2 ----- 32  
4.2.1 Free and Academic Writing ----- 33  
4.2.2 Feeling at the moment to write after the bachelor ----- 34  
4.2.3 The purpose to write in English ----- 35  
4.2.4 Factors that affect your Writing Skill ----- 36  
4.2.5 English replay frequency ----- 37  
4.2.6 Experiences abroad ----- 38  
4.2.7 Differences in Writing Process before and after the major ----- 39  
4.2.8 Translation at the moment to write from Spanish to English ----- 40  
4.2.9 Code Switching ----- 40  
4.2.10 The beginning of Code-Switching and the use of it while writing  
in Facebook ----- 41

4.2.12 The use of Facebook as an academic tool to help students to improve their English Writing Process-----	41
4.2.13 The role of native speakers to motivate ELT students to continue writing in English-----	42
4.2.14 Trip experience influences -----	42
4.2.15 Social networking Facebook as a tool after college -----	43
<b>CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS-----</b>	<b>44</b>
5.1 General conclusions -----	44
5.2 General suggestions -----	46
5.3 Implications-----	46
5.4 Limitations -----	46
5.5 Directions for further research-----	47
<b>REFERENCES-----</b>	<b>48</b>
<b>APPENDICES -----</b>	<b>50</b>
<b>Appendix A. questionnaire 1 -----</b>	<b>50</b>
<b>Appendix B. questionnaire 2 -----</b>	<b>53</b>

## LIST OF GRAPHS

Graph 4.1.1 The most difficult skill to develop in the English acquisition -----	22
Graph 4.1.2 Feeling in English Writing Process -----	23
Graph 4.1.3 Resolving doubts by different resources in English Writing Process -----	24
Graph 4.1.4 Confident at the moment to write-----	25
Graph 4.1.5 Useful media tool to develop writing English-----	26
Graph 4.1.6 The Social Network-----	27
Graph 4.1.7 The frequency that you write in English -----	28
Graph 4.2.1. Free and Academic Writing-----	34
Graph 4.2.2 Feeling at the moment to write after the bachelor -----	35
Graph 4.2.3. The purpose to write in English-----	36
Graph 4.2.4. Factors that affect your Writing Skill-----	37
Graph 4.2.5. English replay frequency -----	38
Graph 4.2.6. Experiences abroad -----	39



## **CHAPTER I: INTRODUCTION**

### **1.1 Introduction to the problem**

Writing is a complex process and one of the most difficult language skills that students face when they learn English. It is imperative that English teachers search tools and methods that help them to catch students' attention and motivate them to develop this skill. Grabe and Kaplan see writing as "a technology, a set of skills, which must be practiced and learned through experiences" (1996, p.6). That means that the Writing Process is a skill that learners have to develop through their experiences in their whole life.

Some studies have shown that this process could be developed by different techniques, one of them is free writing, Elbow, (1998) defines free writing as "a discovery or prewriting strategy intended to encourage the development of ideas without concerning for the conventional rules of writing". In other words, learners have the freedom to write what they think or what they want to express without rules, just write their thoughts that come to their minds, having a general idea of what they want to write and develop it in their own words. All this process is followed by a collaborative learning. Barkley, Cross & Howell (2005) claim that Collaborative Learning increase the power of independence among peers. Scholars, learners, professionals all learn collaboratively when they work together focused on problems with no certain resolutions. We understand Collaborative Learning as a step of writing that is acquired personally or collaboratively in a scholar or professional area.

A social network site can be a tool used by teacher to help students to develop writing. "Social network sites as web-based services allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system" (Büyükkökten and Adar, 2003, p. 25). According to this definition, a social network site can be considered as a service where learners can make a place to public personal information, add

users and share thoughts and ideas. Using all these tools, users can create a new way to develop and practice writing outside the classroom.

In order to illustrate the use of technology to promote writing, some previous researchers carried out in this area will be mentioned. In 2009, Jeremy White did a research where he used Facebook as a tool to improve motivation and academic writing with nineteen first grade university Japanese students. With this study he wanted to demonstrate that by creating a discussion group his students could create multi-level interactions with their teacher and others. Using this discussion group, students received an instant feedback on their writing. The teacher sent them private e-mails and he could address common writing issues to the group. Jeremy identified in this research that the use of online discussion groups offers a relatively new avenue in which the learner can take an active role in the learning process.

There is another investigation made by students of Psychology at University of Buenos Aires in 2009. They wrote a blog about Facebook and Education. They pointed that Collaborative Learning is based on each student trying to improve their learning by working with their partners through Facebook. In these sites, students have the opportunity to create a space where they can interchange information, ideas and moods with other students and teachers.

In conclusion, we can say that nowadays there are huge possibilities to use technology as a tool in education in this case, social networks to develop collaborative learning. In addition, we can point out that Facebook can be used as an important tool in teaching learning process but unfortunately it is not always used in the correct way, since some of the students use this tool to get enjoy and meet people instead of using this social network to learn collaboratively.

## **1.2 The purpose of the study**

There were many reasons for doing this research but just three are mentioned in this study. The first one was to explore how social networks helped university students in ELT to develop the Free Writing Skill from the beginning to

the end of their major. The second purpose was to see how Facebook promotes collaborative learning. The last one was to identify the problems they faced during this process and how they solved them.

### **1.3 Research questions**

This study addresses the following research questions:

How does Facebook influence the development of the Writing Skill?

How the social network (Facebook) does promote collaborative learning?

What are the most common problems that students face when using Facebook?

### **1.4 Objectives**

This research has three objectives. Firstly, to investigate how the social network “Facebook” influences the development of student’s Writing Skill. Secondly, to explore how this tool promotes Collaborative Learning among students. And finally, to detect the most common problem faced by students using the social network Facebook.

### **1.5 Significance of the study**

This study is important because it will explore the benefits of Facebook, as a tool to help to enhance their English Writing Skill. It is also important due to the fact that though this tool some students can become more autonomous and they will look for some other tools. It is also significant due to the fact that this study can demonstrate how Facebook helps students to develop unconsciously their Free Writing Skill.

### **1.6 Delimitations of the Study**

This research has some limitations. The first one is this investigation is not a universal study because only ten students participated in it. They were students from the ELT faculty at BUAP.

Secondly, this study just analyzed student's prompts for a short period of time, however it would have been better if the data was analyzed since the beginning of the students started their major.

The last limitation is based on the research instruments applied for this study. Just questionnaires and the students' prompts were analyzed. Maybe the results can be different if the teachers of those students would be interviewed and their responses would be taken into account.

### **1.7 Definition of terms**

**Collaborative:** It "involves people or groups working together to produce something" (Macmillan, 2006, p 260).

**Facebook:** "Facebook is a social networking site accessible throughout the world" (Jeremy, 2009, p.3)

**Learner:** According to Edge (1993, p. 9), "all learners are different. No two individuals have the same knowledge, skills, or expectations. Learners are also influenced by their age and their educational, social and cultural background, which they may or may not share with their fellows and teachers"

**Learning:** It "refers to the relative changes that tend to stay in a person's behavior as a result reinforcing practice" (Kimble and Garmezy, 1963, cited Brown 1994 p.7)

**Micro blogging:** It is "putting short updates such as brief texts, photos etc on a personal blog, especially by using a mobile phone or instant messaging software" (Macmillan 2009, p. 546).

**Prompt:** It is defined as "to cause (someone) to say or do something" (Cambridge, 2000, p. 681).

**Skills:** According to Mc Donough (1993, p. 59) they "can be thought of as a range of learnable and practical technique that help students to adopt more effective methods of study."

**Social network:** According to Cobo and Romaní in 2007 "social networking is where people place information about themselves on a personalized webpage to keep in contact with friends, family and meet people."

**Writing:** “writing is a person’s style of forming letters and words with a pen or pencil, or something written” (Cambridge, 2000, p. 1006).

## **CHAPTER II: LITERATURE REVIEW**

### **2.0 Abstract**

This chapter is focused on researches that will be supports with different comparisons between what authors say about practice writing, how this process is divided, what are the points that have to put in practice before the students are available to put in practice this skill by their own.

This investigation will help to demonstrate the factors that support the Writing Process and how it can be practice in order to facilitate students to develop this skill. Additionally, it mentions the different points of view of different authors that support this investigation.

This chapter is dived in three parts; the first one gives the definitions and different points of views about what writing is. The second part explains the process of writing in order to get the final product. The third part is focused on the main purpose of this research, the use of virtual communities in order to improve Writing Skill in an informal way.

### **2.1 The Writing Skill**

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. As stated in the previous chapter, Grabe & Kaplan (1996, p.6) define "Writing as a technology, a set of skills that must be practiced and learned through experiences". Similarly, Liberman (1990, cited in Grabe & Kaplan, 1996, p. 6), addressed that "Writing is the most complex composing skill valued in the academy. It involves training, instruction, practice, experience, and purposes". Both concepts support what Pincas (1982) said about writing. He sees as an extended practice in the use of learned vocabulary and structures (p. 4). Writing is a completely complex process skill that involves different aspects; this has to be guided training and practice base on the aspects that involve this Writing Process. Writing is most likely to encourage thinking and learning when students view writing as a process.

## **2.2 Types of Writing**

The different kinds of writing make the writer express in different forms and the different context. Writers need to search for the most appropriate form, in which he or she presents the information.

The practicing of writing is divided in six general types: description, narration, argumentation, exposition, cause and effect and comparison and contrast.

### **2.2.1 Descriptive**

According to McClelland (1984 p.200) "Writing description takes a keen eye and the ability to select precisely the right concrete words". That means that the writer only shows the scene that he or she wants to the reader understand. Also the University of Leicester agrees "That the most characteristic features of descriptive writing are that it will describe something but it will not go beyond and account of what appears to be there".

Besides, Donald B. et al. (1996) p2 mentions that the word "Describe" means "To picture with words". In other words, you need to illustrate the world with words.

### **2.2.2 Narrative**

A narrative is a story containing specific elements that work together to create interest for not only the author but also the readers. Then, Murray M. Donald (1999) p.246 says, "Writing narrative is a fiction skill and also an essential skill for a non-fiction writer". In contrast, Maureen Hyland 2003 provides "Narratives are generally imaginative but can be based on factual information". It is a particular point of view and can be presented using words, images and/or sounds. Its purpose is to narrate events, entertain and engage the reader imaginative experience

### **2.2.3 Argumentative**

This type of text gives information to persuade people to change beliefs or ideas that many of them do not want to change. As well, present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue. According to Walton (2006) "Argumentative gives a good reason, or several reasons, to support a critic claim and it is based on three goals: identifying, analyzing and evaluating arguments". On the other hand, Eemeren, (2002) defines "Argumentative writing as a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of one or more propositions to justify this standpoint".

### **2.2.4 Expository**

Sydney L. Langosch, (1999) defines "The writing style of a research paper is called expository writing." Which explain and clarify the information of the text. In this type of writing the reader is careful documentation of the important information and how well ideas are communicated.

### **2.2.5 Cause and Effect**

Cause and effect text is a common skill of arranging and discussing ideas. In this pattern of essay, a writer normally discusses the reason or the cause, for something to happen, and later discuss the result or effect of it.

There are two types of causes: immediate causes, which are readily apparent because they are closest to the effect, and ultimate causes, which, being somewhat removed, are not so apparent and may perhaps even be hidden (Alfred Rosa and Paul Eschholz, 1998) in a few words to Dr. Deborah Wahlstrom, Text Structures for Different Types of Writing, 2002; "The cause tells why something happen and the effect tells what happen.



### **2.2.6 Comparison and Contrast**

A comparison essay is an essay in which you emphasize the similarities, and a contrast essay you emphasize the differences in agreement with W.J. Kelly, *Strategy and Structure*. Allyn and Bacon, (1999, Strategy and Structure) Comparison and contrast is “A rhetorical strategy and method of organization in which a writer examines similarities and/or differences between two people, places, ideas, or things”

### **2.3 Approaches to writing**

Once the definition of writing has been given, it is important to mention that writing is most likely to encourage thinking and learning when students view writing as a process. In this process, it is important to consider the different approaches for writing.

First starting by defining what an approach is. Richard and Rogers (1987, p. 14) defines approach as “A set of correlative assumptions dealing with the nature of language teaching and learning. Furthermore, approach refers “To the theory of language and language learning underlying a method.” (Long & Richards, 1987, p 117). Where they described teaching a second language reflects a commitment to find more efficient and more effective ways for teaching languages. The methods and the materials can be chosen according to the needs of learners. An approach is part of the process of acquiring a language.

Another definition is (Hillocks, 1984) “The teacher’s role in the process model is to facilitate the Writing Process rather that to provide direct instruction (the teacher as the facilitator)”. Also, explain the Writing Process. There are several approaches to teaching writing. The next part will define the different types of approaches.

#### **2.3.1 The Process Approach**

Compose a written work is a process that requires different steps. In this approach, students are trained to generate ideas for writing, think of the purpose

and audience, write multiple drafts in order to present written products that communicate their own ideas Grabe & Kaplan (1996, p. 87) claimed that “The Writing Process Approach is an instructional notion without a strong theoretical foundation, a foundation that it has claimed to have as it attempted to revolutionize writing” (As it was mentioned in the previous approaches).

Writing cannot be developed alone; it is a whole process form by steps. The writer acquires the grammatical proficiency and is guided by an instructor but, the content comes from inside the writers. Zamel (1983, cited in Long & Richards, 1987, p. 257) denotes “Central to this approach is an attempt to let students writing activities reflect the natural composing processes made used of in writing”. It does not matter if there are errors in the students’ compositions because writing is a natural process “writing involves successive cycles of rehearsing, drafting, and revising.” (Long and Richard, 1987, p. 260). Pritchard & Honeycutt (cited in Graham, MacArthur & Fitzgerald 2007, p. 28) claim that “An overall finding of research on the Process Approach is that all the stages must be fully implemented by students to build a repertoire of writing strategies”. Thus, this can be defined as a cycle bases on steps to acquire the final product.

### **2.3.2 The Product Approach**

While many researchers are more focused on the process of writing Casanave (1998) highlighted some of the values of product writing. “By offering clear writing tasks in advance, she pointed students can organize their thoughts and better.” Through the process of writing, the practice improves the product, in this case, the written work. Williams states (1998) “The product gets its name from the fact that the focus of instruction is on students’ finished products, whatever those products might be”. (p.46).

In contrast with Casanave, Williams pointed that the product is the finished work but does not worry about the result. “The product approach focuses on writing tasks that the learner imitates, copies and transform teachers supplied models, it

focuses on the step involved in creating a piece of work (Nunan, 1999). Nunan (1999) supports Casanave that is the final product of the process.

### **2.3.3 The Free Writing Approach**

As we have mentioned writing is a complex process, which there is not one rule or a specific time to develop it. Every learner has singular strategies to develop this skill to acquire the different approaches, based on Peter Elbow free writing “Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. The only rule to follow is free writing is simple no to stop writing”.

“The controlled-to-free approach is sequential in: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences.” First students receive the grammatical knowledge to later develop a free writing that is defined by Raimes “The emphasis in free-writing approach is that intermediate-level students should put content and fluency first and not worry about forms” (1983, p.7). Once students have the grammatical tool, they started to write free compositions on their own, after they have reached an intermediate level of proficiency, without worry about to commit errors. Thus, the teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Erazmus support this idea (1960 and Briere 1966, cited in Kroll, 1990) “Believe that these written exercises should take the form of free composition” (p.12).

In sum, this approach is not totally “free” to become free approach first it has to be guided. “The freedom was guided” (Allen, 1981; Carpenter and Hunter, 1981, Raimes, 1978, Sampson, 1980 cited in Redid, 1993). This approach stresses writing quantity rather than quality.

## **2.4 The Communicative Approach and the Writing Skill**

The main purpose of writing is to communicate, to transmit thoughts, ideas, feelings, etc. In the Communicative Approach, the goal is to think what the writer wants to print in their text. This idea is supported by Raimes (1983, p. 8) "The purpose of a piece of writing and the audience for it students and writers are encouraged to behave like writers in real life and to ask themselves the crucial question about purpose and audience: Why am I writing this?" That is the first thought that the writer should think is what he wants to write and why he wants to transmit to his audience. Similarly, Pincas (1982, p.4) "Suggest teaching materials should be chosen for its intrinsic usefulness and interest". In other words, you want to teach or transmit come through yourselves.

## **2.5 Collaborative Learning and the Writing Skill**

Through this literature review, it has been discussed the steps and the process to produce a written work. Now it will mention some strategies to facilitate students to produce a piece of written work. Practice this process in a Collaborative Learning area.

First defined what a Collaborative Learning is, "A group and collaborative work in language classroom provides non-threatening situations for developing communicative skills and fulfilling the linguistic need for interaction" (Long and Potter, 1985, cited in Peyton and Reed, 1991, cited in Pica et al, 1987, cited in Reid 1993, p.155).

Blanton add (1992, cited in Reid, 1993, p.155) "Collaborative activities unite and integrate all skills: conversation and discussion, comprehension of spoken and written text, and information for extended written composition." In other words, Collaborative Learning integrate all the skills acquire through the process, the student acquires different point of view from his classmates, partners or others members of this collaborative group learning. That helps him to facilitate to produce the final product. This idea is supported by Bruffee (1999) "Collaborative Learning demonstrably helps students learn better- more thoroughly, more intense,

more efficiently- than learning alone” (p. xii)..... “They learn to build knowledge as it is constructed in the knowledge communities they hope to join after attending colleges and universities” (p. xii).

## **2.6 Writing and collaboration**

Hence, writing is a complex process that can be facilitated in a collaborative learning. As it was mention before, Collaborative Learning refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. Collaboration claims that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. Bruffee states “One purpose of Collaborative Learning is to give college and university students opportunities to experience this re-aculturative, conversational process” (1999, p. 54). Join this and writing we found a collaborative writing, where teachers encourage their students to put in practice outside the class the knowledge acquired in the classroom.

## **2.7 Designing for Virtual Communities in The Service for Learning**

Collaboration in education is not something new under the sun (Bruffee, 1999, p. 80). In the previous concepts; a definition of Collaborative Learning was explain how to facilitate this process. There are different tools to facilitate using technology, more specific virtual communities. Barab, Kling, and Gray cited in their book said, “Numerous educators are advocating to move away from teacher-centered models of instruction and toward more learner-centered and community-based models.” (2004, p.3). Grossman, Wineburg, & Woolworth (2000, cited in Barab, Kling, and Gray p.3) state, “Community has become obligatory appendage to every educational innovation”.

Students nowadays are more in contact with technology and with more people; this approach could be used to motivate students to put in to practice what they learn in the classroom. “Virtual community, where by paying a fee or typing a password, anyone who visited a website automatically becomes a member of the

group.(Grossman, Wineburg, & Woolworth 2000, cited in Barab, Kling, and Gray p.3). Several numbers of the students are members of a community site. Why do not take advantage of this tool in the use of learning? Similarly, a community was defined as a “Group who does not typically “speak” to one another. All appear to share a common interest in the community enable by the Internet”. (Jones, 1995, 1998; Kiesler, 1997; Loader, 1997; Mitchell, 1995; Rheingold, 1993; Shields, 1996; Smith & Kollarch, 1999, cited in Renninger, 2002, p. 1). All members with an interest in common. In this case, practice writing through this virtual communities. Virtual communities “Involve a combination of physical and virtual interaction, social imagination, and identity”. (Remminger, 2002, p.p.1-2).

Through this virtual community, students create their profile and have the freedom to transmit their own ideas, involving all Writing Process. Furthermore in this site, students and teachers can be in contact outside the classroom and be evaluated and received a feedback. Students have the freedom to write what they want without been face to face to work in a collaborative approach. “They need to feel comfortable working together”.(Williams, 1998, p. 80).

## **2.8 Social Networks and Learning**

In order to gets a final product to put in practice writing through a virtual community. It is important to mention that there are different types of communities. This investigation is based on how writing can be practiced through a specific virtual community. In this case Facebook a Social network. That is defined by White (2009, p.2) “Social networking is where people place information about themselves on a personalized webpage to keep in contact with friends, family and meet new people”. In other words, this site is a huge stuff to use the Writing Process, which students spent their free time using this site by typing their feelings, thought and ideas.

## **2.9 Social Networks, Weblogs and The Writing Skill**

The creation of the discussion group gives students the opportunity to develop writing because in this site students can receive a replay to the prompts they publish. It is important to give a definition of prompt. Hamp-Lyons claimed that prompts are actual question set on writing tests; essay, scales, assessment scales or just scales. Additionally, they are the tools used by writing test readers to guide their decisions. "They may be more or less complex, empirically or intuitively derived". (1993, p. 335). In other words, students replay what is on the site published by using free writing approach. There is another tool called weblogs. According to Rojas, Alonso, Antúnez, Orihuela & Varela (2006) a weblog is "The voice of the internet" (p. 11). It means that you publish what you want to say to the audience in a free writing style. Richardson said that (2006, p. 17), "Weblogs are easily created, easily updateable website that allows an author to publish instantly to the internet from any internet connection". Both authors agree that weblogs are an easily way to publish your thought in an open community.

### **2.9.1 Code-Switching**

Code-switching is the practice of moving between variations of languages in different contexts. According to Haddock, 2008 "Consciously modifying speech to slip from one culture to another". In other words, it is the change from one language to another without thinking that is doing this process. McCoy, 2006, p. 24 defines that Code-Switching is "Change from lexical register to another". In other words is the use of words, phrases and complete sentences used from another language unconsciously.

### **2.9.2 Social Networks**

It is a space in which people design their profiles in order to interact with people from other countries, different cultures interchange experiences and nowadays is a practical tool in education, work and social life.

Danah M. Boyd and Nicole B. Ellison define a “Social network sites is a web-based services that allows individuals to construct a public or semi-public profile within a bounded system. Articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system”. The nature and nomenclature of these connections may vary from site to site.

### **2.9.3 Messenger**

It is the first online messenger service that opened the door to communicate in real time. Through the use of internet where friends can chat, interchange fails, webcam video calls, games and educational task J.J. Velasco, 2013. On the internet you have different tools to communicate with other people. One on the first tools was messenger, is a space where people can have contact with others in real time.

### **2.9.4Twitter**

Twitter is a free microblogging with social network functionalities, it means that Twitter is an internet page where you can post short message to your friends, followers, family and co-workers. In order to communicate and be updated with their information. This definition agrees with Juan Ignacio Diaz 2011”. It is effective and quick communication tool”.

### **2.9.5 Facebook**

Facebook is a social network site where people place information about themselves on a personalize web page to be in contact with friends, family and meet new people, Gross, R., & Acquisti, A. 2005. In addition, Facebook is a website where users who are part of the same network can view each other’s profile. In other words, Facebook is a social network website where users can create and customize their profiles with photos, videos, and information about



themselves. Friends can browse the profiles of other friends and write messages on their pages and can post comments on their walls.

## **CHAPTER III: METHODOLOGY**

### **3.0 Abstract**

As it was mentioned in the previous paragraph, there are two main instruments that are questionnaires. The purpose of the first one is to know how the participants began their English Writing Process at the beginning of their bachelor, which were the spaces they had to express their school works or which were the tools their teachers used to motivate them and improve their English Writing Process.

The purpose of this study is to analyze the usefulness of social network in the development of EFL writing. Therefore, this study uses descriptive methodology that involves the collecting data from the social site and observing the process of this skill. This chapter includes and analysis of descriptive research. This investigation is applied to ELT students that start to use the social network as a tool to interact with foreigner and Latin people who have in common English languages.

In order to interact and interchange experiences without thinking that they are practicing and acquiring a space in which they can develop English Writing Skill. An important point of this study is to analyze how ELT students have developed and improved their writing since they started to use their social network Facebook.

### **3.1 Participants**

This research was applied to 10 ELT students from the Language Faculty of the Benemérita Universidad Autónoma de Puebla. There are seven boys and three girls. They started the major in 2005 and finished in 2011; their ages ranged are from 25 to 27 years old. Eight of them are from Puebla State, one from Oaxaca City and the last one is from Guadalajara City.

They are in the English Teaching area and seven of them have had the opportunity to travel abroad to English speaking countries. On the other hand three participants have not had the opportunity to travel abroad. All participants were

asked if they wanted to participate in this research on a voluntary base in order to study their Writing Process.

### **3.2 The research context**

Language Faculty of the Benemérita Universidad Autónoma de Puebla is located on 24 Norte 2003 col. Humboldt Puebla City. This Faculty has a bachelor program that trains students to become English and French teachers or translators. Some of the main goals of the Faculty are creating in the students the quality of teaching a foreign language at different levels. In addition, students acquire the ability of becoming autonomous to continue acquiring new knowledge through the time.

Teachers have high quality to prepare students to face the educational world. Developing their synthesis, linguistic, phonetic and phonologic skills. One of the most important purposes of the bachelor is to face a multicultural world with the appropriate knowledge and their opinions and experiences.

### **3.3 Instruments**

It was necessary to design two questionnaires that were piloted and later applied to 10 graduated ELT students. As well this investigation uses the social network (Facebook) as a space to publish prompt to practice English Second Language writing with students. This site was adopted to promote writing and to motivate students to use a site that they are interesting in.

This questionnaire helps researchers to find the answers how the English Writing Process of ELT student participants have been, how they began the process, which have the obstacles they have faced, how they have solved them, what has been the progress, what are the points that have motivated them to write in English or what have influenced them to do it, if social networks are a good tool to improve English Writing Skill and if they recommend them.

The first questionnaire consists of fourteen questions in which there are seven multiple-choice questions and seven opened questions that describe their opinions about the beginning of English Writing Process of the participants.

The second questionnaire consists of fifteen questions, which six are multiple-choice questions and the other nine are opened questions. It helps to answer if the participants improve their English writing and what were the obstacles they faced, how they solved them, and if they recommend the social networks to improve the English Writing Process.

### **3.4 Procedures**

As mentioned before, the questionnaire was applied to 15 graduated ELT students in order to study their experiences that they have faced during their Writing Process.

Students published prompts using their previous knowledge in writing expecting to improve their Writing Skills.

This research was divided into different stages. The first one started analyzing their first English prompts in Facebook when the participants add foreigner contacts or have the necessity to write in English.

In the second stage, students answered the questionnaire number 1 in which participants explained their reasons and the problems they faced in that moment.

The third stage consists in analyzing again and comparing the Writing Process in their English prompts in Facebook now that they are graduated.

The fourth stage the participants answer the questionnaire number 2 where they explain in Facebook is a useful tool to develop their English Writing Process and if they continue using it.

## **CHAPTER IV: RESULTS AND DISCUSSION**

### **4.0 Abstract**

During this research, two questionnaires were applied one at the beginning and another at the end of the research. They have opened and multiple choice questions whose results are presented and explained in this chapter.

### **4.1. Introduction of Appendix number 1**

Stand on the first questionnaire one of the main purpose is to review how to help students to improve their foreign language learning and how to help them to improve their Writing Skill. Before of that, it has been applied a questionnaire based in their beginnings experiences in the bachelor.

They were asked which was the most difficult skill to develop at the beginning of their English foreign language acquisition. As well as which were the obstacles they had to face, the Medias they used to improve English foreign language acquisition and how they solved their problems at the moment to write.

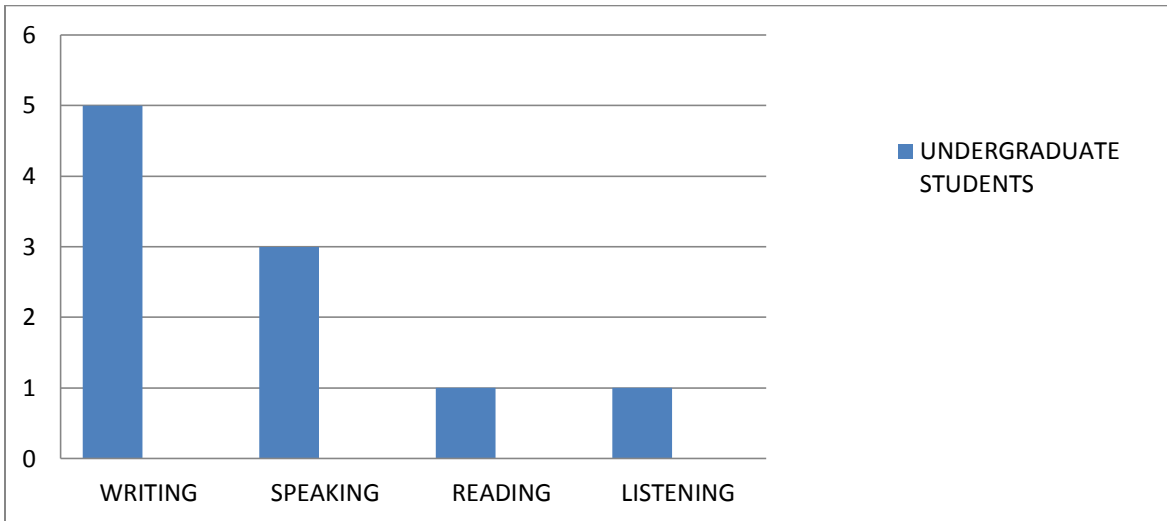
#### **4.1.1 The most difficult skills to Develop in the English Acquisition**

Five of the participants think that writing in English is the most difficult skill to develop at the beginning of the English process acquisition. Three of them said that speaking was the most difficult skill to develop for them because they did not have a real contact to a tool to help them to improve this skill. Only two of the participants mention that reading and listening were most difficult for them.

That why this research is focused on the study of Writing Skill process and how students use the medias to improve this skill.

The following graph shows the result of question number one which ask students what was the most difficult skill to develop at the beginning of their major.

**Graph 4.1.1 The most difficult skills to Develop in the English Acquisition**



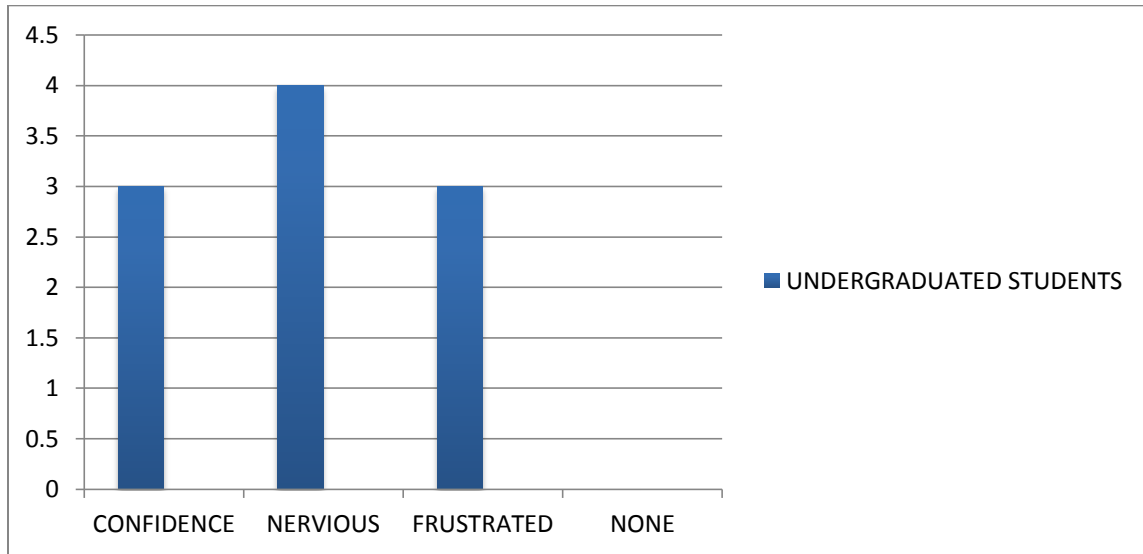
#### **4.1.2. Feelings in English Writing Process**

Four of the ten participants comment that they felt nervous at the moment to write in English because they did not have the habit to write in a foreign language although they have the necessary tools to do it. Three of them felt frustrated as the consequence they only have the basic vocabulary and grammar. Moreover, the last three felt confident because they have a higher English level than others do.

One of the important points why students did not write in English is that they did not have previous English knowledge about the foreign language because they had not studied it before the bachelor. Another one is related with the habit of writing because they came from a traditional education when English writing in high school was only copy and paste or answering in short sentences.

The previous information is represents in the following table.

**Graph 4.1.2 Feeling in English Writing Process**

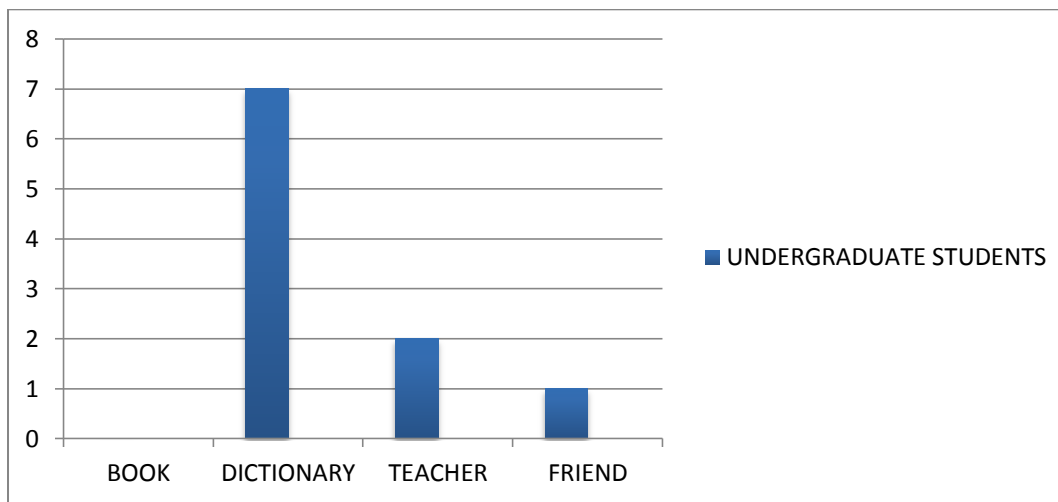


#### **4.1.3 Resolving doubts by different resources in English Writing Process**

Nowadays students have different tools to resolve doubts as vocabulary or grammar. The results of this question indicate that in the early stage of the university, seven of the ten participants used more a dictionary to resolve their doubts about vocabulary. Two of them felt confident to solve their doubts about grammar and vocabulary with their teachers and one of them, it was easier to understand the foreign language with a friend's help.

The following chart represents the result about different resources to solve a doubt at the moment to write in English.

**Graph 4.1.3 Resolving doubts by different resources in English Writing Process.**



This demonstrates that participants at the beginning of the bachelor used more a dictionary than other resources to resolve their doubts because they thought that they need to acquire more vocabulary to improve their writing. On the other hand, some of the comments they shared were that they felt shy at the moment to ask a teacher in front of a group and they had to face the rest of the class laughing at them.

#### **4.1.4 Confidence at the moment to write**

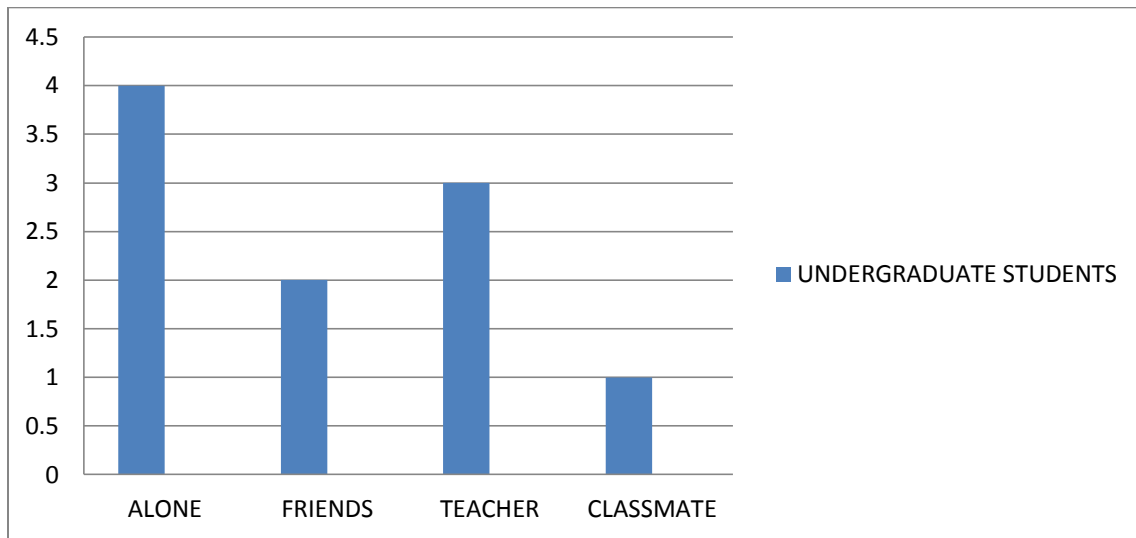
In this section participants describe how they felt more comfortable in the English writing acquisition. Four of the research participants shared that they felt comfortable writing alone by contrast with one of the ten participants who said that he felt better writing with a classmate because they can interchange point of view at the moment to write.

However, three of the research participants felt satisfied writing in English with teacher's help because they can guide them and solve their doubts. The rest of the participants mentioned they felt better writing in English with a friend because they are not jogging them.

This information is showed in the following graph:



**Graph 4.1.4 Confident at the moment to write.**



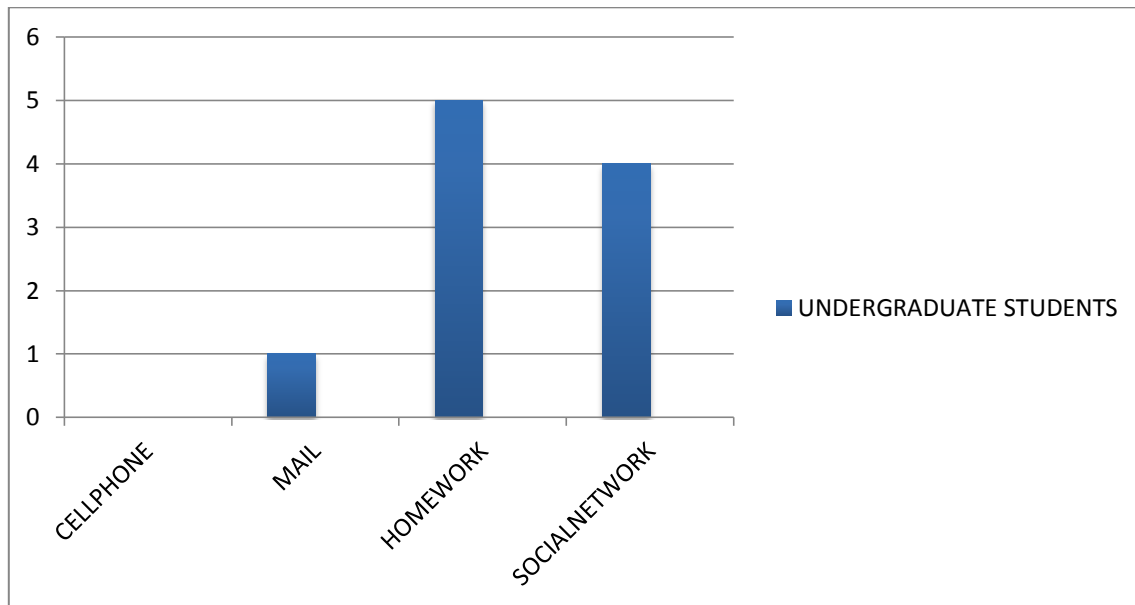
#### **4.1.5 Useful media tool to develop writing English**

Media tools are important in the English Writing Process. In this stage, participants need to increase their English level and at the same time; they are looking for the easier way to increase their levels according their learning styles.

Five of the ten participants mentioned that at the beginning of the bachelor, homeworks and classwork were useful tools to increase their English level. Four of the ten participant mentioned that camps were a starting point in which they have the necessity to create a profile in Facebook to be accepted in a camp society. The last participant answered that mails were useful tools because in those times he was not in contact with social networks neither the social group where he was in.

In other words, participants focused in the school environment to develop their English writing due to they were not in contact with social networks but since they created a profile, they were in the necessity to communicate with their camps' friends besides they did not realize it was being a useful tool in their Writing Process.

**Graph 4.1.5 Useful media tool to develop writing English.**



As seen above participants mention that homeworks were the main useful tool in their English Writing Process.

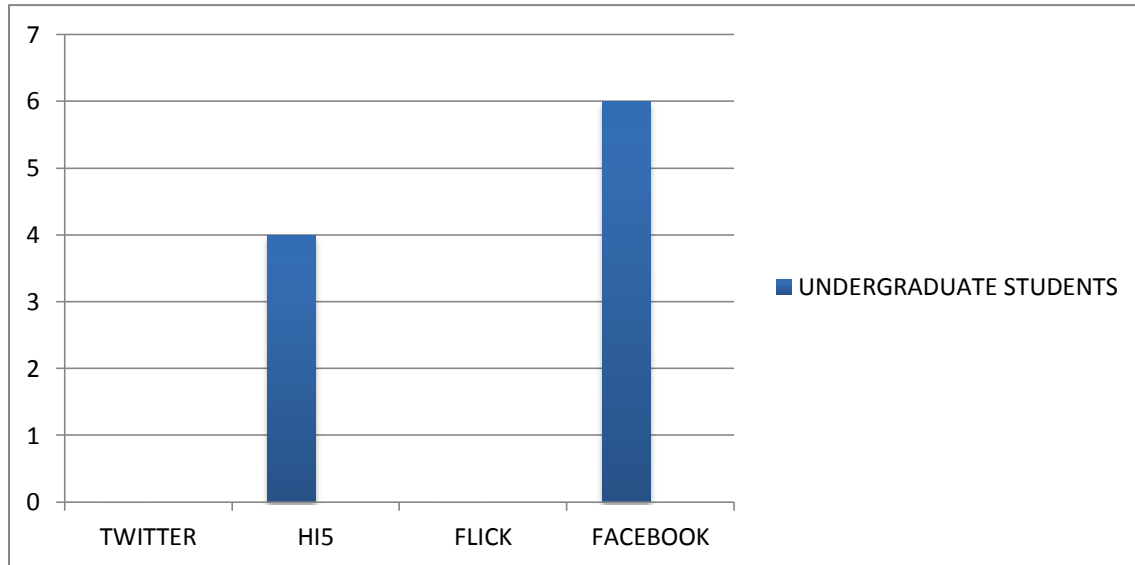
#### **4.1.6 The social networks**

There are different social networks that student started to use to communicate with people from the same society, foreigners or just to meet new friends. Four of the ten participants mentioned that they used at the beginning to their bachelor the “hi5” social networking because in Mexico was the boom on those days and they only had friend or relative contacts were not immerse in the English language. The rest of the participants mentioned they used “Facebook” because they started to have contact with English foreigner people since they had the experience in summer camps.

Sum up, participants used social networks as a way to communicate with other people, therefore they did not have contact with foreign experiences they usually use a social networking “hi5” where they only communicate in Spanish until they had the necessity to use another tool to have contact with English foreign speakers in this case “Facebook” they created a profile in this social networking without thinking they were immersing in the English Writing Process.

Result shows that nowadays Facebook is the main social network participants use.

**Graph 4.1.6 The social network**



#### **4.1.7 The frequency that you write in English**

Before reaching this stage participants created a “Facebook” profile to communicate with their friends, relatives or others. Although participants did not use frequently this social network because it was not too popular.

Four of the participants answered that they never use this tool the three first years of the bachelor; two of them mentioned that only rarely used it; one more indicated that he always used it and the last three, answered they used it sometimes.

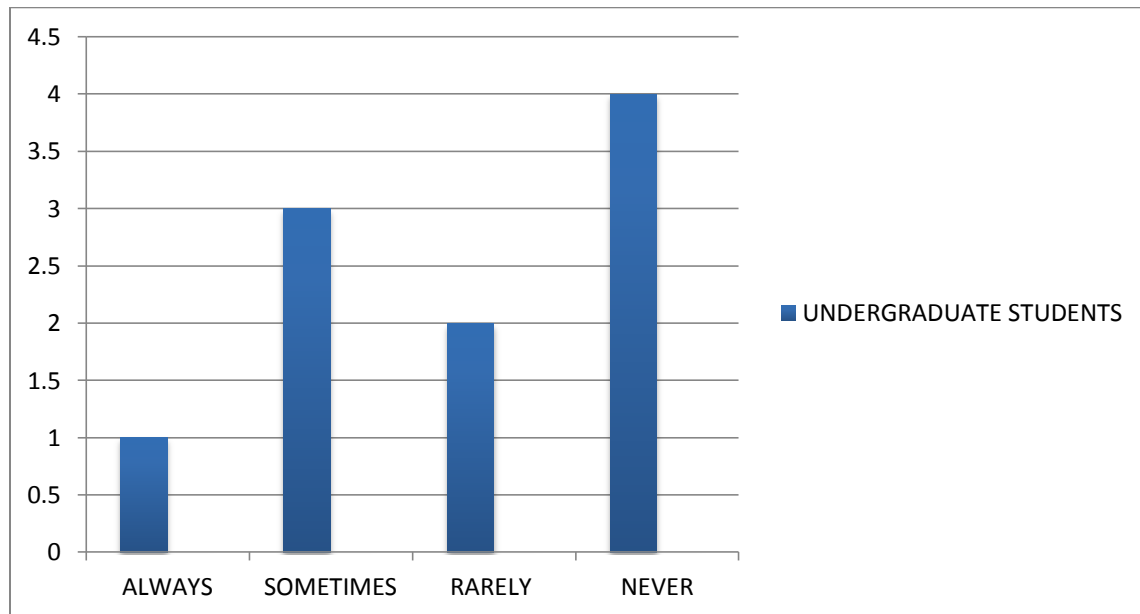
Most of the three participants who wrote sometimes-used “Facebook” to write short phrases because they claimed after traveling abroad they had more self-confidence to start writing in English as well as to be in contact with their new friends. Nevertheless two of them that had a “Facebook” profile mentioned that they rarely wrote in English because they did not feel comfortable writing in English or they thought their friend could laugh at them.

Four the participants never wrote in English in their profile because they did not have a foreigner way to practice their English and they felt nervous writing in

another language. However, the last participant that always posted in English was because he had previous English knowledge before to enter to the university.

The following chart indicates that participants use this social network only sometimes when they have to talk or mention something to their foreigner friends.

**Graph 4.1.7 The frequency that you write in English**



#### **4.1.8 Definition of Social Networks**

In general when participants answered the question they agreed that a social network is a tool in which they can meet new people, being in contact with their relatives, friends or in other case with teachers or bosses. They said it is a tool to communicate their feelings, thoughts, ideas or experiences they wanted to share with that network society.

During this research, it was found that a social network is a fashion tool that nowadays people prefer it to be in contact with others. Thinking in an educative way a Social Network is an educational tool in which these participants used it to develop their English Writing Skill. As the first questionnaire shows that participants wrote only short phrases and mention that there were some feelings that stop them

to write in English but after they finished their bachelor they change those feelings and now they are writing in English without thinking that is a second language.

#### **4.1.9 Facing problems in Writing Process**

It is very common that when you are acquiring a new language you have to face many obstacles. This research is based on English Writing Process. The results show that from the four skills (reading, writing, speaking and listening) writing is the one that students face more obstacles.

Participants answered that some obstacles that they faced in this process were grammar, structure, lack of vocabulary, punctuation and interest in the language otherwise one of the participants pointed that writing was her easier skill to develop and she did not face a specific obstacle.

As we can see depending on the students' ability are the obstacles that they have to face. In this research, the majority of the 10 participants agree with the obstacles they had encountered. Acquiring another language means confronting a completely different structure from their mother language and writing obstacles such as the ones.

#### **4.1.10 Afraid and fear at the moment to write in English**

Learning foreign language means to encourage many obstacles so learners should be conscious to take the risk to commit them at the moment to write and accept a feedback by others. In this research, the participants decided to study Modern Languages and they knew that committing mistakes were a way to improve their Writing Skill.

Seven of the ten participants mentioned not feeling afraid at the moment to write because they were conscious that committing a mistake is part of the English learning process. They had friends, relatives or a teacher to give them a feedback. The other three participants felt afraid because they did not have a person to make them feel comfortable or an abroad experience to help them to lose that fear.

Learning a foreign language is a complex process so when a person decides to learn another language he/she knows to leave his/her fears, open his/her mind, learn from his/her mistakes and be conscious it is a completely different language from your mother tongue that why you cannot compare them.

#### **4.1.11 Influence to write in English**

Learning is a live long process and English is not an exception. As it was mention before learning a foreign language is not easy but when there are important reasons, something or someone that motivate them, it is easier to involve people in the English learning process. There are many factors to help to improve the language as examples: interchange abroad, summer camps, native speaker friends, relatives living abroad, teachers or even your own goal to learn another language.

There are different factors that influence you when you are learning another language. In this research, eight participants have the opportunity to practice their English in a real context. They applied for summer camps when they were studying in the college. It was a usefulness experience to practice the language they were learning because they could meet native English speakers and foreigners in which the only way to communicate had to be English language.

In contrast, the other two participants did not have the opportunity to travel abroad but there was not exception that something influences them to acquire English language. They said that teachers and their own goal motivate them in the process to learn English language.

As a conclusion, the first step that influences you to acquire a foreign language is your own goal otherwise during the process there are different situation that you have to face live an impact in yourself and motivate you to continue in the process.

#### **4.1.12 Reasons to write in English in social networks**

As an English language student you know how important is to force yourself to write in English and you look for different reasons to improve it.

Nowadays social networks have a big impact in writing, it could be a positive or negative influence so depend on you how to use them.

During this research participants faced different situations as it was mentioned before. Eight of them traveled abroad and practiced in English real situation as a consequence they used social networks in specific “Facebook” to communicate with their foreigner friends due to this media is the only way to be in contact with them. They agree that is the most important reason to write in English in this social network. Moreover, the other two participants they did it for academic task.

As a conclusion the participants had the opportunity to travel abroad they express their ideas or thoughts and felling to foreigner friends know about them how they are or what are the activities they do while students could not travel just write in English to express something about their self or academic reason.

#### **4.1.13. The best way to improve writing**

Being part of a team will help you develop your skills such as writing and reading.

Writing groups it's an easy way to improve this skill because you can compare, share and receive a feedback about your writing as well as you have the opportunity to correct them by yourself.

Six out of ten participants mentioned that it is an easier way to improve their Writing Skill working in group works because they think it is better that their classmates check their mistakes and also they can interchange strategies or give suggestions between them.

The rest of the participants mentioned they do not like to work in teams, they prefer working alone and some of them say “there are several ways to learn and different skills that every single student has. Most of them do not fit in all of them”. Also they mentioned that depend of the learning style of each person.

This means that every participant has different ways to learn but the majority prefer to be in teams and feel comfortable at the moment to write in English and

receive or answer a feedback in the group work. Besides there are people whose prefer working alone and be autonomous in their English Writing Process, resolve their doubts, correct their mistakes.

#### **4.1.14 Advantages of writing in English**

Furthermore, there are many benefits using social networks, in specific “Facebook”, in academic purposes this research is based in English Writing Process. Be in contact with real situations it is one of the best ways to improve this process.

In this question, the participants confirmed real situations had been the best way to improve their English Writing Process. Based on their experiences, meet native speakers and keep in contact with them through social network “Facebook” helped them to receive a feedback a self-correction about their post. Therefore, through this tool they improved their writing. Other benefits that participants mentioned are increasing vocabulary, acquiring and understanding slangs.

Therefore, the participants had the opportunity to travel abroad, meet native speakers and continue in contact with them through social network have used unconscious like tool which help them to improve their English Writing Process, moreover they could understand not only academic English, If not they use informal English, learn new slangs and improve their vocabulary.

#### **4.2. Introduction of Appendix number 2**

Subsequently participants were asked to answer a second questioner once they have finish the bachelor and star working now as English Teachers. The purpose of the second questionnaire is to identify which are the improvements of the participants through the English Writing Process. Which are the advices they can give now they are preparing other people to acquire a foreign language in this case English.



#### **4.2.1 Free and academic writing**

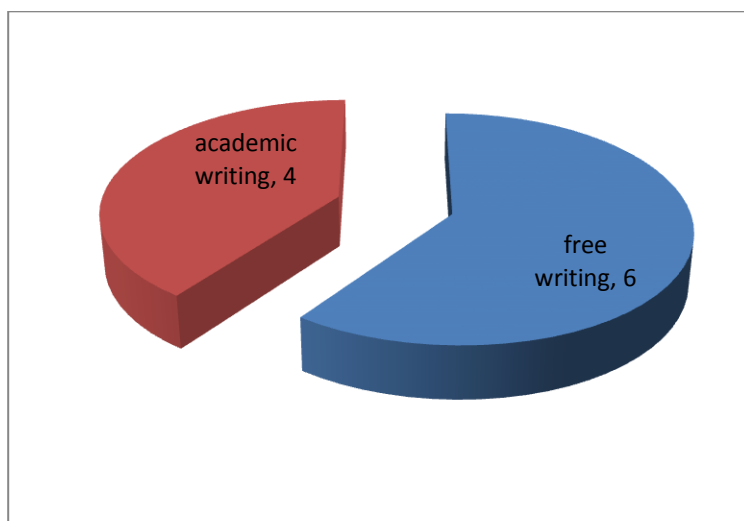
Free writing is a simple process that is the base to discover other techniques. When you are practicing free writing, you do not make correction at the moment to write. Writing whatever comes into your mind, you do not judge or censor what are you writing, you can express your ideas or thoughts without worry about grammar mistakes even you can use slangs and abbreviations. While in academic writing, you have to follow rules, respect punctuation and write correctly according to grammar structures.

Six out participants agree that free writing is a better way to start practicing writing because they forget the rules of formal English. They are writing only for themselves at this point, they said they do not have to worry about sentence structures, spelling or punctuation, organization or clear connections. As opposed, the other four participants claimed that academic writing was a better option to improve their Writing Skill because since the beginning of their process they use to follow the rules.

Most people need to practice free writing several times before they are able to make it work for them effectively. This type of writing is an option to improve Writing Skills because as it was mention before you write your idea as they come to you mind and when you review your writing later, you can check your mistakes.

Free writing is the most common type of writing in social networks and it was one of the best options for practicing this skill. While academic writing is not a bad option but at the beginning of the process, it is a little bit difficult for students to follow grammar structures because they are starting to learn the language.

#### 4.2.1. Free and academic writing



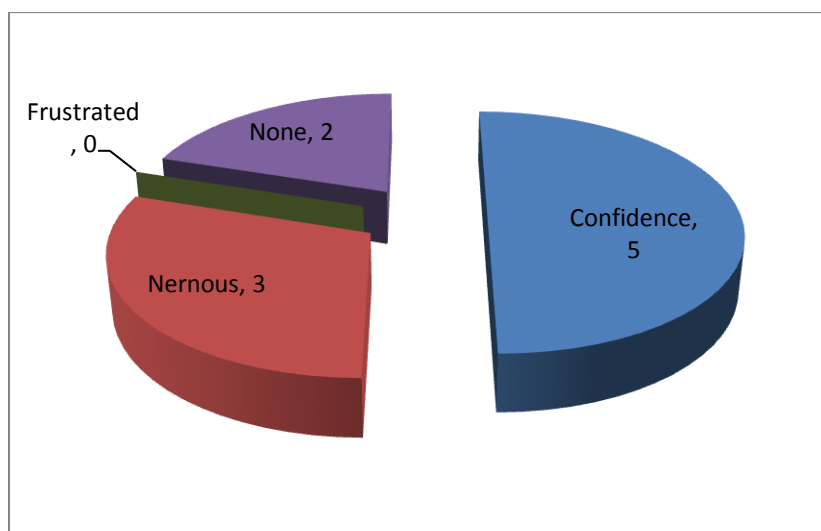
#### 4.2.2 Feeling at the moment to write after the bachelor

The participants answered that they faced different feelings at the moment to write after finishing their major. Because they have completed the academic process to acquire the second language in this case English, now they have to look for their own strategies to continue practicing the language.

Five of the participants answered that now that they have finished their bachelor they feel more confidence at the moment to write. First, because they have completed the academic process and then they have the chance to practice in real situation with native speakers either face to face or have in contact with natives through social networks "Facebook" also they can continue improving their English language acquisition. Otherwise, three of the participants still feeling nervous at the moment to write because they do not practice frequently writing in English. The other two participants did not face this feeling.

Along their major students, change their feelings at the moment to write because they were facing different situation and experiences that make them improve their English Writing acquisition. As you can see the key to improve, the language is the practice.

#### 4.2.2. Feeling at the moment to write after the bachelor



#### 4.2.3 The purpose to write in English

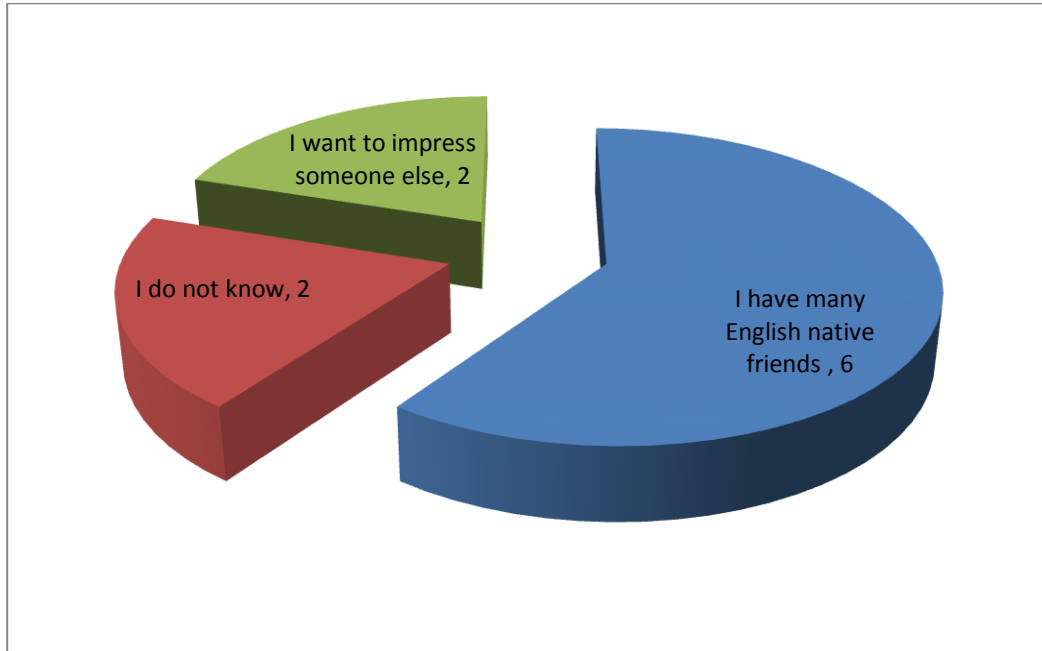
English language learning is a complex process and depending of your needs is how you are going to apply. This research is focus in the English writing learning of ELT students who finished their bachelor and the majority of them now are teaching English as a second or foreign language.

Six out participants mentioned that the reason they have now to write in English is not only for academic purposes if not that nowadays they have acquire English as a foreign language and when they posted in social networks “Facebook” they write in English unconsciously. Two of them said that they write in English in the social networks “Facebook” because it is the only way they can communicate with their foreigner friends. The last two participants answered they do not have a specific reasons.

There are many reasons to write in the language that you are acquiring but depending of the purposes and the reasons of what you want to express in the other language.

The majority of the participants have acquired English as a second language so they do it unconsciously while the others use it for personal reasons, academic purposes and keep practicing the language.

#### 4.2.3 The purpose to write in English



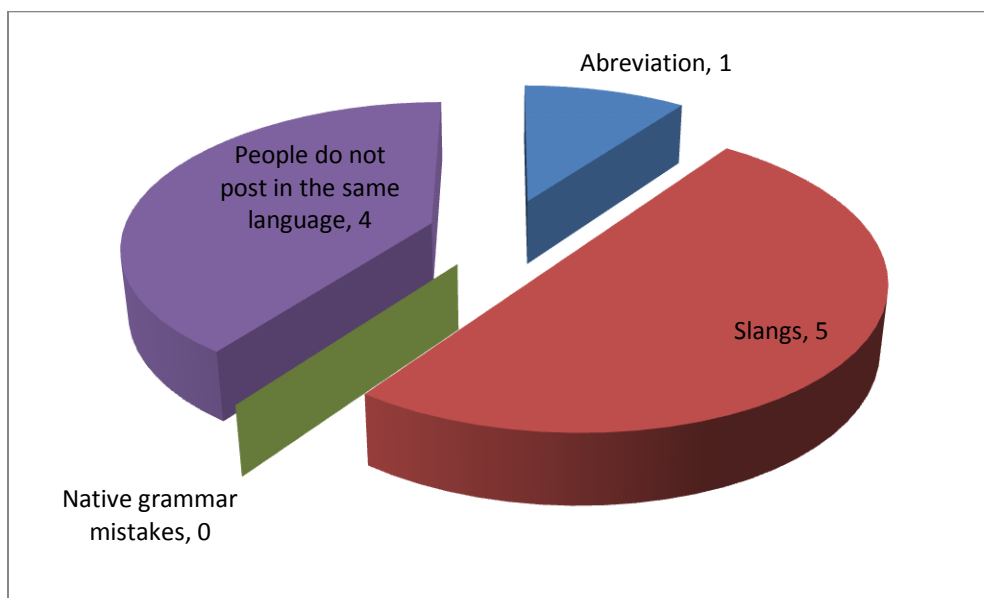
#### 4.2.4 Factors that affect your Writing Skill.

It is often said that many reason that affect the English Writing Process. For students of a foreign language it is more difficult to face obstacles in the English Writing Process.

The participants of this research were asked which were the most common factors they faced in the Writing Skill development. In this section, they number from the most difficult to the easiest they had to face.

Five out participants mentioned slangs were the most difficult factor because is an informal way that native speakers use to communicate and it is not common to learn in the English classes. Four out participants said that when they post in English they hope to receive a replay in English but their contacts answered in their mother language “Spanish” as a consequence they did not receive a feedback in their posts. And the last one answered abbreviations were the most difficult because he wasted time looking in the dictionary which were the meanings.

#### 4.2.4 Factors that affect your Writing Skill



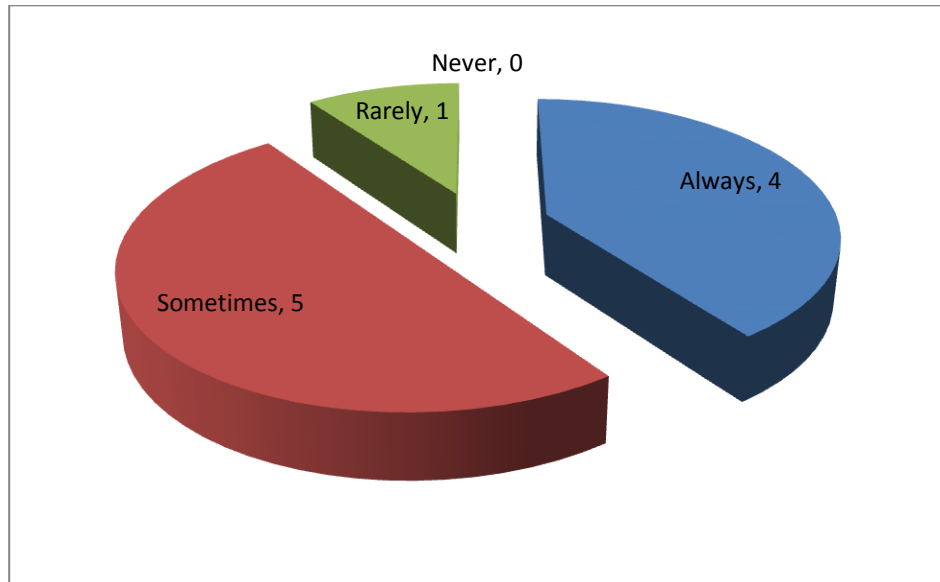
#### 4.2.5. English replay frequency

After finishing, the major participants started posting more in English. Once that some of them had been in contact with real experiences they used English as a second language and native English speakers replayed their posts.

Four of the participant kept writing in English and often they posted their feeling, thoughts and ideas in English and their majority of their contacts replayed them as well. Even in sometimes they follow a short conversation in their wall. Five of the participants mentioned that only sometimes they post in English and they received replays in English or Spanish and only one of the participants rarely write in English in their social network "Facebook".

As we can see, while you spend more time practicing the English language one day you will acquire as a second language and without thinking you will use the language in your daily life. When you practice, English as a second language and you introduce it in social networks you have a useful social network tool to improve you Writing Skill because you are having self-correction observing other post and improving your vocabulary by reading.

#### 4.2.5. English replay frequency

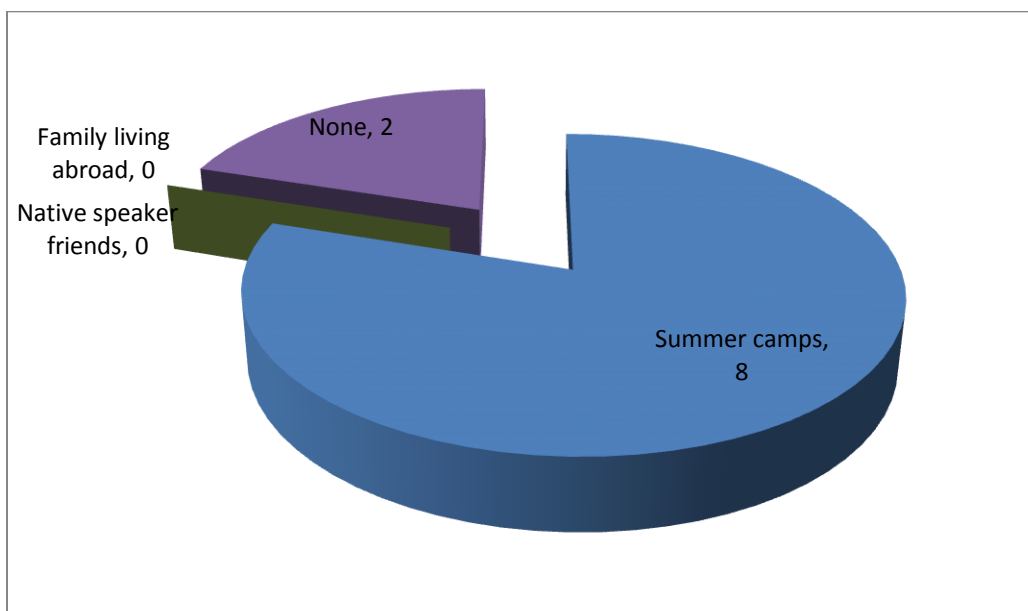


#### 4.2.6 Experiences abroad.

Continue talking about which are the tools that motivate students of English as a foreign language, in this questionnaire participants were asked if they had an abroad experience or native English speakers who influence in the participants' decisions to write or post in "Facebook" their messages.

Eight out participants mentioned they had opportunity to work in summer camps during their bachelor as a result they had to create a profile in the social network "Facebook" to keep in touch with their foreigner friends. The other two participants argued they did not go to summer camps but that does not mean they did not find a motivation to improve their English Writing Process.

#### 4.2.6. Experiences abroad.



#### 4.2.7 Differences in Writing Process before and after the major

During the whole process, participants had faced different situations that could help them to improve their English Writing Process as it had been explained before at the beginning of their major it was very difficult for some of them to develop this skill.

Six out participants mentioned that grammar structure was the hardest skill to develop but through the time they used different techniques to improve it. Besides, they mentioned that face real situations after the major help them in their Writing Process. Three of them aimed that vocabulary was the most difficult process when they started the major but at the same as the previous participants, they faced real situations that helped them to improve their vocabulary. For example: reading books, reading others post in networks sites, conversation with English native speakers, listening songs and watching movie with audio and subtitles. One of them mentioned that writing was not difficult to develop so she did not face this kind of problems and even after collage, she moved to The United States and every day she is in touch with the language.

As a conclusion in this part, the way to write when they started the major is completely different now they finished because it is a complex process where real

situation is one of the best tools they used to improve their English Writing Process.

#### **4.2.8 Translation at the moment to write from Spanish to English**

English Writing Skill is a complex process because you have to move from one language to another one. At the beginning is difficult to stop thinking in your mother tongue and move to a foreign language but once they acquired foreign language they do not have to translate.

All the participants agree that at the beginning of the collage they translated from their mother language to a foreign language but trough the time when they faced different situations and acquired the foreign language as a second language they stopped thinking in their mother tongue at the moment to write or speak.

When they are acquiring a foreign language, stop thinking in their mother language is impossible because they had spent their whole life using only their mother language. It is different if they acquire their mother language and a second language at the same time.

#### **4.2.9 Code switching**

There are different stages when someone acquired a new language. One is at the beginning of the process when they think in your mother language and then translate it. The other stage is when they make a switch process, it is necessary to point that Code-Switching is moving back between two languages.

Participants mentioned, now they are more in contact with the second language they practiced the Code-Switching and it is easier move from one langue to another without translating. They said when they involved in the language they learnt they could practice this process without realizing they are improving it.

As a conclusion in this paragraph as it was mentioned before get, another language has different stages and when they used code switching, they can speak fluently and use the language as a second language.



#### **4.2.10 The beginning of Code-Switching and the use of it while writing in face book**

Code-Switching is used when students are acquiring another language and they start to develop this process but they do not notice they are using it.

Participants could not explain when they exactly began this process. They mentioned nowadays they usually practice the Code-Switching but they do not focus on it. Now they are teaching English they use it as a natural process because the 60% of their days they are in contact with the language.

Based on the results the majority of the participants spend many hours a day in contact with the foreign language. One of the activities they developed is to spend time in social networks because their jobs or personal lives require it. At the moment to write in Facebook they used English as a second language and they often just posted without thinking they are using Code-Switching so the answer in this section is they use Code-Switching as a natural process.

It is complicated to define when exactly or in which moment of the English language acquisition you are going to get this stage because that depends of the individual skills.

#### **4.2.12 The use of Facebook as an academic tool to help students to improve their English Writing Process**

Group members are one of the tools that teachers and students used to discuss, share and clarify doubts based on the topics or students need. They are open to new ideas, diverse points of view and the variety of individual thoughts to present within the group. They know how to balance the participants' needs and respect individual expression.

The use of a social network "Facebook" helps students of ESL to improve their Writing Skill. As it has been review in the previous questions for the majority

of them this network has been useful to improve their skills because it is easier for them to learn in a collaborative way.

As a result, in this question it can assume that is an efficient tool to develop and improve this skill if it is used in a proper way.

#### **4.2.13 The role of native speakers to motivate ELT students to continue writing in English**

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school.

The opportunity to interact with native speakers inside and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedbacks. Second language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral aspects of language acquisition.

The students have been observed during this research support this fact. They have improved not only their Writing Skill if not the oral skill by having contact with native speakers through the networks and according to their profiles. It is a clear result how their English Writing Process has improved so far these years.

#### **4.2.14 Trip experience influences**

Learners who have acquired general knowledge and experiences are in a stronger position to develop a new language than those who have not. The student, for example, who has already lived in different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who has not had such experiences.

The majority of the ESL students in this research have traveled or worked abroad and met English natives speakers. They have influenced in their ESL process such these experiences could help them to improve faster their skills.

#### **4.2.15 Social networking Facebook as a tool after college**

Information is more accessible on all levels today than before and it is largely due to social networking technologies that let us share what we know and what we think.

All along this research, participants have agreed or have disagreed the pros and consequences of the use of this social network Facebook, as a tool in the ESL, in specific in the English Writing Process. Therefore it can aim they agreed Facebook or other social networks, nowadays are the hobbies for young learners and it can be used as a tool to improve students' English writing learning. Using and make it worth the hours students spend in those social networks.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 General conclusions**

The findings of this study shows that there is a significant difference between students who use Facebook for homework as a tool to be in contact with English native speakers around the word and those who do not use “Facebook” as an unconscious academic tool.

More specifically, the “Facebook” users on their Writing Skills were better developed in comparison with the students who do not use it. This result has obtained during the process of this research specifically in their answers of the participants. In development of this research it has been mentioned the feeling, the most use social networks, the factors that participants faced in their English Writing Process, affect as the same which were the obstacles participants confronted during this process.

In table number 2.1.1 from the appendix A, the result obtained was, participants felt nervous at the moment to write in English at the beginning of the major meanwhile when they finished their major they felt confidence with themselves at the moment to write caused by the experiences, mistakes committed and the tools used during this process. This result is seen in table 2.2.1 from the appendix B.

On the other hand in table 4.1.4.1 from the appendix A. Participants mentioned the people who help them to develop this skill. At the beginning of the Writing Process the majority of the participants pointed out that, they felt comfortable developing this skill alone because they did not want to show their mistakes to others. Besides this question, three of them said that they preferred that teacher help in order to improve this skill. Whereas in the appendix B in the table 4.2.6.1 the majority of the contestants indicated their abroad experiences was the crucial point that motivated them to use a social network to keep in contact with their foreigner friends. So unconsciously they developed and improved their Writing Skill.

As for obstacles participants challenged in the English Writing Process. It was mentioned in question 4.1.9.1 from the appendix A, grammar was the most difficult skill to develop in the English Writing Process once they finish their bachelor, slangs were the main obstacle they confronted in this process showed in the appendix B in the table 4.2.4.1. As a result, in this part is revealed how complex is to acquire a foreign language because first in the classroom they faced the grammar obstacles in academic language and once they finished they face the real life using informal language for this reason slangs are the main obstacles after the bachelor.

Based on the research questions, the participants agreed in the questionnaires, Collaborative Learning is a worth tool to learn easier a Foreign Language, in this case the improvement of English Writing Skill in the social networking Facebook. As it has mentioned in the results the EFL students who had the opportunity to meet English native speakers and keep in touch with them by writing and improving unconsciously this skill.

This is a huge impact in the majority of the participants as such as nowadays, they are working as English teachers. They are still using this tool to motivate their students, in a social networking that is part of their daily lives.

Although, at the moment to write another important point was the code switching. Some of them mentioned when they started writing in English, they though first in Spanish and then translated it into English that means sometimes they wrote their structure as in Spanish grammar; other participants said committing mistakes at the moment to write and had auto-correction helped them to apply code switching. Nowadays some of them improve the Writing Skill.

It is a well-known fact that acquiring a foreign language is a complex process: patience, dedication, effort, self-confidence, feedback and technology (social networks) are the keys to improve skills specifically Writing Skill.

## **5.2 General suggestions**

It has been seeing that in this era the academic tools have done a complete change about the methods that have been used in the past. The participants of this research are more involve and they spend more time in technology so consequently the Teaching Methods might be based on this one.

As Jeremy White (2009) was interested into look for a tool in which one helps motivate and improve students' academic writing, he used the social networking Facebook for this purpose but based in a formal writing. In this case this research is based to motivate students to improve their English Writing Skill in a free writing without worrying about the grammar mistakes. If not develop this skill in a freeway interacting with English native speakers.

Teachers should look for this kind of tools whose students spends most of their free time using this kind of technology so they can take advantage about this time they spend and the interested they have in this kind of tools.

As a conclusion for this research, the results have showed that the participants who have used this tool show and huge improvement in their Writing Skill that the ones did not have the opportunity to interact in real situations and being in contact in this social network.

## **5.3 Implications**

The first goal of this research is to study this social network "Facebook" as a tool to motivate students to write in English. Review if it worked for the participants in this research and second goal is to invite teachers to take advantage of this tool and look for more technology tools that motivate students to improve their English writing learning.

## **5.4 Limitations**

There are some limitations found in the process of this research. One of them was the tools used in the investigation:

The questionnaire applied could be with more open questions in order they expressed their points of view in a freeway.

Add more participants in the investigation to have a wide answer with other students to compare 2005 generation from Facultad de Lenguas with one of the last generations.

Interview teachers who had involved with the participants since they began their major and explain how they observed the participants improvement.

### **5.5 Directions for further research**

This convergent study has provided more information about a tool that the participants have used as an academic tool but they did not notice until this research was apply. The invitation once that this study has finished with this 10 participants, is to continue looking for more students interested in the social networks because through the time this social networking is all fashion because today students are using other social networks or platforms where they spend more time so teachers and researchers should take advantages about those medias to motivate students to improve their English writing acquisition.

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## APPENDICES

### Appendix A. Questionnaire 1

This questionnaire is a tool to help to know how a social network could influence in the English Writing Process.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Gender: \_\_\_\_\_ Class: \_\_\_\_\_ Major: \_\_\_\_\_

Where are you from? \_\_\_\_\_

**Read carefully all the questions and answer honestly according the experiences and the information in your early years of your bachelor.**

**Thank you for your time and your help.**

1. What is the most difficult skill to develop in the English acquisition?
  - a. a. writing
  - b. reading
  - c. speaking
  - d. listening
2. How did you feel when you had to write in English at university?
  - a. a. confidence
  - b. nervous
  - c. frustrated
  - d. none
3. When you had to a doubt about writing which media did you use to solve it?
  - a. book
  - c. dictionary
  - c. teacher
  - d. friend
4. Who do you feel more comfortable at the moment to write?
  - a. alone
  - b. friends
  - c. teacher
  - d. classmates
5. Which of the following tools were the most useful during your English Writing Process?
  - a. cellphone messages
  - b. mails.
  - c. homework/classwork
  - d. social networks

6. What is the socialnetwork that you use more?

- a. twitter                      b. hi5                      c. flick                      d. Facebook

7. How often did you write in English in the social network the two first years of the degree?

- a. always                      b. sometimes                      c. rarely                      d. never

8. Do you know what a social network is? Write a small definition. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What were the obstacles that you face in the English Writing Process?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Do you get afraid to commit mistakes when you write in a social network?

\_\_\_\_\_

\_\_\_\_\_

11. Did someone or something influence you to write in English in social networks? \_\_\_\_\_ and

why? \_\_\_\_\_

\_\_\_\_\_

12. What were your most important reasons to write in English in social networks?

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13. Do you think it is easier to improve your English Writing Skill in a group work? And why? \_\_\_\_\_

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14. What are the benefits that you had when you were in contact with English Native speakers by Facebook?

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## Appendix B. questionnaire 2

This questionnaire is a tool to help to know how a social network could influence in the English Writing Process.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Gender: \_\_\_\_\_ Class: \_\_\_\_\_ Major: \_\_\_\_\_

Where are you from? \_\_\_\_\_

**Read carefully all the questions and answer honestly according to the experiences and the information now that you already finish your major.**

**Thank you for your time and your help.**

1. What is the best way to develop Writing Skill in ELT students?
  - a. free writing
  - b. academic writing.
2. How do you feel now after finishing your major at the moment to write in English?
  - a. confidence
  - b. nervous
  - c. frustrated
  - d. none
3. What is the reason to write in English now that you already finish your degree?
  - a) Because I have acquired English as a second language
  - b) Because I have many English native friends
  - c) I do not know
  - d) I want to impress someone else
4. When you started to write more in English in Facebook, which were the factors that affect your Writing Skill? Number the following factors from 1 to 4 from the most difficult to the easiest one.

- a. abbreviation
- b. slangs
- c. native grammar mistakes
- d. people do not post in the same language.

5. How often when you write in English your contacts replay you in English?

- a. always
- b. sometimes
- c. rarely
- d. never

6. Did you have an experience abroad or with native speakers that motivate you to write in English in Facebook?

- a. summer camps
- b. native speaker friends
- c. family living abroad
- d. none

7. Which are the differences that you notice in your English Writing Process when you start the major and now you finish it?

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8. Do you translate from Spanish to English at the moment to write in English? why?

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9. Explain with your own words what is code switching?

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10. How did you notice that you start using the code switching?

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11. Do you use the Code-Switching when write in Facebook?

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12. How social group help you to develop your English Writing Skill using Facebook?

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13. Do you already have a native speaker friend or relative that influence to keep you writing in English?

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14. Do you think your experiences abroad influence you to write more in English? why?

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15. Now you are working do you recommend Facebook as a tool to develop

English

Writing

Skill?

Why?

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