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Social Media as a Didactic Resource to Improve Senior Students' English
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DEDICATION

First of all, I want to dedicate my thesis to my father, who has been my driving force to continue my studies and finish them successfully. I would also like to dedicate my thesis to my mother for all her patience and support in my difficult moments and for being my guide and advisor.

“You are everything, thank you, Mom and Dad, I love you”.

Furthermore, I dedicate this to my sisters, they have been an example to follow showing me that in the face of any difficulty, we must always move forward, giving the best of each one and achieving our goals to have a better personal and professional future.

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ABSTRACT

This study examines the impact of using social media as a didactic resource for developing creative writing skills among senior high school students at Unidad Educativa Ibarra, based on the increasing integration of technology in English language teaching. The main objective was to determine students' and teachers' perceptions of the effectiveness of social media in enhancing writing production. A mixed-methods approach was employed, combining surveys conducted with 80 students and semi-structured interviews with two teachers, allowing for the collection of both quantitative and qualitative data. The results revealed that 90% of students feel comfortable sharing their written work on social media, with Twitter and Instagram being the preferred platforms, while 75% believe these tools enhance their creative writing. Regarding teachers, one actively implements strategies that foster creativity, whereas the other relies solely on textbook activities, reflecting differences in the pedagogical integration of technology. Among the key conclusions, the study highlights the widespread acceptance of social media as a tool for strengthening creative writing, although challenges related to teacher training and the need for more structured strategies were identified. The study suggests the creation of academic spaces on digital platforms to encourage writing, promoting a safe and meaningful interaction that fosters creativity and active student participation.

Keywords: Social media, Didactic resource, Creative writing, English as a Foreign Language (EFL) in Ecuador, Digital pedagogy, Technology integration.

Resumen

Este estudio analiza el impacto del uso de redes sociales como recurso didáctico en el desarrollo de la escritura creativa en estudiantes de último año de secundaria en la Unidad Educativa Ibarra, fundamentado en la creciente integración de la tecnología en la enseñanza del inglés. El objetivo principal fue determinar las percepciones de estudiantes y docentes sobre la efectividad de las redes sociales en la mejora de la producción escrita. Se empleó un enfoque de métodos mixtos, combinando encuestas a 80 estudiantes y entrevistas semiestructuradas a dos docentes, permitiendo la recolección de datos cuantitativos y cualitativos. Los resultados evidenciaron que el 90% de los estudiantes se sienten cómodos compartiendo sus escritos en redes sociales, destacando Twitter e Instagram como plataformas preferidas, mientras que el 75% considera que estas herramientas favorecen su escritura creativa. En cuanto a los docentes, uno de ellos implementa estrategias que promueven la creatividad, mientras que el otro se limita a actividades preestablecidas en los libros de texto, reflejando diferencias en la integración pedagógica de la tecnología. Entre las conclusiones más relevantes, se destaca la aceptación generalizada del uso de redes sociales como medio para fortalecer la escritura creativa, aunque se identifican desafíos relacionados con la formación docente y la necesidad de estrategias más estructuradas. Se sugiere la creación de espacios académicos en plataformas digitales para incentivar la escritura, promoviendo una interacción segura y significativa que fomente la creatividad y la participación activa de los estudiantes.

Palabras clave: Redes sociales, Recurso didáctico, Escritura creativa, inglés como lengua extranjera (EFL) en Ecuador, Pedagogía digital, Integración tecnológica.

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Introduction

Research Context

The growing integration of technology in education has transformed how students interact with language learning. In Ecuador, where English as a Foreign Language (EFL) instruction remains a priority, innovative methods are essential to enhance student engagement and proficiency. Social media has emerged as a powerful tool, offering interactive learning environments that align with students' digital habits and preferences (Martínez Lirola, 2023; Yunus et al., 2019). However, despite its potential, social media is underutilized in EFL classrooms due to the lack of structured methodologies for its implementation (Fithriani et al., 2019; Wang & Vasquez, 2012).

This study explores the role of social media as a didactic resource to enhance creative writing skills among senior students at Unidad Educativa Ibarra. By incorporating digital platforms such as Facebook, Twitter, and Yammer, educators can foster collaboration, creativity, and engagement in writing tasks (Ahmed, 2015; Shih, 2011). The research focuses on evaluating the effectiveness of social media-based writing activities and identifying best practices for integrating these tools into the curriculum.

The rapid evolution of digital learning necessitates an adaptive approach to teaching EFL. This study seeks to bridge the gap between traditional teaching methods and modern technological advancements, ensuring that students develop both linguistic competence and digital literacy (Graham et al., 2020; Sun & Yang, 2015).

Problem Description

English proficiency is a critical skill in today's globalized world, yet many EFL students in Ecuador struggle with productive language skills, particularly writing (Cabrera-Solano et al., 2021; Rao, 2019). At Unidad Educativa Ibarra, students face challenges in creative writing due to limited exposure to interactive and engaging writing practices. Traditional methods often emphasize rigid structures and grammatical accuracy over creativity, hindering students' ability to express themselves fluently (Arteaga & Valdiviezo, 2022; Hyland, 2016).

Creative writing plays a fundamental role in language acquisition, promoting cognitive development and self-expression. However, many students find it difficult to construct coherent narratives, apply appropriate grammar, and engage in imaginative writing. The constraints imposed by standardized curricula leave little room for experimental and engaging writing exercises, contributing to students' lack of motivation (Mineduc, 2022; Richards & Renandya, 2002).

Given the widespread use of social media among students, these platforms present an opportunity to enhance writing instruction. Digital tools facilitate peer interaction, real-time feedback, and exposure to authentic language use, which can significantly improve creative writing skills (Fithriani et al., 2019; Lomicka & Lord, 2016). Despite its advantages, social media integration in EFL classrooms remains inconsistent, largely due to educators' lack of familiarity with its pedagogical applications (Martínez Lirola, 2023; Yunus et al., 2019).

This study aims to address these issues by evaluating how social media can be effectively utilized to improve students' creative writing abilities. The research will explore strategies for integrating digital platforms into EFL instruction and examine their impact on students' writing engagement and proficiency (Graham et al., 2020; Warschauer & Grimes, 2007).

Justification

The importance of English proficiency in academic and professional contexts underscores the need for innovative teaching strategies that promote language acquisition. In Ecuador, English education has undergone significant reforms, yet students continue to face challenges in developing essential writing skills (Cronquist & Fiszbein, 2017; Graddol, 2006). Addressing these difficulties requires a shift from traditional instruction to interactive and student-centered approaches (Graham et al., 2021; Richards, 2015).

Social media presents a unique opportunity to enhance EFL learning by fostering collaboration, engagement, and real-world language practice. Platforms such as Facebook, Twitter, and Yammer allow students to participate in writing activities, receive instant feedback, and engage in discussions that promote language development (Raish, 2013; Al-Jarf, 2018). By incorporating these tools into the curriculum, educators can create dynamic learning environments that support both creativity and language proficiency (Martínez Lirola, 2023; Kabilan et al., 2010).

Furthermore, research has shown that creative writing enhances students' critical thinking, problem-solving skills, and self-confidence (Mardiningrum et al., 2024; Johnson, 2017). Utilizing social media as a didactic resource provides an accessible and interactive way to cultivate these competencies while addressing students' interests and digital habits (Fithriani et al., 2019; Sun & Yang, 2015).

By conducting this study, the research aims to contribute to the advancement of effective EFL teaching methodologies, equipping educators with strategies to integrate technology into language instruction. Ultimately, this study seeks to empower students by making writing an engaging and meaningful aspect of their language-learning journey.

Objectives

General objective

Develop a didactic guide based on social media as a didactic resource to improve senior Students' English Creative Writing at Unidad Educativa Ibarra.

Specific objectives

- Determine the social media as a didactic resource to improve senior Students' English Creative Writing.
- Identify positive and negative aspects in the use of social media in creative writing in senior students.
- Design a didactic guide of social media as a didactic resource for students to improve their creative writing.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. EFL in Ecuador

Despite significant efforts by the Ecuadorian government to enhance English proficiency through a variety of policies and educational reforms, the country continues to struggle with low levels of English mastery. According to the EF English Proficiency Index (2023), Ecuador ranks 80th out of 113 countries globally and 18th out of 20 in Latin America, with a score of 467, which is well below the global average. This ranking underscores the gap between the intended outcomes of these educational policies and their real impact on students' English skills.

Tabla 1.
English Proficiency Rankings in Latin America

| Country | Global Rank | Latin America Rank | Proficiency Score |
|------------|-------------|--------------------|-------------------|
| Argentina | 30th | 1st | 562 |
| Costa Rica | 36th | 2nd | 543 |
| Ecuador | 80th | 18th | 467 |
| Venezuela | 91st | 20th | 440 |

Source: EF English Proficiency Index, 2023

One of the major challenges Ecuador faces in improving English proficiency is the inconsistency in the quality of instruction. As Cronquist and Fiszbein (2017) pointed out, while access to English education has improved over the years, the system continues to underperform due to a lack of qualified teachers and inadequate resources. Schools across the country, whether urban or rural, often struggle to provide effective English courses that meet international standards. This is further compounded by the fact that extracurricular opportunities aimed at supplementing English education are insufficient to compensate for these gaps in formal instruction.

Research by Andrade-Molina et al. (2018) also highlighted that many students lack the foundational linguistic skills necessary for effective English communication, which further limits their academic and professional prospects. These issues are not limited to rural areas; they are systemic across the entire country. The gap between the availability of English education and the quality of its delivery indicates a need for more targeted interventions that focus on improving teacher training, curriculum development, and resource allocation in

both public and private institutions.

1.1.1. The Crucial Role of Writing in Academic and Professional Success

Reading and writing are fundamental to academic achievement and professional success (Graham et al., 2020). Although reading often receives more attention in curricula, writing skills should be equally important. During their time in school, students spend between 30% and 60% of their time engaged in writing activities, and in many professions, proficient writing is necessary for success (National Commission on Writing, 2003). Many roles in professional environments require the production of written reports, presentations, and frequent email communication. A deficiency in writing proficiency can significantly limit job opportunities. Writing not only serves as a fundamental communication tool but is also a primary means of evaluating academic performance (Graham et al., 2007). In schools, students are frequently required to demonstrate their knowledge through writing (Johnson et al., 2018).

Furthermore, research suggests that writing can positively influence learning across various subjects, such as social studies, mathematics, and science, as shown in a comprehensive meta-analysis (Lee & Street, 2021). Students who struggle with writing tend to underperform academically compared to their peers with better-developed writing skills (Huang & Becker, 2017). Moreover, handwriting, as opposed to typing, has been shown to have a substantial influence on the development of foundational writing abilities, emphasizing the importance of handwriting instruction even in today's technology-driven world (Feng et al., 2020).

Aligning with current global demands, Ecuador has recognized the importance of English as a fundamental part of a comprehensive education for students in both primary and secondary schools. To support this goal, Ecuador's Ministry of Education has adopted the Common European Framework of Reference for Languages (CEFR) as a guideline for English language instruction. By the end of elementary school, students are expected to achieve a proficiency level corresponding to A1, where they can understand and use basic expressions, introduce themselves, and engage in simple conversations. In some cases, depending on the student's progress, they may reach A2, allowing them to handle more routine tasks and familiar topics (Ministerio de Educación del Ecuador, 2018).

By the end of high school, students are expected to reach B1 proficiency, which enables them to understand the main points of clear, standard input on familiar topics, produce simple

connected texts, and describe experiences or events. This alignment with international standards aims to better prepare Ecuadorian students for future academic and professional opportunities in an increasingly interconnected world (Ministerio de Educación del Ecuador, 2018).

1.2. Writing in EFL

Writing in EFL is an important skill that helps students improve their overall language abilities. According to Graham et al. (2020), the writing process includes several steps: prewriting, drafting, revising, and editing. They mentioned that these stages are essential because they help learners clearly organize their ideas. Prewriting, in particular, allows students to plan their writing before starting, which makes their texts more coherent and well-structured. However, Graham et al. (2020) mentioned that many EFL students tend to skip this step, even though it is very important for improving their writing.

Murray (2012) explained that prewriting is a critical stage where writers generate and organize their ideas, often through brainstorming or outlining. According to the scholar, this step allows writers to plan their work, and its thorough completion directly impacts the overall quality of the final product. During prewriting, students engage with the topic, formulating ideas and structuring them logically to ensure coherence in the subsequent stages of writing.

Drafting is the next phase, where the writer begins to put their ideas into words. Harmer (2007) emphasized that at this stage, the focus is on developing content rather than worrying about linguistic accuracy. The author mentions that the primary goal of drafting is to explore ideas and get them down on paper, with the understanding that they will be revisited and refined during the revising stage. In this sense, drafting allows writers to experiment with their ideas without the pressure of perfection.

The revising and editing stages involve making significant improvements to the text. Brown (2015) noted that revising focuses on refining the structure, improving the clarity of arguments, and reorganizing the flow of ideas while editing concentrates on correcting grammatical and spelling errors. These final stages are crucial for polishing the text and ensuring it is both coherent and error-free, which enhances the overall readability and professionalism of writing (Brown, 2015). Together, these stages of the writing process help EFL learners develop their language skills and produce more effective written communication.

In addition to the stages of writing, it is necessary to focus on the components of writing, such as coherence, cohesion, and accuracy. Hyland (2016) explained that coherence means the logical flow of ideas, while cohesion refers to how sentences and paragraphs are connected using linking words. Both are important for making writing easier to understand. Accuracy is also essential, and it includes using correct grammar, vocabulary, and spelling (Ferris, 2014). Harmer (2007) suggested that teachers' feedback is a helpful tool for improving accuracy, as it shows students where they made mistakes and how to fix them. Writing also helps EFL learners develop critical thinking skills. Lee (2021) pointed out that writing tasks encourage students to analyze information and present arguments logically. This not only improves their English skills but also prepares them for academic and professional challenges. Writing, therefore, is an important tool for learning English and becoming better at expressing ideas clearly and logically.

1.2.1 Challenges to Achieving Writing Proficiency

When considering instructional strategies that have proven effective in enhancing writing fluency, it becomes essential to examine the underlying causes of writing difficulties and explore why certain methods succeed or fail in improving students' writing skills. Writing is inherently a multifaceted process, involving numerous factors, making it challenging to pinpoint specific areas for targeted intervention. This complexity can be especially evident when assisting students with writing difficulties, as the root cause of their struggles may not be immediately apparent. For instance, students who experience difficulty constructing complete sentences may benefit most from an intervention focused on sentence formation. Research has shown that many developing writers possess more ideas than they can transcribe, often due to a lack of writing fluency that limits their ability to articulate these ideas effectively (Puranik et al., 2016). At the same time, such students may also need help with organizational skills, as certain approaches, like Self-Regulated Strategy Development (SRSD), have demonstrated their capacity to strengthen both basic and higher-order writing abilities (Harris et al., 2006).

Skilled writers, on the other hand, devote a considerable amount of time to planning—whether it be setting goals, brainstorming ideas, or organizing their thoughts, though it remains unclear at what stage in their development these skills were acquired (Harris et al., 2006). While it is logical to focus on basic writing skills, such as fluency, for struggling writers, there is also merit in addressing higher-level skills either concurrently or

even prior to fluency training, given the intricate nature of writing.

Additionally, current research indicates that feedback-based performance strategies may not always lead to significant improvements in the accuracy of writing fluency, highlighting the need for further investigation into potential obstacles to fluency development (Alitto et al., 2016; Truckenmiller et al., 2016). It may be helpful to explore the relationship between reading and writing fluency, as both are commonly used indicators of proficiency. High fluency in writing, measured only by output, does not necessarily equate to mastery of writing skills (Marcotte & Hintz, 2010; Malecki, 2014). Furthermore, while errors in reading differ from those made in writing, both domains benefit from explicit instruction and error correction practices.

1.2.2. The Importance of Writing Fluency

Writing comprises many components, making it challenging to identify the most effective area to target during instruction (Reed et al., 2020). While instruction addressing all writing components may be beneficial, focusing on writing fluency—the ability to write quickly and accurately—appears to be particularly important for students who struggle with writing (Brown & Rogers, 2021). Writing fluency is necessary for students to complete extended writing tasks, apply writing skills to complex assignments, and demonstrate their abilities (Williams, 2019). Enhancing fluency in writing improves writing quality and positively impacts academic achievement overall.

From a cognitive standpoint, increasing writing fluency allows students to allocate more attention to higher-order tasks such as planning, organization, and creativity, rather than focusing on basic writing mechanics (Wilson & O'Malley, 2020). Students with weak fluency often spend more time generating words, leaving less cognitive capacity for editing, revising, or planning (Lin et al., 2021). As a result, their written work tends to lack depth and coherence.

The connection between writing fluency and writing quality is well-documented. Research has shown that fluency correlates strongly with various measures of writing ability, including standardized test scores (Green & Smith, 2019). In addition, writing fluency has been found to be an important predictor of postsecondary academic success (Jones & Wang, 2020). Given these findings, designing interventions that specifically target writing fluency can contribute significantly to students' writing development and academic success.

1.3. Creative writing concept

Harper (2016) explained that creative writing combines imagination and personal experiences, with writers drawing upon their cultural backgrounds and individual observations. This type of writing allows individuals to express themselves in imaginative and often subjective ways. Similarly, Maley (2009) suggests that creative writing is fueled by intuition, memories, and observation, all of which contribute to how learners craft their work. This allows them to express their identities while exploring the language.

Even though the creative writing process involves the key steps above mentioned, such as drafting, revising, and editing; Harper and Kroll (2008) described it as a process where the focus is not just on language rules but on the aesthetic experience that the writer creates. The main goal is to evoke emotions, provoke thought, and encourage readers to interpret the writing personally, rather than simply conveying information. This makes creative writing a powerful tool for self-expression and linguistic exploration.

In the field of EFL, creative writing plays an important role in language development. As Maley (2009) highlighted, creative writing tasks allow learners to engage with the language playfully, experimenting with new vocabulary and grammar structures. Tin's (2010) research in Indonesia showed that when students worked on creative tasks like acrostic poems, their language complexity improved significantly. These types of activities give learners the chance to practice using the target language creatively and expressively, while also refining their grammar and fluency.

While some may question whether EFL learners can produce high-quality creative writing in a language they are still learning, studies suggest otherwise. Mansoor (2013) acknowledged that limited vocabulary can make creative expression difficult for learners, especially when it comes to subjective writing like poetry. However, research by Hanauer (2012) and Chamcharatsri (2013) has demonstrated that learners can indeed produce creative pieces, such as poems and short stories, even when their English proficiency is not yet advanced. This suggests that creative writing can be a valuable tool for language acquisition at various levels of proficiency.

Beyond helping learners improve their language skills, creative writing also contributes to the formation of their identities. Hanauer (2012) argued that learning a new language influences more than just intellectual growth—it also affects how learners perceive themselves. Through creative writing, students can explore and shape their identities by expressing their thoughts and cultural backgrounds. This process helps bridge the gap

between their native culture and the language they are learning, fostering intercultural competence (Hanauer, 2012).

In classroom settings, creative writing practices can encourage learners to use their personal experiences and cultural backgrounds as resources for their work. Mansoor (2013) conducted a study in Pakistan where students were encouraged to incorporate elements of their native language into their English writing. This allowed them to maintain their cultural identity while developing their language skills. The study demonstrated that learners could create authentic and meaningful writing by blending both their native language and the target language.

Creative writing also empowers learners by giving them a platform to express themselves. Lim (2015) noted that through creative writing tasks, students can explore and communicate their emotions, ideas, and perspectives. This not only enhances their language proficiency but also helps them build confidence, as they realize their ability to express complex thoughts and feelings in a foreign language. Thus, creative writing serves as both a linguistic and personal outlet, helping learners engage with the target language in a deeper and more meaningful way.

1.3.1. Teaching Creative Writing

In EFL contexts, teaching creative writing involves various methodologies, each emphasizing distinct aspects of the writing process. One widely used method is the technique-based approach, where students analyze excerpts from literary texts to understand creative writing techniques (Zou et al., 2021). According to Lim (2015), this approach allows instructors to present examples from both famous and lesser-known writers, guiding students in recognizing and applying different narrative techniques. Students are then encouraged to experiment with these methods in their own work, promoting creativity while also reinforcing language structures. However, Lim (2015) warns that this approach can sometimes lead students to merely replicate the model texts, limiting their creative exploration.

Another prominent method is the workshop approach, which prioritizes collaboration and peer feedback. This method requires students to produce writing within set deadlines, followed by sharing their work with peers for critique (Leahy, 2010). This fosters a supportive learning community where students improve their writing through feedback. Leahy (2010) pointed out that workshops promote critical thinking and curiosity about one's

own and others' writing, encouraging revision, a vital part of the creative process.

A third method is the community of writers model, which views writing as a social activity. This approach involves small group work, where students exchange ideas and offer feedback to each other, thus enhancing their writing skills (Guasch et al., 2019). The collaborative environment encourages diverse perspectives. However, Hassaskhah and Mozaffari (2015) found that group dynamics play a significant role, with teacher-assigned groups performing better than student-selected ones, suggesting that group composition affects productivity.

Research concerning creative writing also highlights the importance of incorporating students' personal and cultural experiences into their writing. Sui (2021) found that when students use creative models that resonate with their own cultural backgrounds, they engage more deeply and express their identities more authentically. Mansoor (2015) supported this by arguing that allowing students to integrate their native cultures into English writing not only strengthens their connection to the language but also enhances their overall learning experience.

A blend of the workshop and technique approaches can provide both structure and freedom. Spiro (2014) suggested that after teaching specific writing techniques through models, incorporating workshop discussions allows students to find their unique voice while benefiting from the structure of model texts. This combination supports students' experimentation with language while helping them understand the mechanics of good writing.

Beyond language development, creative writing serves as a tool for identity exploration (Lim, 2015). Hanauer (2012) noted that acquiring a new language reshapes how learners view themselves and their surroundings. Through creative writing, students can navigate and express their identities in the new language, linking their native cultures with their new linguistic environment. This not only aids language acquisition but also fosters personal growth and self-awareness.

In conclusion, creative writing in the EFL classroom enhances linguistic skills, promotes intercultural communication, and encourages identity expression. By integrating multiple methods such as the technique approach, workshop model, and community of writer's teachers can cultivate an engaging learning environment that nurtures both creativity and language proficiency (Blythe & Sweet, 2008; Lim, 2015; Spiro, 2014).

1.4. The Integration of Technology into EFL Classrooms

In Ecuador, the integration of technology into EFL classrooms has become increasingly important, especially following the challenges imposed by the COVID-19 pandemic. The sudden shift to online learning pushed educational institutions to adopt digital tools to maintain educational continuity, which revealed both opportunities and challenges, particularly in the EFL process. Studies have highlighted that while some universities successfully implemented digital platforms, many teachers and students faced difficulties due to the lack of digital literacy and infrastructure, especially in rural areas (Hidalgo-Camacho, López, & Garcés, 2021).

1.5. Digital Literacy and Infrastructure Challenges

In Latin America, similar challenges were observed in countries like Colombia, where the need for improved digital infrastructure and teacher training was evident (Mogollón & Pérez, 2021). In Ecuador, these challenges are exacerbated by unequal access to technology between urban and rural areas. Rural schools, in particular, struggled to provide continuous online education due to inadequate internet access, which further widened the educational gap (Cabrera-Solano, Solano, & Arteaga, 2020). This situation calls for urgent attention to improving both digital literacy and infrastructure.

1.6. Opportunities and Benefits of Technology for EFL Writing

Despite the challenges, digital platforms offer significant opportunities for enhancing EFL instruction. These platforms allow students to share their writing online and receive feedback not only from their teachers but also from a wider audience, thus helping them improve their language skills. According to Cabrera-Solano et al. (2021), using digital tools like Pixton helped Ecuadorian students improve their grammar and vocabulary through interactive writing tasks. Furthermore, these platforms increase student engagement and confidence as they interact with a global audience, which, in turn, enhances their writing proficiency over time (Solano, Solano, & Arteaga, 2021).

1.7. Feedback Quality and Teacher Guidance

However, the quality of feedback provided through digital platforms is a concern. Often, students may receive informal feedback from non-academic sources, which may not be sufficient to improve formal writing skills. Teachers must therefore guide students in evaluating the feedback they receive and provide additional constructive criticism to enhance their learning (Muñoz, Solano, & Arteaga, 2020). This is essential to ensure that students can make the most of the feedback provided in digital environments.

1.8. Improving Teacher Training and Digital Literacy

For technology to be effectively integrated into EFL writing instruction, Ecuador must prioritize improving teacher training and digital literacy. The Ministry of Education has already begun to implement reforms that include professional development programs to help teachers integrate technology into their classrooms more effectively (Arteaga & Valdiviezo, 2022). This is a crucial step toward overcoming the challenges of unequal access to technology and maximizing the potential of digital tools in the classroom.

1.9. The Role of Social Media Platforms in Enhancing Writing Skills in EFL Classrooms

In recent years, social media platforms such as Facebook, Twitter, and Yammer have become essential tools in the EFL classroom, particularly for developing students' writing skills. These platforms offer unique opportunities for collaborative learning, allowing students to interact with peers in ways that foster grammatical competence, vocabulary development, and overall writing proficiency (Fithriani, 2019).

Tabla 2.*Comparision of Social Media Platforms dor EFL Writing*

| Platform | Key Benefit | Example Usage |
|----------|---------------------|--|
| Facebook | Peer Feedback | Students share and critique each other's work in closed groups. |
| Twitter | Conciseness | Students summarize key ideas in 280 characters. |
| Yammer | Academic Discussion | Used for structured, formal discussions in educational settings. |

(Source: Adapted from Fithriani, 2019)

1.10. Facebook: Collaborative Learning and Peer Feedback

Facebook, originally designed as a social networking platform, has shown significant potential for improving writing skills in EFL classrooms. By creating closed groups where students can post their written work, comment on peers' posts, and engage in discussions, Facebook helps create a supportive environment conducive to language learning. Martínez Lirola (2023) found that university students improved both their academic writing and social competencies through regular participation in Facebook discussions. Additionally, the platform's integration of multimedia elements like images and videos enhances engagement and provides a holistic approach to learning English (Boudjadar, 2015). Furthermore, the social nature of Facebook allows students to receive peer feedback, which has been shown to increase motivation and improve writing performance (Fithriani et al., 2019).

1.11. Twitter: Conciseness and Real-Time Interaction

Twitter, a microblogging platform with a 280-character limit, offers a distinct opportunity for improving writing skills. The platform encourages students to be concise and focus on the clarity of their ideas, making it especially useful for practicing summarization and grammar. Research by Ahmed (2015) showed that students who used Twitter as part of their EFL writing instruction performed significantly better than those who did not. Twitter also facilitates real-time peer feedback and collaborative writing exercises, which helps students focus on language accuracy, syntactic structure, and vocabulary (Chen, 2011). The hashtag feature allows students to organize content around

specific themes, making it easier to track discussions and assignments focused on particular writing mechanics (Altakhaineh & Al-Jallad, 2018).

1.12. Yammer: Structured Academic Discussions

Yammer, a professional social networking tool, provides a more formal setting for collaboration in educational environments. Unlike Facebook and Twitter, Yammer is primarily used within organizations, making it ideal for structured academic discussions. Raish (2013) demonstrated how Yammer was used effectively in an undergraduate course to facilitate asynchronous debates, helping students improve both their critical thinking and writing skills. The platform encourages thoughtful, reflective writing, as students have time to compose responses and provide constructive feedback to peers. Using Yammer in EFL classrooms promotes an academic tone and fosters more formal, organized writing tasks.

1.13. Challenges of Using Social Media in EFL Instruction

Despite the benefits of social media platforms, there are challenges associated with their use, especially in ensuring the quality of feedback and managing distractions. Martínez Lirola (2023) noted that while social media can enhance writing skills, it also presents risks such as informal feedback from non-academic sources. Teachers must carefully guide students in interpreting feedback and ensure that writing activities remain focused on academic objectives. In Ecuador, limited access to reliable internet and a lack of familiarity with digital tools may pose significant barriers to fully integrating these platforms into EFL instruction (Muñoz et al., 2020). However, with proper teacher training and support, social media can become a powerful tool for improving writing proficiency among EFL learners (Cabrera-Solano et al., 2020).

CHAPTER II Methodology

2.1. Mixed-Methods Approach

This research used both numbers and detailed perceptions to understand how social media can help senior students improve their creative writing in English. This combined approach was chosen because it brings together statistical data with deep insights into teacher and student experiences (Creswell & Plano Clark, 2018). Research in language learning shows it is important to look at both general patterns and personal views when checking how well teaching methods work (Mackey & Gass, 2021). Using surveys with multiple-choice questions helps gather organized information about what many students think and feel. At the same time, having detailed conversations with teachers through interviews provides a better understanding of their teaching experiences and how they make decisions in the classroom. Because creative writing needs both language skills and personal expression, using this combined approach was necessary to fully understand how social media affects student writing development.

2.2. Quantitative Approach

The number-based part of this study used a survey with multiple-choice questions given to senior students at Unidad Educativa Ibarra. This method was selected to measure how students felt about using social media in their writing practice, providing statistical information about their attitudes, motivation, and how they viewed their progress. Surveys are known to be effective for collecting numerical data that shows patterns in groups of people (Whatley, 2022). The well-organized survey helped fairly gather student responses. This made it possible to compare all answers using the same standards (Dikilitas & Reynolds, 2022). The multiple-choice questions also made it possible to gather standardized information, which was then analyzed to find general patterns about how effective social media is as a teaching tool for creative writing.

2.3. Qualitative Approach

To add to the numerical data, the study included conversations with English teachers through semi-structured interviews. This method was chosen to explore teachers' perspectives on using social media to develop creative writing skills and to examine what

they have already been doing to engage students in developing their writing skills. These types of interviews worked well because they allowed teachers to give detailed answers while still covering the same main topics (Nassaji, 2020). Unlike surveys with fixed answers, the interviews provided a better understanding of important factors that affected student writing development, such as teaching methods, classroom interactions, and challenges faced (Creswell & Clark, 2017). This detailed information added value to the findings by capturing important insights that numbers alone could not show, making the study more complete in its analysis of how social media helps teach creative writing in English.

2.4. Instruments

2.4.1. Students Surveys

Mixed methods research is a comprehensive approach that combines elements of both quantitative and qualitative research to answer research questions. This approach is designed to provide a more holistic understanding compared to standalone quantitative or qualitative studies, as it leverages the strengths of both methodologies (Creswell, 2015). Mixed methods research is often used in various fields, especially in multidisciplinary settings and complex situational or societal research. It may be the right choice if your research process suggests that quantitative or qualitative data alone will not sufficiently answer your research question (Johnson, Onwuegbuzie & Turner, 2007)

2.4.2. Teacher Interviews

To add to the numerical findings, detailed interviews were conducted with English teachers to understand their views on using social media in creative writing instruction. These interviews were chosen because they allow researchers to explore main topics while adjusting questions based on what teachers say (Creswell & Creswell, 2023). In this study, the interviews provided deep insights into teachers' views about creative writing instruction, the methods they use now, and how open they are to using digital platforms. Notably, teachers showed different levels of involvement with creative writing activities, with one already using digital tools, while the second teacher used traditional teaching materials. This difference in teaching approaches showed why detailed conversations were important, as they helped understand the school and classroom factors that affect teaching decisions. Detailed conversations are particularly valuable in English language teaching research, as

they reveal the personal experiences and difficulties teachers face, which numbers alone cannot show (Mackey & Gass, 2021). Gathering teachers' views made the study's findings more complete in revealing how social media can help in teaching creative writing.

2.5. Research Questions

- How does the use of social media as a didactic resource influence the development of creative writing skills in senior students at Unidad Educativa Ibarra?
- What are students' perceptions of using social media to improve their creative writing skills in English?
- How do teachers perceive the integration of social media in creative writing instruction?
- What are the main benefits and challenges of using social media as a didactic tool in teaching creative writing?

2.6. Population and Sample

The research took place at Unidad Educativa Ibarra (UEI), a school in Ibarra, Ecuador. This school has been open for more than 70 years and offers different levels of education: early education, basic education, and high school. Students can choose to study Sciences, Computer Science, or Accounting in high school. The school has earned recognition for its outstanding educational approach and commitment to fostering both academic achievement and personal development among students. UEI enriches its educational program through complementary activities in music, dance, and art. The institution's structured teaching methodology and diverse student community made it an ideal environment for conducting this secondary education research study.

The investigation will be carried out with senior students. Senior students of parallel 'A' have a total of 35 students, senior students of the parallel 'B' have 30 students and senior students of the parallel 'C' have 35 students. These add up to a total of 100 senior students in this institution.

2.7. Sample

This research has a population of 100 senior students. For this reason, the size of the sample is 80. This sample is determined by following the formula where the size, the level of confidence and the corresponding margin of error are considered. Therefore, the sample that was selected is representative because it has the same qualities and characteristics.

Tabla 3.
Population Information

| High School | Level | Class | Students |
|------------------------------------|-----------------|-------------------|----------|
| <i>Unidad Educativa Ibarra</i> | senior Students | 3 rd A | 35 |
| | | 3 rd B | 30 |
| | | 3 rd C | 35 |
| Total | | | 100 |

Note: own elaboration. Source: Survey August 2024

$$n = \frac{Z^2 * p * q * N}{e^2 (N - 1) + Z^2 * p * q}$$

$$n = \frac{(1.96)^2 * 0.5 * 0.5 * 101}{(0.05)^2(101 - 1) + (1.96)^2 * 0.5 * 0.5}$$

$$n = \frac{96.04}{1.2079}$$

$$n = 80$$

2.7. Procedures

The study followed a clear plan of action. Initially, it involved carefully examining and confirming the academic background for the research, which helped build a strong base for the study. This step was essential for creating the research tools: surveys for 80 senior students and interviews with two English teachers. Subsequently, two experts checked and approved these data collection instruments to make sure they were reliable and matched the study goals (Annexes 1-2). Following this, the researcher requested official permission from Universidad Técnica del Norte to conduct the study at Unidad Educativa Ibarra (Annex 3). Once the school principal gave permission, a consent letter was presented to the Vice Principal, English Coordinator, and teachers, explaining what the study was about. They signed the letter to show they agreed to take part (Annexes 4-5). Next, the collection of information began with teacher interviews, which took about 30 minutes each (Annexes 6-8). These conversations provided important information about teaching methods and what teachers thought.

During their English class, students answered the survey. The questions were explained to ensure everyone understood them clearly. To help students understand better and give more accurate answers, the surveys were given in Spanish (Annex 9). Upon collecting all the information, it was organized and studied systematically. Results from the survey were processed in Excel to create tables and charts, while the detailed information from interviews was analyzed to find the main themes and views of participants. Throughout the process, all information was kept private and used only for academic work. Finally, the results helped create a teaching guide that uses comics as a main tool for teaching reading.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Results

The study analyzes survey responses about social media and creative writing from 80 senior students at Unidad Educativa Ibarra. It examines how students use social media to share their creative writing and how they think it affects their writing abilities. The research used structured questionnaires for students and semi-structured interviews with teachers to gather information. This method provided complete information about student writing practices and teaching perspectives. The study combined numbers from student surveys with detailed responses from teacher interviews. This dual approach made the research findings stronger and helped create a complete picture of how social media affects writing in educational settings. The analysis reveals important patterns in how students use digital platforms for writing and shows how this impacts their writing habits and participation.

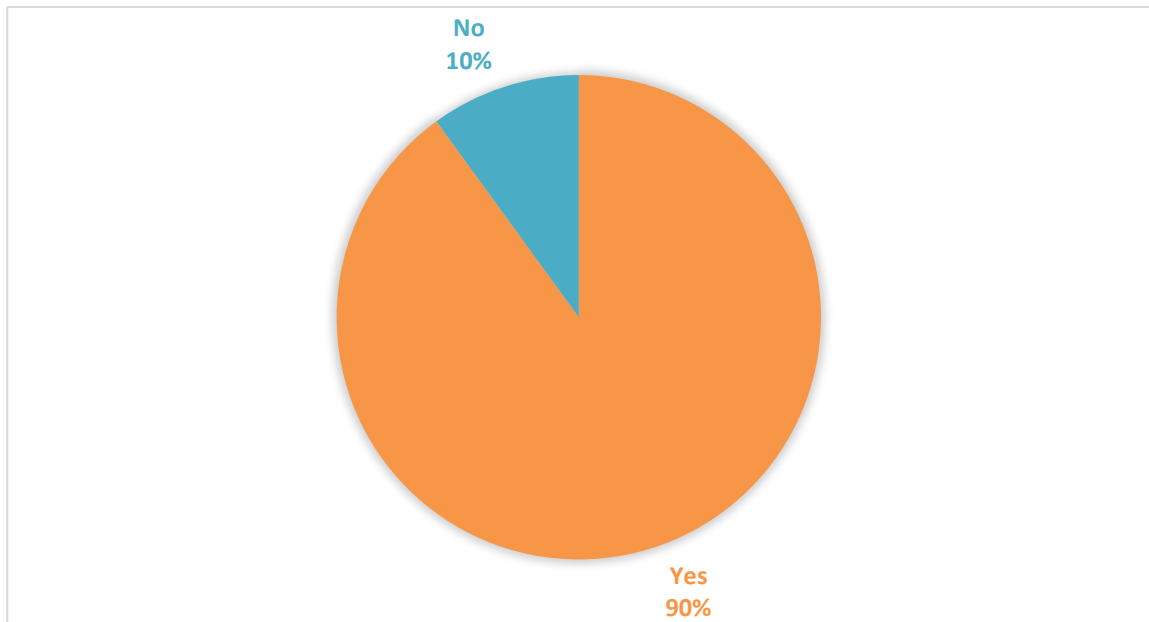
The results are organized into two main sections. The first section looks at what students answered in their questionnaires about sharing creative writing on social media. It shows how comfortable students feel about sharing their writing, which platforms they like to use, what benefits they see, and what types of writing activities they prefer. The second section examines what teachers said during their interviews. Teachers shared their views about how social media affects the way students write and discussed the difficulties of using digital platforms when teaching writing. The study also looks at what other researchers have written about using social media in education to better understand what these findings mean.

3.1.1. Survey applied to the students

1. Are you comfortable sharing your creative writing products on social media?

Figure 1

Share creative writing products on social media



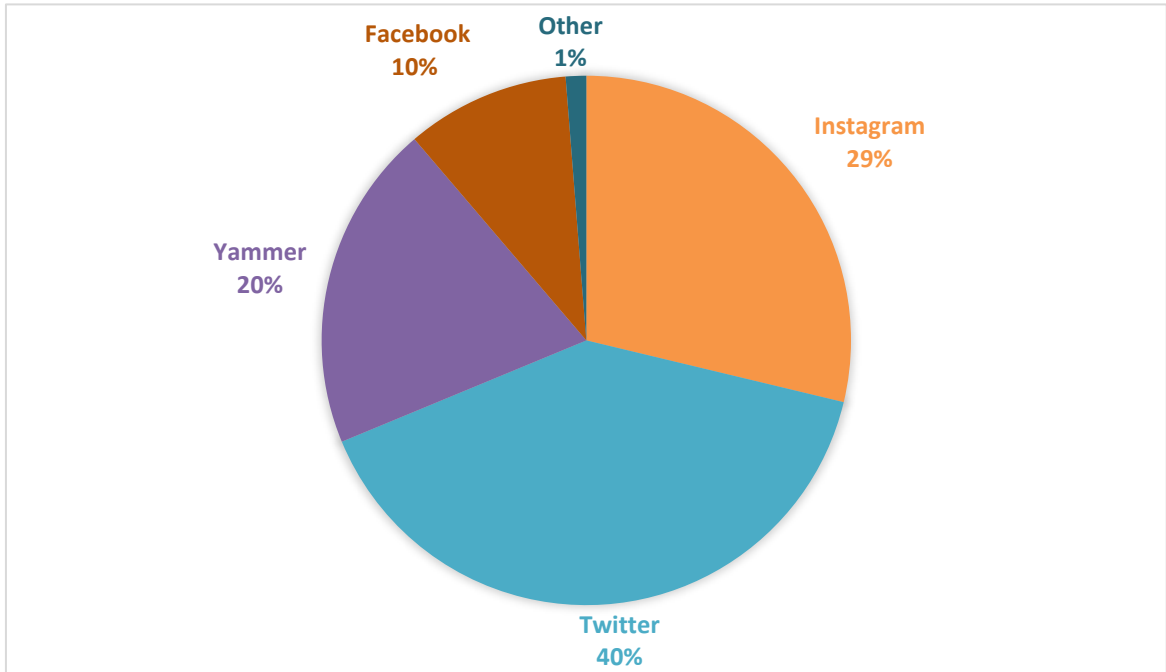
Note: Own elaboration. Source: Survey August 2024

Analysis

Students shared their thoughts about creative writing on social media. The results show that 90% of students feel comfortable sharing their creative writing on social media platforms, while 10% do not want to share their work. This could include creating dedicated online platforms for sharing creative works, organizing virtual events that showcase writers' talents, and offering guidance on effective ways to present content on social media. According to Martínez Lirola (2023), social media helps students practice and improve their English writing skills because they can work together and interact with others. However, it is crucial to consider the concerns of the minority who may be reluctant to share their work. Raish (2013) points out that it is important to have privacy options and safe spaces when students review each other's work online. This suggests that finding a balance between sharing work openly and protecting privacy could help more students participate while staying safe online.

2. On which social media would you like to publish your creative writings?

Figure 2
Social media publish creative writings



Note: Own elaboration. Source: Survey August 2024

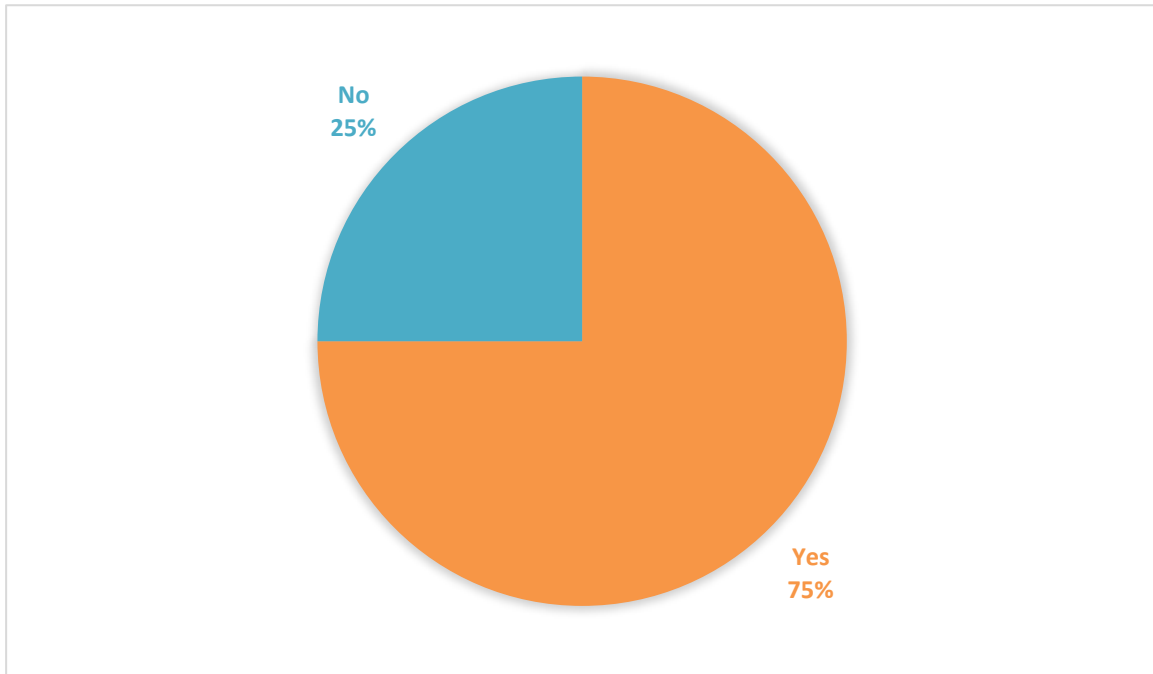
Analysis

When asked about their favorite social media platforms for publishing creative writing, students had different preferences. Twitter was the most popular choice at 40%, followed by Instagram at 28%, Yammer at 20%, Facebook at 10%, and other platforms at 1%. Ahmed (2015) supports the effectiveness of Twitter in helping students write better because they learn to write clearly and briefly while engaging with others. In addition, Raish (2013) explains that Yammer works well for students to give feedback to each other and work together on academic tasks. These findings suggest that schools should use the social media platforms that students prefer to keep them interested and make writing activities easy to access.

3. Do you believe social media is a good strategy for improving your creative writing?

Figure 3

Social media is a good strategy for improving your creative writing



Note: Own elaboration. Source: Survey August 2024

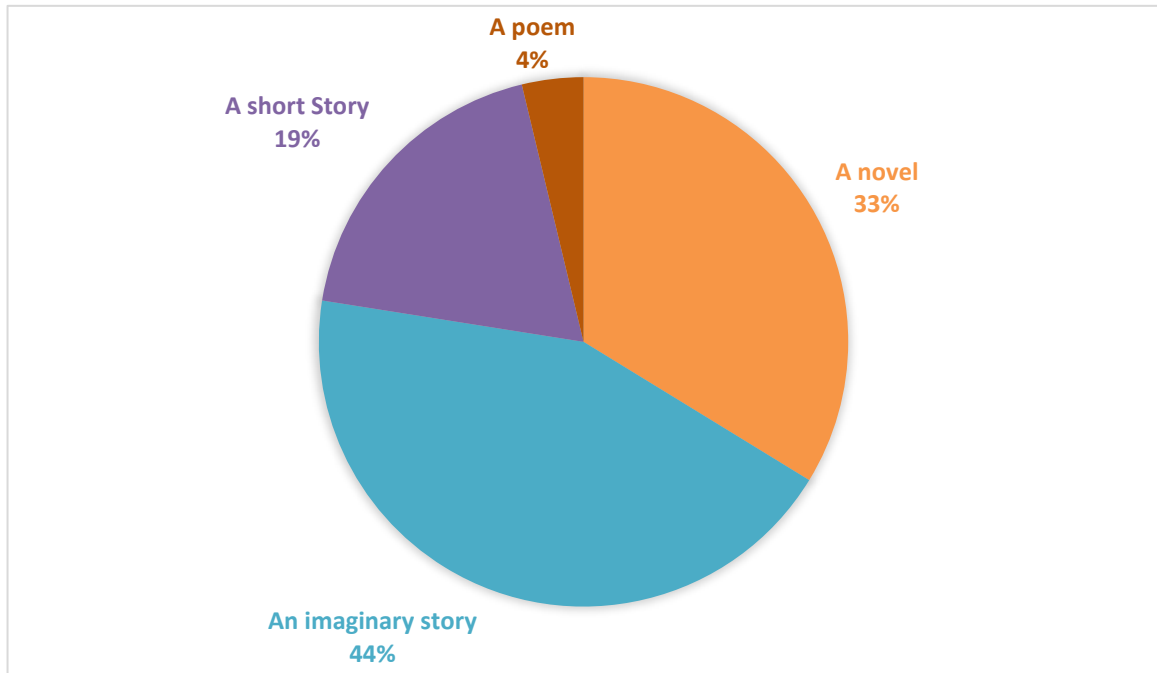
Analysis

The study also asked students if they think social media helps improve their creative writing. Most students (75%) believe social media is helpful for their writing, but 25% disagree. Martínez Lirola (2023) explains that social media creates an active space where students can practice language and write together, which makes them more motivated. However, Lin et al., (2021) discuss how digital communication can sometimes be overwhelming for students, which might explain why some students do not find it helpful. To help all students benefit from social media, teachers could provide more guidance and support. This means teachers could set up online meetings or group sessions to help students learn how to use social media better. Students could learn ways to connect with other writers, get helpful comments on their work, and join groups of people who also like to write.

4. Which of the activities below would you like to learn how to write?

Figure 4

Activities to write in creative writing



Note: Own Note: Own elaboration. Source: Survey August 2024

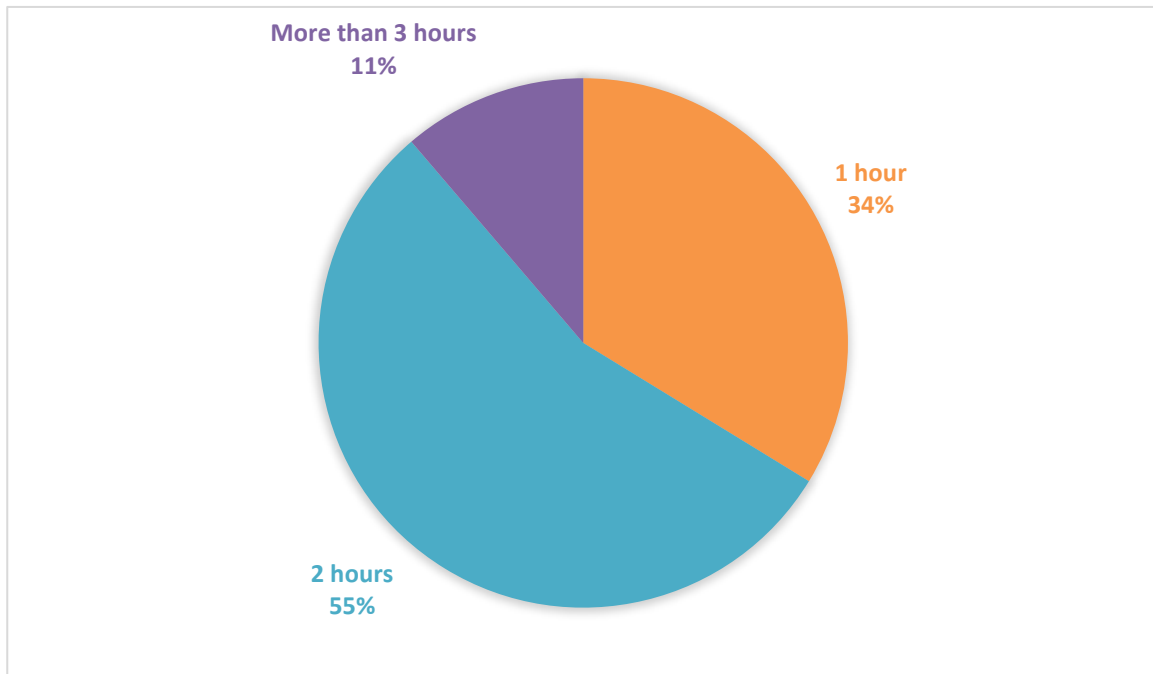
Analysis

Students showed different interests in writing activities. Most students want to write imaginary stories (43%) and novels (33%), while others prefer short stories (18%) and poems (3%). Huang and Becker (2017) explain that students develop better writing skills when they work on creative tasks they care about. Graham et al. (2021) pointed out that when writing lessons match student interests, both writing speed and quality improve. Teachers could create special writing sessions where students learn to develop imaginative stories, which would increase their interest in writing and help improve their skills.

5. How long do you spend time on social media every day?

Figure 5

Spend time on social media every day



Note: Own elaboration. Source: Survey August 2024

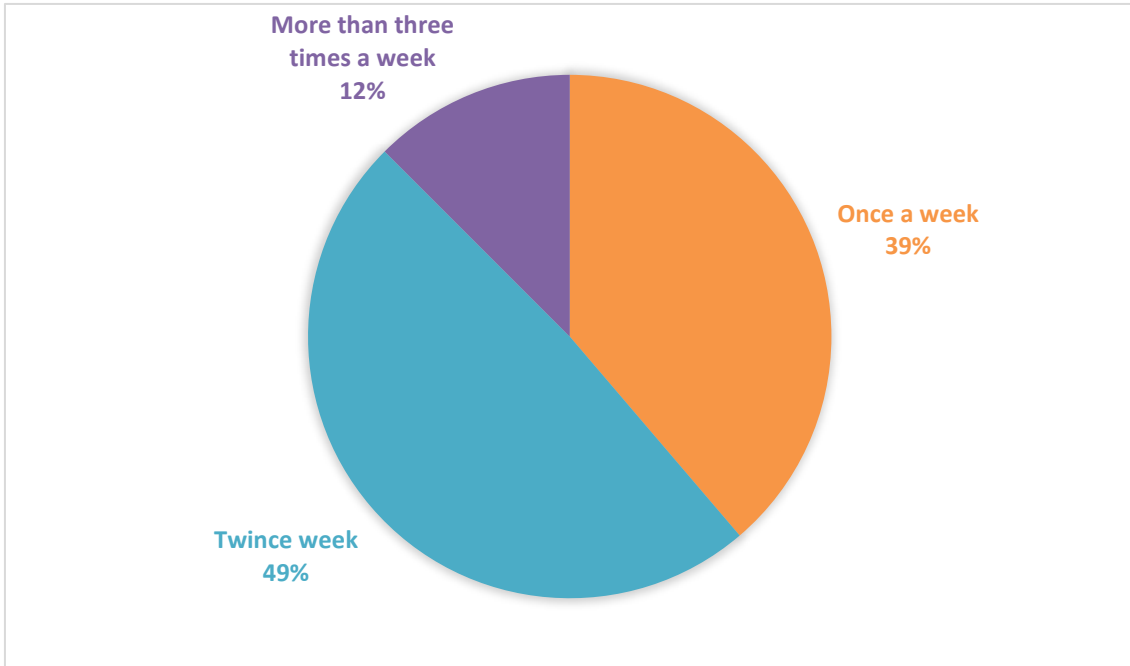
Analysis

When asked about time spent on social media, most students (55%) use social media for about 2 hours each day. Another group (33%) spends 1 hour, and some students (11%) use it for more than 3 hours daily. Chen (2011) explains that people actively use social media because it helps them connect with others and share information. However, Oliveira et al. (2021) warn that excessive time online can affect students' writing focus. To solve this problem, teachers should include controlled social media activities during class time instead of letting students use them freely outside of school. This way, teachers can better monitor how students use social media and make sure it helps rather than distracts from their writing practice.

6. How often do you post on social media every week?

Figure 6

Time post on social media



Note: Own elaboration. Source: Survey August 2024

Analysis

The study also looked at how often students post on social media. Almost half of the students (48%) post twice a week, while 38% post once a week, and 12% post more than three times weekly. Boudjadar (2015) found that writing often online helps students improve their language skills by creating good writing habits. Cabrera-Solano et al. (2021) also show that digital platforms encourage students to write regularly. Teachers could plan writing activities that follow students' natural posting schedule on social media, making it easier for them to practice writing regularly. To optimize community engagement and content distribution, it is recommended to align communication and initiatives with the prevalent posting frequency of twice a week.

3.1.2. Interview applied to the teachers.

This interview is addressed to the teachers of Unidad Educativa Ibarra. Its purpose is to collect information according to the questions raised. These results will be used to determine social media as a didactic resource used by the teacher to develop students creative writing.

1.- How long have you been working as an English teacher? How would you describe your experience as an English teacher so far? Do you consider you have enough knowledge when it comes to methods and approaches?

Teacher A: I have been working at school for more than fifteen years in the English area, and this has been a very rewarding experience for me. Yes, I consider I have plenty of resources to share with my students

Teacher B: I have been working for 5 years, you could say that I still have a lot to learn about teaching.

Analysis

Teacher A, with over fifteen years of experience, demonstrates a broader understanding of pedagogical strategies, whereas Teacher B, with only five years in the field, acknowledges the need for further development. This contrast highlights the importance of continuous professional development in writing instruction, as emphasized by Graham et al. (2020), who stress that experienced teachers tend to implement more diverse and structured writing strategies. Moreover, Reed et al. (2020) argue that training in writing instruction is crucial for ensuring that even less-experienced teachers feel confident in fostering students' writing skills.

2.- Is it important for your students to develop creative writing skills?

Teacher A: I think it is since creativity is something that we strengthen very little in English, so it would be a good thing to implement activities that help the development of creative writing in our students.

Teacher B: I think it should be implemented in the syllabus of the government books.

Analysis

Both teachers recognize the significance of creative writing, but their approaches to its implementation differ. Teacher A suggests that creativity is not sufficiently emphasized in English instruction and advocates for additional activities, while Teacher B believes it

should be officially included in government-mandated curricula. This shows the current discussion about how to include creative writing in schools. Research by Jones and Wang (2020) shows that students who write well tend to perform better in their studies, which demonstrates why it is important to develop creative writing along with regular language abilities. Research from Graham et al. (2021) also points out that teaching creative writing in an organized way can contribute to improving students' overall language skills, which supports Teacher A's opinion about needing more creative activities.

3.- What techniques do you use in your class to improve creative writing in your students?

Teacher A: Sometimes I implement creative writing when I have them write a letter telling me about an experience the students have had or many times I have them create an email where they can express their ideas.

Teacher B: I hardly implement any strategies or techniques, as I only rely on the activities in the English module.

Analysis

There is an important difference in how the two teachers approach creative writing instruction. Teacher A uses activities like writing personal letters and emails, which gives students real-world writing practice. However, Teacher B only uses the exercises from the course modules, which does not give students many chances to be creative. This matches what Alitto et al. (2016) found in their research - that giving feedback and having students actively participate in writing tasks helps them become better writers. Additionally, research by Harris et al. (2006) shows that when students learn to plan and revise their own writing (called self-regulated strategy development or SRSD), they write more easily and feel more motivated. Teacher A's teaching method is more similar to this approach, which suggests that adding more activities like these could help Teacher B's students improve.

4. What creative writing activities do you think your students feel most comfortable writing in?

Teacher A: I think they feel most comfortable when they write about a life experience. I have also tried to implement other types of activities such as writing a short story where they create the characters and their scenarios.

Teacher B: I don't implement any activities that are not in the English module.

Analysis

According to Teacher A, students feel most at ease when writing about their own experiences and sometimes write stories, while Teacher B only follows the activities in the English module. This difference matters because writing about personal experiences has been shown to help students develop their language skills. Research by Green and Smith (2019) found that when students write about topics that matter to them personally, they feel more motivated and can write more easily. By not including different types of writing activities, Teacher B's class misses the chance to increase students' natural interest in writing.

5.- May social networks be a good resource for students to publish their creative writing products?

Teacher A: I find it interactive that they can use social networks as a didactic resource since they have more knowledge about their use.

Teacher B: it would be a good thing to implement the use of social media in education.

Analysis

Both teachers express a positive attitude toward using social media as a tool for publishing students' creative writing. Teacher A highlights its interactive potential, while Teacher B acknowledges the general benefits of integrating technology into education. These perspectives align with the findings of Martínez Lirola (2023), who emphasized that social media fosters engagement and provides a platform for peer feedback. Similarly, Fithriani et al. (2019) found that students perceive Facebook as a valuable tool for writing development, as it encourages collaboration and exposure to different writing styles. However, as Oliveira, Chen, and Kim (2021) cautioned, excessive online engagement may negatively impact students' focus on writing tasks, indicating a need for structured implementation of digital platforms in education.

6.- What do you think about creating a yammer group where students can publish their creative writings?

Teacher A: would be a very good thing since it would be a uniquely academic group where they can feel more comfortable.

Teacher B: I think it would be a very good resource, since it would help to implement

technology with education.

Analysis

Both teachers agree with creating a Yammer group as a special academic space where students can share their creative writing. This matches what Raish (2013) discovered in their research - that when students use social media to review each other's work, they participate more actively and think more critically. Research by Cabrera-Solano et al. (2021) also shows that digital platforms like Pixton help students learn to write in English as a foreign language, which suggests Yammer could be similarly useful as an academic tool. To maximize effectiveness, structured guidelines and training on how to use Yammer for educational purposes should be implemented. A clear plan will help the Yammer group maintain its focus on learning and creative writing activities. The provision of training sessions and helpful materials for teachers and students will lead to better use of Yammer. This support will create a space where students can collaborate and develop their interest in creative writing activities.

CHAPTER IV: PROPOSAL

Proposal title

From creativity to letters

Objectives

General objective

Design a didactic guide about social media as a didactic resource to improve senior students' creative writing.

Specific objective

- Determine activities that will help senior students in the development of creative writing.
- Develop creative writing activities that will help senior students in the development of their creativity.

Introduction

This proposal on social media as a didactic resource to improve creative writing is an essential tool for the students of Unidad Educativa Ibarra; teachers will have the opportunity to guide themselves and teach and help senior students acquire creative writing skills and improve their writing skills. This didactic guide has been created according to the needs of each student. It has been validated with a survey of the students. In addition, a tabulation was made, and results were obtained. Within this guide, there are different activities and lessons that help create and motivate students with creative writing using social media as a didactic and interactive resource, incorporating technology and education.

Justification

"From Letter to Creative" is a didactic guide that inspires students to improve their creative writing skills using social media as a didactic resource. With a series of motivating activities, students are encouraged to create their own works and explore their writing potential. The guide is organized into three units, each containing three lessons that build on the previous one. As a final project, students are tasked with writing a piece of creative writing that is shared on the assigned social media educational working group.

Get ready to unleash your creativity!

PROPOSAL DEVELOPMENT

ENHANCING CREATIVE
WRITING THROUGH
SOCIAL MEDIA

MARIA JOSÉ
BARRIGA



JUSTIFICATION

"From Letter to Creative" is a didactic guide that inspires students to improve their creative writing skills using social media as a didactic resource. With a series of motivating activities, students are encouraged to create their own works and explore their writing potential. The guide is organized into three units, each containing three lessons that build on the previous one. As a final project, students are tasked with writing a piece of creative writing that is shared on the assigned social media educational working group.

Get ready to unleash your creativity!

OBJECTIVES

General Objective

Design a didactic guide that integrates social media as a didactic resource to improve senior students' creative writing skills.

Specific Objectives:


- Implement interactive activities using Facebook, X (Twitter), and Yammer to enhance writing skills.
- Develop students' ability to write structured and creative texts through digital engagement.
- Foster collaboration and peer review using social media platforms.



INTRODUCTION

This proposal on social media as a didactic resource to improve creative writing is an essential tool for the students of Unidad Educativa Ibarra; teachers will have the opportunity to guide themselves and teach and help senior students acquire creative writing skills and improve their writing skills.


This didactic guide has been created according to the needs of each student. It has been validated with a survey of the students. In addition, a tabulation was made, and results were obtained. Within this guide, there are different activities and lessons that help create and motivate students with creative writing using social media as a didactic and interactive resource, incorporating technology and education.





INTERACTIVE SOCIAL MEDIA ACTIVITIES OVERVIEW

Before starting each unit, students will engage in the following interactive activities to develop their creative writing skills using social media: **Facebook Group Discussions:** Students will post their writing pieces and provide peer feedback. **Twitter Challenges:** Short writing prompts that encourage concise and impactful storytelling. **Yammer Debates:** Students will discuss and expand on writing techniques collaboratively. **Blogger/Google Docs Collaboration:** Writing longer, structured pieces with peer reviews. **TikTok Video Narration:** Recording and narrating their own creative stories.



CONTENTS

UNIT 1: Simple Sentences

Topic | Language Development | Grammar for writing

- Lesson 1: People | Nouns and Verbs | To verb be
Lesson 2: Seasons | Adjectives and Nouns | Sentences type 1
Lesson 3: Lifestyle | Collocations | Sentences type 2

UNIT 2: Complex Sentences

Topic | Language Development | Grammar for writing

- Lesson 1: Complex sentences | Complex sentences | Present continuous
Lesson 2: Transport | If... not and Unless | First conditional
Lesson 3: Animals | Combining sentences | But and Whereas

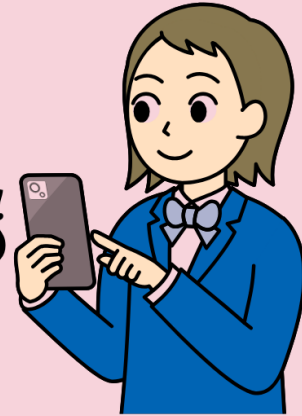
UNIT 3: Paragraphs

Topic | Language Development | Grammar for writing

- Lesson 1: Festival and Celebrations | Spider Diagram | Paragraph Organization 1
Lesson 2: The environment | Subject pronouns | Topic Sentences
Lesson 3: Health and Fitness | Compound nouns | Paragraph Organization 2



UNIT 1: SIMPLE SENTENCES



Unit Objective: Help students write clear and structured simple sentences using social media for practice and interaction.



- **Platform:** Facebook
- **Objective:** Students will create and identify simple sentences using real-life contexts.

- **Platform:** viva engage (Yammer)
- **Objective:** Students will describe seasons using adjectives and nouns.



- **Platform:** X (Twitter)
- **Objective:** Students will use collocations to describe daily activities.



LESSON 1:

PEOPLE



LANGUAGE DEVELOPMENT

Nouns and Verbs

States or actions are verbs. People, places, or things are nouns.

Verbs: Sam **is** a student. Leo **rides** a horse.

Nouns: Sam **is** a **student**. Leo **rides** a **horse**.

1. Read the sentences (1-7) and write the bold words in the correct part of the table.

1. Daniel was born in **Ibarra**.
2. My **mother** is a doctor.
3. Luciana **works** in Quito.
4. Otavalo **is** a beautiful city.
5. The new car of **Manuel** is very expensive.
6. Jonathan is riding a **bike**.
7. Martha **likes** to eat pizza.

| Verbs | Nouns |
|-------|-------|
| | |



LESSON 1:

PEOPLE



2. Read the sentences (1 - 5) and write the words from the box on the gaps.

singer - is - live - plays - Otavalo

1. My favorite _____ is from Ecuador. His name is Segundo Rosero.
2. He is my brother, He _____ a teacher.
3. I was born in Imbabura. I currently _____ in Ibarra.
4. Andre loves to _____ basketball in her free time.
5. _____ is a small city.



GRAMMAR FOR WRITING

The verb to-be

In present simple, the verb to-verb has three forms: **am**, **is**, and **are**.

We use **am** with **I** -> **I am** a teacher.

We use **is** with **she**, **he**, or **it** -> **She is** my mother.

We use **are** with **you**, **they**, or **we** -> **They are** my family.

3. Read the text bellow and write am, is, or are in the gaps.

Hello! My name _____ Jack. I _____ 24 years old. I _____ from Ecuador. Currently, I live with my parents in Otavalo. My mother's name _____ Mirian. My father's name _____ Oswaldo. My hobbies _____ listening to music and watching horror movies.



LESSON 1:

PEOPLE



4. Observe the pictures (1 - 4). What can you see in the pictures? Circle the correct answers from option A-C.



- a. She is my mother. She work as a doctor.
- b. She are my mother. She works as a doctor.
- c. She is my mother. She works as a dorckr.



- a. They are my cousins. They are playing soccer.
- b. They am my cousins. They plays soccer.
- c. They are my cousins. They plays soccer.



- a. I lives in Ecuador. I am an Ecuadorian.
- b. I live in Ecuador. I am an Ecuadorian.
- c. I live in Ecuador. I am a Ecuadorian.



- a. He is riding a horse. He probably is a cowboy.
- b. He rides a horse. He probably are a cowboy.
- c. He is riding a horse. They probably are cowboys.

LESSON 1: PEOPLE



5. **Creative Writing.** Observe the pictures and write three simple sentences describing them. Share the sentences in the **Facebook** group and interact with at least two classmates.







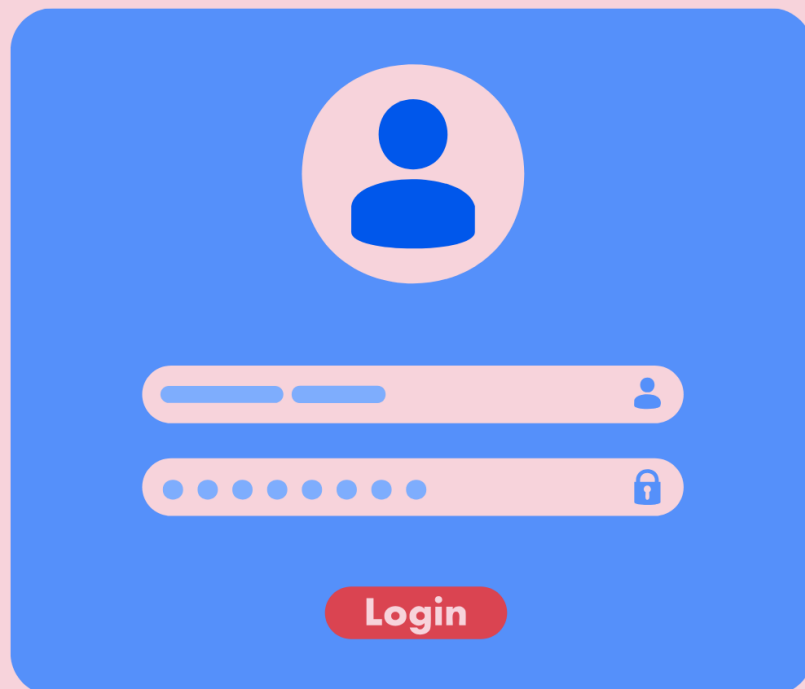




Enter the facebook
group through the
link given:



<https://www.facebook.com/share/g/1HKujKqj7P/>



LESSON 2:

SEASONS



LANGUAGE DEVELOPMENT

Adjectives and Nouns

People, places, or things are nouns. The words that we use to **describe** people, places, or things are adjectives. Plus, adjectives also can describe states. The girl is **small**. The climate is **bad**. It is **cold**.

1. Circle the adjectives and underline the nouns in the sentences (1-5).

1. January is very warm.
2. December is a cold month.
3. Summers are hot.
4. My new jacket is perfect for fall.
5. Winters are cold.

2. Read the sentences (1-5) below and use the words in the box to complete the gaps.

am - windy - young - was - warm

1. Today, I _____ happy.
2. October is cold and _____.
3. My mother is _____.
4. The movie _____ boring.
5. The weather is _____ and perfect for a picnic.



LESSON 2:

SEASONS



GRAMMAR FOR WRITING

Subject and verb

The subject is a pronoun, a noun, or a noun phrase.

- Pronoun: **She** is from Manabi.
- Noun: **The weather** is sunny.
- Noun phrase: Ecuador has a **good climate**.

The verbs go after the subject in a sentence.

- **She is** from Manabi.
- **It is** sunny.

3. Match the sentences halves.

- | | |
|---------------------|---------------------------|
| 1. Spring | a. is very cold. |
| 2. The universities | b. are closed. |
| 3. Juan and Mary | c. are my siblings. |
| 4. Summer | d. is a beautiful season. |
| 5. Fall | c. is very hot. |

4. Write information about your city.

City: Ibarra

Country: Ecuador

Seasons: 2 (summer and winter)

_____ (city) is in _____. My city has
_____ (number) seasons. The seasons are _____
and _____. My favorite season is _____.



LESSON 2:



Viva Engage

SEASON

5. **Creative Writing.** Write a short paragraph about an imaginary city with four seasons and share it on Yammer. Respond to at least two classmates' descriptions.

<https://engage.cloud.microsoft/main/org/utn.edu.ec/groups/eyJfdHlwZSI6Ikdyb3VwIiwiaWQiOiIyMTgwMzc5Mjc5MzYifQ>



6. **Creative Writing.** Write at least five facts about your city. When you finish share your ideas on the **Facebook** group.



LESSON 3:

LIFESTYLE



LANGUAGE DEVELOPMENT

Collocations

Two or more than two words that are often used together are known as collocations. There are different types of collocations:

- A verb + noun: I **have breakfast**.
- A verb + a noun phrase: She **plays video games**.
- A verb + a prepositional phrase: Maria **goes to the cinema**.

1. Match the sentences halves.

- | | |
|---------------------------|---|
| 1. Marian made | a. for help with her homework. |
| 2. The chef took a | b. to music while studying. |
| 3. He eats a | c. a sandwich for lunch in the park. |
| 4. Pedro listened | d. chance and invest in the startup. |
| 5. Ariel asked | e. a decision to pursue a new career. |

2. Read the sentence (1-6) and write the verbs from the box in the gaps.

take - bought - made - wrote - goes

1. She _____ a **book** at the bookstore.
2. I _____ a **shower** every day at 7:30 am.
3. They _____ a **cake** for the birthday party.
4. She _____ to a **cinema**.
5. He _____ a **letter to her friend** about his holiday.



LESSON 3:

LIFESTYLE



GRAMMAR FOR WRITING

Subject - Verb - Object

The subject is a pronoun, a noun, or a noun phrase.

The verb is after the subject in the sentence.

The object is a pronoun, a noun, or a noun phrase. It goes after the verb.

- **Subject:** Alexander loves Maria.
- **Verb:** Alexander loves Maria.
- **Object:** Alexander loves Maria.

3. Work with a partner. Correct the mistakes in the sentences (1-5).

1. an apple she eats. _____
2. last night a letter he wrote. _____
3. He write a letter. _____
4. The cat catche mice. _____
5. We regularly visit the museum. _____



GRAMMAR FOR WRITING

Present Simple Tense

The Present Simple Tense is commonly used to talk about people's typical lifestyles.

- I wake up at 8 o'clock in the morning.

If the subject is third person (he, she, it) and singular, we add "s", "es", or "ies" to the verb.

- Martha watches TV at night.

If the verb is "have", we use "has" in the third person.



LESSON 3:

LIFESTYLE



4. Read the text. Circle the correct forms of the verbs.

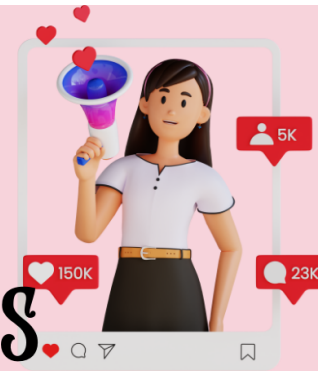
Lian **is/are** a student at Universidad Técnica del Norte. This **is/are** his schedule. He **study/studies** English. He **get/gets** up at 6:00 am. On Monday, Wednesday, and Friday, Lian **have/has** speaking club at 3:30 pm. On the other hand, On Tuesday and Thursday, Lian **have/has** theater classes. Lian **go/goes** to the gym on Saturday and Sunday at 7:00 am.



5. **Creative writing.** Write a tweet about a student's lifestyle using collocations and correct verb tense. Comment on at least two classmates' tweets.



UNIT 2: COMPLEX SENTENCES



Unit Objective: Develop students' ability to write and understand complex sentences through social media engagement.

Lesson 1: Complex Sentences

Platform: Yammer

Objective: Students will use subordinating conjunctions to form complex sentences.



Lesson 3: Animals

Platform: Facebook Group

Objective: Students will combine sentences using and, or, but, and whereas.

Lesson 2: Transport

Platform: X (Twitter)

Objective: Students will use conditional sentences to discuss traffic and transportation issues.



LESSON 1:

COMPLEX SENTENCES



LANGUAGE DEVELOPMENT

Complex Sentences

The combination of an independent clause (simple sentence) and an independent clause.

Independent clauses start with a Subordinating Conjunction:

- | | |
|------------|-----------|
| - After | - While |
| - Although | - Whereas |
| - Because | - When |
| - Before | - Until |
| - If | - Unless |
| - Since | - Though |
- **After:** After the storm, residents emerged to assess the damage.
 - **If:** Project goals can be achieved if the team collaborates effectively.
 - **When:** Tranquility descends on the beach **when** the sun sets.

1. Observe the following picture. Then pick out the complex sentence that best describes it.



- Some prefer tea, **whereas** others like coffee.
- you will become dehydrated **unless** you drink water.
- After** dinner, you must drink a hot drink.



LESSON 1:

COMPLEX SENTENCES



2. Complete the sentences using the subordinating conjunctions in the box.

After - although - because - before - if

1. _____ dinner, they watched a movie together.
2. She was happy _____ it was a cloudy day.
3. We brought umbrellas _____ the weather forecast predicted rain.
4. Let's finish the puzzle _____ bedtime.
5. You'll find your keys _____ you check your bag.



GRAMMAR FOR WRITING

Present Continuous

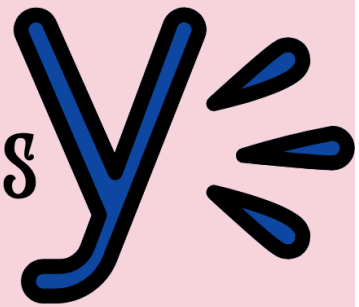
We use the present continuous for things happening at or around the time of speaking. It indicates that the actions aren't completed when the speaker speaks.

- He **is eating** before going to the gym.
- They **are playing** in the park until it gets dark.
- The plants **are growing** well since we started using fertilizer.
- They **are going** for a walk after finishing their homework.



LESSON 1:

COMPLEX SENTENCES



3. Observe a picture and describe it using a complex sentence, then share it on Viva Engage group (Yamme)r and engage with two classmates.







LESSON 2:

TRANSPORT



LANGUAGE DEVELOPMENT

If ... not and Unless

We can use **if ... not** and **unless** to talk about the consequences of not doing a certain action.

- Action: car circulation is restricted.
- Consequence: less air pollution.

If the government **does not** restrict car circulation, the air won't be less polluted.

The air won't be less polluted **unless** the government restricts car circulation.

1. Join the sentences using **if ... not** or **unless**. Remember to use a negative verb in the consequence.

a. The traffic will increase. The government builds more roads.
(if not)

b. Water pollution will decrease. The population uses less plastic products. (unless)

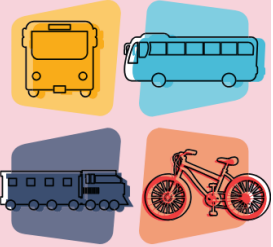
c. The city improve the public bus system. There will be less traffic jams. (if not)

d. We will solve the traffic problem. We use alternative transport methods such as bicycles. (unless)



LESSON 2:

TRANSPORT



2. Match the sentences halves. Write the correct answer.

1. We should hurry to the bus stop because
2. She needs to leave now
3. Plan your route carefully
4. Let's grab a taxi to the concert venue

- a. if not, we might miss the last bus home.
- b. unless we want to be stuck in traffic for hours.
- c. unless you want to get lost in this unfamiliar city.
- d. if not, we'll be late for the opening act.

LESSON 2:

TRANSPORT



GRAMMAR FOR WRITING

FIRST CONDITIONAL

We can use the First Conditional to persuade or negotiate. Observe the use of **if** and **will** to combine two sentences:

- Action: Built a bicycle pat.
- Consequence: Reduce the traffic jams.

If the government builds a bicycle path, it will reduce the traffic jams.

Be aware:

- action starts with **if**.
- consequence starts with **will**.
- **Can** changes to **be able to** in the consequence clause.

3. Join the pairs of sentences using **if** and **will**.

a. Sam moved to a flat next to the university. She has fewer traffic problems.

b. Sara leaves the house late. She is stuck in traffic jams.

c. A lot of cars use the roads. Gestation increases the price of the fuel.

d. There are more traffic lights. Cars move slowly during the rush hours,



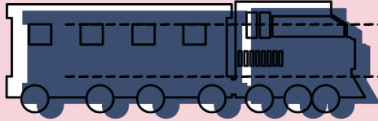
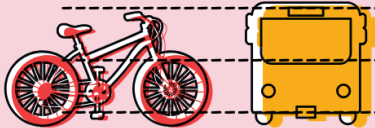
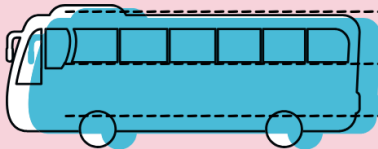
LESSON 2:

TRANSPORT

4. **Creative writing.** Write a tweet describing a transportation issue using First Conditional (e.g., If the government builds bike lanes, traffic will be reduced.). Respond to two classmates' tweets with suggestions



.....



5. **Creative Writing.** Discuss the advantages and disadvantages of two of the solutions to a city's traffic congestion problems.

.....
.....
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LESSON 3:

ANIMALS



LANGUAGE DEVELOPMENT

COMBINING SENTENCES

When joining sentences, you can take out some words. For instance, if the subject and the verb are the same, you do not need to repeat them.

- In affirmative sentences: **and**
Dogs are lovely. dogs are faithful.
- Dogs are lovely **and** faithful.
- In negative sentences: **or**
Dogs do not eat potatoes. Dogs do not drink coke.
- Dogs do not eat potatoes **or** drink coke.

1. Join the pairs of sentences with and / or. Take out the repeated words.

a. A cat is an intelligent animal. A cat is an independent animal.

b. Sheep have white fur. Sheep have a fluffy fur.

c. Dogs are an endangered species. Dogs are a protected species.

d. Ducks are not aggressive. Ducks are not hostile.

e. Monkeys eat bananas. Monkeys eat + meat.

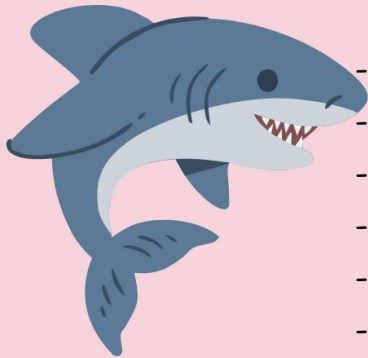


LESSON 3:

ANIMALS



2. Observe the pictures and describe them. using **and** and **or**.







LESSON 3:

ANIMALS



LANGUAGE DEVELOPMENT

BUT and Whereas

Both words are used to contrast two sentences whereas it is more formal. We must put a comma before but and whereas.

3. Write at least six sentences contrasting the animal on the activity 2. Use but or whereas.

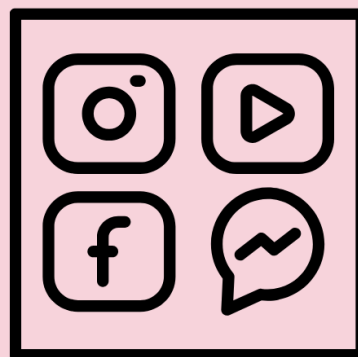
4. **Creative Writing.** Observe images and write a comparison between two animals using but and whereas. Post it in the Facebook group and comment on at least two classmates' comparisons.







UNIT 3: PARAGRAPHS

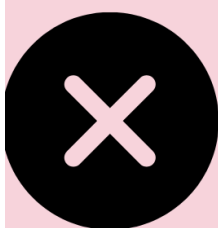


Unit Objective: Guide students in organizing ideas into structured paragraphs, using social media for feedback.

Lesson 1: Festivals and Celebrations

Platform: Facebook / Google Docs

Objective: Students will organize ideas into paragraphs using a spider diagram.



Lesson 2: The Environment

Platform: X (Twitter)

Objective: Students will use subject pronouns and topic sentences to write short texts.

Lesson 3: Health and Fitness

Platform: Facebook

Objective: Students will write a structured paragraph on a health-related topic.



LESSON 1:

FESTIVALS AND CELEBRATIONS



ACADEMIC WRITING SKILLS

Paragraph organization1: Organization sentences.

A paragraph is sentences about one topic together. When we write about a different topic, we write a new paragraph.

In formal English, we put simple sentences and complex sentences together to create paragraphs.

1. Look at the sentences (a-f). They are from two paragraphs. Paragraph 1 is about a city, while paragraph 2 is about a festival. Write 1 or 2 next to each sentence.
 - a. La Mama Negra is a popular festival in Ecuador. _____
 - b. Guaranda is a beautiful city. _____
 - c. It has different interesting buildings. _____
 - d. people parade through the streets of the city wearing colorful costumes. _____
 - c. It is a city that reflects the Spanish influence, and this is reflected in buildings such as the Cathedral Church. _____
 - e. The main character is La Mama Negra, who represents Virgen Maria. _____



LESSON 1:

FESTIVALS AND CELEBRATIONS

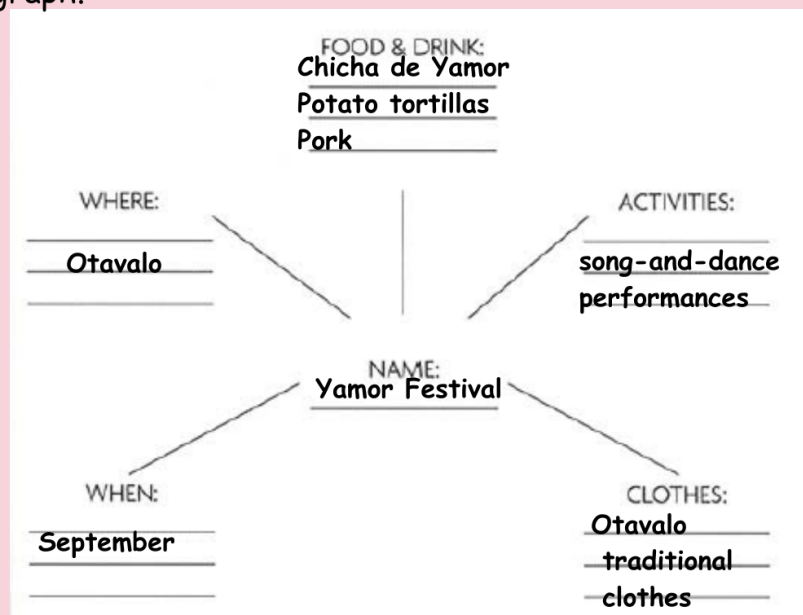


LANGUAGE DEVELOPMENT

Spider diagram to organize ideas

Before to write is necessary to order your ideas and decide what to write about. A spider diagram is a good strategy to organize your ideas.

2. Look at the notes about a celebration in the spider diagram. Use the information to complete the gaps in the paragraph.



In _____, Ecuador, people celebrate _____. It is in _____. People usually wear _____. In the afternoons, people organize _____ and normally eat _____ and drink _____, which is fermented corn drink.

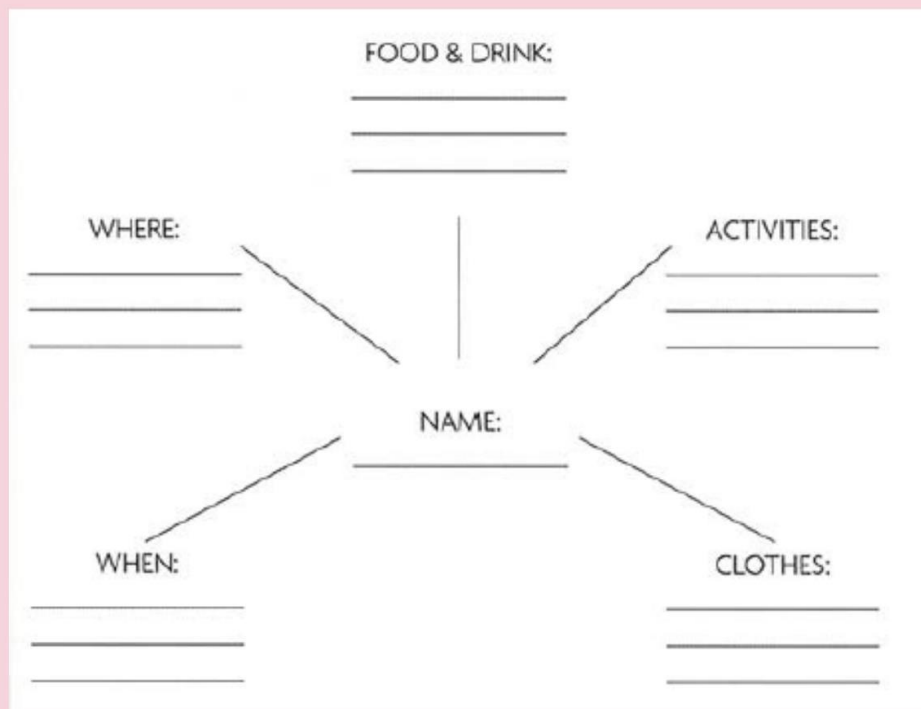


LESSON 1:

FESTIVALS AND CELEBRATIONS



3. Choose one important celebration of your city. Then, complete the spider diagram.



4. Creative Writing. Write a paragraph using the diagram and post it on Blogger or Google Docs. Read and comment on two classmates' work.

LESSON 2:

THE ENVIRONMENT



ACADEMIC WRITING SKILLS

Subject Pronouns

We use subject pronouns in order to avoid repetition in the paragraph.

- **Recycling** reduces the amount of human waste.
It is useful to avoid the climate change.

Subject pronouns are:

- I
- you
- she
- he
- it
- they
- we.

1. Write a subject pronoun in each gap to complete the sentences.
 1. Climate change is dangerous for our planet. ___ is destroying the habits of many animals.
 2. People can stop the climate change. ___ can do different activities such as recycling.
 3. A scientist is an individual who studies the natural world. ___ or ___ follows the scientific method.
 4. Polar bears are losing their natural. Now, ___ are endangered animals.



LESSON 2:

THE ENVIRONMENT



2. Write subject pronouns in the gaps to complete the paragraph.

Scientists are people who study climate change phenomena. _____ are worried about the negative effects of _____ on our planet. Some of them are rising temperatures, sea level rise, and loss of animal habits. Samanta wants to help avoid the climate change. _____ began to recycle and reduce her waste. _____ is a good way to contribute to avoiding climate change.



ACADEMIC WRITING SKILLS

Topic Sentences

In paragraphs, the topic sentence shows what is the paragraph about. It is usually the first sentence in the paragraph.

- **The increasing frequency of extreme weather events**, a consequence of climate change, demands urgent attention and global cooperation. For instance, more intense hurricanes and prolonged droughts not only jeopardize agricultural productivity but also contribute to the displacement of vulnerable communities.



LESSON 2:

THE ENVIRONMENT



3. Read the following paragraph and underline in red the topic sentence.

Climate change is a global challenge caused by human activities like burning fossil fuels. These actions release greenhouse gases, leading to rising temperatures and extreme weather events such as hurricanes and floods. Melting ice caps contribute to rising sea levels, threatening coastal areas. Changes in precipitation patterns impact agriculture and water resources. To address these challenges, collaborative efforts are needed to reduce carbon emissions and adopt sustainable practices.



4. **Creative Writing.** Write 5 topic sentences related to the environment and climate change. Do not forget to share your ideas on the **Facebook group**. Respond to two classmates' tweets with supporting ideas.

LESSON 3:

HEALTH AND FITNESS



LANGUAGE DEVELOPMENT

Compounded nouns

Compounded nouns typically consist of two or more words joined together to form a single noun, without spaces or hyphens.

1. Match the compounded nouns (1-8) to their definitions (a-h).

1. Physical activity

2. Dietary habits

3. Body mass index
(BMI)

4. Cardiovascular health

5. Resistance training

6. Joint flexibility

7. Health assessment

8. Fitness goals

a. Any movement that requires energy.

b. The range of motion.

c. Specific objectives for physical improvement.

d. Overall heart and blood vessel well-being.

e. Building strength and endurance.

f. Patterns of food and drink consumption.

g. Evaluation of overall health.

h. A measure of body fat based on weight and height.

h.



LESSON 3:

HEALTH AND FITNESS



2. Use the compound nouns from activity 1 to complete the sentences.

1. Walking to the store is a simple form of _____.
2. Eating vegetables regularly is a good _____.
3. _____ helps us understand if our weight is healthy for our height.
4. Running or cycling can improve _____.
5. Lifting small weights at home is a form of _____.
6. Stretching every morning can improve _____.
7. Regular check-ups with a doctor are part of a _____.
8. Setting simple _____, like daily walks, can improve overall health.



ACADEMIC WRITING SKILLS

Paragraph organization 2: Topic, supporting, and concluding sentence.

We write a paragraph in this order:

1. **Topic sentence:** It shows what is the paragraph about. It is usually the first sentence in the paragraph.
2. **Supporting sentences:** They provide details and explanations that support the topic sentence. They are in the middle of the paragraph.
3. **Concluding sentence:** It usually summarizes the topic sentence. Short paragraphs do not have this type of sentence.



LESSON 3:

HEALTH AND FITNESS



3. **Creative Writing.** Write a paragraph skeleton on one topic related to health and fitness.

- Topic sentence: _____
- Supporting sentence 1: _____
- Supporting sentence 2: _____
- Supporting sentence 3: _____
- Concluding sentence: _____

4. **Creative Writing.** Write a paragraph about a health topic using a structured format and post it in the Facebook group. Provide feedback on two classmates' posts.




FINAL ASSESSMENT & REFLECTION

Platform: Facebook Group / Google Forms

Objective: Students will reflect on their learning process and receive feedback.

Activity:

- Students post a reflection answering:
- "How did social media help improve my writing?"
- "Which activity was the most useful for you?"
- The teacher provides video or written feedback on their progress.



Doug Out
15 mins




Wonderful day!

• **Example of a Student Reflection Post:**
"Using Twitter challenges helped me learn how to write short but meaningful sentences. I also liked the Facebook discussions because I received feedback from my classmates. My favorite activity was the storytelling on Yammer because it made me more creative. I think social media has made writing more fun and interactive!"

• **Expected Interaction:**

- Student A comments: "I also liked Twitter challenges! It helped me write faster and organize my ideas."
- Student B comments: "Yammer debates were fun. I learned how to express my opinions clearly!"

Teacher Feedback Example (Google Forms Response):
Great job! I noticed that you improved your sentence structure and creativity throughout the course. Keep practicing writing different types of content to enhance your skills further!"

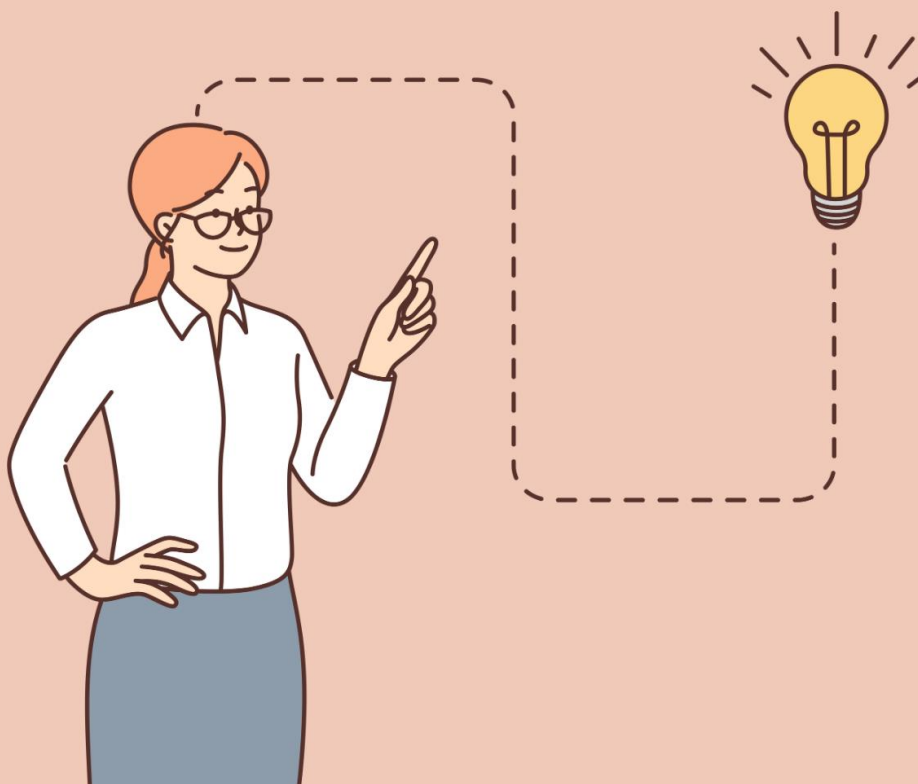
 Like  Comment  Share





ANSWER KEYS

DIDACTIC GUIDE



UNIT 1:

LESSON 1

PEOPLE

1. Read the sentences (1-7) and write the bold words in the correct part of the table.

| Verbs | Nouns |
|--|---|
| 1. work 2. is 3. like | 1. Ibarra 2. My mother 3. Manuel 4. bike |

2. Read the sentences (1 - 5) and write the words from the box in the gaps.

singer - is - live - plays - Otavalo

1. My favorite **Singer** is from Ecuador. His name is Segundo Rosero.
2. He is my brother, He **is** a teacher.
3. I was born in Imbabura. I currently **live** in Ibarra.
4. Andre loves to **play** basketball in her free time.
5. **Otavalo** is a small city.



UNIT 1:

LESSON 1

PEOPLE

3. Read the text below and write am, is, or are in the gaps.

Hello! My name **is** Jack. I **am** 24 years old. I **am** from Ecuador. Currently, I live with my parents in Otavalo. My mother's name **is** Mirian. My father's name **is** Oswaldo. My hobbies **are** listening to music and watching horror movies.

4. Observe the pictures (1 - 4). What can you see in the pictures? Circle the correct answers from option A-C.



- a. She is my mother. She work as a doctor.
- b. She are my mother. She works as a doctor.
- c. **She is my mother. She works as a doctor.**



- a. **They are my cousins. They are playing soccer.**
- b. They am my cousins. They plays soccer.
- c. They are my cousins. They plays soccer.



- a. I lives in Ecuador. I am an Ecuadorian.
- b. **I live in Ecuador. I am an Ecuadorian.**
- c. I live in Ecuador. I am a Ecuadorian.



- a. **He is riding a horse. He probably is a cowboy.**
- b. He rides a horse. He probably are a cowboy.
- c. He is riding a horse. They probably are cowboys.

UNIT 1:

LESSON 2

SEASONS

1. Circle the adjectives and underline the nouns in the sentences (1-5).

1. January is very warm.
2. December is a cold month.
3. Summers are hot.
4. My new jacket is perfect for fall.
5. Winters are cold.

2. Read the sentences (1-5) below and use the words in the box to complete the gaps.

am - windy - young - was - warm

1. Today, I **am** happy.
2. October is cold and **windy**.
3. My mother is **young**.
4. The movie **was** boring.
5. The weather is **warm** and perfect for a picnic.

3. Match the sentences halves.

- | | | |
|---------------------|--------|---------------------------|
| 1. Spring | —————→ | a. is very cold. |
| 2. The universities | —————→ | b. are closed. |
| 3. Juan and Mary | —————→ | c. are my siblings. |
| 4. Summer | —————→ | d. is a beautiful season. |
| 5. Fall | —————→ | c. is very hot. |



UNIT 1:

LESSON 2

SEASONS

1. Circle the adjectives and underline the nouns in the sentences (1-5).

1. January is very warm.

2. December is a cold month.

3. Summers are hot.

4. My new jacket is perfect for fall.

5. Winters are cold.

2. Read the sentences (1-5) below and use the words in the box to complete the gaps.

am - windy - young - was - warm

1. Today, I **am** happy.

2. October is cold and **windy**.

3. My mother is **young**.

4. The movie **was** boring.

5. The weather is **warm** and perfect for a picnic.

3. Match the sentences halves.

1. Spring → a. is very cold.

2. The universities → b. are closed.

3. Juan and Mary → c. are my siblings.

4. Summer → d. is a beautiful season.

5. Fall → c. is very hot.

4. Write information about your city.

Ibarra (city) is in **Ecuador**. My city has **two** (number) seasons. The seasons are **summer** and **winter**. My favorite season is **summer**.



UNIT 1:

LESSON 3

LIFESTYLE

1. Match the sentences halves.

- 1. = e
- 2. = d
- 3. = c
- 4. = b
- 5. = a

2. Read the sentence (1-6) and write the verbs from the box in the gaps.

take - bought - made - wrote - goes

- 1. She **bought** a book at the bookstore.
- 2. I **take** a shower every day at 7:30 am.
- 3. They **made** a cake for the birthday party.
- 4. She **goes** to a cinema.
- 5. He **wrote** a letter to her friend about his holiday.

3. Work with a partner. Correct the mistakes in the sentences (1-5).

- 1. an apple she eats. She eats an apple.
- 2. last night a letter he wrote. He wrote a letter last night.
- 3. He write a letter. He writes a letter.
- 4. The cat catche mice. The cat catches some mice.
- 5. We regularly visit the museum. We regularly visit the museum.

4. Read the text. Circle the correct forms of the verbs.

Answers: **is - is - studies - gets - has - has - goes**



UNIT 2:

LESSON 1

COMPLEX SENTENCES

1. Observe the following picture. Then pick out the complex sentence that best describes it.



- a. Some prefer tea, whereas others like coffee.
- b. you will become dehydrated **unless** you drink water.
- c. **After** dinner, you must drink a hot drink.

2. Complete the sentences using the subordinating conjunctions in the box.

After - although - because - before - if

1. **After** dinner, they watched a movie together.
2. She was happy **although** it was a cloudy day.
3. We brought umbrellas **because** the weather forecast predicted rain.
4. Let's finish the puzzle **after** bedtime.
5. You'll find your keys **if** you check your bag.



UNIT 2: LESSON 2

TRANSPORT

1. Join the sentences using **if ... not** or **unless**. Remember to use a negative verb in the consequence.

a. The traffic will increase. The government builds more roads. (if not)

The traffic will increase if the government does not build more roads.

b. Water pollution will decrease. The population uses less plastic products. (unless)

Water pollution will decrease unless the population uses less plastic products.

c. The city improve the public bus system. There will be less traffic jams. (if not)

There will be less traffic jams if the city does not improve the public bus system.

d. We will solve the traffic problem. We use alternative transport methods such as bicycles. (unless)

We will not solve the traffic problem unless we use alternative transport methods such as bicycles,



UNIT 2: LESSON 2

TRANSPORT

2. Match the sentences halves. Write the correct answer.

1. We should hurry to the bus stop because **if not, we might miss the last bus home.**
2. She needs to leave now **unless we want to be stuck in traffic for hours.**
3. Plan your route carefully **unless you want to get lost in this unfamiliar city.**
4. Let's grab a taxi to the concert venue **if not, we'll be late for the opening act.**

3. Join the pairs of sentences using **if** and **will**.

a. Sam moved to a flat next to the university. She has fewer traffic problems.

If Sam moved to a flat next to the university, she will have fewer traffic problems.

b. Sara leaves the house late. She is stuck in traffic jams.

If Sara leaves the house late, she will be stuck in traffic jams.

c. A lot of cars use the roads. Gestation increases the price of the fuel.

If a lot of cars use the roads, gestation will increase the price of the fuel.

d. There are more traffic lights. Cars move slowly during the rush hours,

If there are more traffic lights, Cars will move slowly during the rush hours,



UNIT 2:

LESSON 3

ANIMALS

1. Join the pairs of sentences with and / or. Take out the repeated words.

a. A cat is an intelligent animal. A cat is an independent animal.

A cat is an intelligent and independent animal.

b. Sheep have white fur. Sheep have a fluffy fur.

Sheep have white and fluffy fur.

c. Dogs are an endangered species. Dogs are a protected species.

Dogs are not an endangered nor protected species.

d. Ducks are not aggressive. Ducks are not hostile.

Ducks are not aggressive nor hostile.

e. Monkeys eat bananas. Monkeys eat + meat.

Monkeys eat bananas and meat.



UNIT 3:

LESSON 1

FESTIVALS AND CELEBRATIONS

1. Look at the sentences (a-f). They are from two paragraphs. Paragraph 1 is about a city, while paragraph 2 is about a festival. Write 1 or 2 next to each sentence.

- a. La Mama Negra is a popular festival in Ecuador. 2
- b. Guaranda is a beautiful city. 1
- c. It has different interesting buildings. 1
- d. people parade through the streets of the city wearing colorful costumes. 2
- c. It is a city that reflects the Spanish influence, and this is reflected in buildings such as the Cathedral Church. 1
- e. The main character is La Mama Negra, who represents Virgen Maria. 2

2. Look at the notes about a celebration in the spider diagram. Use the information to complete the gaps in the paragraph.

In **Otavalo**, Ecuador, people celebrate the **Yamor Festival**. It is in **September**. People usually wear **traditional clothes**. In the afternoons, people organize **song and dance performances** and normally eat **potato tortillas with pork** and drink **Chicha**, which is a fermented corn drink.



UNIT 3:

LESSON 2

THE ENVIRONMENT

1. Write a subject pronoun in each gap to complete the sentences.

1. Climate change is dangerous for our planet. It is destroying the habits of many animals.
2. People can stop the climate change. They can do different activities such as recycling.
3. A scientist is an individual who studies the natural world. He or she follows the scientific method.
4. Polar bears are losing their natural. Now, they are endangered animals.

2. Write subject pronouns in the gaps to complete the paragraph.

Scientists are people who study climate change phenomena. They are worried about the negative effects of it on our planet. Some of them are rising temperatures, sea level rise, and loss of animal habits. Samanta wants to help avoid the climate change. She began to recycle and reduce her waste. It is a good way to contribute to avoiding climate change.



UNIT 3:

LESSON 3

HEALTH AND FITNESS

1. Match the compounded nouns (1-8) to their definitions (a-h) .

1. Physical activity = a
2. Dietary habits = f
3. Body mass index (BMI) = h
4. Cardiovascular health = d
5. Resistance training = e
6. Joint flexibility = b
7. Health assessment = g
8. Fitness goals = c

2. Use the compound nouns from activity 1 to complete the sentences.

1. Walking to the store is a simple form of **physical activity**.
2. Setting simple Fitness goals, like daily walks, can improve overall health.
3. Running or cycling can improve **Cardiovascular health**.
4. Body mass index helps us understand if our weight is healthy for our height.
5. Lifting small weights at home is a form of **resistance training**.
6. Stretching every morning can improve **joint flexibility**.
7. Regular check-ups with a doctor are part of a **Health assessment**.
8. Eating vegetables regularly is a good dietary habit.





CREATIVE WRITING

MARIA JOSÉ
BARRIGA



CONCLUSIONS

- The study confirmed that social media plays a significant role in students' creative writing skills development. A large majority (90%) of students feel comfortable when they share their work online. This indicates that digital platforms encourage self-expression and engagement in ways that traditional writing methods cannot achieve. The preference for Twitter and Instagram as writing platforms suggests that students value immediacy and interactivity in writing activities. The alignment between students' preferred communication channels and educational activities demonstrates the potential for increased engagement in academic writing tasks. This also reflects the evolution of literacy practices in the digital age.
- The findings revealed that 75% of students believe social media is a beneficial strategy to improve creative writing in their academic journey. Digital platforms provide opportunities for students to develop their writing fluency through more dynamic and interactive environments compared to traditional methods. The immediate nature of social media platforms enables students to experiment with different writing styles and receive real-time responses from their peers. The accessibility and familiarity of these platforms reduce barriers to participation. This allows students to focus more on content creation and creative expression rather than technical constraints.
- The study revealed contrasting perspectives among teachers about social media integration in writing instruction. One teacher actively implemented writing activities beyond the textbook and embraced innovative approaches to engage students. In contrast, the other teacher relied strictly on predefined materials and showed limited integration of creative writing in their teaching methodology. This contrast suggests a significant gap in the use of innovative teaching methods. The study also highlights the need for professional development to enhance teachers' ability to incorporate social media effectively. The disparity in teaching approaches raises questions about the factors that influence teachers' willingness to adopt new pedagogical strategies. These differences could impact student learning outcomes across different classroom environments.
- Despite social media's advantages, the study raised concerns about the quality of feedback students receive through digital platforms. Without structured guidance, students often receive informal or unstructured feedback that may not contribute to their academic writing development. This finding emphasizes the importance of teacher supervision for meaningful learning experiences. The lack of standardized criteria for peer feedback on social media platforms could lead to inconsistent writing improvement outcomes. This underscores the need for educators to establish clear guidelines and assessment frameworks in social media-based writing instruction.
- The results confirmed that social media has the potential to increase motivation and participation in writing activities across different student populations. Students reported that social media allows them to express their ideas creatively as part of a larger digital

community. This fosters a sense of belonging and purpose in their writing endeavors. The effectiveness of this approach depends on the platform's integration into the curriculum and the provision of structured writing tasks. The study revealed that successful implementation requires careful consideration of platform selection, task design, and assessment methods. These elements ensure that social media usage aligns with educational objectives and promotes meaningful learning. The findings suggest that social media can be a powerful tool for enhancing writing instruction when implemented with thoughtful consideration and clear pedagogical purpose.

RECOMMENDATIONS

- To ensure effective integration of social media into creative writing instruction, schools should offer training programs that help teachers understand how to use digital tools in the classroom. These programs should focus on maximizing engagement while maintaining academic rigor.
- To make the best use of social media, schools should establish controlled digital environments, such as private writing groups on platforms like Yammer or classroom-based social media accounts. These spaces should encourage students to share their work while ensuring a safe and educational atmosphere.
- Teachers should implement structured feedback mechanisms to guide students in evaluating and responding to social media interactions. Providing rubrics, peer review guidelines, or dedicated feedback sessions can help students refine their writing skills more effectively.
- Educators should expand writing activities beyond traditional assignments, integrating social media challenges, digital storytelling, and blogging to increase student engagement. Writing contests and collaborative projects can further enhance creativity and participation.
- Future research should explore the long-term impact of social media on students' writing proficiency, creativity, and overall academic performance. This will provide more insight into the effectiveness of digital tools and inform future teaching strategies.

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ANEXOS

Annex 1 Research Instruments Approval



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de junio de 2023

Magister

Obando Arroyo José Miguel

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Social Media as a Didactic Resource to Improve Senior Students' English Creative Writing at Unidad Educativa Ibarra, Academic Period 2022 – 2023". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Barriga Perugachi Maria José

C.C.: 1725315863



UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



**INTERVIEW FOR THE ENGLISH TEACHERS AT “UNIDAD EDUCATIVA
IBARRA”**

Objective: Obtain information on the use of social media as a didactic resource to improve creative writing in the teachers of Unidad Educativa Ibarra

Instructions: Dear teachers, please answer honestly.

- 1. How long have you been working as an English teacher? How would you describe your experience as an English teacher so far? Do you consider you have enough knowledge when it comes to methods and approaches?**
- 2. Is it important for your students to develop creative writing skills?**
- 3. What techniques do you use in your class to improve creative writing in your students?**
- 4. What creative writing activities do you think your students feel most comfortable writing in?**
- 5. May social networks be a good resource for students to publish their creative writing products?**
- 6. What do you think about creating a yammer group where students can publish their creative writings?**

GRACIAS POR TU COLABORACIÓN



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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUALITATIVO | | | |
|--|-------------------------|------|------|
| ITEMS | CRITERIOS DE EVALUACIÓN | | |
| | MUCHO | POCO | NADA |
| Instrucción breve, clara y completa. | X | | |
| Formulación clara de cada pregunta. | X | | |
| Comprensión de cada pregunta. | X | | |
| Coherencia de las preguntas en relación con el objetivo. | X | | |
| Relevancia del contenido | X | | |
| Orden y secuencia de las preguntas | X | | |
| Número de preguntas óptimo | X | | |

Observaciones:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



ENCUESTA APLICADA A LOS ESTUDIANTES DE TERCERO DE BACHILLETARO DE LA UNIDAD EDUCATIVA IBARRA

Objective: Obtain information on the use of social media as a didactic resource to improve creative writing in students.

Instructions: Please, read each question carefully and answer honestly.

- 1) **Are you comfortable sharing your creative writing products on social media?**
 - a. Yes
 - b. No
- 2) **On which social media would you like to publish your creative writings?**
 - a. Instagram
 - b. Twitter
 - c. Yammer
 - d. Facebook
- 3) **Do you believe social media is a good strategy for improving your creative writing?**
 - a. Yes
 - b. No
- 4) **Which of the activities below would you like to learn how to write?**
 - a. A novel
 - b. An imaginary story
 - c. A short story
 - d. A poem
- 5) **How long do you spend time on social media every day?**
 - a. 1 hour
 - b. 2 hours
 - c. More than 3 hours
- 6) **How often do you post on social media every week?**
 - a. Once a week
 - b. Twice week
 - c. More than three times a week

THANKS FOR YOUR COLLABORATION



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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | X | | | |
| 5 | X | | | |
| 6 | X | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |

(f) 
 Mgs. José Miguel Obando Arroyo
 C.C.: 10.01572093

| | |
|-----------------------------------|--|
| Apellidos y nombres completos | Obando Arroyo José Miguel |
| Título académico | Magister |
| Institución de Educación Superior | UTN |
| Correo electrónico | jmobando@utn.edu.ec |
| Teléfono | 062954610 - 0983865110 |

| | |
|--|------------|
| Fecha de envío para la evaluación del experto: | 15/06/2023 |
| Fecha de revisión del experto: | 15/06/2023 |



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de junio de 2023

Magister

Alarcón Ramos Marcela Elizabeth

DOCENTE UTN

De mis consideraciones:

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GRACIAS POR TU COLABORACIÓN



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|--|-------------------------|------|------|
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| | MUCHO | POCO | NADA |
| Instrucción breve, clara y completa. | X | | |
| Formulación clara de cada pregunta. | X | | |
| Comprensión de cada pregunta. | X | | |
| Coherencia de las preguntas en relación con el objetivo. | X | | |
| Relevancia del contenido | X | | |
| Orden y secuencia de las preguntas | X | | |
| Número de preguntas óptimo | X | | |

Observaciones:

.....
.....
.....



UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | X | | | |
| 5 | X | | | |
| 6 | X | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |

Firma del Evaluador

C.C.: 1001929237

| | |
|--|--|
| Apellidos y nombres completos | Alarcón Ramos Marcela Elizabeth |
| Título académico | Magister |
| Institución de Educación Superior | UTN |
| Correo electrónico | mealarconr@utn.edu.ec |
| Teléfono | 0980338494 |
| Fecha de envío para la evaluación del experto: | 15/06/2023 |

Annex 2. Instruments Application



Annex 3. Proposal Socialization





UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2024-0203-O
Ibarra, febrero 12 de 2025

ASUNTO: Trabajo de integración curricular Srta. Barriga Perugachi María José

MSc.
Harrison Atahualpa Estévez Farinango
RECTOR DE LA UNIDAD EDUCATIVA IBARRA

De mi consideración:

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que se brinde las facilidades del caso a la Srta. Barriga Perugachi María José, Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta "From letter to creativity didactic guide", perteneciente al trabajo de integración curricular con el tema: "SOCIAL MEDIA AS A DIDACTIC RESOURCE TO IMPROVE SENIOR STUDENTS' ENGLISH CREATIVE WRITING AT UNIDAD EDUCATIVA IBARRA, ACADEMIC PERIOD 2022-2023", el 13 de febrero de 2025 a las 10h00, de manera presencial.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2024.12.03
14:47:06 -0500

JLRR/M.Báez

RECIBIDO
AUTORIZADO
12-02-2025



COMPANERA COORDINADORA
LIC. MARIA RAMOS
JUEVES 13 8:30 AM.

Annex 4. Turnitin Analysis



4% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Filtrado desde el informe

- Texto citado
- Texto mencionado

Grupos de coincidencias

- 18 Sin cita o referencia 4%**
Coincidencias sin una citación ni comillas en el texto
- 0 Faltan citas 0%**
Coincidencias que siguen siendo muy similar al material fuente
- 0 Falta referencia 0%**
Las coincidencias tienen comillas, pero no una citación correcta en el texto
- 0 Con comillas y referencia 0%**
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

- 2% Fuentes de Internet
- 1% Publicaciones
- 2% Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alertas de integridad para revisión

No se han detectado manipulaciones de texto sospechosas.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

