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The Use of Apps to Reinforce the Writing Skill

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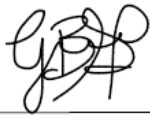Lector

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Abstract

The issue that this study addresses is the lack of the use of technology to teach writing. To address this problem, the purpose of this action research is to investigate the use of apps to reinforce the writing skill in seventh grade students at Centro Educativo Pindeco in Buenos Aires. Another aim was to investigate what language teaching theories state about the use of apps for writing skills. The investigation was developed following an action research methodology in which the problem is described. For gathering the information, a pre-test was applied to assess students' writing skills. After the pre-test, an action plan was developed to help students to improve their writing skills. Followed, a post-test was implemented to evaluate students´ writing skills after the implementation of the action plan. The main finding that the instruments showed was an enhancement in the writing skill of the students since the low range of grades decreased and the higher grades increased exponentially. This shows success in the action plan since the students improved their skills in grammar usage along with the use of the proper vocabulary to create the sentences. Finally, an action plan based on the information gathered as a part of this study in which the researcher provides a guideline for the teachers' usage, in this guide they are provided with the description of different useful apps to teach writing and the techniques to promote writing in the EFL class.

Keywords: technology, apps, EFL, teaching, and learning writing skills

Chapter I

Introduction

In education, innovation plays a significant role in the learning process of a foreign language. The methods used by teachers in the classroom cannot be the same as educators used thirty years ago because students' motivation for accomplishing their studies and how they internalize the information provided in the class is different from modern students. That is why changes in education are essential for the successful development of linguistic skills in language learners. One tool used by professors is the internet because it is accessible to every person in present days, and it catches students' attention very easily. Furthermore, the internet is a valuable tool that professors can use to create dynamic activities in the classroom: and to motivate students to learn a foreign language through activities different from the ones teachers overuse in the class such as writing a paragraph or filling in the blanks. One skill that can be reinforced using the internet is writing because teachers can download applications (apps) and teach any topic of the syllabus through them. According to Kuehn and Lingwall (2015), "high school students showed proficiency in writing use of proper spelling and grammar. However, teachers established links between students' increasing use of technology and a general decline in writing skills" (para. 2); this means that writing skills must be reinforced by educators in each lesson because students need to put into practice what they know and what they learn about writing when they write on Facebook, Instagram, or when they send emails to family or friends. Students can be encouraged by using apps because they are motivated when they use technology, even social networks like Facebook can be useful for educators to know the type of writing style their students develop.

Rationale

This action research intends to shed light on issues found in the teaching of English since it helps students to prove their skills and gives them the chance to learn how to improve their writing skills using apps. The great demand for students with writing skills justifies the need for

more effective teaching techniques and methodologies in public institutions. According to DeVoss, D, et al (2010), "writing matters. And if writing matters, so too do the roles that teachers and schools play in teaching writing and supporting literacy" (p. 2). This means that teachers and schools should provide students with effective tools for students to develop writing skills. The main claim is that by using apps to reinforce writing skills in the classroom students will develop certain activities that help them to improve those writing skills.

Purpose

Learning how to write in English becomes not only a necessity: but also, necessary in language programs. Teaching writing skills, over the appropriate use of apps, can catch the students' interest in acquiring the skills they need to write in English. Despite being distracted by their smartphones, teachers and students can take advantage of these devices. With the use of apps, students can manage, download, share and update information. Mobile devices are helpful instruments to practice English in and outside of the classroom, according to Kam, et all (2008), "cellphones… are a promising vehicle for out-of-school learning to complement formal schooling. In particular… learning English as a Second Language [ESL] by playing games on cell phones presents an opportunity to dramatically expand the reach of English learning" (p. 1); this means that technological devices such as cell phones are vehicles for students to engage in a foreign language. Using the cell phone to help students to improve their writing capacities can have a positive impact on education. It is a need for students to develop the appropriate writing abilities because it is through authentic writing such as letters, emails, diaries, taking notes, and so on that students can express their emotions. The benefits of using appropriate apps on their cell phones to reinforce writing abilities can overcome the real-life events that students have in high school.

General Objectives

To improve the students' writing skills through the application of activities using Apps in seventh graders at Centro Educativo Pindeco de Buenos Aires.

Specific objectives

To diagnose the writing skill of the students through the application of a writing task.

To implement writing activities using WhatsApp, Facebook, Instagram, Messenger, and Blogger apps.

To evaluate the results shown by the students with the use of apps to reinforce their writing skills after the implementation of the action plan.

Research Questions

What are the effects of using apps to reinforce writing skills?

To what extent do students benefit from the application of writing activities using apps?

Hypothesis

The use of writing apps will improve students' writing skills in class

Summary

Chapter one contained the rationale and purpose of the study, setting the appropriate general objective, research questions, and specific objectives that guided the researchers to carry out this qualitative research. Moreover, a hypothesis was also stated. Finally, this chapter guides to the next chapter which deals with valuable information regarding theory which is the literature review.

Chapter II

Literature Review

This action research intends to explain the variety of issues found in the teaching of English, focused on the writing skill. The main purpose of this action research is to help students to improve their writing skills using apps. Due to the wide amount of technology that is present nowadays, the use of apps is an essential tool for learning and teaching a foreign language. Besides, apps are, in the present days, very accessible for every student who has a smartphone, a tablet, or a laptop in a classroom. The education process requires interactive activities and exercises that are attractive for the learners and that help students and teachers obtain positive results during the learning process. This chapter presents theories, previous studies, and concepts that support the purpose of this qualitative research. The areas developed in this chapter are English as a foreign language, teaching writing, technology in the EFL classroom, and apps for teaching writing.

English as a Foreign Language in Costa Rica

English as a Foreign Language is a traditional term to refer to teaching in a context in which students learn English, usually in a non-English speaking country, as the case of Costa Rica. It is believed that learning a language before puberty, makes easier the learning process of language acquisition for the learner (Kurniasih, 2011, p. 72). Besides, there are factors that create a difference in the learning process in an EFL classroom and these aspects might vary the result obtained. Such factors might include students' motivation, cognitive abilities, teaching, and learning styles, just to mention some. It is suggested that all individuals learn with equal opportunities, but some gaps make a difference in teaching instruction. In addition, the type of institution, technical or academic high school, makes a difference in English development as a foreign language, it is due to the syllabus offered by the Ministry of Public Education (MEP from

here on); there is one proposed for academic high school and another one for conversational classes in technical high schools.

English teaching in Costa Rica has been done through an organized curricular process; there are factors that force authorities to change the methodologies and strategies. Furthermore, English education in Costa Rica is taught in an equal manner for all the students in the nation; to reinforce this, the MEP has designed a syllabus to guide instructors during the teaching process. The English syllabus in Costa Rica includes a list of topics that must be covered during the lessons, it also explains the methodologies to be used in the class, and the importance of learning strategies (MEP, 2011, pp. 328-330). In fact, it is important for the teacher to follow the instructions suggested in the syllabus to take advantage of it.

In Costa Rica, there are teaching methodologies that are suggested; these methodologies can be applied in a mixed process. Communicative Language Teaching (CLT) is one of the methodologies that the MEP suggests. The main goal of this methodology is to reinforce communicative competence among students. To reach this, the CLT includes some aspects of language knowledge like knowing how to use the language for different purposes and functions, knowing when to use formal or informal speech in oral or written production, and knowing how to produce and understand texts. As mentioned by Richards (2006), "teachers need to take advantage of key principles of the methodology to enhance the students' learning" (p.3). In fact, the CLT suggests that the lessons should be student-centered to motivate the students' interaction. Richards (2006) suggested that "learners now had to participate in classroom activities... based on a cooperative rather than individualistic approach to learning… They were expected to take on a greater degree of responsibility for their own learning. And teachers…

assume the role of facilitator" (p. 5). The role of the student and the teacher has evolved because nowadays the students need to practice the language to produce appropriate outputs.

Task-Based Instruction (TBI) is another methodology suggested. This methodology promotes the students' production in diverse types of tasks, which is the reason the MEP recommends that teachers use these methodologies. One of the challenges that make the TBI successfully approved is that it engages learners in a variety of tasks that promote the acquisition of the language. Additionally, Brandl (2007) stated that "learners need to engage in psycholinguistic and metalinguistic processes such as repeating, noticing forms, hypothesizing and conceptualizing rules, which have been found by research as being conducive to the language acquisition process" (p. 9). The MEP's suggestion to teachers is to include tasks in the lesson plans to provide a natural environment in which the students could use English as native speakers do. Also, the MEP punctuates the importance of reinforcing the four linguistic skills, listening, reading, speaking, and writing by the previous practice of the rules; this might lead to a significant task for students to improve their linguistic level.

Teaching writing

The English syllabus in Costa Rica is focused on the enhancement of the four major linguistic skills. Linguistic skills help students to understand and to learn the language presented in the classroom when they are taught together. In this sense, writing is one of the communicative skills that needs to be strongly reinforced in the classrooms because it works as a vehicle for communication. Writing is a process that requires the student's ability to investigate a topic and to outline and organize ideas to represent them in a text. According to Urquhart (2009), "when students write explanations of their work and give examples, teachers can better assess student understanding and progress throughout time. Writing is an ideal vehicle for formative

assessment, providing teachers with the information they need to adjust their instruction". (p.7). As a result, it can be said that writing promotes the student's critical thinking and makes them create connections between events and ideas. It helps teachers to understand better their students' needs to plan a lesson. Consequently, it is a fact that to acquire the appropriate tools and learnings in regards of writing is necessary for students so that they have outstanding writing development in educational and working settings.

Furthermore, it is important to emphasize that the four linguistic skills mentioned before are divided into two groups: input and output. Those groups work as a guide for students who want to learn a foreign language and for those teachers that want to teach the language communicatively. Input is the ability that helps to build the initial knowledge about a language, listening and reading. The output is used for communication, speaking and writing. LaVergne (2014) mentioned that "the input skills… should precede the output … because the input contains the words, structures, pronunciation, and stylistic information of L2 that the students need to know and to own before being able to produce the foreign language" (para. 1). In conclusion, it is noticeable that both the input and the output are crucial elements to accomplish the second language acquisition, that is one more reason for teachers in Costa Rica to do significant efforts in teaching English in the classrooms.

Besides, writing is a process in which students can demonstrate what they have learned in terms of vocabulary, grammar rules, structures of writing, and some others. MEP (2005) stated that "writing is a skill which emphasizes the formal expression of thoughts through written language or graphic symbols" (p. 22). This concept is important for teachers because they must provide their students with the necessary information or guidance so that they can communicate in written form. Once pupils have learned the structures and rules of a language, it is important

for them to have techniques or activities to improve their language. According to MEP (2005), "teachers can design a series of activities enabling students: to write notes and shopping lists, write letters to friends, keep diaries, complete reports, and write poetry or fiction" (p. 22). Those activities are options for students to reinforce their knowledge and writing skills based on simple tasks that can be found in everyday routines. To accomplish this, teachers and students need to follow some principles already established by the education system in every country, in this case by the MEP.

In every country, there is an institution that controls and dictates the parameters to be followed in education. In Costa Rica, the institution in charge of education is the MEP and it establishes what to follow about teaching and education. Regarding the writing skill and its relation to the communication process, the MEP (2005) stated that "the learner also needs to know how to organize sentences into a coherent text…, or select the appropriate style, formal or informal, according to the task, subject matter and target audience" (p. 23). This means that teachers must help students to find their own style of writing. Also, according to MEP (2005), one of the main purposes of English language teaching in Costa Rica is "to give students a tool to directly access scientific, technological and humanistic information and, in this way expand their knowledge of the world" (p. 14). This purpose shows the importance and the urge for the implementation of technology in public high schools to make the teaching and learning process more meaningful.

Technology in the English as a Foreign Language Classroom

Teachers of English face many problems with their students because learners may have difficulties when they are acquiring a foreign language in high school. One problem that students face is their low academic achievement in English because they might not be interested in

knowing a second language. However, technology is a useful tool that teachers can use to reinforce the learning process. Yamauchi (2009) established that "technology can help the teacher to accommodate different learning needs and get/keep students motivated" (p.1) because instructors must be conscious that each learner has his/her individual learning style. Technology provides the chance to innovate the classroom and how to integrate all the students into the development of the activities. Technology is a successful advance of humanity because it not only helps students to understand a language but also helps teachers to look for different activities to teach English interactively.

It is especially important to take advantage of the benefits that technology brings to the learning process of English. People are surrounded by a new technological era that plays a significant role in human live development. That is one reason EFL students should be familiar with the use of technological devices because each activity they are going to develop in the class is related to technology. As stated by Basheer (2013), "the effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results" (p. 111); that means that educators cannot let all the work of teaching to technology or the tools they are using. Teachers and technology must be a strong combination that can offer the students a successful learning process of a language, in this case, English. Considering that learning a language demand mastering all the linguistic skills, students sometimes may feel frustrated, and the learning process can become slow.

Writing is one of the skills where students can express their feelings, emotions and opinions, but it is not the easiest skill to learn and develop in a short amount of time. The writing process can be difficult for learners of English because they must be able to generate and

organize ideas, use accurate grammar and appropriate vocabulary to send a clear message to the reader. The use of computers to reinforce writing skills is an efficacious way teachers can engage students to learn a language. Based on Basheer (2013), "the use of computers and graphics-based programs can make the writing task much easier and enjoyable and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs" (p.114); so, educators have an integrated tool where they can mix all the aspects that the writing process incorporates to have a successful result in the English process. Nowadays, learners and teachers have more access to the applications that big technology companies bring to the web world; as a result, students and educators can download those apps to their computers, tablets, or smartphones in an easier way.

Educators should consider that technology and innovation are the main points they must implement in the language classroom. They are challenged to respond to the students' needs in the use of technology, especially internet. As cited by DeVoss at al. (2010), "writing today is pervasively and generally digital: composed with digital tools; created out of word, image, sound, and motion; circulated in digital environments, and consumed across a wide range of digital platforms" (p.9). In other words, writing and technology are related to each other since both can support the learning process and help educators to boost digital literacy. As a result, technology is not only a vehicle that helps people to communicate with others, but it is also useful to innovate in the language class.

In Costa Rica, the development of English in the syllabus was a change that education needed because it helped the country advance in terms of economy and social status. Furthermore, with technology in class, teachers could integrate the four skills in the lesson plan considering that each learner develops linguistic skills in diverse ways. The role of technology is

important in the process of integrating the four skills by reinforcing the strongest skill of each student at the same time.

Apps to Reinforce Writing Skills

Apps are applications that run on cell phones, computers, laptops, or tablets. Users can download the apps they want to in a virtual shop. There are some apps for free and others are paid for. Applications are suitable for many different purposes like health, education, beauty, and entertainment. In the classroom, apps are useful implements to help the lesson become more innovative because they incorporate music, videos, and other elements that catch the students' attention. Apps have become innovative tools for class development. Apps are a tool of technology that teachers must take advantage of so that students can have easy access in a brief time to their cellphones, tablets, or computers. The use of apps is essential in the reinforcement of writing skills in the classroom. As mentioned by Beach (2015), "Students can also employ a number of generic writing-skill apps that can assist them with basic writing skills, recognizing that students' writing is most likely to improve through creating engaging writing activities, as opposed to isolated skill instruction" (p.130). This means that technology, writing apps and well-designed lesson plans conform to the basis for students to improve their writing skills by reviewing grammar, punctuation, and spelling.

In addition, there are non-academic apps and educational apps; the non-academic may be useful to practice any skill whereas educational apps are to reinforce specific skills of the learner. Non-academic applications such as Facebook, WhatsApp, and Instagram have different purposes that may be used in education, these apps are the most popular among students. Facebook is a popular application where users can share, write, download, and upload information. As stated by Kent and Leaver (2014), "Facebook may provide an adequate tool for information sharing,

announcements and events, even for academic purposes" (p. 212). It means that Facebook

becomes a space to write whatever the user wants for different issues. As well, WhatsApp is

another popular application where people can send and receive messages from their contacts,

according to Bozalek et al. (2014), "on WhatsApp, actions denote all social practices that

students engage in which are directed enhancing seamless learning like texting, conversing,

arguing, questioning, responding and critical reading" (p. 228). This means that on WhatsApp the

students have more options to interact with their contacts. Also, Instagram is another app like

Facebook; as mentioned by Erarslan (2019), "studies show that Instagram was an effective tool in

improving students' writing skill" (p. 56). From this statement, it can be stated that Instagram

may not only be used for entertainment, but also for education. It helps the students to practice

different learning skills and teachers can take advantage of these apps to plan interactive

activities for students.

Moreover, there are some educational apps such as AWE, Evernote, and Blogger to

reinforce writing skills. AWE is an application to improve the writing ability in academic

English, according to Mehl et al. (2013), "AWE is a complete course in academic writing,

designed to help you improve your academic writing for a variety of purposes. AWE will help

you to compose class essays, exam essays, experimental reports, scientific essays, dissertations,

academic articles" (para. 1). This useful app may help students to expand their abilities in

writing. In addition, Evernote is another application to practice writing. According to Biersdorfer

(2010), "Evernote lets you take just about any type of note because it records texts, audio, and

image files…Evernote is a great standalone app for collecting your thoughts" (p.14). With this

application, students can write in an interactive way because they can take notes, record texts,

listen to audios, and use images. Besides, Blogger is a tool for students to practice writing in the

EFL class. According to Mullen and Wedwick (2008), "in the classroom, blogs are highly effective communication tools that create a variety of authentic writing experiences for students and teachers" (p. 69). Using blogs, teachers can integrate educational activities to have interactive practice. These educational applications enhance the students' writing skills and empower them to become critical thinkers. The use of apps in the EFL class promotes a motivating learning environment for teachers and students.

There are available in the web many other applications that students and teachers can use in class and at home to reinforce writing such as Outliner, Classroom, Play-books, Edmodo, ClassDojo, Duolingo, Flashcard Stash, and Vocabla, Dragon Dictation, Write-Room, Learning Oasis, and iAWriter. These apps help students to reinforce what they know about writing, and they help teachers to know the strengths and weaknesses of their students in that skill. Furthermore, educators can try out different and innovative activities to incorporate the apps in writing instructions to develop the students' writing abilities. The use of these tools in the EFL class, no matter if they are for education or non-academic purposes, can help to create a learning environment that keeps students motivated and engaged.

Summary

This literature review contains the definitions of English as a foreign language, teaching writing, technology in the EFL classroom, and apps for teaching writing. All these definitions were described to help students to improve their writing skills through the application of activities, using apps such as WhatsApp, Facebook, Instagram, Messenger, and Blogger. The following chapter will include the methodology to follow to achieve the goals set in this action plan.

Chapter III

Design and Method

This action research intends to explain the variety of issues found in the teaching of English, focused on the writing skill. The main purpose of this action research is to help students to improve their writing skills using apps. This chapter will include the research method explanation, type of approach where it can be found important concepts related to the approach, the context which is the description of the setting and the participants, the data collection procedures, and an action plan. All of them contain the methodology to follow to achieve the goals set in this action plan.

Research method

This project is based on action research methodology since the investigator focuses the research on action, evaluation, and problem solving to improve it with a plan. This is facilitated by students and teachers, with a common purpose, in this case, it is to improve writing skill through apps. As mentioned by Mackey and Gass (2012): action research:

> Is an initial planning stage in which the research topic is identified and developed, informed by the researcher's experience and knowledge of the context. This plan then leads to action; practical intervention in the teaching/learning process that moves toward improvement. The third stage involves observation and is responsive as the researcher engages in documenting the action and its effects. (p.63)

Action research is, in other words, a way in which teachers or researchers design a plan that attempts to solve problems and improve professional practices in the classrooms. It contains observations and data collection that are analyzed to plan and solve the problem. According to Mackey and Gass (2012) action research "is conducted by teachers who are interested in finding out more about an issue that is specifically related to their own classrooms. Thus, such research is

motivated and seeks to solve identified problems within the classroom context" (p. 63). Because of this, action research is important to improve a specific problem previously observed and analyzed.

Moreover, this action research method is reflected in this project because first, the researcher is using her experience to solve the problem and implement an action plan. The topic to be studied in this action research is the use of apps to reinforce the writing skill that is why this investigation is emphasized in one population and in one specific place to analyze the information gathered through the instruments.

Type of approach

Constructivist paradigm

The constructivist paradigm in this research is shown when it recognizes that the main provider of information is the student who is also the center of the learning process. Meanwhile, the teacher is the mediator and observer when they encourage students in knowledge development. As mentioned by Efrat and Ravid (2013), in the constructivist "action researchers are perceived as generators of knowledge rather than receivers and enactors of knowledge produced by outside experts" (p.7). From this information, it can be said that a constructivist paradigm helps students to improve a skill based on previous experience because students can build their own knowledge system.

Experimental design

This action research follows an experimental design because the researcher plans the data procedures first to achieve the goal. Then, investigates the relationship between the results to design an action plan. As defined by Merriam Webster (n.d.) experimental design is "a method of

research in the social sciences (such as sociology or psychology) in which a controlled experimental factor is subjected to special treatment for purposes of comparison with a factor kept constant". It means that in this research the experimental design allows the investigator to detect the main problem, plan the procedure, and test the hypothesis that will answer the research questions before set in this action research. For this reason, it can be said that the research can be conducted and manipulated with precision since it is controlled. Also, the results shown through the action plan implementation can be compared to see if there is any improvement in the design of a plan.

Qualitative approach

This research follows a qualitative approach. According to Creswell (2014), "in a qualitative approach, the investigator will describe a research problem that can be understood by exploring a concept or phenomenon" (p. 110). It means that this research presents a qualitative methodology used to answer the research questions presented in Chapter One. The investigator analyzes the use of apps to reinforce the writing skill for tenth grade, specifically in groups 10-2. According to Mack et al. (2005), "qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations" (p.1). With this information, the researcher tries to understand how students comprehend a topic while the teacher discovers and analyzes certain patterns of behavior in a classroom to design qualitative data to be collected. To do so, the answers can be collected through a series of instruments like observations, recording, and interviews. Hence, the topic to be studied in this action research is the use of apps to reinforce writing skills that is why this investigation is emphasized in one population and in one specific place to analyze the information gathered through the instruments.

Context

Buenos Aires is canton number three in Puntarenas province. Originally it was called Hato Viejo in 1860. Geographically, the canton is formed by the Térraba and El Dique rivers, and by the Talamanca Mountain range. Buenos Aires is located 196 km from San Jose. It is in the Brunca Region in southern Costa Rica. Its territorial extension is approximately 2384.22 km². It was originally inhabited by the Boruca Indians. The canton is home to the indigenous communities of the Cabagra,Ujarrás, Salitre, which belong to the Bribri, Cabecar and Guaymi that constitute 30% of the area of the region. Also, it is partially found the indigenous communities of Térraba, Boruca, Curre, that constitute 8% of the cantonal area, the first belongs to the group of Térraba and the others to the Bruncas. Moreover, it is in the region indigenous people of Coto Brus from the Guaymi group, which makes up 22% of the same. One of the attractions of the place is the spherical granite rocks, perfectly formed. In 2022, Buenos Aires has an estimated population of 29,454 inhabitants. The economy is dominated by tourism and pineapple cultivation.

Setting

This research will be carried out in Centro Educativo Pindeco. This institution was first established in 1978 with the Corporacion de Desarrollo Agricola del Monte.

Pindeco created an institution that would attract qualified professionals to offer quality education to the sons and daughters of its staff. However, because of the economic crisis, the company made the decision to close the institution in 2014. At that time, a group of 12 teachers and 10 friends and relatives organized to find an alternative that would allow them to preserve

their work and continue with the important educational work that had been carried out for more than 30 years.

Since that time, Centro Educativo Pindeco became a Cooperative and the Corporacion de Desarrollo Agricola del Monte agreed to maintain the buildings and offer other facilities for the operation of the new Cooperative. Nowadays, Centro Educativo Pindeco has more than 32 workers and has more than 200 students of all ages. It is a well-known institution in the south area of Costa Rica.

Participants

The target population to develop this research project is seventh grade students from the Centro Educativo Pindeco de Buenos Aires. The sample population selected consists of students from group seven. At the high school mentioned before. The ages of the students range from twelve to thirteen. The group is composed of about seventh-teen students; specifically, it has nine boys and eight girls. Besides, the students from this high school attend lessons of thirty-five minutes of academic English in two sets per week, and 2 lessons of 35 minutes of conversational English. The teachers follow the program suggested by MEP. Furthermore, it is essential to mention that this research project will be carried out with the help of the teacher as an informant.

Data collection procedures and tools of initial research

The Pre-test

To start with this action research project, the researcher will be implementing a pre-test to assess students' writing skills. The topic to be developed by the students was related to some that they were studying last year.

Instruments

The main objective of this action research is to improve the students' writing skills through the application of activities using Apps in seventh graders at Centro Educativo Pindeco. The pre-test consists of a writing task and intends to have students write a short paragraph about their favorite outdoor activity. They must mention five characteristics of his or her favorite outdoor activity.

Diagnostic Data Analysis

As evaluation, the researcher will assess with a rubric that contains the following criteria: organization, level of content, development, grammar and mechanics, style, and format. It will evaluate aspects like need work 1 point, acceptable 2 points, good 3 points, excellent 4 points. Specifically, the analysis of the data will evaluate in organization if the writing shows high degree of attention to logic and reasoning of points. Also, if there is unity from the beginning to the conclusion regarding the topic given. Furthermore, in level of content if the student indicates synthesis of ideas, depth analysis and evidence original thought and support for the topic. Moreover, in the criteria of development, if main points are well developed with high quality and quantity support. If it reveals a high degree of critical thinking. Also, in the case of grammar and mechanics, if text is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, and comma links. Then, regarding style, if it shows outstanding style that goes beyond usual college level; tone used effectively; creative use of sentence structure and coordination. And finally, in the case of format, it will be evaluated if it meets all formal and assignment requirements and evidence attention to detail and if the text is neat and correctly assembled with professional look. The paragraph will be scored from 1-100. The data collected through this test will be presented in the form of a graph.

Action Plan

The next action plan is to reinforce writing skills on the most common problems that writing production involves regarding the use of apps in seventh graders at Centro Educativo Pindeco. This action plan contains eight lesson plans that provide teachers with a manual that includes instructions on how to use specific apps to help teachers to reinforce writing using technology in the classroom. The whole plan outlines suggestions on how to use certain apps, descriptions, and some teaching strategies. The apps were chosen due to the social interaction that they provide to the users.

Table 1

Action plan lessons

Lesson	Name of the Activity	Purpose of the Activity	Mediation Strategy	Time
Lesson 1	WhatsApp: Cooking our recipe	To write about recipes using vocabulary seen in class	Students write a recipe on how to cook Gallo Pinto	15 min
Lesson 2	Facebook: Posting my meme	To practice vocabulary about personal information and physical appearance	Students describe themselves showing a meme and writing a caption about it.	20 min
Lesson 3	Messenger: Summarizing information	To summarize and write information given	Students analyze information given a then summarize it	25 min

Lesson 4	Instagram: Creating my Touristic Place	To practice some vocabulary regarding visiting a touristic place.	Students write about a place they create and share information and videos about it	25 min
Lesson 5	Blogger: Giving my opinion	To write about experiences using the simple past and past continuous	Students get in pairs and write a review of any place they have visited before.	20 min
Lesson 6	WhatsApp: Writing a Daily planner	To write about events by organizing dates, activities and tasks	Students organize their daily activities and write their own daily planner	20 min
Lesson 7	Facebook: Writing a Newspaper article	To write information about events	Students write information about any event that happened	25 min
Lesson 8	Messenger: What is Better?	To give and write individual opinions about a topic	Students write a good argument about their opinion	20 min

Note. This table summarizes the action plan lessons to be applied in class

Intervention Assessment Instruments used to assess the intervention / implementation carried out (The Post-Test).

In the post-test, like the pre-test, students will write a short paragraph about their favorite activities they do in their free time. They must mention some activities they like and practice. As evaluation, the researcher will assess with a rubric that contains some criteria like organization, level of content, development, grammar and mechanics, style, and format. It will evaluate aspects like need work 1 point, acceptable 2 points, good 3 points, excellent 4 points. Once the data from both tests have been collected, thorough analysis will be done to assess the effectiveness of the action plan

Summary

This methodology contains the research method explanation, the type of approach where it can be found important concepts related to the approach, the context which is the description of the setting and the participants, the data collection procedures, and an action plan. All these definitions were described to help students to improve their writing skills through the application of activities, using apps such as WhatsApp, Facebook, Instagram, Messenger, and Blogger. The following chapter will include the data collection to follow to achieve the goals set in this action plan.

Chapter IV

Findings

This chapter will cover an introduction regarding the restatement of the purpose of the investigation and the importance of the development of the writing skill, along with the analysis of the pre and post-test that has been applied. For starters, it is crucial to remember that the use of technology is common in the classroom but as a distraction for the learners. For this reason, it is vital that the teacher makes use of this device as an advantage for the growth of the writing skills of the students since it will be easier for them to download, share and upload information in them for the sake of the development of the activities that the teacher proposed in the classroom. Now, in the following section, it is intended to analyze the data that has been gathered in the pre and post-test that were applied to the seventh-grade students from Centro Educativo Pindeco. Also, a comparison of both these will be carried out to inspect the effectiveness of the knowledge taught and the effectiveness that it had from the application of the pre-test to the post-test.

Pre-test Results

The pretest involved a writing activity where the 17 students were required to write a short paragraph of five lines related to their favorite outdoor activity. They also were required to mention five characteristics of this activity and why they like it. In the following graphic, their results are going to be shown and analyzed to create and prepare the action plan that is going to be followed in the classroom.

Figure 1

Pre-test Results
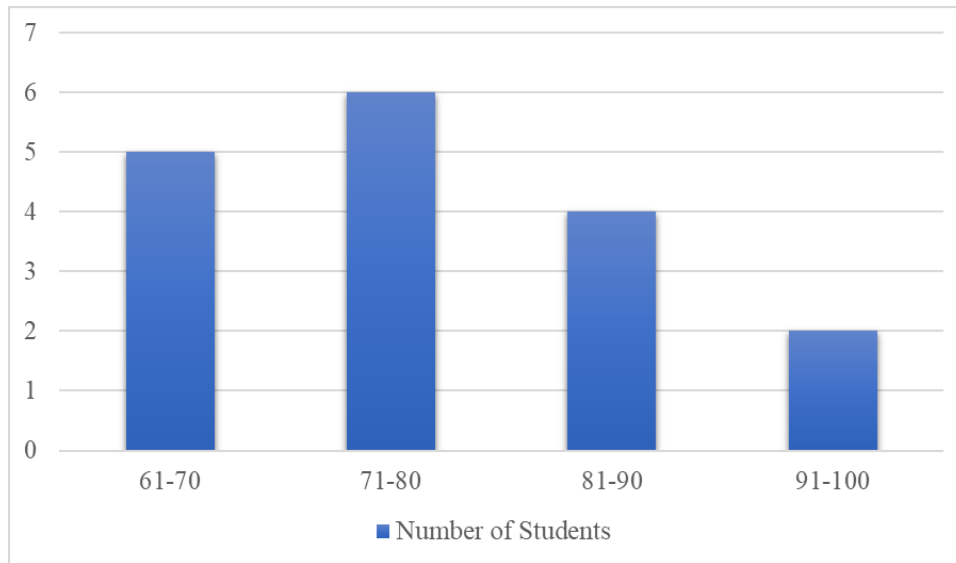
Note. This graph summarizes the scores obtained in the pre-test applied to the subjects

For starters, the number of students that did the pre-test was 17. From this a total of 6 got a score that varies from 71 to 80, making them the highest number of students, then a total of 5 students got a result between 61 to 70 which is an average but acceptable result. Then, a total of 4 students got a grade between 81 to 90, they were students who had experience with the English language and have been learning English since the initial stages of their education. Finally, the number of students that got a grade between 91 to 100 was just 2. These two students have been learning English since their initial stages of life and, they have access to get experience from the interaction with native speakers, representing an advantage compared to the rest of the group.

In general, the students have an acceptable level of English which allowed them to write the 5 sentences of the writing task from the pre-test. The difficulty was the usage of adequate vocabulary, and the proper use of the grammar rules whereas aspects like development, style and the level of content were the most effective use.

Post-test Results.

After the application of the pre-test and the analysis of the results, an action plan was implemented to help the students develop their writing skills by making use of apps where they were required to write short sentences and short paragraphs. After this action plan was implemented, a post-test was applied and consisted of them writing a short paragraph of 5 lines or more about what like to practice or do in their free time. In here, they were required to mention why they like to practice this or these activities. The following graphic presents the results that were obtained from the application of this test.

Figure 2

Post-test Results
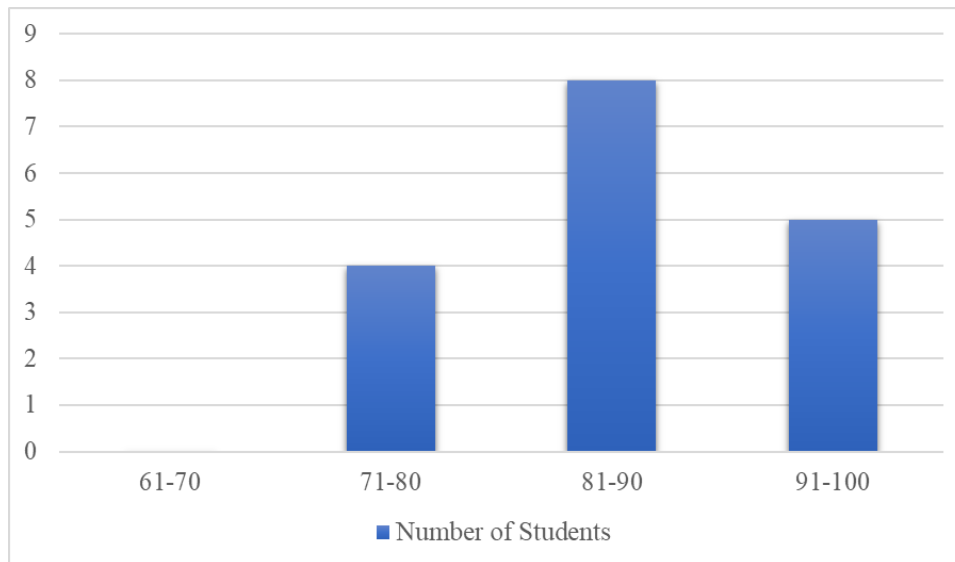
Note. This graph summarizes the scores obtained in the post-test applied to the subjects

After analyzing the past graphic, it can be inferred that there was progress from the past pre-test to this post-test that was applied. The number of students increased to higher grades proving this development in their writing skills. The number of students that got a grade between 61 to 70 reduced to 0 of them. The range of 71 to 80 decreased to 4 students whereas the number

of students in the range of 81-70 increased to 8 students. Finally, a total of 5 students were able to get a grade between 91 to 100.

After a detailed analysis, it can be deduced that the students' writing ability improved from the past pre-test. Their vocabulary knowledge was expanded using the writing skills in the apps from the action plan. Additionally, the use of reading applications enhanced this vocabulary knowledge but also their grammar skills since they were reading and seeing how a word is written, helping them to learn this and be used in this post-test. These can be inferred since the number of pupils with higher grades increased and the range of low grades decreased.

Comparative Analysis of Results

After the data from the pre and post-test have been gathered, it is possible to carry out a comparative analysis from it. This comparison can be found in the following graphic.

Figure 3

Comparative Analysis of the Results
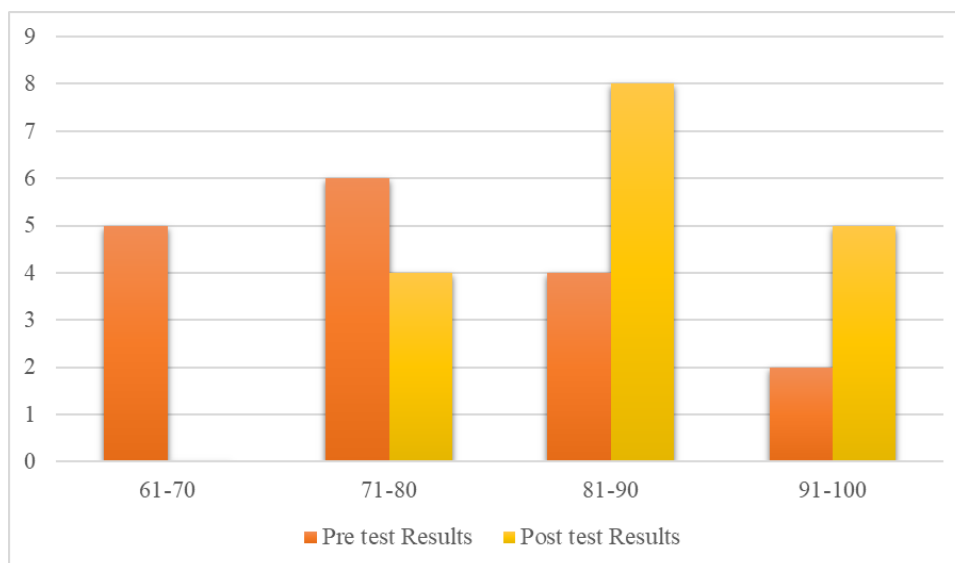
Note. This graph summarizes the scores obtained in the comparative analysis of the results applied to the subjects

After a detailed analysis, it can be deduced that there was an enhancement in the writing skills of the students since the low range of grades decreased and the higher grades increased exponentially. This shows that the action plan was a success since the students improved their skills in grammar usage along with the use of the proper vocabulary to create the sentences. Also, the number of pupils in the higher range went from a total of 2 to a total of 5 with tells that the students were willing to improve and be better with their writing.

Summary

To summarize, this chapter analyzed the results gathered from the application of the pre and post-test on the 17 seventh-grade students from Centro Educativo Pindeco. As it was seen the students got average grades but in general had low grades and showed bad writing skills. For this reason, an action plan was created to address this problem using the applications as a technological aid using apps. After the use of the action plan, a post-test was carried out and presented positive results and an improvement in the development of the learners' writing skills. Thus, it represents a success for the sake of the project since there was an improvement in general.

Chapter V

Reflections

This chapter presents a collection of the researcher's insights based on the application of the action plan. It contains eight reflections in total that were done session by session to achieve the main objective

The first application of the activity was in groups since all of them had to write a typical food recipe. It was successful because it was a group work assignment. They had to use simple words to write it. In the first activity, it was learned about the importance of giving them activities in groups to help them construct their knowledge. The material worked very well because all had WhatsApp accounts and it was easy to give them these types of assignments. The researcher's impression in terms of the learning of the students was that they felt wonderfully comfortable using this account and writing the recipe because it was something easy and like real-life situations. Moreover, one improvement that the applicant would call for is that it might be correct to assign them a different recipe to share with their classmates. A positive comment would be that it was funny and interesting for them to share different opinions about how to prepare a typical food, considering that even if it were a typical food many people prepare it differently.

The second application of the activities was more individual because they had to create a meme with their personal information and share it in their accounts. It was somehow successful because there were students who could not create a meme of themselves and two of them did not have Facebook accounts. In this application, the investigator learned how students try to translate Spanish phrases and words into English, for this reason, it was learned that they need to understand that while learning a second language there might be a problem if speakers want to translate words. The material was easy and appealing for them because they had fun designing their own memes with the caption of it. Even though some of them did not know how to design a

meme, they enjoyed using creative things to express themselves a lot. With this activity, students could express themselves through the design of a meme and at the same time they were using vocabulary related to personal information. On the other hand, there could be an improvement in this activity if the teacher also asks them to write a short biography of themselves to make it more advanced. A positive comment about this application was the vocabulary students know how to use when they refer to themselves. That is why it could be better to ask them to write something else more like a short biography.

The third application of the activity's students had to read some information about a tourist place in Perez Zeledon and canopy or ziplining. The design of it was a type of real-life brochure found on the internet. They had to read it and then draft a short story describing important aspects like the schedule, type of cloth, transportation, and money people may need. The activity application was successful since most of the students have gone to this place several times and they already know what activities people can do in that place. Also, with this application, the researcher realized that it was easier for students to complete a task if they have previous knowledge about it. The material worked well because they included more descriptions of the place and some other recommendations to consider like safe places to stay in case of an emergency. Regarding the students' learning, it can be said that the majority could easily write a short comment about any information given. They can write short sentences without any problem if they know the context. To improve this application might be convenient for them to analyze that information and write some advantages and disadvantages that this place might have. A positive aspect of this activity was the previous knowledge they had about the place.

The fourth application of the activity was interesting for them because it was in one of their favorite apps. Moreover, a few of them had some trouble deciding what type of tourist place

they wanted to create and what activities they could design. Through this experience, it was learned that there could be frustrating for them to start writing on something if they are not clear about what they are going to create. It was understood that some students might not have any idea of how to start a task. But the ones who knew what to do had no problems completing the task. For this reason, it could be suitable for teachers to give that small group of students a specific task based on a reading or an example. The material and app worked very well since students know how to use them. One impression of this activity was that the two students had a clear view of what they wanted to create. This could give the rest of the students some ideas to follow. An improvement for this application could be to get in pairs to complete the task. After the application of this activity, a positive comment is that learners realized that they could take advantage of using their favorite apps to reinforce writing.

The fifth application was appealing to students since they had to create a blog about a fantastic place. It was successful because they had to complete the task in pairs, and they could take some ideas from the text given before. It was seen that students develop better a task when they feel that they are helping each other. The material worked for learners because they developed it without any problem, some of them took ideas from the example given. Students learned how to use the app for educational purposes. Some of them have used similar apps but to write individual opinions about fashion or sports in Spanish. An improvement for this application is to make students write a blog about a topic of interest. A positive aspect of this activity is that learners could write interesting comments about the places they chose.

In the sixth application, the design of the material was simple and clear for them to understand. It was successful because the majority are accustomed to having planners. I learned that for students it is simple to complete a task if they have a reference to do it. Some of them

only needed help with vocabulary because there were words that they did not know how to write it. The materials and the app were suitable for them because they could complete the task without any trouble. It was impressive when most learners could plan an activity without hesitation. There could be a few improvements in this application since it is easy and clear for them to complete. Some positive aspects of this application are that the instructions for them were clear to complete the activity.

In the seventh application of the activities, it was more advanced for them to recall an event since they had to go more precisely to the wh- questions. Some students were not informed of what news happened in their neighborhood. It was somehow successful since some students did not have the chance to follow the instructions, they had to produce a story created by them or some of them had to take some news on the internet to complete it. It was learned that some of them have a better understanding of the differences among the questions but a few of them were confused about the Why and Who questions. The material and the app worked for the ones that had the account but for the few who did not have it, they had to work on paper. An important impression was that students were precise when writing the events, some of them at the end of the activity shared verbally their news with their classmates. An improvement that can be made to this application is that learners can go more general, and they can write about any pieces of news they might like to write about. A positive aspect is that learners had a better understanding of the differences among the wh questions to write some information.

In application eight, the activity was remarkably interesting for the students; it caught their attention since it was using the application of messenger which is an app that they are used to messaging with. It was successful; the student's knowledge of how the application works led them to successfully complete the task. Plus, they had fun adding their classmates and friends to

chat with them and share ideas, memes, and comments regarding the class. It was learned that the students have knowledge of how to use the technological devices that they have available to use. Additionally, their experience using Messenger led to me learning how to use games in chat to play with friends and how to customize the application to make it more appealing. It did work since all the students had access to a smartphone or a computer to access the application. Additionally, the concept of brainstorming on the phone made them more interested since they thought brainstorming could only be done in the book. They learned a lot about how to professionally write since the possibility to chat with friends from another country helped them to learn how native speakers write in English and by themselves correct the mistakes they make. An improvement could be to have a proper internet connection for the students to use since not all of them have access to an internet plan. Additionally, it could help to ask them to bring the account already created because the process takes time that could be used for the development of the activity.

Chapter VI

Conclusions

For the following chapter, an overview concluding analysis will be carried out. The research questions are analyzed and answered. Also, the objectives are going to be studied to check if they were met. For starters, this project had as an objective to improve the students' writing skill, this was expected to be met using apps in the seventh-grade students from Centro Educativo Pindeco. Additionally, some specific objectives were presented to state how it was going to be tried to achieve the objective presented above. The first objective was to diagnose the writing skills of the students through the application of a writing task. It can be concluded that this objective was met by the application of a pre-test where their writing skills were evaluated and analyzed. The results that were gathered showed that the students had a reasonable level of English that allowed them to write some reasonable texts with the problematic of poor use of the grammar rules along with limited knowledge of vocabulary. For this reason, it was necessary to make use of an action plan to fulfill the second objective which was to solve the problematic found in the pre-test using the applications so that they can practice their writing skills. Later, the last objective was made by a post-test, this to evaluate the results shown by the students after the use of apps to reinforce their writing skills through the implementation of the action plan.

Additionally, it is vital to analyze the effects that were gotten using apps. First, their writing skills were enhanced, and the learners improved their grammar knowledge, vocabulary use, and critical thinking. Additionally, the students found benefits such as being able to improve their communication skills and to connect with others.

For the sake of the development of this project, strengths were found. First, the students found interest in learning better the second language because the use of apps made them find that learning English could be fun. Thus, this could benefit other teachers to improve the learner's knowledge construction process. Further, the process of planning the action plan and researching

apps that could benefit the teachers' learning skills, helps the teacher to learn about these apps and learn how to use them for the advantage rather than prohibiting them. Finally, the pupils are going to be more participative since they find the classes more interesting and improve their learning.

On the other hand, because of the strengths and benefits that this project has, there are some limitations to consider. First, it is important to consider the students' access to a phone, a computer or any kind of technological device because this is necessary when using apps. Additionally, it is necessary to analyze the internet connections available since the lack of this or internet that does not charge correctly can obstruct the development of the class. In addition, it is essential to teach them how to use the apps for this reason when a teacher does not know how to use one can lead to not being able to fulfill the class properly. For this reason, it is important to take them into account beforehand to not cause delays, confusion, or any other form of mistake when developing this writing improvement technique.

In synthesis, the project successfully applied and covered the objectives that were proposed at the beginning of the investigation, and it did improve the pupils' writing techniques. Additionally, led to the research to find some strengths of the project so that it can be presented to other teachers that could potentially use this as an advantage for their classes. But it additionally provided the limitations that need to be covered by the teacher when trying to apply the project in their class.

Chapter VII

Recommendations

Important recommendations to enhance writing in the EFL class are proposed in response to the findings obtained in the study. First, it is important to encourage the practice of writing in class. Teachers need to be updated about writing and the principles already established by MEP because they can implement those principles in the class and make writing funny and interesting for the students. A second recommendation is about the correct use of time in the class to teach writing. Writing should be taught as a process, step by step, not as a product as some educators are doing in the class because of the lack of time they have. To innovate the syllabus of the MEP, educators should propose a new segment for the syllabus where they incorporate the use of technology for the English learning process.

Another suggestion is that educators can design real-life situation activities where the students can develop their linguistic skills with their classmates and then use this knowledge in their daily lives. The use of real-life situations when writing guides, the students to use a wide variety of vocabulary that is familiar to them. They force the students to use a logical sequence of events; in this manner, it will be easier for them to identify the correct verb tense to use on different writing tasks. Taking advantage of innovative technologies and flexibility, the MEP can provide an internet connection to all high schools in Costa Rica at a low cost to improve foreign language learning and to satisfy the technological and social needs of the students.

In addition, it is important to provide feedback from peer assessment; this technique forces the students to pay attention to their classmates' mistakes and to know the rules. Furthermore, teachers in the EFL class should teach writing as a guided process, in which students learn the rules step by step and write in a sequence starting with writing sentences, paragraphs, reaction papers, and essays at the end of the process.

Another important recommendation is to link technology with writing in class. During the application of the activities, the researcher noticed that students are familiar with the use of apps. That is the main reason teachers should take advantage of them and use them to teach the target language. Creating a group using a social network in which the students are forced to write in English is an innovative technique that stimulates the interest of the students in writing and sets rules to avoid problems in the writing performance. The EFL instructor can use different ideas to ask the students to participate and write in English, for example, a reaction about a topic of their interest, or a picture of a short article which the students can comment. In addition, teachers must consider that the students need to have an impact to write about, it might be a negative or positive reaction or a critique.

Another significant recommendation is to design an action plan based on the information gathered as a part of this study in which the researcher provides a guideline for the teachers' usage, in this guide, they are provided with the description of different useful apps to teach writing and the techniques to promote writing in the EFL class.

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Annexes

Annex 1

Pre-test:

Instructions:

Write a short paragraph about your favorite outdoor activity.

You must mention five characteristics about your favorite outdoor activity.

_____

_____
_____
_____
_____
_____
_____
_____

Annex 2

Post-test:

Instructions:

Write a short paragraph about your favorite activity you like to do in your free time.

You must mention some activities you like and practice

_____

_____

_____

_____

_____

_____

_____

Writing rubric

Criteria	Need Work 1	Acceptable 2	Good 3	Excellent 4
Organization	Writing lacks logical organization. It shows some coherence, but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced from the topic. Transitions evident but not used throughout text	Writing is coherent and logically organized with transitions used between ideas and paragraphs. Overall unity of ideas is present.	Writing shows a high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	It shows some thinking and reasoning, but most ideas are underdeveloped.	Content indicates thinking and reasoning applied with original thought on a few ideas	Content indicates original thinking and develops ideas with sufficient evidence.	Content indicates synthesis of ideas, in-depth analysis and evidence original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals a high degree of critical thinking.
Grammar and mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress. Some errors remain	Text has few spellings, punctuation, and grammatical errors allowing reader to follow ideas clearly.	Text is free of distracting spelling, punctuation, and grammatical errors, absence of fragments, and comma splices.
Style	Mostly in elementary form with little or no variety in sentence structure, or diction.	Approaches college level usage of some variety in sentence patterns, and diction.	Attains college level style; tone is appropriate to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; tone used effectively; creative use of sentence structure and coordination
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of text needs attention.	Meets format and assignment requirements; correct margins, spacing, and indentations: text is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; text is neat and correctly assembled.	Meets all formal and assignment requirements and evidence attention to detail; all margins, spacing and indentations are correct; text is neat and correctly assembled with professional look.

Action Plan Manual

The next proposal is the result of an exhaustive analysis about the most common problems that writing production involves regarding the use of apps in seventh grade at Centro Educativo Pindeco. This action plan provides teachers with a manual that includes instructions on how to use specific apps to help teachers to reinforce writing using technology in the classroom. The whole manual outlines suggestions on how to apply activities in the apps. In addition, a brief description for each of the apps proposed by the researchers is presented. Also, the apps were chosen due to the social interaction that they provide to the users.

APPS TO

REINFORCE

WRITING

Seminar of Innovation

By:

Gerlyn Beita
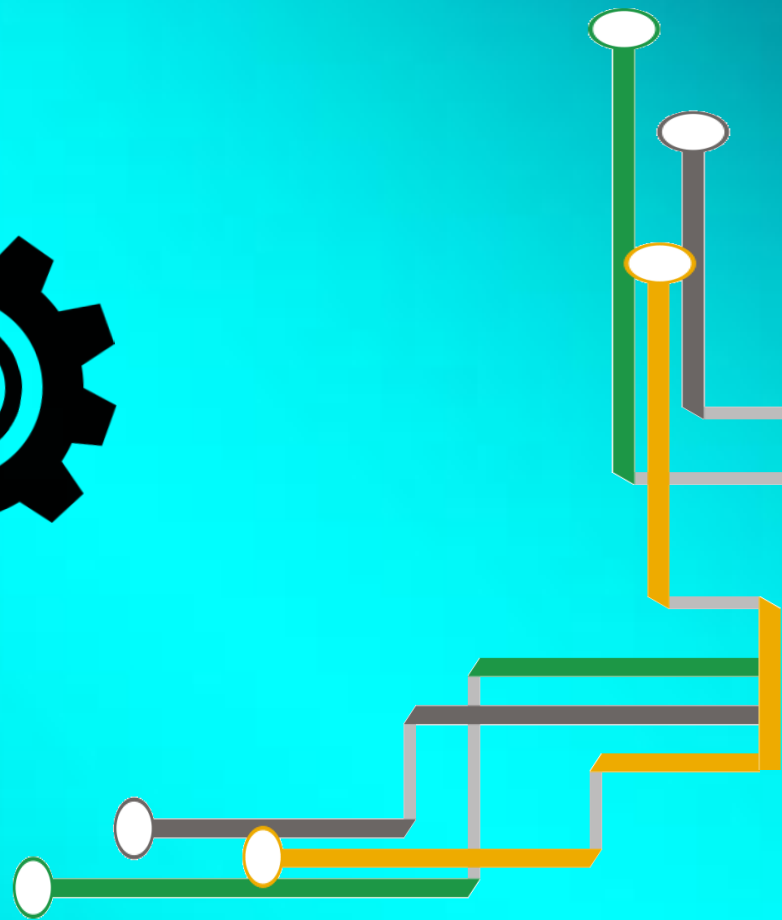
The aim of this manual is to provide teachers and students with a guide of Apps and some teaching activities that may help them to reinforce the writing skill in the EFL classroom.

Table of Contents

WhatsApp

This app allows users to exchange text, images, videos, and audio messages in single or group conversations for free.

Steps

1. Look up for the App in smartphones or on its web platform
2. Sign in
3. Create a single or group chat
4. Share images, videos, text, links, or audios to enjoy the app

Available on the App Store

Get it on Google play

Write to your friends

Follow my writing

Teaching Activities

Write and interview

4

Follow my Writing

Instructions: The entire group works together. First, the teacher creates a group in WhatsApp where all the students are included. Then, the teacher sends to the group a picture about a typical food. Then, you have to create a recipe about the photo. One by one, you have to send a message with one ingredient and one step of the preparation for this dish. While your classmates send the messages, the teacher selects one students to write the recipe on the board. Then, the teacher reads the recipe in front of the class.
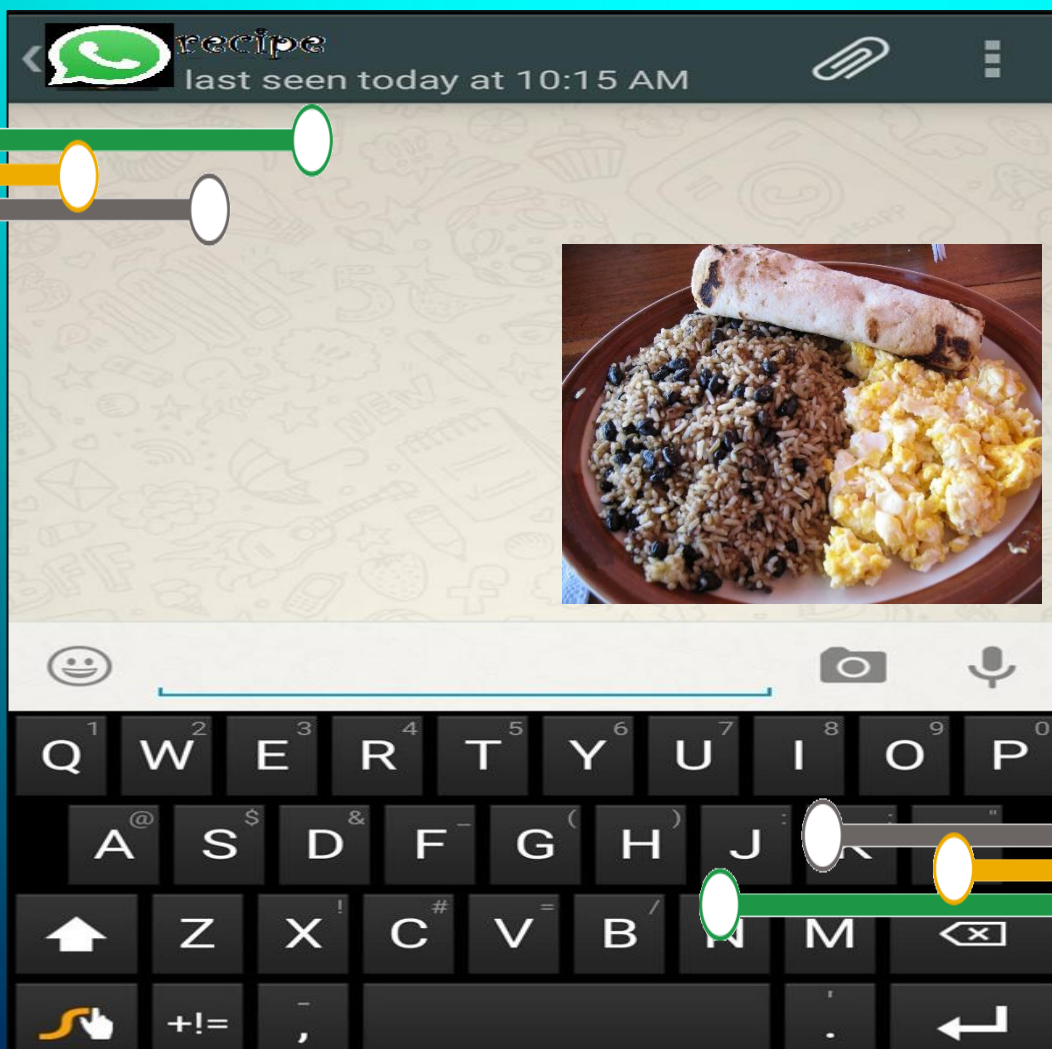
recipe
last seen today at 10:15 AM

5

Facebook

This app promotes and facilitates interaction and communication between friends, family, and colleagues.

Steps

1. Look up for the App in smartphones or on its web platform
2. Sign in
3. Look and add friends, family, classmates, and colleagues
4. Share post, images, videos, text, links, or audios to enjoy the app

Available on the App Store

Get it on Google play

Teaching Activities

Post it

Follow my writing

Write to your friends

6

Posting my Meme

Instructions: Create a funny meme about yourself and write a caption describing it. Then post it on your Facebook profile and let your friends to coment on that .

Facebook   Profile   Home   Account   Privacy

Name:

Photos

My meme

iLike

Personal Information
1. _____
2. _____
3. _____
4. _____

Birthday:

👍 Like   💬 Comment   ➤ Share

👍 Like

Grade:

7

Messenger

This app enables their users to send chat messages, images, videos, or documents to people who are logged onto their Facebook accounts.

Steps

1. Look up for the App in smartphones or on its web platform.
2. Sign in
3. Look and add friends, family, classmates, and colleagues
4. Share post, images, videos, text, links, or audios instantly

Available on the **App Store**

Get it on **Google play**

Teaching Activities

Write and say it

Follow my writing

Summarize your work

8

Summarizing Information

Instructions: Read and analyze the information from the brochure. Then, write a short story about the information given of Topolandia and Canopy. Take into account important aspects like; schedules, type of clothes, necessary implements, food, transportation, and money people may need.

● **Student's Group**

11/10/15 03:34

W
Brochures Topolandia and Canopy

Teacher is typing...

Type your message...

GIF
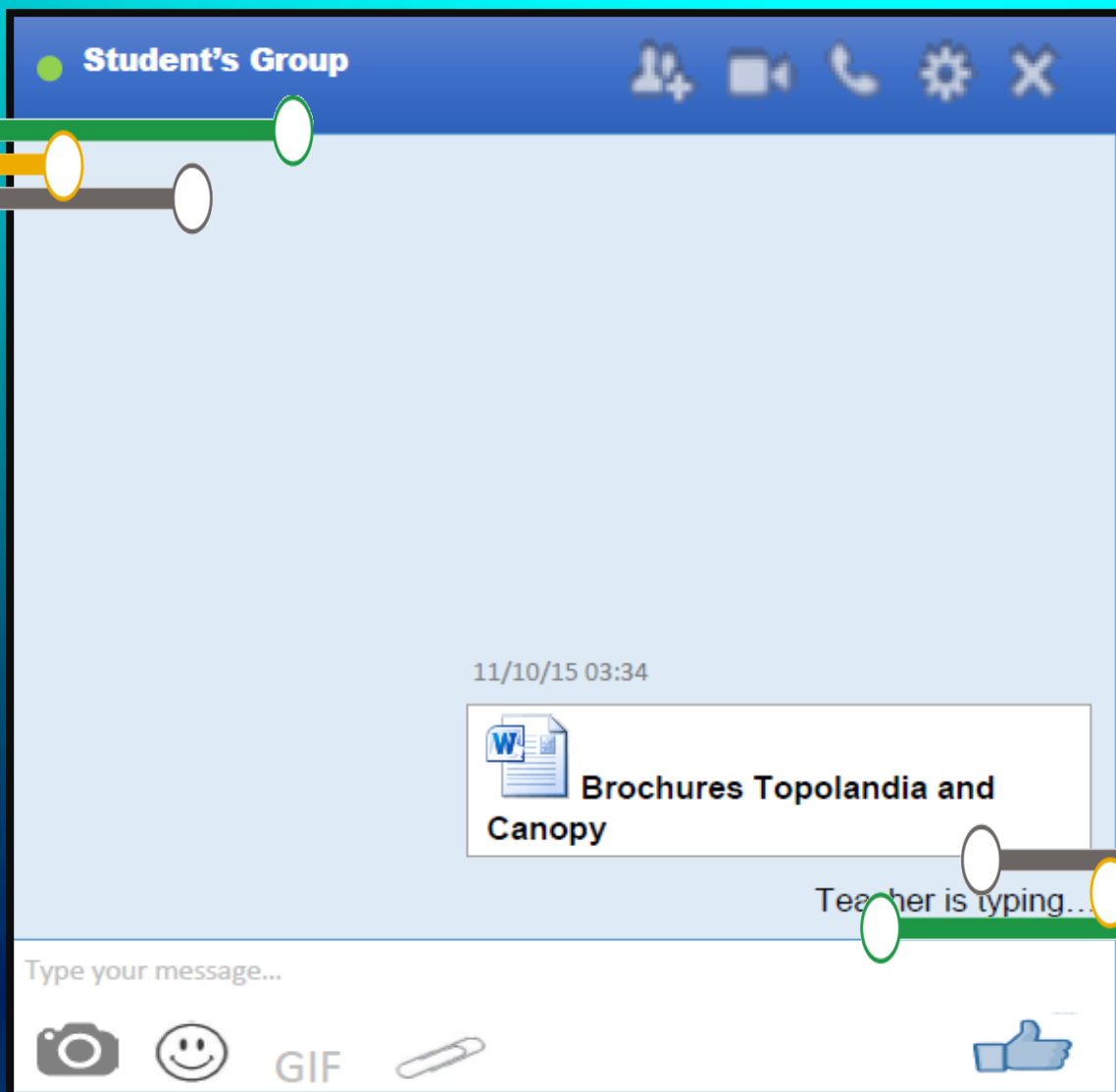
Come and visit Topolandia, the only underground archaeological museum in Costa Rica.

We are located in San Pedro, Pérez Zeledón.

Schedule: Tuesday – Friday 9:00 a.m. – 4:00 p.m.

Saturday – Sunday 8:00 a.m. – 5:00 p.m.

Phone numbers: (506)88324458 /27311322.

Canopy Valle del General

Come and live this extreme experience with us, you will not regret it.

For this weekend, we have a package that includes

- Transportation too Pérez Zeledón downtown.
- Our Canopy Tour.
- Lunch
- Snacks
- A walk on the beach

Cost per person: ₡23.000

Phone numbers: 8387 95581 / 8734 5044

Instagram

This app is a video sharing website in which all people can upload and share videos with friends, family, and classmates.

Steps

1. Look up for the App in smartphones or on its web platform.

2. Sign in to keep your search history

3. Watch videos about any subject of interest

4. Create, upload, and share your videos with friends or classmates

Available on the **App Store**

Get it on **Google play**

Teaching Activities

Write and say it

Write and interview

Summarize your work

11

Creating my Place

Instructions: Create a Touristic place. Then, write a short text about the best activities people can do in your Touristic Business. Describe how it is and share videos and pictures about it..

Instagram

username
Place, City, Country

1/3

username

Username ∨

55
Posts

152
Followers

37
Following

Your Name
Description
Bio
www.website.com

Following   Message

+

New

Q Search

IGTV   Shop   Science & Tech   TV & mov

12
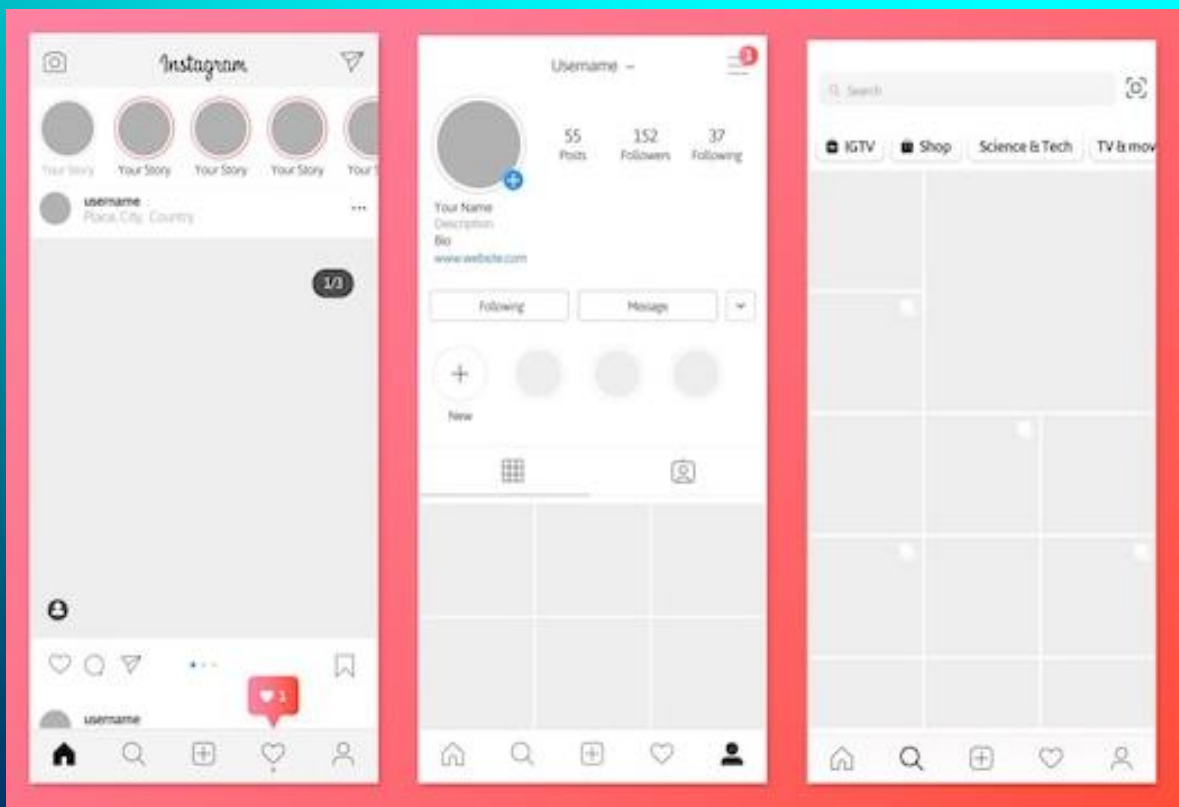
Blogger

This app is a free tool for creating blogs, updating information, giving your own advice column, or relating your experience in a topic of interest to share with friends and classmates.

Steps

1. Look up for the App in smartphones or on its web platform
2. Sign in
3. Look for friends and add them
4. Write and share ideas to friends and classmates

Teaching Activities

Post it

Write to your friends

Summarize your work

Available on the App Store

Get it on Google play

13

Giving my Opinion

Instructions: In pairs, read the following blog. Next, write a review on your Blogger account about any fantastic place that you have visited before. Write what type of cloth you need to wear and what tips you may need to do to have fun in this place. After, let your classmates to comment on your blog.

NOMADIC MATT

f ⊙ ✉ ⑂ ⑂ ⑨   Search this site

ABOUT   BLOG   TRAVEL TIPS   DESTINATIONS   RESOURCES   COMMUNITY   SHOP 🛒

OAXACA: AN EVEN BIGGER LOVE STORY

**Posted**: 1/26/21 | January 26th, 2021

Have you ever arrived at a destination and just knew it's for you? Something in the air just told you that this place is everything you dreamed it to be and you were going to be in love with it forever.

STAY UPDATED ON THE BEST TRAVEL DEALS AND TIPS!

Hi! I'm Nomadic Matt and I'm here to help you travel more for less.

Sign up to get my best travel tips as well as these free guides to help you plan your next trip like a pro:

- A Suggested Packing List
- 61 High Impact Travel Tips
- 17 Step Planning Checklist
- Your Guide to Getting Free Flights
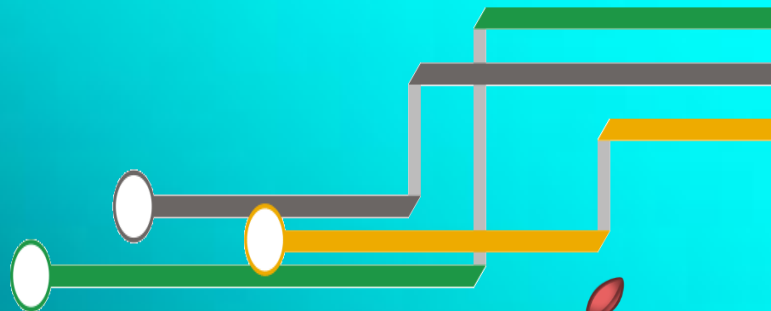
14

WhatsApp

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2. Sign in
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4. Share images, videos, text, links, or audios to enjoy the app

Available on the App Store

Get it on Google play

Teaching Activities

Write to your friends

Follow my writing

Write and interview
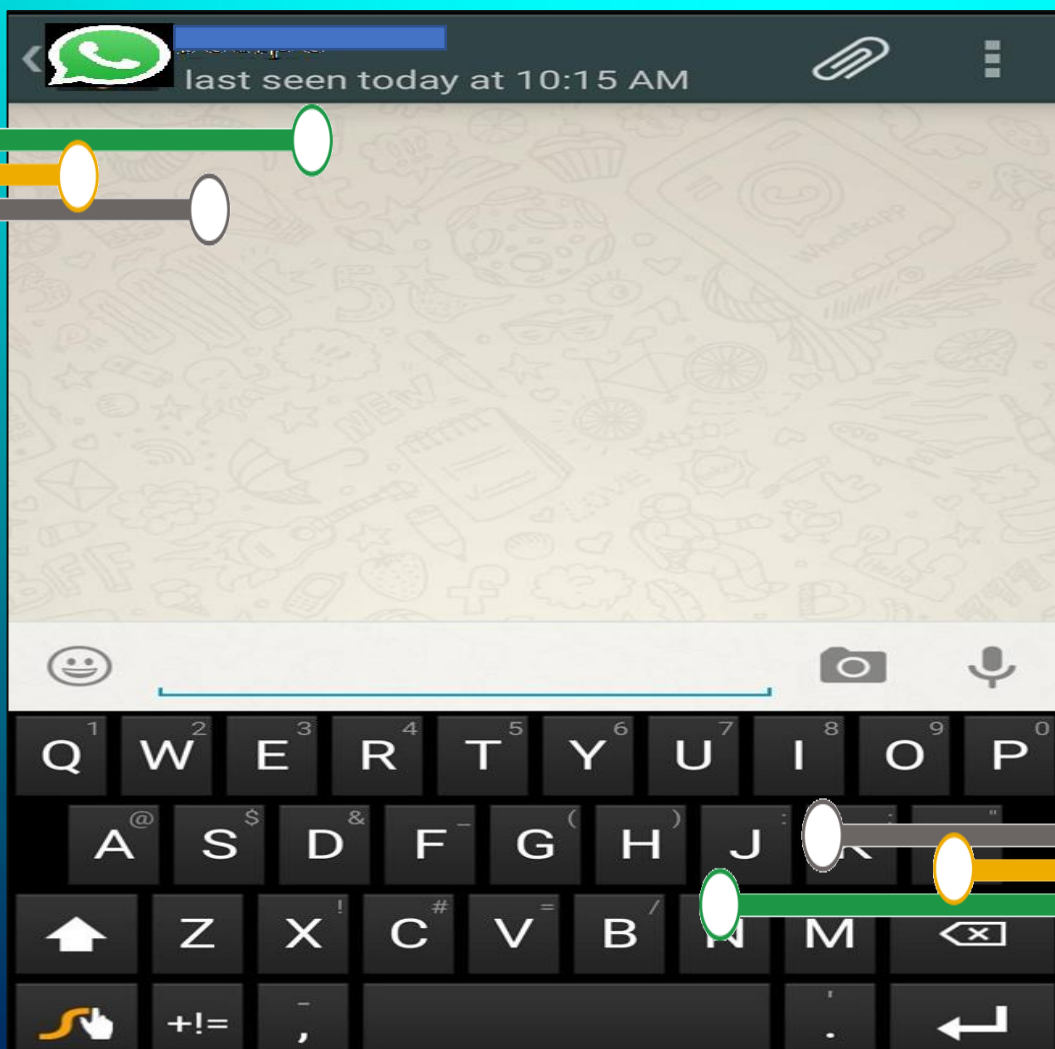
16

Writing my Daily Planner

Instructions: Create an event. Write the date, activities, and tasks in your daily planner for this event.. Organize your day. Include notes if necessary. Share the planner for that event with your classmates

What is a daily planner?

A daily planner helps you organize your activities. It also keeps track of your upcoming events and reminds you of important celebrations. In a daily planner, you can write a list of tasks that you have to complete at the end of a day, week, or month.

Main features of a daily planner:

- It includes the date.
- It features lined hourly format, usually with hours from 7 a.m. to 7 p.m.
- It includes a daily notes section.
- It can include other sections such as: Important Dates, Things to Buy, and other reminders.

How do I write a daily planner?

1. Select a daily planner. There are many printable daily planner templates online. But, if you prefer, you can create your own template. Look for something easy to use.
2. Write all your dates, activities, and tasks in your daily planner.
3. Check your planner regularly in order to organize your day.
4. Keep track of the unaccomplished tasks.
5. Include notes if necessary.
6. Keep your planner with you, or in a safe place at all times.

Imagine that you are going to have a special event next weekend. In the following planner, write the previous arrangements that you have to make. Share your planner with other classmates.

TODAY IS THE DAY

Date: _____

07:00 a.m.	_____
08:00 a.m.	_____
09:00 a.m.	_____
10:00 a.m.	_____
11:00 a.m.	_____
12:00 p.m.	_____
01:00 p.m.	_____
02:00 p.m.	_____
03:00 p.m.	_____
04:00 p.m.	_____
05:00 p.m.	_____
06:00 p.m.	_____
07:00 p.m.	_____
08:00 p.m.	_____

Phone calls & emails
_____
_____
_____

Notes
_____
_____
_____

PORTFOLIO

Create your own daily planner template. Organize your tasks by day or by week.

54

18

Facebook

This app promotes and facilitates interaction and communication between friends, family, and colleagues.

Steps

1. Look up for the App in smartphones or on its web platform
2. Sign in
3. Look and add friends, family, classmates, and colleagues
4. Share post, images, videos, text, links, or audios to enjoy the app

Available on the **App Store**

Get it on **Google play**

Teaching Activities

Post it

Follow my writing

Write to your friends

19

Writing news

Instructions: Write a newspaper article about an event that happened in your neighboorhood recently. Share it with your friends.
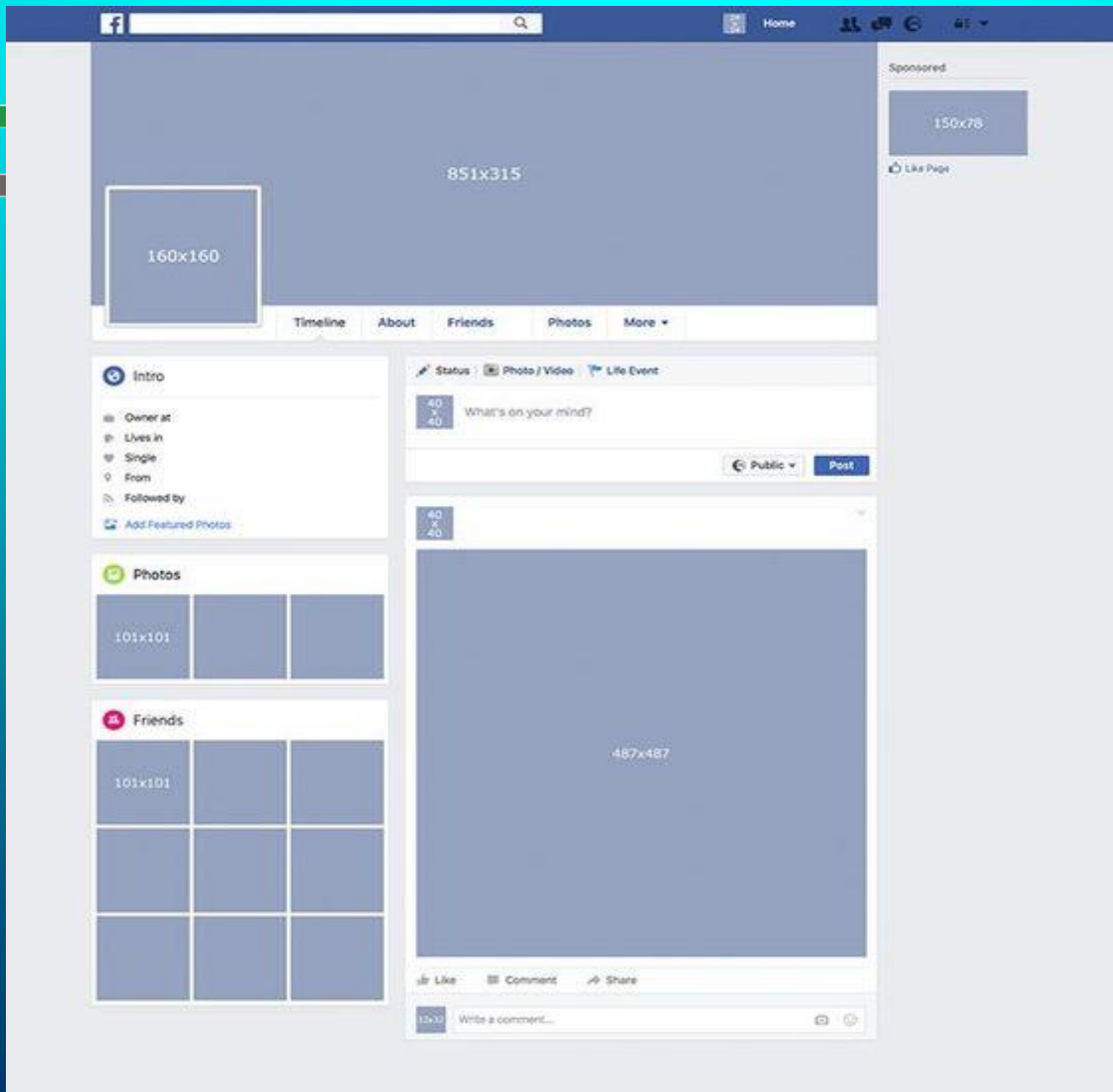
Activity 2 Reinforcement Work in groups. Imagine that you are going to write a newspaper article about an event that happened in your neighborhood recently.

What happened?

_____

_____

Who participated?

_____

_____

When did it happen?
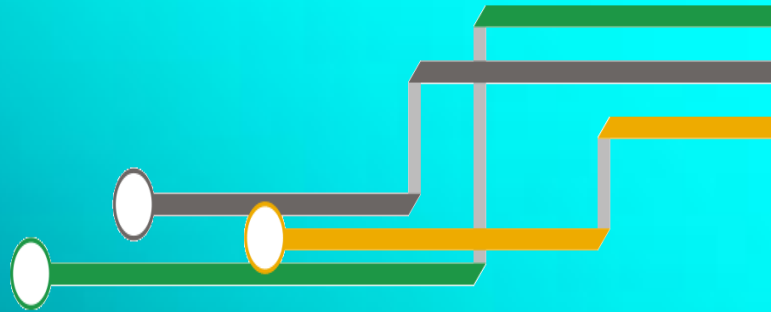
_____

_____

Where did it happen?

_____

_____

Why did it happen?

_____
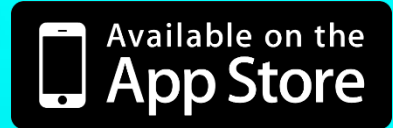
_____

_____

How did it happen?

Messenger

This app enables their users to send chat messages, images, videos, or documents to people who are logged onto their Facebook accounts.

Steps

1. Look up for the App in smartphones or on its web platform.
2. Sign in
3. Look and add friends, family, classmates, and colleagues
4. Share post, images, videos, text, links, or audios instantly

Available on the **App Store**

Get it on **Google play**
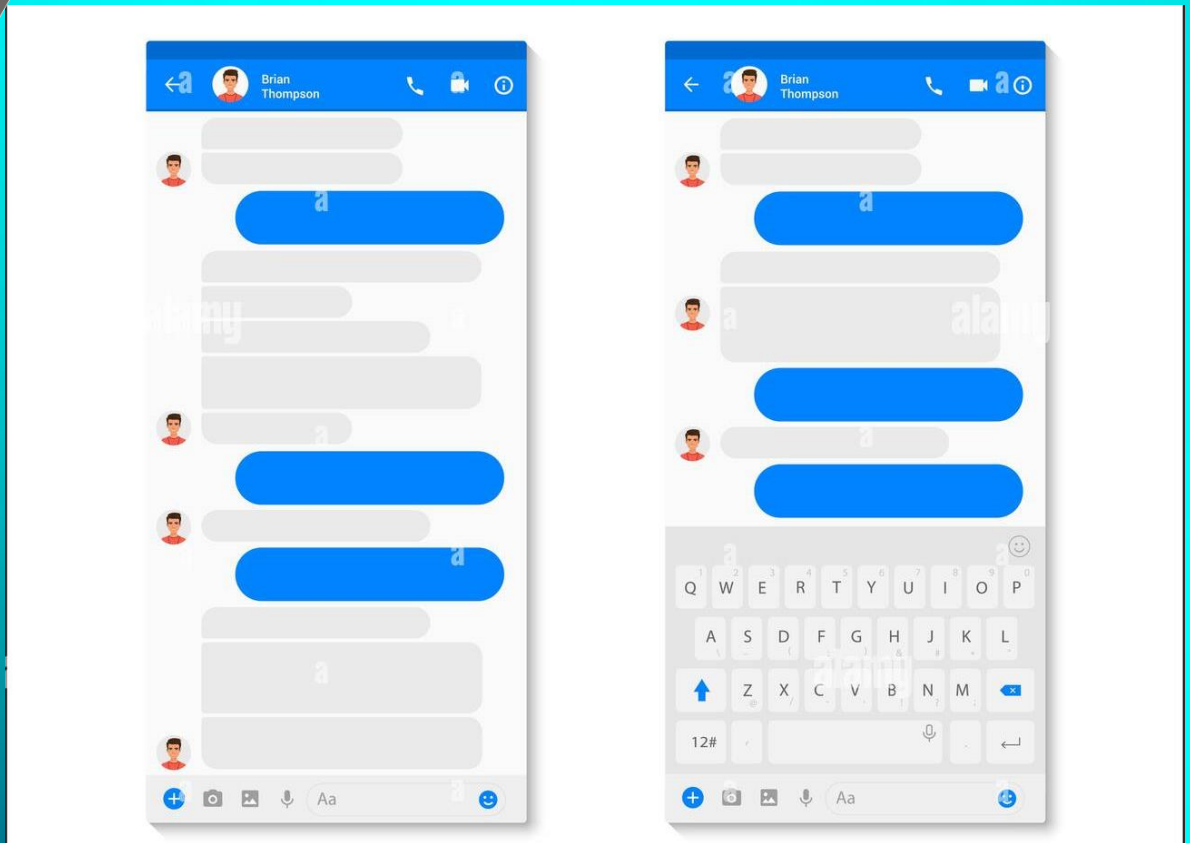
Teaching Activities

Write and say it

Follow my writing

Summarize your work

22

Follow my Writing

CLASS DEBATE

Is it better to have friends from your own country, or to have friends from different countries?

Prepare your class debate by brainstorming your personal opinions on the topic and your reasons for them. Use the graphic organizer to help you.

Having friends from different countries offers benefits such as...

Reasons to support my opinion

_____
_____
_____
_____

Examples to support my opinion

_____
_____
_____
_____

Having friends from different countries causes problems because...

Reasons to support my opinion

_____
_____
_____
_____

Examples to support my opinion

_____
_____
_____
_____

Live Binders

This platform is a compilation of web pages, exercises, and apps that help students and teachers learning and teaching a second language. This website was designed and suggested for this manual by Ph.D Patricia Lopez and colleagues.

Boom Writer is a fun, easy to manage, and academically-impactful way to bring technology into the classroom.

Evernote allows users to write, capture, store, and synchronize text, image, and videos across multiple computing devices.

www.livebinders.com

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Apps found on this platform

This manual pretends to help students to reinforce their writing skills.