UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Research presented as a part of the requirements to obtain the degree as "Licenciado en Ciencias de la Educación: Profesor de Idiomas Inglés."

TITLE OF RESEARCH WORK

"ANALYSIS OF THE ACADEMIC USE OF WHATSAPP AND FACEBOOK IN THE DEVELOPMENT OF READING AND WRITING SKILLS BETWEEN TEACHER AND STUDENTS, AND AMONG STUDENTS AT FIFTH SEMESTER OF LANGUAGE CAREER AT UNACH, DURING THE ACADEMIC TERM 2018-2019"

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2019

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

COMMITTEE MEMBERS CERTIFICATE

TITLE OF RESEARCHWORK: "ANALYSIS OF THE ACADEMIC USE OF WHATSAPP AND FACEBOOK IN THE DEVELOPMENT OF READING AND WRITING SKILLS BETWEEN TEACHER AND STUDENTS, AND AMONG STUDENTS AT FIFTH SEMESTER OF LANGUAGE CAREER AT UNACH, DURING THE ACADEMIC TERM 2018-2019"

Work presented as requirement for obtaining the Bachelors degree of "Licenciado en Ciencias de la Educación, profesor de idioma Inglés". It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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Que, **SAMANIEGO CISNEROS ALEXIS GONZALO** con CC: **0605818319**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF THE ACADEMIC USE OF WHATSAPP AND FACEBOOK IN THE DEVELOPMENT OF READING AND WRITING SKILLS BETWEEN TEACHER AND STUDENTS, AND AMONG STUDENTS AT FIFTH SEMESTER OF LANGUAGE CAREER AT UNACH, DURING THE ACADEMIC TERM 2018-2019"**, que corresponde al dominio científico **Desarrollo socioeconómico y educativo para el fortalecimiento de institucionalidad democrática y ciudadana** y alineado a la línea de investigación **Educación Superior y Formación Profesional**, cumple con el **7%**, reportado en el sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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I, Alexis Gonzalo Samaniego Cisneros, student of the Language Career, I am the only author of this research named:

"ANALYSIS OF THE ACADEMIC USE OF WHATSAPP AND FACEBOOK IN THE DEVELOPMENT OF READING AND WRITING SKILLS BETWEEN TEACHER AND STUDENTS, AND AMONG STUDENTS AT FIFTH SEMESTER OF LANGUAGE CAREER AT UNACH, DURING THE ACADEMIC TERM 2018-2019"

The ideas and commentaries specified in this document are responsibility of the author.

Riobamba, 08 de febrero del 2019

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ACKNOWLEDGMENTS.

I would like to express my gratitude to all the teachers of Languages Career, especially to those who shared their experience about how to be a good human being more than just providing knowledge, trying to create professionals that combine soul, heart and brain. I am totally grateful with my family who gave me the resources to continue with my major, my friends who were an important part during these four years. I cannot believe that I was able to develop completely a thesis project, but I am completely happy that I could.

Alexis Samaniego

DEDICATORY

I want to dedicate the present research to my beloved family, friends and all of who trust me in the most difficult moments of my life.

With Love.

Alexis Samaniego.

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RESUMEN

A través de los años, ha existido un acelerado proceso de evolución en cuanto a la tecnología. Este desarrollo ha hecho más fácil la comunicación e interactuación entre las personas alrededor del mundo. Un claro ejemplo de esto, es el uso de redes sociales. Debido los múltiples propósitos para las cuales pueden ser empleadas, estas se han consolidado como una herramienta importante dentro del ámbito educativo. El principal objetivo del presente estudio es analizar cómo se utilizan académicamente Facebook y WhatsApp para desarrollar las habilidades de lectura y escritura en el quinto semestre de la carrera de idiomas en Unach. La investigación está enmarcada dentro de Metodología del inglés y el enfoque cualitativo en un nivel descriptivo. El método Etnográfico también fue usado. Para recolectar la información necesaria para la investigación se aplicó un cuestionario creado por el investigador tanto a profesores como estudiantes. A través de este instrumento se pudo reconocer que existe un uso bajo de Facebook y WhatsApp con fines académicos entre profesores y estudiantes. Entre las actividades realizadas usando dichas redes sociales con el propósito de desarrollar las habilidades de lectura y escritura se encuentran: La lectura de artículos académicos relacionados con la especialización, revisión de páginas y publicaciones enfocadas en el aprendizaje de un mejor vocabulario en Inglés, responder a las preguntas dirigidas hacia nosotros totalmente en Inglés, contestar las publicaciones en Inglés y compartir información científica.

Los resultados de la investigación podrían ser útiles tanto para profesores y estudiantes de la Carrera de Idiomas, para crear nuevas e interesantes actividades con el fin de mejorar las habilidades de lectura y escritura a través del uso de Facebook y WhatsApp.

Palabras Clave: Redes Sociales, Facebook, WhatsApp, comunicación, habilidades de lectura y escritura.

ABSTRACT

Through the years, technology has been an accelerate process of evolution. This development has made easier communication and interaction among people around the world. The use of Social Networks is a clear example. Due to the multiple purposes in which they can be used, they became an important tool in the educational field. The focus of the study is to analyze how Facebook and WhatsApp are used academically to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach. The research frames into the English-Methodology area and into the qualitative approach in a descriptive level. The ethnographic method was used as well. To collect the necessary information to the professors and students has applied a survey by the researcher. Through the survey, it was recognized that there was a low academical use of Facebook and WhatsApp among teachers and Students. The principal activities performed to develop the reading and writing skills are: reading academic articles related to the major, reviewing specialized pages and posts to learn English vocabulary, reply to questions in English, respond to others' posts in English and share scientific information. The outcomes of the research could be useful to the English teachers and students to create new and interesting activities to improve their reading and writing skills by using Facebook and WhatsApp.

Keywords: Social networks, Facebook, WhatsApp, communication, reading and writing skills.

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INTRODUCTION

Social networks have triggered a paradigmatic evolution in all aspects of human life, particularly in the way people learn as affirmed by Espuny et al. (2011). From the perspective of Valenzuela (2013) since social networks are part of Web 2.0 technologies, they have a great potential in education; García (2010) adds that the use of these applications to support the teaching and learning of a second or foreign language is too effective.

Today, social networks are universal. The youth conceive these technologies as part of their lives; for them, social networks are the ideal space in which they can exchange information and knowledge in a swift, simple and convenient way. Alonso & Muñoz de Luna (2010) claims that professors should take advantage of this situation and consider the students' predisposition to use social networks, incorporate them into their teaching. The author states that using social networks, blogs, and video-applications implies taking education to the places that students associate with entertainment, and where they may approach them with fewer prejudices.

In Ecuador, the use of technological devices in educational institutions is legally supported since 2014; the Ministry of Education, with the aim of encouraging the critical consumption of new communication and information technologies within the school classrooms extended a legal document that fosters and validates their use (Acuerdo Ministerial; 70-14, 2014).

A study performed in the Universidad Agraria del Ecuador by Mendoza, Romero, & Aguilera (2017) to determine the usefulness of Facebook in the English teaching and learning process affirm that the 63% of students are eager to use this resource. A similar research was performed at Universidad Nacional de Chimborazo by Iguasnia (2016), the author claims that the use of Facebook in extracurricular context helps students to improve and reinforce their English skills.

Along the years the researcher has studied in the Languages Career at Unach, it was noticed that most of students and all the professors use social networks, mainly Facebook and WhatsApp. The principal usage given was for communication. Social networks have helped professors and students to improve their personal relationships, to be always in contact and known the latest news involving their studies.

It could not be evidenced any kind of academic usage of social networks; in other words, this technology is not used for fostering the practice of English. There are some virtual groups in which they are part of; therefore, it would be believed that as they are studying for being English teachers their interaction should be in English, but not; most of the time professors and students write each other in Spanish, share information, posts, and even memes in the same language.

This study states that by the means of social networks is possible to develop the reading and writing skills, it is assumed that integrating social networking in ESL reading and writing activities could help to broaden students' knowledge, increase their motivation and build confidence in learning these skills. In this context it is proposed the research study entitled "Analysis of the academic use of WhatsApp and Facebook in the development of reading and writing skills between teacher and students, and among students at fifth semester of Language Career at UNACH, during the academic period 2018-2019"

For achieving this goal it was applied a survey to professors and students to find out which is the principal use they give to the social networks and how they consider these resources can be used to foster the development of reading and writing. The method used is the ethnographic. The study belongs to the English-Methodology are a fits within the qualitative approach.

This study has been systematized into five chapters that are consequently exposed:

- **Chapter I:** Referential framework, problem statement and the general specifics objectives jointly the justification.
- **Chapter II:** Theoretical aspects of the academic use of WhatsApp and Facebook in the English teaching – learning process.
- **Chapter III:** Methodological framework which submits the design and type of the research, population and sample, techniques and instruments for data collection, and the procedure for the analysis and interpretation of results.
- **Chapter IV:** Analysis and the interpretation of the results, and Analysis of description of the survey applied.
- **Chapter V:** Conclusions, recommendations, references and annexes are included in this chapter

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

The way in which professors and students use social networks weakly foster the development of the reading and writing skills.

1.2 PROBLEM STATEMENT

Because of the development of the ICTs the world has been transformed into a dynamic and unpredictable space where people are forced to adapt themselves to not disappear. The communication system is no longer the same, today no matter the time and neither the distance people can communicate without problems. The Internet has made it possible, by the means of social networks mainly Facebook and WhatsApp, people can create virtual communities and interact as if all of the participants were in the same place (Sans, 2009).

Ebner and Schiefner (2008) noted that using social networking technology to support teaching and learning activities results interesting for students and teachers. The authors explain that in the case of reading and writing, this technology allows communication to occur parallel to the course enabling students to initiate discussions outside the classroom contexts. By using Facebook or WhatsApp, students can require and give information about the subject reviewed in class not only to the teacher or their mates but to people around the world; making of learning an interactivity and dynamic process, which encourages students to develop autonomous learning and support meaning making activities (Du, Carroll, and Rosson, 2010).

Some studies developed in the country have proven that social networks can be used with Ecuadorian students to support their academic tasks. The authorities in the area also support this approach making students and teachers use technological devices in the classroom since 2014. Most of the educational institutions, and Universities, have computer

labs, virtual platforms and free Internet to facilitate and promote the academic use of these technologies.

In the case of labs and platforms, it is said that they are being used for academic purposes only. Through observations, it was realized that students and professors in Fifth semester of the Language Career at Unach do not use social networks with a specific academic goal. Basically they use Facebook and WhatsApp for communication by using Spanish. So any advantage is gotten.

In this context, the focus of the study is to find out how Facebook and WhatsApp can be used to develop reading and writing and which would be the activities that foster the practice of these skills and how they can be performed to get the most effective results. For this target, it was applied a survey to the professors and students. This process will benefit both since the technology is used for academic purposes.

All the facts presented confirm the importance and pertinence of the study, its feasibility is determined for the willingness of the professors and students to participate in the study, and also the necessary scientific, human, technological and economic resources are available.

1.3 FORMULATION OF THE PROBLEM

How are Facebook and WhatsApp used to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach?

1.3.1 GUIDING QUESTIONS

1. How do teachers and students use Facebook and WhatsApp?
2. How are Facebook and WhatsApp used for practicing reading?
3. How are Facebook and WhatsApp used for practicing writing?

1.4 OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To analyze how Facebook and WhatsApp are used academically to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach

1.4.2. SPECIFIC OBJECTIVES

- To identify if Facebook and WhatsApp are used academically.
- To describe how Facebook and WhatsApp are used academically when practicing reading.
- To describe how Facebook and WhatsApp are used academically when practicing writing.

1.4.3 OBJETIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How are Facebook and WhatsApp used to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach?	1. How do teachers and students use Facebook and WhatsApp?	To analyze how Facebook and WhatsApp are used academically to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach	1. To identify if Facebook and WhatsApp are used academically.
		2. How are Facebook and WhatsApp used for practicing reading?		2. To describe how Facebook and WhatsApp are used academically when practicing reading.
		3. How are Facebook and WhatsApp used for practicing writing?		3. To describe how Facebook and WhatsApp are used academically when practicing writing.

Done by: Alexis Samaniego

1.5 JUSTIFICATION

Currently, we are living in a technological age in which Internet has become in a helpful tool used for different purposes. Its usage could embrace, since entertainment, search for relevant information and communication. About the last one, the developing of technology have made easier communication and interaction among people in any place and any moment. In that way, being Social Networks part of our daily life, it is use in the educative field is relevant for various reasons.

Around the world, the use of the Social Networks is important because of the new opportunities to learn through its implementation. Teachers could share their knowledge with the students in a smarter manner. The practice of essential skills as Reading and Writing outside the classroom are possible because of Social Networks. Students could maintain practicing English anywhere and anytime through the interaction not only with their classmates and teacher using these technological resources. Its use is also important because as teachers it is indispensable to look for new tools to help to learners to achieve the goals expected according to this globalized world.

For the Languages career at Universidad Nacional de Chimborazo, the research is important because it provides the necessary information about the reality of the use of social networks between teacher and student and among students. The research will help to the English teachers and students to create new and interesting activities to improve their reading and writing skills by using Facebook and WhatsApp. In this regard the purpose of this research is to analyze how Facebook and WhatsApp are used academically to develop the reading and writing skills.

To the researcher, it is important to do this investigation because in the future, the investigator will be able to know how to apply these tools effectively in the teaching learning process. Teachers and Students at the fifth semester of Languages Career are direct beneficiaries of the present research, the indirect ones are the Languages Career and the Universidad Nacional de Chimborazo. The investigation is feasible because all the technological, human and economic resources are available.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM

Once reviewed the virtual repository of the Universidad Nacional de Chimborazo, a study similar to the present was identified; it is entitled "The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015" by Iguasnia (2016). In this study the author exalts the benefits that the use of social networks involves not just inside the classroom but in extracurricular contexts.

There are other similar studies in the national and international context for instance: "Application of social networks for learning a foreign language" by Mendoza, Romero, & Aguilera (2017), "The Academic Use of Social Networks among University Students" by Gómez, Roses, & Farias (2012) and others. This studies will constitute the principal source for building up the theoretical framework.

2.2 THEORICAL FOUNDATIONS

2.2.1 SOCIAL NETWORKS

Boyd & Ellison (2007) define Social networks as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their lists of connections and those made by others within the system.

The evolution of social networks and its colossal acceptance and use, is due to the multiple possibilities offered to communicate, share and receive information in different formats (videos, photos, documents, presentations) and the opportunity that the user has for, not just be a mere receiver of information as in the case of email; but, to be an active participant and generator of that information, to receive and offer immediate feedback, to

negotiate purposes, plans, concepts and doubts, without worrying about the temporal and spatial demands (Garcia, 2010).

Social networks were not designed specifically for education; however, they can be so useful and attractive if used for educational purposes. Rojas, Gómez & Garcia (2015) highlight the importance of social networks in the field of education and sustain that teachers should be always eager to use this kind of technology since these tools meet all the connectivity requirements that today's digital natives demand.

2.2.2 SOCIAL NETWORKS IN EDUCATION

A Statistical study about the use of social networks such as: Facebook, Twitter, Instagram, YouTube, LinkedIn, and WhatsApp carried out by Digital Marketing in January 2018, reflected a high level of social acceptance. Gómez (2012) in his study "The academic use of social networks in university students" reveals that the consumption of networks has been deeply implemented in the daily routines of students, and that the vast communication possibilities of these channels could be considered to take advantage. García (2010) in turn highlights the potential of social networks to generate and promote collaborative work, not only between teacher-student, student-student, teacher-teacher within the same institution, but among students from anywhere in the world, professionals and experts in their areas of study.

In the case of foreign languages teaching and learning, Sotomayor (2010) sustains that the use of social networks is very useful and states that if teachers take full advantage of all their potential they can become into a techno-pedagogical resource for mediation of a collaborative and meaningful learning. Through social networks students can be involved into authentic material and have the opportunity to use the language in real life situations with native and non-native English speakers.

2.2.3 SOCIAL NETWORKS IN FOREIGN LANGUAGE TEACHING

García (2010) concludes that the philosophy of collaborative learning of another language today is born and responds to a new socio-cultural. The academic possibilities of social networks in the teaching-learning of the English language are highlighted by García (2010). The author assures that it is possible to develop online collaborative writing activity

that involves the actual practice of reading and writing skills, forming virtual social communities that favour the authentic practice of listening and speaking, providing students with resources with multiple characteristics.

2.2.4 FACEBOOK

Facebook is a web-based-interactive network that permits users share information and opinions, it makes possible a connection to those who shared interests in any field. Cheung, Chiu & Lee (2011) discovered that, among the plenty of reasons young people have to use Facebook, the principal are to have social presence, because of group acceptance norms, for keeping in contact with current friends, and rarely for educational purposes.

For Ellison et al., (2007) Facebook has a variety of interactive features and it results attractive for users. This social network provides an appropriate environment for the development of discourse communities with its varied participatory mechanisms, thus it becomes a very useful tool for practicing reading and writing. The author says that if used in English classes, Facebook lets students to create their personal profile page and list interests, activities, academic information and share with others, in the case of the English subject should be presented in this language.

2.2.5 FACEBOOK FOR PRACTICING READING AND WRITING

Melor (2012) shows that Facebook can be very useful for reading and writing activity since by the means of this social network students learn new vocabulary by reading the comments of the other students in the group, are fostered to discuss ideas or parameters for homework, and are involved into a peer-spell-check dynamic that helps them to deal with spelling and orthographic problems. The author also claims that using Facebook can help students in completing their homework easier through a collaborative interaction among the members in the group. Kho & Chuah (2012) recommend educators to incorporate social networks such as Facebook in the teaching and learning activities in order to create more fun and interactive lessons.

2.2.6 WHATSAPP

Church & De Oliveira (2013) define WhatsApp as a messaging application that can be downloaded to smartphones and easily used to send messages to other people's mobile phones. The interesting with this app is that it fits with most types of modern smartphones including iPhones, Blackberries, Windows Phone devices, Android phones and certain Nokia phones using Symbian. Unlike other social networks, WhatsApp uses phones' data connection so users don't have to pay for the individual messages you send.

WhatsApp can be integrated into the L2 curriculum in order to promote learning communities where learners can participate on a regular basis. Its use provides authentic communicative situations for L2 learners and a wide extend of opportunities to improve their communicative competence. Church & De Oliveira (2013) also affirm that language learners can increase their vocabulary knowledge by simply using WhatsApp as it makes students remember, find the implementation and practice the words after learning.

2.2.7 WHATSAPP FOR PRACTICING READING AND WRITING

Justina (2016) argues the use of social media such as WhatsApp helps students to make grammatically correct sentences; avoid inadequate vocabulary, and to overcome the fear of making mistakes. WhatsApp is an opportunity to practice reading and writing, even with very little content. But this is not a problem, since the essential goal is to motivate students to communicate in English through writing. Because WhatsApp is the most popular application students use to chat with one another, it is a potential resource for encouraging them to communicate or chat in English.

Facebook and WhatsApp have proved to be useful for helping students to develop their reading and writing skills, since this social networks help stimulating the learners' writing fluency, strengthened their reading skills, improved their vocabulary, grammar and confidence in their language (Justina, 2016).

2.2.8 TEACHERS' ROLES WHEN USING SOCIAL NETWORKS

For Justina (2016) the principal role of language teachers is to identify what their students enjoy doing and so, utilize it to engage them in language development, especially reading and writing which result very difficult for students when done in the conventional

way. It demands for teachers to think in a different way, in which they probably will not be comfortable because change is not an easy thing to cope with and it is all the more difficult when there is a lot of age/generation gap between the learners and the teacher. For the author's perspective, this change can enable students to develop interest in reading and writing in the target language without any anxiety. Teachers may try out using modern technology which learners enjoy in order to motivate them to practice and improve their language skills which they would otherwise find challenging.

2.2.9 READING AND WRITING

Reading is the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema. While Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Reading and Writing skills are a very important part of communication. Good reading and writing capabilities permit students to communicate their ideas with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

The interdependence of these two skills is known as Literacy which constitutes the people's ability to read and write. These skills are important for school, at work, and at home. Reading and writing skills let learners to look for information, explore subjects in-depth and gain a deeper understanding of the world around them (Karchmer, 2001). When students cannot read well, they become discouraged and frustrated by school. The author sustains that this might cause high school failures, poor performance, increase truancy and other negative reactions.

2.3 BASIC TERMS DEFINITIONS

- **Facebook** is an application that lets students not only receive information but produce, it can be shown in different digital formats such as audio and video.
- **Reading** is the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema.
- **Social Networks** are web-based applications by which students and teachers can interact within an academic setting
- **WhatsApp** is the social network that helps students to be always in contact. It constitutes the principal means to foster students be permanent practicing reading and writing.
- **Writing** is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

The principal goal is to analyze the academic use of WhatsApp and Facebook in the development of reading and writing skills between teacher and students, and among students at fifth semester of Language Career at UNACH, during the academic period 2018-2019, therefore it frames itself into the English-Methodology area and into the qualitative approach. To achieve this objective, the method and techniques to be used are the ethnographic and a survey for the professors and students who participate in the study. It is important to mention that the instrument will be developed considering the principal contributions of the authors presented in the theoretical framework.

3.2 TYPE OF INVESTIGATION

Qualitative. - it aims to analyse the academic usage of WhatsApp and Facebook in the development of reading and writing skills between teacher and students, and among students at fifth semester of Language Career at UNACH and thus, determine the most suitable activities which can foster the accomplishment of the study goal.

3.3. LEVELS OF RESEARCH

Descriptive research. –it described how WhatsApp and Facebook could help in the development of reading and writing skills between teacher and students, and among students at fifth semester of Language Career at UNACH.

3.4 METHODS OF RESEARCH

Ethnographic method. – It is considered as one of the most convenient for the educational field; as it allows a direct access to the real information and helps to directly explore and understand the problem in its natural setting.

3.5 POPULATION AND SAMPLE

Population: The research was carried out with teachers and students at fifth semester of Language Career at UNACH, this course is constituted by 12 students and 5 teachers. Since the population is relatively small, it was not be necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For the data collection process, it was used a survey that was applied to the professors and students, to identify which is the principal usage that teachers and students give to Facebook and WhatsApp and how they consider these resources should be used to foster the development of students' reading and writing skills. All the instruments were constructed taking into account the theoretical basis presented in the theoretical framework.

3.7 PROCEDURE

The population was selected in order to describe how the teachers and students use these social networks to develop the reading and writing skills.

With the objective of developing the present research, there were performed some steps that included work field, data collection, analysis of the information. This research belongs to "English Methodology" area. Due to analyze the use of social networks Whatsapp and Facebook among teachers and students and among students at the fifth semester in the Language Career.

3.8   WORK FIELD

During the researcher's period as a student in the Universidad Nacional de Chimborazo in Languages Career, it was evidenced the use of Facebook and WhatsApp with academic purposes among students and teachers. Even though, it could not be recognized any kind of academic usage of social networks to improve the practice of English, specifically reading and writing. It inspired to the researcher to perform the current investigation. A survey was created based on the theoretical framework presented on the research. The instrument was used in order to gather the enough information to analyze the use of the social networks to develop reading and writing skills at fifth semester in Language Career at the Universidad Nacional de Chimborazo.

To develop this research the following steps were necessary to follow:

- With the purpose of accomplishing the objectives established, it was necessary to ask for permission to the director of the Languages Career at Universidad Nacional de Chimborazo to perform the investigation, who agreed with its developing.
- It was indispensable to talk to the teachers and the students to explain the goals of the research. They accepted gently to collaborate with the investigator.
- The process of the data collecting was in the second week of January. Applying the survey to obtain the necessary information.
- The information gathered in the survey was analyzed, and the results were compared with the outcomes reported by different authors in their investigations.
- At the end, the Final Report was elaborated.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS AND DESCRIPTION OF A SURVEY APPLIED.

OBJETIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THE THEORY
To identify if Facebook and WhatsApp are used academically	**Information consumption** • Track the reading and citation of my articles • Download others' articles **Information sharing** • Upload professional information • Repost others' articles **Diffusion, and interaction with other users** • Reply to questions addressed to me by others	Based on the answers of the teachers and students in the survey, it was recognized that: Most of the teachers almost never use Facebook and WhatsApp to monitor the reading and citation of their articles. Most of them often download others' articles and hardly ever upload professional information, repost others' articles and in the same way, they hardly ever reply to address questions to them by others.	According to Boyd (2007) and Ellison the Social Networks has a colossal acceptance and use. Offering the easiness to share and communicate information in different ways, being the principal generator of the information, not only receiving information but also downloading articles from others. On the word of Rojas, Gomez & Garcia (2015) even though Social Networks were not designed at the beginning as a tool for education, but they can be useful for this purpose. Because of

		In the case of students, most of them often use Facebook and WhatsApp to check the reading and citation of their articles. Most of the students often download others' articles and hardly ever upload professional information. The learners often repost others' articles and in the same way, they reply to address questions.	the possibility to teachers and students of receiving and giving an immediately feedback, without worrying the temporal and spatial demands. A statistical study from Gomez (2012) revels a high level of consumption of Social Networks daily in the activities of the university students and teachers. Some of the academic activities that could be performed using WhatsApp and Facebook are: reading, citation, downloading and reposting others' articles; uploading professional information, and reply others questions.

| To describe how Facebook and WhatsApp are used academically when practicing reading. | **Information consumption**
•Reading academic articles related to the students' major
• Reviewing specialized pages to learn about English
•Reviewing English posts to expand vocabulary | According to the English teachers at the Fifth Semester of the Languages Career some activities using WhatsApp and Facebook foster the development of reading skill.
They mentioned, to read academic articles related to the students' major, reviewing specialized pages to learn about English and also review English post to expand vocabulary as the most relevant.
In similar way, students affirm that they practice reading with their classmates using the social networks when they have to read academic articles about their major. | Garcia (2010) argues that some activities that are performed by students and teachers using Facebook and WhatsApp are beneficial to improve the reading skill. The author indicated, read comments from others about a specific topic, discuss their ideas and parameters for homework, reading of academic articles, look for specialized pages to learn English and interact to expand their lexis as several of them. For Ellison (2007) Social Networking's provides a good environment to develop discourse communities being an important tool for practicing reading and writing. |

		They also review specialized pages to learn about English and post to expand vocabulary using those social networks.	
To describe how Facebook and WhatsApp are used academically when practicing writing.	**Information sharing** •Uploading personal information •Uploading professional information •Uploading social-interest articles •Uploading memes using English vocabulary **Diffusion, and interaction with other users** •Replying to questions addressed to me by others in English •Responding to others' posts in English •Sharing scientific information that would be useful for a specific friend	Some of the teachers and students considered that uploading personal information and memes using English vocabulary are useful to practice writing. All of them considered also that uploading professional information, social-interest articles and sharing scientific information that would be useful for a specific purpose and are very beneficious to the developed writing. Finally most of them believed that replying to address questions in English and responding to others' posts in	According to Ellison (2007) the use of social networks in English classes promotes in the students the writing, because they need to share academic and personal information to others that have been presented in English. Involving the student into a peer – spell – check dynamic that helps to overcome orthographic problems. Sharing scientific information is favorable to the interaction with others. Justina (2016) argues that the use of social networks make grammatically correct sentences to take out the fear of making

		English are important to improve the mentioned skill.	mistakes at the moment of writing, the principal objective is to promote the communication between students through writing. Identifying in this way what they enjoy doing, because change it is not an easy way for all of them.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the data collected from the teachers and students at the Fifth semester of the Languages career, it was concluded that:

- The teachers and students use Facebook and WhatsApp with academical purposes but in a low level because the limited frequency in which those educational activities were performed using these technological resources.

- The principal activities that the teachers and students performed using WhatsApp and Facebook to practice reading were reading academic articles related to the major, reviewing specialized pages and posts to learn about English and expand vocabulary.

- Facebook and WhatsApp were used academically to practice writing by teachers and students when they replied to address questions in English, responded to others' posts in English, and shared scientific information that would be useful for others.

5.2. RECOMMENDATIONS

- Teachers and students should search for more activities that foster the use of the social Networks with most frequency making them part of the daily educational activities in a deeper way. Because as it is known, the use of those tools are useful to the development of reading and writing skills.

- Teachers and students should motivate each other to continue using WhatsApp and Facebook in order to enhance the reading skill and discover together new ways for its use.

- Teachers should recognize the most enjoyable activities, so students can continue using the technology to improve the writing skills avoiding as well the fear of committing grammatical errors.

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5.4 ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

SURVEY

General Objective: To analyze how Facebook and WhatsApp are used academically to develop the reading and writing skills at Fifth Semester of the Languages Career at Unach

Specific Objectives

1. To identify if Facebook and WhatsApp are used academically.

Parameters	Always	Often	Hardly ever	Never
How often do you use Facebook and WhatsApp to:				
Track the reading and citation of my articles				
Review other people's posts				
Look for photographs				
Download others' articles				
Spend the time				
Upload personal information				
Upload professional information				
Upload social-interest articles				
Upload photographs				
Repost others' articles				
Reply to questions addressed to me by others				
Respond to others' posts				

Ask for information about a personal interest			
Maintain in contact with friends			
Share information that would be useful for a specific friend			

2. **To describe how Facebook and WhatsApp are used academically when practicing reading and writing**

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
Facebook and WhatsApp foster the development of reading when:				
Reading academic articles related to the students' major				
Reviewing specialized pages to learn about English				
Downloading academic articles				
Reviewing English posts to expand vocabulary				
Facebook and WhatsApp foster the development of Writing when:				
Uploading (writing) personal information				
Uploading professional information				
Uploading social-interest articles				
Uploading memes using English vocabulary				
Reposting others' articles related with English				
Facebook and WhatsApp foster reading and writing practice when:				
Replying to questions addressed to me by others in English				
Responding to others' posts in English				
Asking for information about a personal interest topics in English				
Chanting with friends in English				
Sharing scientific information that would be useful for a specific friend				