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Didactic Strategies Applied to the Secondary Education

Sub Topic:

Didactic innovation in the English language teaching of the writing skill focused on Word order of affirmative statements in short paragraphs through the creation of a private group on Facebook with eleventh grade students from March to November 2015 at Instituto Nacional Diriangen Diriamba, Carazo.

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Dedicatory

This Research paper is dedicated to:

First of all, to the Lord Jesus who is always with us directing our steps and making our dreams come true. Second of all, we want to thank to our parents for their unconditional support during our major giving their love and words of motivation. Thirdly, we are grateful to the English teacher and students from Instituto Nacional Diriangen because they opened the door of their classroom for us to apply the instruments and collect the necessary information for our project. We also wanted to thank the teachers who indirectly contributed to the improvement of this research with all their feedback and pieces of advice. Finally, we are grateful to our tutor Lic. Giselle Ortiz, who helped us in this research, sharing her knowledge and experience to the development of it.

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Abstract

This investigation was realized in a public school named Instituto Nacional Diriangen in Diriamba, Carazo. This research is based on Didactic innovations in the English language teaching of the writing skill focused on word order of affirmative statements in short paragraphs with eleventh grade students from March to November 2015 at Instituto Nacional Diriangen Diriamba, Carazo.

The process of teaching and learning the writing skill in public schools is already an issue for teachers in this country, since the environment usually tends to be little appropriate and enriching for both, the teacher or students. Therefore, this paper is aimed at proposing interactive and cooperative teaching techniques and strategies so as to promote a better teaching of the writing skill focused on word order when writing short paragraphs.

The approach in which this research paper runs is the qualitative and descriptive approach. Therefore, quite subjective data collection tools are used in order to gather the information necessary to support the foundation of this paper. For example, it includes a diagnostic test to measure the previous knowledge of the students in the writing skill. Furthermore, a class observation was applied so as to enquire about the different methodologies and strategies that the teacher uses to teach the writing in the classroom. Also, an interview and a survey were applied to both the teacher and students to get information on how they consider the implementation of social interactive media to learn the English language. The data collection tools were applied to a sample of ten students from the eleventh grade.

Key words: didactic innovations, writing skill, interactive social media, cooperative learning, strategies and techniques.

1. Introduction

In the last few decades, English has raised as the outstanding language for global communication. It is spoken by great amounts of people all around the world which describes it as a truly `international´ language. Thus, knowing that speaking another language is a crucial skill to have; people are learning English more urgently these days. This demands a lot from teachers of English and the way its teaching is being carried out. The purpose of this investigation is to enquire about the deficiencies that fifth graders students have when they write short paragraphs in English and propose effective teaching strategies to improve this educational situation. To realize this investigation, it was selected Instituto Nacional Diriangen located in Diriamba, Carazo.

The structure of this research includes the following aspects, such as the introduction, justification, general and specific objectives, statement of the problem, background, theoretical framework and its methodology, also the analysis of results as well as the conclusions and recommendations.

The introductory section states the main objective of this research paper and the structure to be found throughout the entire document. The reasons that support this investigation are given in the justification. The objectives are based on promoting interactive and cooperative teaching strategies so as to improve the teaching of writing skill in secondary schools nowadays. The statement of the problem contrasts the ideal frame of English teaching to the current and actual way in which is taught today, also the strategies and methodologies to find a possible solution. The background takes back to previous investigations on this topic and its relevance for this investigation.

The theoretical framework contains important theories and concepts that support this investigation. Also, it has the methodology, which incorporates the data collection tools, useful to gather all the information necessary to further elaborate on this research. Also, a brief description of each is done. Then, we have the analysis of results, there is a descriptive and an interpretative analysis. Finally, the conclusions of this research are presented together with the recommendations for the teachers interested in the development of this innovation.

2. Justification

Social media sources are increasingly becoming a necessity in the current English teaching methodologies in our country. Now students, in contrast to our last generation, have a wider range of opportunities to access these technologies so as to interact with people and share their ideas all around the world. That is why, it is vital for teachers of English to strongly count on these tools to improve their teaching and dynamism in the class.

Therefore, this investigation is aimed at proposing new teaching strategies through the use of social networks (Facebook) in which teachers and students will benefit from each other by interacting, giving and receiving appropriate feedback. Currently, Instituto Nacional Diriangen, Diriamba has a Computer Lab which is not being used properly to benefit teachers as well as students in the teaching and learning process. Now, since this investigation pursues social networks as strongly interactive tools to develop writing skills, this lab could be used to provide those students whose access to technology is less affordable to get in touch with their peers.

3. Problem Statement

As Johannah Rodgers claims, writing is a graphic representation of language (Rodgers, 2011). Furthermore, it is a form of communication that allows students to put their feelings and ideas on paper through well-constructed texts. Teaching how to write effectively is one of the most important lifelong skills educators impart to their students (*Time for writing*, 2015). However, in many schools, really few time if any, is devoted to the development of writing.

The practice of constructing paragraphs is essential to good writing. A paragraph helps to reorganize large amounts of text and makes the content easier for readers to digest. However, knowing how to write a good, well-structured paragraph can be a little difficult and word order of the sentences influences highly on this.

This investigation is about a didactic innovation in the English language teaching of the writing skill, focused on word order of statements in short paragraphs. This research paper takes 11th "A" grade students from Instituto Nacional Diriangen as the subject of our study and works along the period from March to November 2015. The word order when writing is a relevant aspect that enables communication to flow among students when they interact. Now, a deficiency in word order will certainly cloud the clarity of a written message and that is why it is highly important to consider the implementation of this innovation since it would contextualize the necessity that these students have when it comes to the development of written communication.

3.1 Problem formulation

How will this innovation about the private group on Facebook benefit students to develop writing skills in the English language?

3.2 Systematization of the problem

1. How interactive and cooperative language teaching methods can be effective to assist students in developing word order in the writing skill?
2. What are the benefits that interactive social media sources provide to help students develop writing skills as they work on a sharing group on Facebook?

4. Objectives

5.1 General Objective

Propose effective interactive and collaborative teaching strategies to write short paragraphs with the correct word order through the creation of an exclusive group on Facebook.

5.2 Specific Objectives

1. To identify whether interactive and cooperative language teaching methods are effective ways to assist students in developing word order in the writing skill.
2. To find out about the effectiveness of interactive social media sources through the creation of an exclusive group on Facebook to duly help students develop writing skills.

5. Theoretical Framework

6.1 What is innovation?

Innovation is defined as “the process of making changes to something established by introducing something new.” It applies to “radical or incremental changes to products, processes or services.” Over the years there have been many changes in the way education is designed and delivered in parts of the world (Olabisi Kuboni, 2006).

In terms of teaching languages, innovation refers to the introduction of new strategies, methodologies, techniques and tools that are more effective in the process of teaching and that, consequently, facilitate the acquisition of the new language.

Today, technology is an important driver to produce change, and sometimes plays a significant role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as with the implementation of innovative educational programs (Olabisi Kuboni, 2006).

6.2 What is a Strategy?

“Until today there is no consistent definition of what strategy means and implies. Some claim that a strategy is the result of formalized and rational planning. A strategy illustrates not only the action but the intention behind it. (Tobias Weigl, 2008)

According E. Stones and S. Morris, “Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy.” (Y.K Singh, 2008)

6.3 What is Technique?

A technique is defined as a detailed list of rules or a guideline for any teaching activity. It is based on the description of steps, or a set of things to do and not to do and it can often be closely related to a method or strategy. (Heidemarie Hecht, s.f.). For instance, mind mapping and brainstorming can be considered teaching techniques. Harry Dhand in his book, “Techniques of Teaching” contrasts the ordinary passive teacher to an intensively active one and how little changes in the use of different techniques in everyday teaching can make a big different. (Dhand, 2008)

6.4 Interaction in writing skill

Written communication itself involves any type of interaction that makes use of written words. Thompson in his book about academic writing considers that the view of written texts as embodying interaction between the writer and reader is now well established implying many aspects that may be focused on training of novice writers of academic texts. Thompson also remarks two different kinds of resources in written texts, these are the interactive and the interactional resources: interactive resources guide the reader through the text, while the interactional resources involve the reader collaboratively in the development of the text which is now called peer-revision work. (Thompson, 2000)

Now, it can be clearly seen the importance of interaction when it comes to the development of writing skills. This way, students themselves can benefit from each other when they revise the rough documents and provide appropriate feedback among them.

6.5 Collaborative and cooperative learning

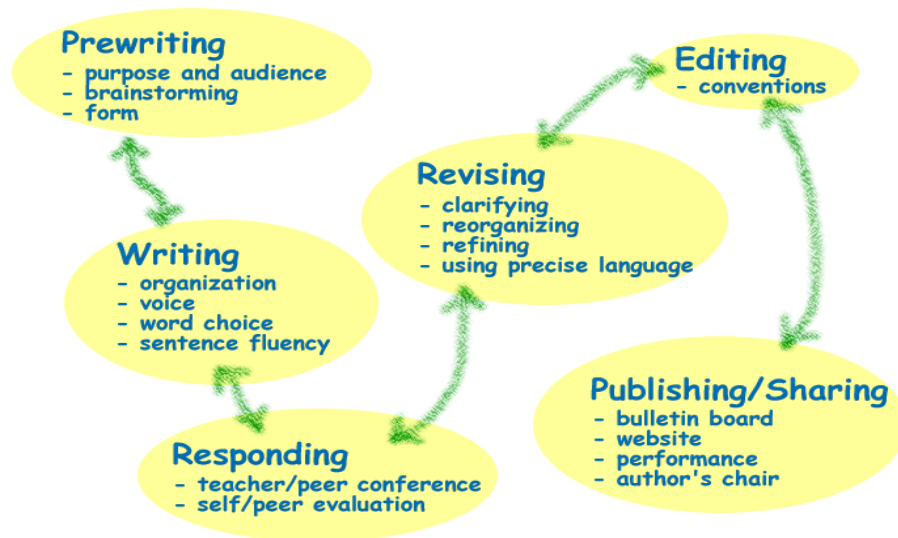
Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning (Weber, 2004).

In online collaborative learning, students learn primarily by communicating among themselves via the internet. In online cooperative learning students are allocated to and learn in small groups and communicate within those groups via the internet (Roberts, 2004). Now, this investigation pursues Facebook as a strong platform to promote these types of learning in students to develop their writing skill through constant interaction and feedback exchange.

6.6.1. Stages of the writing process

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously". Below there is a picture in which the writing stages can be seen. Young writers benefit from

the structure and security of this writing process in their writing. (Al-Mahrooqi, Thakur, & Roscoe, 2014)



The 8 stages of the writing process are presented in detail below.

1. Prewriting.

Students generate ideas for writing: brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

2. Rough Draft.

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a “sloppy copy.”

3. Reread.

Students proof their own work by reading aloud and reading for sensibility.

4. Share with a Peer Reviser.

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

5. Revise.

Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

6. Editing.

Work together on editing for mechanics and spelling. Make sure the work is 'goof proof.'

7. Final Draft.

Students produce their final copy to discuss with the teacher and write a final draft.

8. Publishing.

Students publish their written pieces: sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate.

6.7 What is a paragraph?

It is a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line. Also, a paragraph is a group of statements that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow (Monmouth University 2013).

An effective paragraph:

- presents a single idea
- begins with a topic sentence that makes this single idea evident
- contains support in form of sentences that convey this single idea
- is strategically organized to maintain flow
- maintains your essay's objective
- Informs and entertains the reader about the paper's overall idea.

When writing a paragraph, it is important to take into account three basic aspects; unity, coherence and topic idea. The first one is only possible when focusing specifically on one single idea, otherwise the writer will go far astray of the topic and will certainly lose the idea. Now, coherence is more commonly referred to as the flow of the writing, when the ideas in a paragraph flow the reader will be able to understand the main idea that is presented. Finally, the topic idea is the most important part of the paragraph since it tells the reader the general idea of your paragraph and should essentially hook them into wanting to read more which is a hard task to do in writing.

6.8 Social Media Sources

Media Sources are forms of electronic communication as Web sites for social networking and micro blogging through which users create online communities to share information, ideas, personal messages, and content as videos and others. Some of the popular social networks most students are using in the current times are: **Facebook, Twitter, Drive, Kiwi, What Sapp, Hangouts and others.**

6.9 Short paragraph

It is a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line.

6.10 Word order

It is the linear arrangement of words in a sentence, clause, or phrase.

Compared with many other languages, word order in English is fairly rigid. In particular, the order of subject, verb, and object is relatively inflexible. (Nordquist, s.f.)

A characteristic of modern English, as of other modern languages, is the use of **word-order** as a means of grammatical expression. If in an English sentence, such as 'The wolf ate the lamb,' we transpose the positions of the nouns, we entirely change the meaning of the sentence; the subject and object are not denoted by any terminations to the words, as they would be in Greek or Latin or in modern German, but by their position before or after the verb." (Smith, 1912)

Most English sentences (clauses) conform to the SVO word order. This means that the Subject comes before the Verb, which comes before the Object. Examples:

I (S) bought (V) a new computer (O).

She (S) doesn't like (V) dogs (O).

Why did you (S) do (V) that (O)?

It is more complicated when an indirect object (I) is added to the sentence. In this case the word order depends a.) On whether the direct and indirect objects are nouns or pronouns, and b.) On whether the indirect object is preceded by the word to. Here are the basic rules:

Indirect object with to: SVOI "I showed the computer to my friends"

Two nouns

"I showed it to them"

Two pronouns

"I showed it to my friends"

Pronoun object/noun indirect object

"She gave the present to her mother"

"She gave it to her"

"She gave it to her mother"

Indirect object without to: SVIO I showed my friends the computer.

Two nouns

"I showed them it"

Two pronouns

"I showed them the computer"

Pronoun object/noun indirect object

"She gave her mother the present"

"She gave her it"

"She gave her the present"

Many English sentences also contain adverbials. The problem for the English learner is that some adverbials can be located in different places within the sentence, while other adverbials must appear in one place only. For example, it is correct to say both: I very quickly did my homework and I did my homework very quickly ..., but only I did my homework in a hurry... is possible. I in a hurry did my homework... is wrong. These are one of the issues that most teachers and students have to overcome when they write paragraphs in English.

6. Background

English has been established as the most studied foreign language by Nicaraguans recently. In Nicaragua, English was integrated as a subject in all public schools, but only in secondary schools. Nicaragua has a little more than one thousand graduated teachers of English. Now, in the Basic and Secondary Education of Nicaragua there is, according to official figures, an enrollment of 1.6 million children and youth. However, the Ministry of Education (MINED) only has 800 teachers dedicated to teaching English and the country has more than 10,000 public schools.

Historically, the social work profession has emphasized the importance of skills in spoken communication but has paid less attention to effective written communication (Karen Healy & Joan Mulholland, 2012). In public schools all around the country, the time devoted to English teaching in a week is equivalent to three hours which is far insufficient to develop broadly each of the four skills of the language. Consequently, this affects directly the way teachers manage their class time and their teaching priorities. Therefore, as writing is a time-consuming skill, most teachers decide not to focus deeply on teaching written communication but rather focus on speaking only.

Now, this investigation considers Facebook as a highly useful tool for interaction in the writing skill of the English language. Facebook is a collaborative space in which students can exchange ideas for specific purposes. (Chris Handley, Adrian Wilson, Nils Peterson, & Jim Ptaszynski, 2007). In 2008, a professor at Universidad Andrés Bello, Chile carried out an investigation named "Social networks as tools for collaborative learning: An experience with Facebook" in which she concluded that Facebook fosters the collaborative learning in the classroom. She also states that the process of creating a group on Facebook is an easy task which does not require large economic investments and the creator does not necessarily need to be an expert on it. (Anna García Sans, 2008)

In 2012, another research named "Facebook in Primary schools" was carried out by Teresa Fernández Ulloa from California State University, Bakersfield, in which she states that social networks have facilitated the implementation of new teaching methods such as: collaborative learning, based on the interaction of students with the teacher and classmates, sharing information and generating knowledge. (Teresa Fernández Ulloa, 2012)

Maria Alejandra Rocha Silva, professor and full-time researcher at Universidad de Colima, Mexico in her investigation "Facebook as an educational tool for higher education students" claims that this social network enables the teacher to have a closer relationship with students since it goes a lot further the classroom in all senses. Also, the teacher obtains more feedback from students and the students themselves as well. (Ma. Alejandra Rocha Silva)

Currently, the government has made important decisions regarding the involvement of technology in public education. Last year, 2014, the government started providing many schools with computers and other devices to equip their Computer Laboratories so as to improve teaching in all aspects.

"Internet era requires changes in the educational world, and education professionals have many reasons to take advantage of the new opportunities provided by TICs to promote this movement towards a new more personalized and focused on the activity of students' educational paradigm." (Marqués Graells, 2007)

7. Description Matrix

Specific Objectives	Question Guidelines	Specific questions	Informant	Tool
Verify if the students use the correct word order when they write a short paragraph.	What kind of difficulties do the students find when they write short paragraphs?	<ol style="list-style-type: none"> 1. Do the students use correct word order when they write a paragraph? 2. If you had to grade the word order of your students 'paragraphs from 1 to 10, what would be the number? Why? 3. What are the most common mistakes that students make when they write a short paragraph? 4. Do you think that the Spanish language interferes in the organization of your students` writing? 5. What kind of interactive and cooperative activities do you use to enhance your students' performance in writing? 6. How important is it for you the group work and pair work organization to improve students' writing? 7. How often do you encourage your students to provide feedback among them when you teach writing? If so, what have been the results? 8. What are the possible advantages and disadvantages that these kind of techniques could have? 9. What are the benefits and results that applying interactive and cooperative techniques brings to the development of the writing skill? 	Teacher	Interview

		<p>I. In 5-line paragraph describe your community using the following adjectives: (big, small, quiet, wonderful, safe, noisy, dangerous, etc.)</p> <p>II. Write a short paragraph about your daily activities. Use the space provided.</p> <p>III. Unscramble the following sentences to form the correct statement.</p> <ul style="list-style-type: none"> • <i>city / There / in / is / my / supermarket / a /</i> • <i>a / am / student / I /</i> • <i>beautiful / It / a / house / is</i> • <i>is / teacher's / My / name / Rosa</i> • <i>soccer / We / yesterday / played</i> <p>IV. Classify the words in the chart into the different categories.</p> <table border="1" style="display: inline-table; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;"><i>Verbs</i></th> <th style="padding: 5px;"><i>Adjectives</i></th> <th style="padding: 5px;"><i>Nouns</i></th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-left: 20px; display: inline-block;"> <i>Eat, small, Pedro, play, house, teacher, school, students, beautiful, walk, tall, good.</i> </div>	<i>Verbs</i>	<i>Adjectives</i>	<i>Nouns</i>				Students	Diagnostic test
<i>Verbs</i>	<i>Adjectives</i>	<i>Nouns</i>								
Identify whether interactive or	Are cooperative and interactive	INDICATORS/STRATEGIES (4) EXCELLENT		Students	Observation class					

<p>cooperative language teaching methods are effective ways to assist students in developing word order in the writing skill.</p>	<p>teaching strategies effective ways to help students improve their word order?</p>	<p>(3) VERY GOOD (2) GOOD (1) NEEDS IMPROVEMENT</p> <p>Pair work Student interact effectively. They provide appropriate feedback to each other. (<i>EXCELLENT</i>) Student interact with few difficulties. They are capable of helping others with their writing. (<i>VERY GOOD</i>) Student interact with their pair partner but very little appropriate feedback is provided. (<i>GOOD</i>). Student rarely interact with each other. They are not able to cooperate to improve their work. (<i>NEEDS IMPROVEMENT</i>)</p> <p>Group work Students interact effectively and harmoniously as a group. They follow the instructions and processes correctly in the class and provide appropriate feedback to each other while they exchange ideas. (<i>EXCELLENT</i>) Students interact with each other with few difficulties. They are able to exchange ideas with each other. (<i>VERY GOOD</i>) Students interact with each other as a group. However, there is very little feedback exchange and instructions are not followed correctly. (<i>GOOD</i>) Students do not demonstrate any type of interaction and group work does not appear to be effective at all. (<i>NEEDS IMPROVEMENT</i>)</p>		
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							Teacher	Observati on class
		<i>Guidelines</i>	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Needs improvement</i>		
		<i>The teacher's instruction was clearly presented to the students.</i>						
		<i>The teacher's instructions are followed effectively in the class.</i>						
		<i>The teacher promotes interactive activities when the students write.</i>						
		<i>The instructor corrects mistakes in an effective way.</i>						
		<i>The instructor moves around the classroom clarifying and correcting the students' work.</i>						
		<i>The teacher allows the student to interact while they are writing.</i>						
Verify the effectiveness of interactive social media sources	What is the effectiveness of using interactive social media	1. ¿Con qué frecuencia utilizas redes sociales? a. siempre ____ b. a veces ____ c. casi nunca ____ d. nunca ____ 2. ¿Qué tipo de redes sociales utilizas? a. Facebook ____ b. Twitter ____ c. YouTube ____ d. Otros: _____					Students	Survey

<p>through the creation of an exclusive group on Facebook to help students develop writing skills.</p>	<p>sources like Facebook to help the students develop writing skills?</p>	<p>3. ¿Qué tipo de uso le das a esas redes sociales? a. Entretenimiento ____ b. Conversar con amigos ____ c. Estudiar ____ d. Otros ____</p> <p>4. ¿Alguna vez has utilizado las redes sociales para aprender el idioma inglés? Sí ____ No ____</p> <p>5. ¿Crees que un grupo cerrado en Facebook específicamente creado para practicar la escritura del idioma inglés serviría para aprender más del idioma? a. Sí ____ ¿Por qué? _____ b. No ____ ¿Por qué? _____</p> <p>6. ¿Te parecería interesante practicar la escritura de idioma inglés a través de Facebook? a. Sí ____ ¿por qué? _____ b. No ____ ¿por qué? _____</p>		
		<p>1. What is the frequency in which you use any type of social network to teach English? a. always ____ b. sometimes ____ c. rarely ____ d. never ____</p> <p>2. How would you consider the use of social networks to teach English? a. excellent ____ b. very good c. good d. not adequate ____</p> <p>3. Which of the English skills would/have you work(ed) on more intensively? a. speaking ____ b. listening ____ c. writing ____ d. reading ____</p>	Teacher	Survey

		<p>4. What kind of exercises that Facebook allow you to use are the most suitable to enhance your English teaching?</p> <p>a. videos __ b. readings __ c. visuals __ d. music __ e. commenting __ f. posting __ g. all of them __</p>		
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8. Methodological Design

The principal characteristic of this research is to propose effective teaching strategies to write short paragraphs with the correct word order through the creation of an exclusive group on Facebook.

Qualitative approach

This research is qualitative since quite subjective information is being gathered and the instruments used to collect data provide us with opinions, arguments, and experiences from the teacher and students who are target of this investigation.

Data Collection Tools

The data collection tools consist in the different instruments that researchers have in their arrangement in order to collect information. We have several data collection instruments, but according to the nature of the information to be gathered in this study, we implemented four different data collection tools in the research field: Diagnostic test, class observation, interview, and a survey with the purpose of gathering the essential information from the involved population in this study so that the results can be reliable.

The purpose of using those data collection tools is also to gather enough information which was useful in our study object and in the analysis and the findings of each instrument that provided valuable information.

Diagnostic Test

This instrument is useful to measure and gather previous knowledge that the target students possess so as to identify their strengths and areas of improvement in the language.

The purpose of a diagnostic test in our research is to know the current state of a student's progress or ability in writing and verify if the students use the correct word order when they write a short paragraph.

Class Observation

Observation in qualitative research generally involves spending a prolonged amount of time in the setting. Field notes were taken throughout the observations and focused on

what we had seen. Observation consists in observing the classroom, students and the teacher in their authentic environment, to obtain information and then register it to analyze the data collected.

Our objective was to identify whether interactive or cooperative language teaching methods are effective ways to assist students in developing word order in the writing skill.

Interview

The interview to the teacher was given in oral way. Also our purpose with the interview to the educator was to know about the kind of strategies that she applied, and what the teacher thinks about the class; the students' weaknesses or strengths; and what the students need to improve in their performance.

Survey

Surveys are techniques to gather information from a person or a group of people. Our objective with the survey was to gather information from ten students from the eleventh grade at Instituto Nacional Diriangen. We implemented a printed questionnaire in a structured format.

The surveys were aimed to the students to obtain information that allows us to know what expectations they had about the class.

9. Descriptive Analysis

This section describes the process of analysis of data collection results. It was conducted through a matrix for qualitative research that was conducted by specific objectives.

The specific objective one relates to: verifying if the students use the correct word order when they write a short paragraph. During the interview the teacher said that many students do not use the correct word order when they write affirmative sentences, she said that the most common mistakes that students make when they write a short paragraph is that they confuse the organization of the words in the sentence. Furthermore, some students do not identify what a noun is and where it is, also the adjectives and verbs when they do exercises. She claimed that the reason of this may be that students always think in Spanish when they are writing sentences in English. This has become an important issue for the majority of her students.

The strategies that the teacher assures to use for interactive activities are: pair work and group work. It is important to use many interaction strategies to expand logical and communicative development in students. Now, cooperation in a team, in pairs or through the entire class creates a rapport and a harmonic environment which promotes openness, freedom and tolerance for diversity and teamwork for the intellectual development.

According to the teacher's interview, the teacher's explanation is very clear to motivate students to interact with each other when writing and so improving written communication and follow instructions by the teacher. It allows students perform the writing activities with confidence using the correct grammar during the class.

We did three class observation sessions. In the day 1 the teacher explained about the oral presentation that the student presented that day and our objective is not speaking is writing, that is why we could not gather enough information that day.

For that reason, it was necessary to do another visit to the classroom. In the day 2 the student were making a paragraph about the importance of the technology in this day we can

observe that the teacher's instruction was presented to the student in excellent way. Another point is that instructions followed in the class the student followed in a very good way. The teacher promotes interactive activities but she needs to improve it. She moves around the classroom clarifying and correcting the students' work in an active way.

When the students work in pair they rarely interact with each other when they write. They are not able to cooperate to improve their work while when they make group work they interact with each other with difficulties when writing they interact in their mother tongue.

The diagnostic test was applied to students in which the majority of them had problem in all the written points of the test. It's very difficult for them write a short paragraph about their community using adjectives. Another point is about the daily activities they do not write the correct word order in the sentences and the last point was about identifying nouns, adjectives and verbs, they also get confused with it.

The survey was applied to ten students and it has six questions, all of this with the purpose of inquiring about the frequency in which students use social networks and why they use them. Also, it was intended to measure the level of acceptance that they show to the implementation of this innovation. In the first question students were asked about the frequency in which they use social networks. Four students marked option (a): always, five of them chose option (b): sometimes and only one selected option (c): hardly ever.

In the second questions the students were asked about the type of social networks they use, a great deal of them (9 out of 10) claimed to use Facebook, which stands as the most popular for them. Only one chose the last option; (d): others.

For the third question about what students use social networks for, five assured to use it just for the fun of it. Others chose letter (b): chatting with friends. Two students selected option (c): to study and only one chose option (d): others.

The next question is, have you ever used social networks to learn English? In this question, the majority of students responded in a positive way, only four students marked "No" in the survey.

Question number five asked students about their opinions on the creation of a private group on Facebook to practice writing skills. All of them marked "Yes" and stated that this

group would help them to learn more, pick up basic things of the language, and get some help from other students who probably have more knowledge. Also, they said that it would be a good strategy and that they would feel more enthusiastic to work.

According to the last question which inquired students about their interest in being part of a group on Facebook to develop writing skills, they claimed to be interested in it since it would put them in contact with other speakers of the language, and so, improve their skills in the English language.

10. Interpretative Analysis

In line with the results of the application of the data collection tools (the interview, survey, diagnostic test and class observations), the following conclusions were drawn. It was inquired that the teacher at this institution in the 11th grade A, does not promote collaborative learning among the students and the environment created by her does not lend itself to any kind of interaction when writing. Also, all the process is merely carried out individually without an intentionally organized set which enables students to exchange feedback and ideas while they write.

Students also displayed serious matters when they write short paragraphs in English, especially those related to word order of sentences. All of this was identified through the application of a diagnostic test. Test which helped us detect what the students' major weaknesses were in this area of the language and how this affected the effectiveness of their written communication. The students tested had a really hard time in the first item of the examination, which required them to describe their communities using some previously selected vocabulary words, adjectives like; small, big, quiet, noisy, etc. Most of them failed to place the adjectives and nouns in the right position or order.

There was another exercise in the test in which they had to unscramble some sentences, intentionally disorganized to verify how aware they were of the organization of the words in a sentence. It was identified the many difficulties they have to unify words in the right way. The message in the sentences was unclear and troubled, which made it even more difficult to understand what they wanted to communicate.

Through the application of this diagnostic test, we could actually achieve our objective of identifying the students' strengths and weaknesses in the writing skill, especially in word order.

Now, during the observation sessions, it was noticeable the lack of collaboration among students so as to improve each other's work. Furthermore, any appropriate scaffolding was provided previous to the writing exercise, that is, the process that students need to be following before getting to the first draft and further on it. According to a case study on scaffolded writing prepared by Elena Bodrova and Deborah Leong with emergent writers, they concluded that students can gradually improve their writings and transmit a much clearer

message when they are assisted by an adequate organized set of steps in a process. (Bodrova & Leong , 1998). This influences the students when it comes to brainstorming and putting their ideas on paper. Many times, they do not even know what to write and how to do it, organize their ideas and start writing the first draft. Consequently, this affects the flow of the process and makes it more retarded and less productive.

The teacher is the one who separates the process into easier parts that can be managed by the students, this way the writing process becomes an easier task to complete and not a frustrating procedure which might lead to discouragement from the part of the students.

This was another aspect observed during the class development, that the students were certainly given clear instructions in a paper such as: the topic they were going to approach, the vocabulary to use and the extension of the writing, say, ten lines or more. However, they were not assisted in the process prior to writing, that is, the brainstorming or clustering and not even in the very same process of writing, this is, correcting mistakes and providing feedback to students. Even though, she actually moved around the classroom, helping some students with their papers, this action seemed not to be effective enough for the amount of students in there.

When students are let to work individually, the role of the teacher becomes more of a personal tutor for every single learner in the classroom, which will certainly turn out exhausting and overwhelming if not an impossible task, specifically in these contexts where classroom are usually filled up with no less than 40 students each.

The class observation, in its different sessions of application, displayed serious issues in the way writing is being carried out by the teacher with fifth graders in the classroom A. Students certainly urge of environments that promote interactional exchanges among them and that enable and foster a better flow of feedback with the aim of improving their writing abilities.

The teacher's interview, applied with the purpose of verifying if the students use the correct word order when they write, provided the following information. In the first question, which was intended to verify if the students used appropriate word order, the instructor stated that students, "sometimes" present this problem and that they are in the process of developing

the writing skill. This is an aspect that shows the level of slowness in which the students are acquiring the writing skills, since they are already in the eleventh grade of secondary school, this is, the last year and highest level in high schools, and they have not grasped the essential components of writing yet. Undoubtedly, this could be derived from the poor amount of time that is devoted to the development of this skill in secondary schools in our country. Also, because of the lack of interactional and collaborative strategies that enhance students' writing process. The instructor also mentioned the interfering aspect of the mother tongue when the students write and how this influences their work.

Now, in the following question, the teacher claimed that her students' writing had a high qualification according to word order. However, from the results obtained in the diagnostic test and class observations, it was found out the poor organization of words in the students' writing, to a point which troubled the clarity of the message and made it a little hard to understand.

Also, the teacher was inquired about the type of interactive and cooperative activities she used to enrich students' writing. She assured to use different charts and illustrations so as to facilitate students to come up with ideas about the content in study. The phrase "a picture contains a thousand words" describes how a picture in a spatial representation can convey an interrelationship of thoughts. A picture not only can describe information about people, things, and ideas but also can suggest an emotive quality that transcends time and express a common universality of meaning. (Houghton & Willows, 1987).

Interaction and cooperation are both intrinsically connected as they involve any type of contact between two persons or more. Interaction is defined as the mutual and reciprocal action or influence, and cooperation as a situation in which people work together to do something. As teachers, it is of great significance to provide an interactional environment for students when they write. This way, students will surely face the challenging task of writing a text in a much more collaborative and non-threatening atmosphere in which they can help assisting each other's work, providing feedback and exchanging ideas. All of this is with the intention of polishing and refining their writings in an effective and useful way.

An aspect that the teacher mentioned in the interview, but that was not overly identified during the class observation, was the use of pre-writing exercises such as; listening

drills, videos, either found on the internet or on TV, etc. The use of prewriting activities is very important to bring students' minds into the process and build foundations prior to the actual process of writing a paragraph. Pre-writing strategies use writing to generate and clarify ideas. While many writers have traditionally created outlines before beginning writing, there are other possible prewriting activities. Five useful strategies are brainstorming, clustering, free writing, looping and asking the six journalist's questions. (KU Writing Center , 2011)

It was asked to the teacher how advantageous the pair work and group work strategies were to enhance students' participation when they write and how often she encouraged learners to offer feedback among them. The instructor indicated that communication among students is important; she also said that the use of models of writing turned out useful for her. This way, students would work from the basis of a previously standardized model presented by the teacher on the board, which they could follow then and reproduce in a similar way.

According to the teacher's explanation on how students correct their mistakes when they write, it was discovered that students do not actually assist each other when it comes to amending mistakes. She declared that at the end, but only at the end of the whole process, students approached to her for the revision of mistakes. Then she assured to be fully involved in that process (correction of mistakes) and learners just waited for the specific corrections once the papers were given back. All of this is because the instructor considers not appropriate or adequate to revise students' mistakes before the actual moment in which they turn in the papers.

It can be openly seen that students are not, or at least not intentionally given the chance to help each other in the correction of mistakes, thus there is no collaboration neither interaction involved in the flow of the process at this stage.

As mentioned before, classrooms in most public high schools from our country, are usually overcrowded by large amounts of students. This situation makes it more difficult and challenging for teachers to teach writing in an effective way. That is why, the teacher was inquired about the benefits and disadvantages they find at this moment in their teaching activity.

The teacher finds it difficult to control the students and deliver the necessary explanations and instructions before writing, since most of them are usually speaking and consequently, not paying attention. She also mentioned that some students are lazy and very little enthusiastic to work, in fact, some of them do not even like the assignment given. Here, it can be inferred the lack of motivation the learners have when it is about writing. According to a study on class size and student achievement, the number of students in a class has the potential to affect how much is learned in a number of different ways. For example, it could affect how students interact with each other—the level of social engagement. This may result, for example, in more or less noise and disruptive behavior, which in turn affect the kind of activities the teacher is able to promote. It could affect how much time the teacher is able to focus on individual students and their specific needs rather than on the group as a whole. (Ehrenberg, Brewer, Gamoran, & Willms, 2001)

Students certainly need to be motivated to share their ideas on paper. To achieve this, the teacher needs to facilitate the necessary conditions capable of tapping into the students' minds and bringing the best of them out and write it on paper. These necessary conditions could be, first of all, the selection of properly contextualized topics that draw the student's attention and that, subsequently, motivate them to write. Secondly, a non-threatening setting in which they can feel comfortable and self-reliant to share their ideas without the fear of being criticized or judged. Finally, the environment and resources intentionally planned to allow learners to work together in a collaborative way.

Now, a student's survey was also applied to find out about the acceptance of using social networks (Facebook) in order to promote collaborative learning and interaction in the writing skill. A great deal of them agreed on the use of this platform with the purpose of developing writing abilities. In the latest years, Facebook has become such a popular network to share content with the wide-reaching community all around the world. Thus, students identify themselves with it and do not show apathetic to its new use as an educational platform to cultivate writing skills. Actually, Facebook was originally and intentionally created for academic purposes. It was a platform that kept students up with each other regarding their subjects, events, etc. According to a study on social networks as tool for collaborative learning, the teacher is not the only one who presents and create content, not

anymore, since students are also empowered to do it through the interaction among them in the social space selected. (Sans, 2008)

According to the results obtained in this survey, fifth grade students in classroom A are dynamic and active users of this social network, almost making it part of their daily lives. Nowadays, there are lots of emerging social networks, yet Facebook remains as the most active platform for social purposes among students and people in general. Depending on each student's facilities, some of them keep connected to Facebook the twenty-four hours a day and the seven days of the week. This certainly proves how influencing and appealing it seems to be for students so as to exchange ideas and content with their friends.

Some of the characteristics that has made Facebook so widely held among young people is the interactivity, variety, integrity, dynamism and completeness of it. Now, many of the tasks which required to be done in separate sites on the web, can be completed at the same time, in the same space and with the same quality through Facebook. It is also an incredible environment where the students feel comfortable and motivated to share things with others and express their opinions on specific topics. All of this, without the pressure of adults around or any other elements that transmit insecurity for them to break free and open up to the rest.

Likewise, students were asked about their opinion regarding the creation of a closed group on Facebook for writing purposes. The majority responded in a positive way, one more time, confirming the flexibility and adaptability of this social network to different fields including educational purposes like developing writing skills in the English language.

If students are not provided with the space and resources for them to write effectively through interactional and collaborative exchanges, things will not surely work out well for them. It is wonderful the production and flow of ideas that students can show when they are given the opportunity to intermingle with each other and work harmoniously headed for the same goal. Regarding this aspect of providing interactional atmospheres, a study revealed that online instruction provides a unique opportunity for learning materials, tasks and activities to fit individual learning styles and preferences. Online environments allow learners to take control over the learning process, engage in social interaction and dialogue, develop

multiple modes of representation and become more self-aware (Oliver and McLoughlin, 1999).

This research pursues social networks, in this case, Facebook, as truly interactional and collaborative tools to improve students writing abilities, specifically in word order. Throughout the analysis of the investigation instruments, it was found out that the instructor of the context in study does not enable students to collaborate and interact in a productive way during in class sessions. Students might not do it because they do not feel comfortable or encouraged in any manner, so, let us resort to using Facebook as a way to motivate and stimulate students to work together towards the achievement of a common goal in the group, this is, to improve their writing skills.

11. Conclusions

- 1) All through the process of data analysis put on show the environment the teacher creates and the strategies she uses to teach the writing skill with fifth grade students in classroom A at Instituto Nacional Diriangen, Diriamba. It could make known that the strategies she applies in the classroom do not enhance the students' interaction when they write. According to the results obtained from the analysis, the instructor does not promote collaborative learning in the classroom. When students write, the space is not intentionally arranged so that it empowers students to take on an active role for the development of their writing skills.
- 2) The number of students in the classroom is a discouraging element as it turns out very hard for the teacher to control the whole class and keep track on every single learner when they write. This also eases students from being quiet and paying attention to the teacher's instructions, generating a space with a poor learning acquisition atmosphere.
- 3) The students display serious issues when they write short paragraphs, especially in the organization of words in a sentence. They clearly show deep weaknesses in the way they allocate words when structuring statements. This certainly clouds the clarity of the message to be transmitted and makes it fairly unclear for the reader to understand.
- 4) The learners show interest in being part of an online social platform like Facebook to improve their writing skills through free interaction in a collaborative space. A space that allows them to exchange opinions, ideas, and thoughts, but mainly, an appropriate feedback interchanges which fosters much better writing practices.

12. Recommendations

Derived from the conclusions drawn along this research paper, here are some useful recommendations for teaching writing skills focused on the improvement of word organization in short paragraphs with fifth graders students from Instituto Nacional Diriangén, Diriamba:

1. Create an interactional environment through the use of strategies and techniques that promote collaborative learning when the students write. This way, learners will feel empowered to share ideas and exchange feedback among them, all of this with the purpose of improving each other's work.
2. Build a non-threatening environment in which students can interact freely when they write without any prejudice or fear. All of this through the use of spaces and tools that are more closely related to them as well as with their learning preferences and styles.
3. Appeal to the use of social and interactional spaces like Facebook so as to promote collaborative learning through the creation of a private group in which the learners can act together towards the consecution of a common goal, to improve their writing skills.
4. Use a private group on Facebook to enhance and foster the teaching quality on the writing skill. This social network will serve as a platform to assign different writing tasks to the students who are part of the group. At the same time, they will be given the opportunity to help each other through free commenting sessions on how to improve elements of writing such as the organization of words in their sentences.
5. When managing the group on Facebook, make sure the tasks are engaging enough to draw students' attention and interest to the completion of it. For example, it is of highly importance to present up-to-date and actual information that get them all together, but at the same time, material that is able to tap into their minds and provoke fluent interaction while they write. Everything has to be previously or intentionally planned and selected.
6. Give the students an appropriate time to turn in the assignments given and allow liberty in as much as it is possible. As long as the teacher keeps everybody going in the same direction, a bit of freedom will be fine. Of course, there will be activities that will require more control from the part of the teacher, but keep it smooth and soft, remember that

Facebook will hopefully work as a non-threatening space, so do not spoil it pushing up students too much.

7. Use different resources in the writing assignments like: videos, songs, audio books, news excerpts, magazines articles, online blogs, etc. All of this with the purpose of making the writing process a lot more realistic and dynamic. Also, encourage students to write with a purpose and determination. Make sure all students are taking on their part in the writing interaction process, since it is highly essential for all of them to keep in touch as they work, otherwise there would not exist such interaction.

Annexes

Students' Survey

Estimado estudiante

Estudiantes de la Facultad Regional Multidisciplinaria de Carazo (FAREM) de la Universidad Nacional Autónoma de Nicaragua están realizando la investigación “Innovaciones didácticas en la enseñanza de escritura del idioma inglés enfocado en el orden de las palabras en párrafos cortos con estudiantes de 11^{mo} grado de marzo a noviembre del año 2015 en el Instituto Nacional Diriangen Diriamba, Carazo”. Esto con el objetivo de verificar la efectividad de las redes sociales interactivas en la enseñanza del idioma Inglés.

1. ¿Con qué frecuencia utilizas redes sociales?

- a. siempre ____ b. a veces ____ c. casi nunca ____ d. nunca ____

2. ¿Qué tipo de redes sociales utilizas?

- a. Facebook ____ b. Twitter ____ c. YouTube ____ d. Otros: _____

3. ¿Qué tipo de uso le das a esas redes sociales?

- a. Entretenimiento ____ b. Conversar con amigos ____ c. Estudiar ____ d. Otros ____

4. ¿Alguna vez has utilizado las redes sociales para aprender el idioma inglés?

- Sí ____ No ____

5. ¿Crees que un grupo cerrado en Facebook específicamente creado para practicar la escritura del idioma inglés serviría para aprender más del idioma?

- c. Si ____ ¿Por qué? _____
d. No ____ ¿Por qué? _____

6. ¿Te parecería interesante practicar la escritura de idioma inglés a través de Facebook?

- c. Si ____ ¿Por qué? _____
d. No ____ ¿Por qué? _____

Teacher`s survey

Dear teacher,

Students from Facultad Regional Multidisciplinaria, Carazo (FAREM) of Universidad Nacional Autónoma de Nicaragua are carrying out the investigation about "Didactic innovations in the English language teaching of the writing skill focused on word order of affirmative statements in short paragraphs with eleventh grade students from March to November 2015 at Instituto Nacional Diriangen Diriamba, Carazo". This research is aimed at verifying the effectiveness of interactive social networks in the English language teaching.

1. What is the frequency in which you use any type of social network to teach English?

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

2. How would you consider the use of social networks to teach English?

a. excellent ___ b. very good c. good d. not adequate ___

3. Which of the English skills would/have you work(ed) on more intensively?

a. speaking ___ b. listening ___ c. writing ___ d. reading ___

4. What kind of exercises that Facebook allow you to use are the most suitable to enhance your English teaching?

a. videos ___ b. readings ___ c. visuals___ d. music___ e. commenting ___

f. posting ___ g. all of them ___

Teacher's interview

Dear teacher,

Students from Facultad Regional Multidisciplinaria, Carazo (FAREM) of Universidad Nacional Autónoma de Nicaragua are carrying out the investigation about "Didactic innovations in the English language teaching of the writing skill focused on word order of affirmative statements in short paragraphs with eleventh grade students from March to November 2015 at Instituto Nacional Diriangen Diriamba, Carazo". This research is aimed at verifying the effectiveness of interactive social networks in the English language teaching.

1. Do the students use correct word order when they write a paragraph?
2. If you had to grade the word order of your students' paragraphs from 1 to 10, what would be the number? Why?
3. What are the most common mistakes that students make when they write a short paragraph?
4. Do you think that the Spanish language interferes in the organization of your students' writing?
5. What kind of interactive and cooperative activities do you use to enhance your students' performance in writing?
6. How important is it for you the group work and pair work organization to improve students' writing?
7. How often do you encourage your students to provide feedback among them when you teach writing? If so, what have been the results?
8. What are the possible advantages and disadvantages that these kind of techniques could have?
9. What are the benefits and results that applying interactive and cooperative techniques brings to the development of the writing skill?

Diagnostic test

Name: _____ **Date:** _____ **Grade:** _____

V. In 5-line paragraph describe your community using the following adjectives: (big, small, quiet, wonderful, safe, noisy, dangerous, etc.)

VI. Write a short paragraph about your daily activities. Use the space provided.

VII. Unscramble the following sentences to form the correct statement.

- city / There / in / is / my / supermarket / a /
- a / am / student / I /
- beautiful / It / a / house / is
- is / teacher's / My / name / Rosa
- soccer / We / yesterday / played

VIII. Classify the words in the chart into the different categories.

Verbs	Adjectives	Nouns

Eat, small, Pedro, play, house, teacher, school, students, beautiful, walk, tall, good.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FACULTAD REGIONAL MULTIDICIPLINARIA DE CARAZO
CLASS OBSERVATION

School's name: _____

Kind of School: _____ Grade: _____ section: _____ No.
 Observation: _____ Total rating: _____

Date: _____ Time: _____

Comment:

Students Writing Rubric

INDICATORS/ STRATEGIES	EXCELLENT (4)	VERY GOOD (3)	GOOD (2)	NEEDS IMPROVEMENT (1)	N°
Pair	Student interact effectively. They provide appropriate feedback to each other.	Student interact with few difficulties. They are capable of helping others with their writing	Student interact with their pair partner but very little appropriate feedback is provided.	Student rarely interact with each other. They are not able to cooperate to improve their work.	
Group work	Students interact effectively and harmoniously as a group. They follow the instructions and processes correctly in the class and provide appropriate feedback to each other while they exchange ideas.	Students interact with each other with few difficulties. They are able to exchange ideas with each other.	Students interact with each other as a group. However, there is very little feedback exchange and instructions are not followed correctly.	Students do not demonstrate any type of interaction and group work does not appear to be effective at all.	

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FACULTAD REGIONAL MULTIDICCIPLINARIA DE CARAZO

CLASS OBSERVATION

School's name: _____

Kind of School: _____ **Grade:** _____ **section:** _____ **No.**

Observation: _____ **Date:** _____

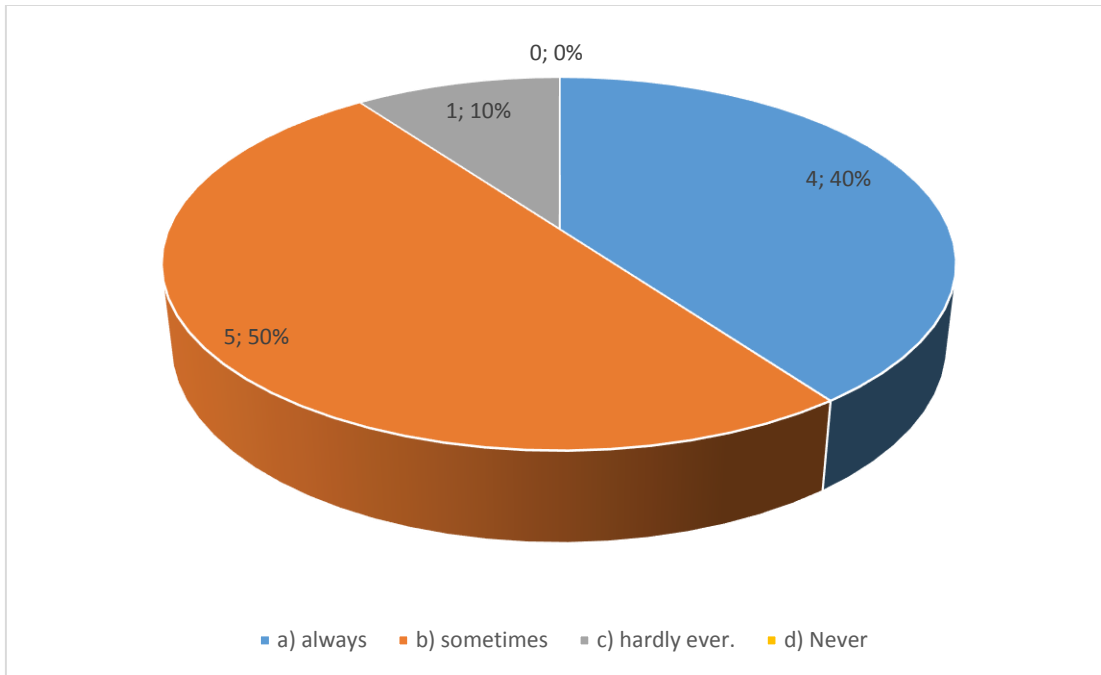
Time: _____

Comment:

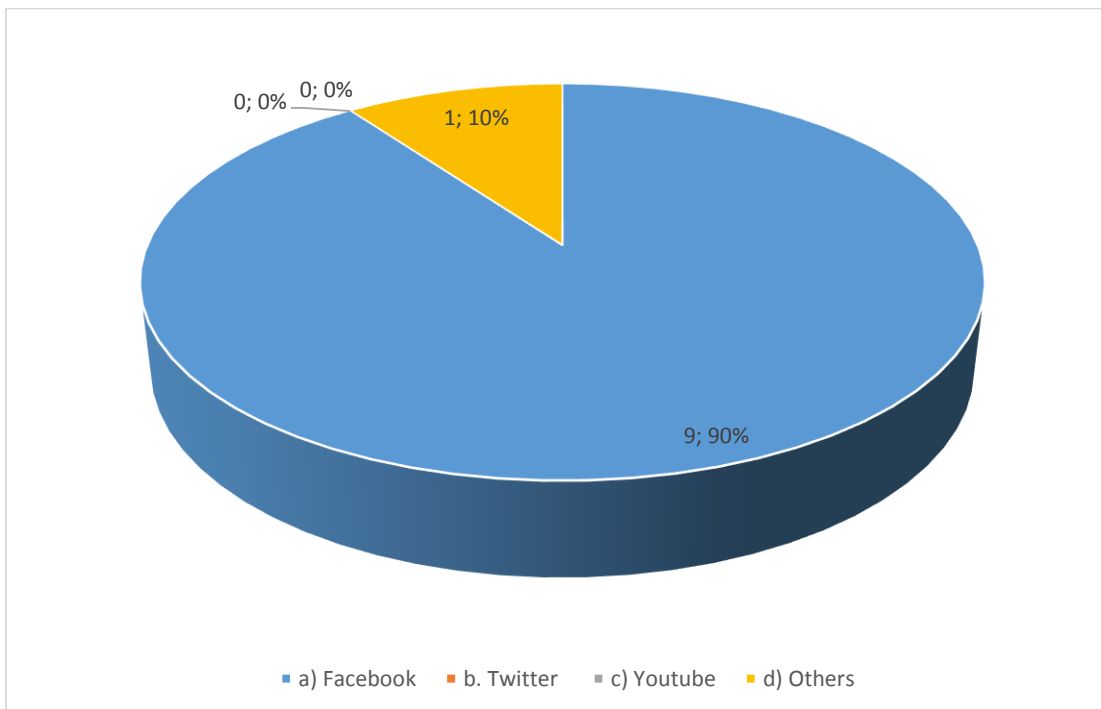
Class Observation Rubric

Questionnaire	Excellent	Very good	Good	Needs improvement
Was the teacher's instruction clearly presented to the students?				
Are the teacher's instructions followed effectively in the class?				
Does the teacher promote interactive activities when the students write?				
Does the instructor correct mistakes in an effective way?				
Does the instructor move around the classroom clarifying and correcting the students' work?				
Does the teacher allow the student to interact while they are writing?				

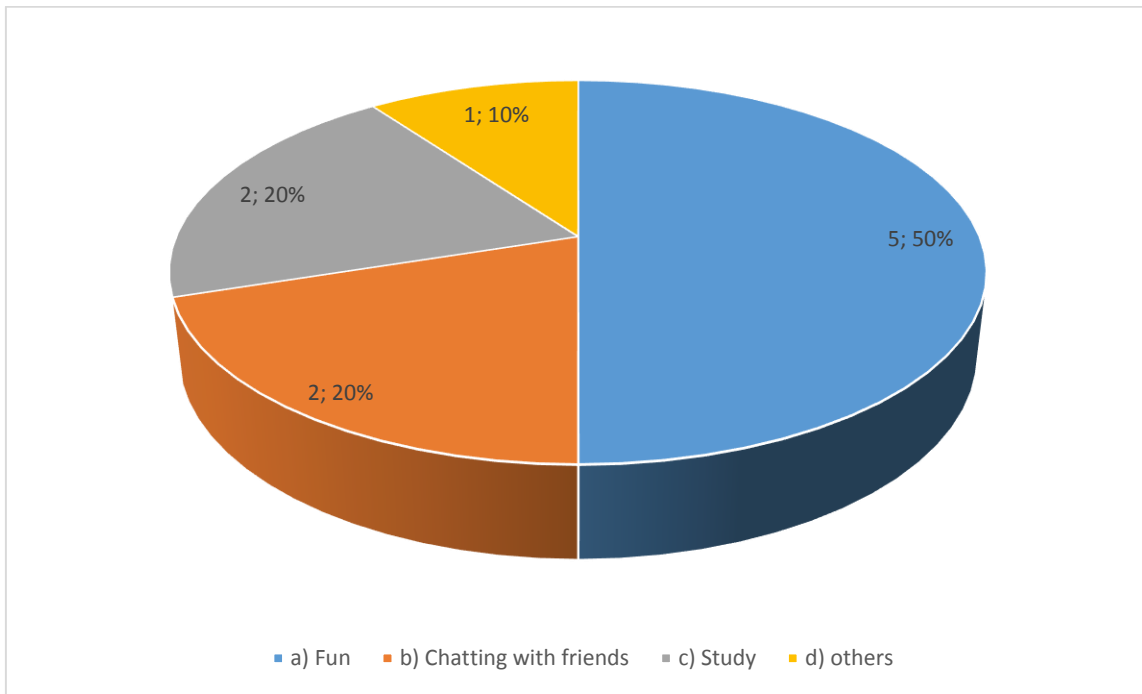
1. How often do you use the social network?



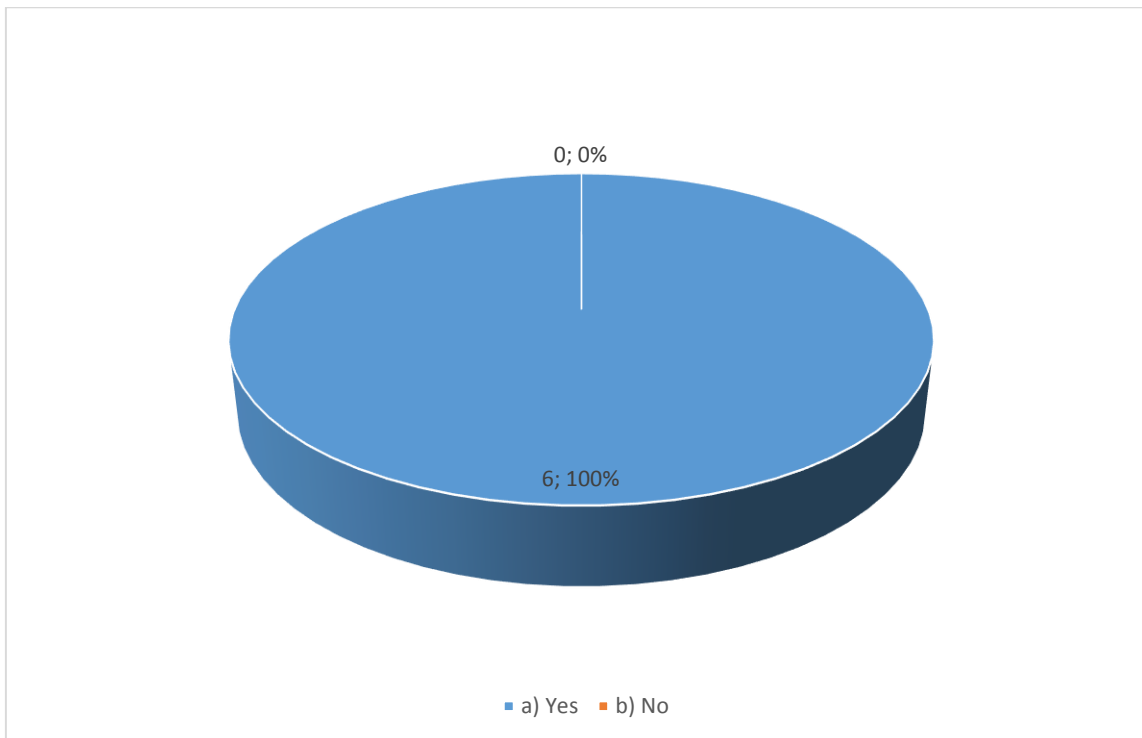
2. What type of social networks media sources do you use?



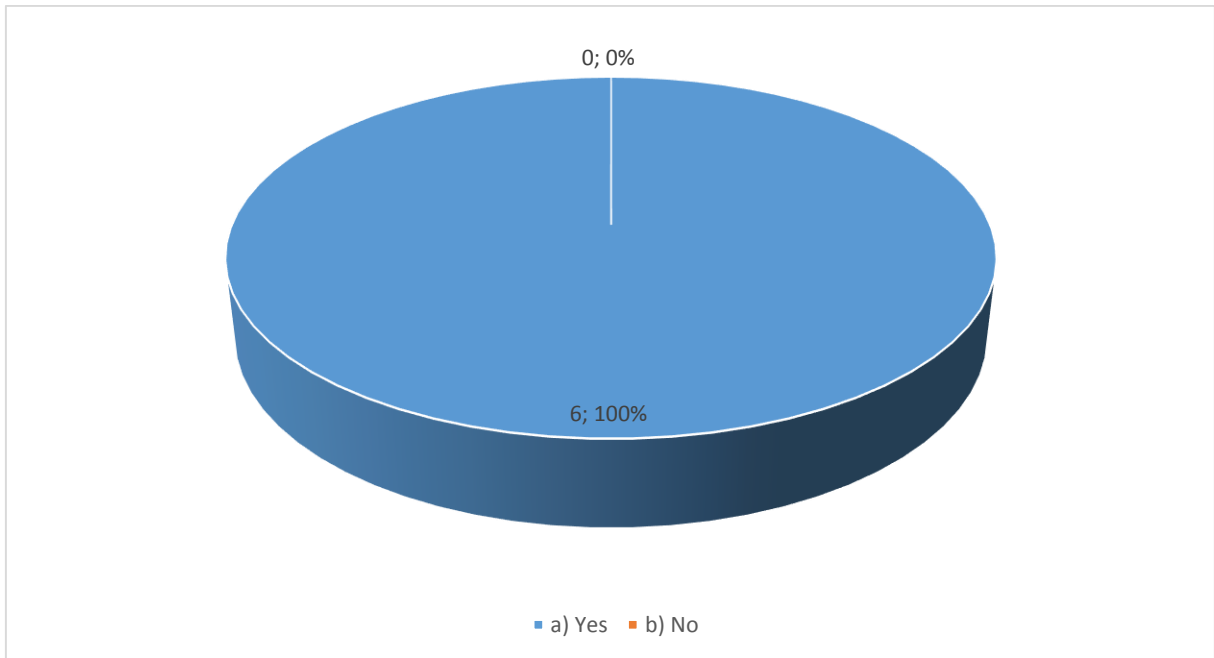
3. What do you use it for?



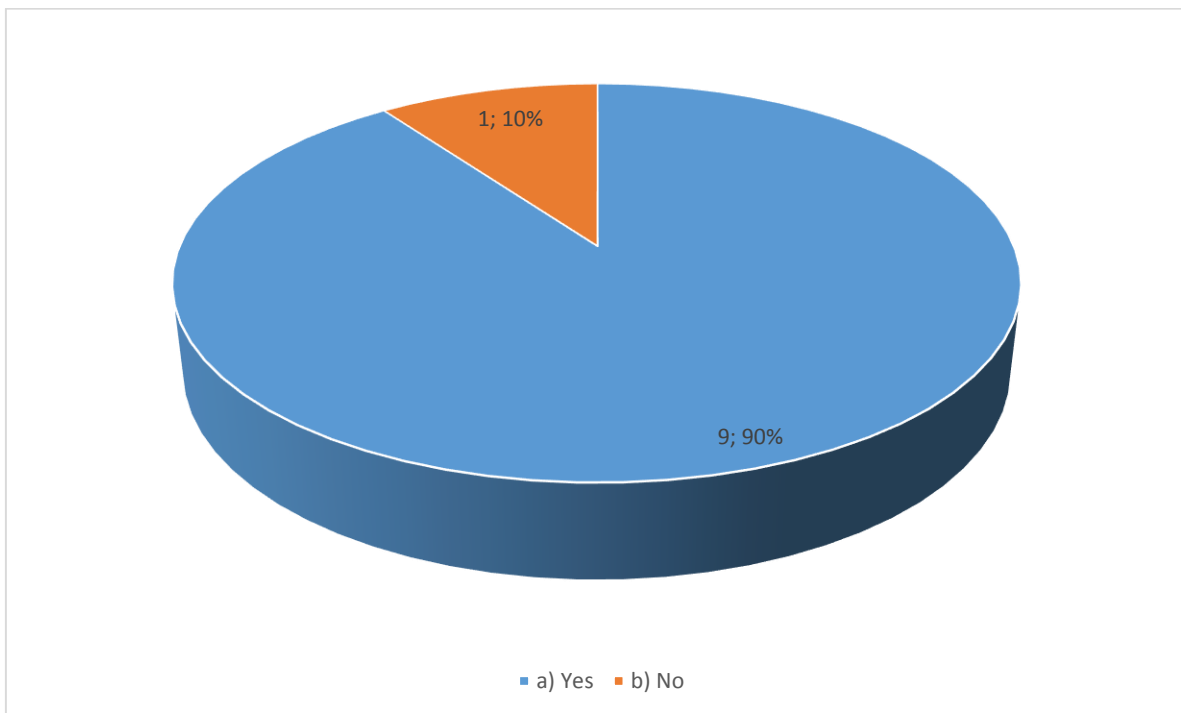
4. Have you ever used social networks to learn English?



5. Do you think the creation of a private group on Facebook to practice writing skills?



6. Would you their interest in being part of a group on Facebook to develop writing skills?



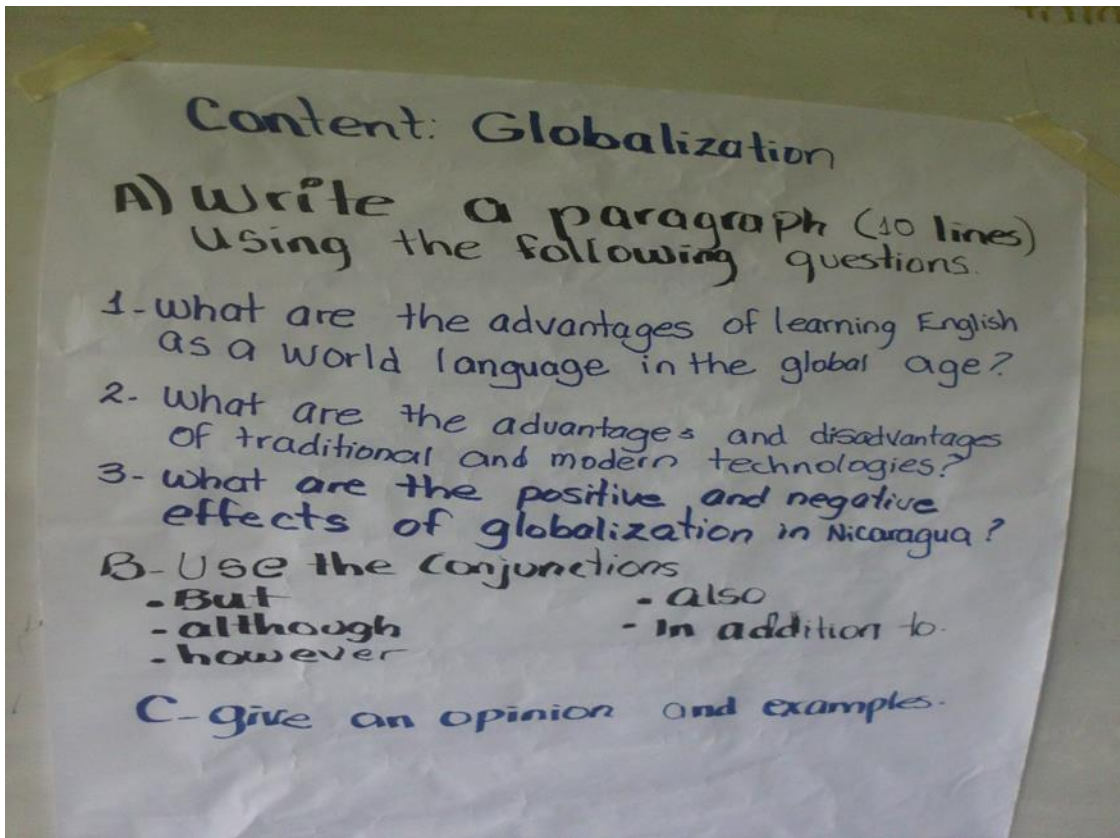
Students answer the Diagnostic Test



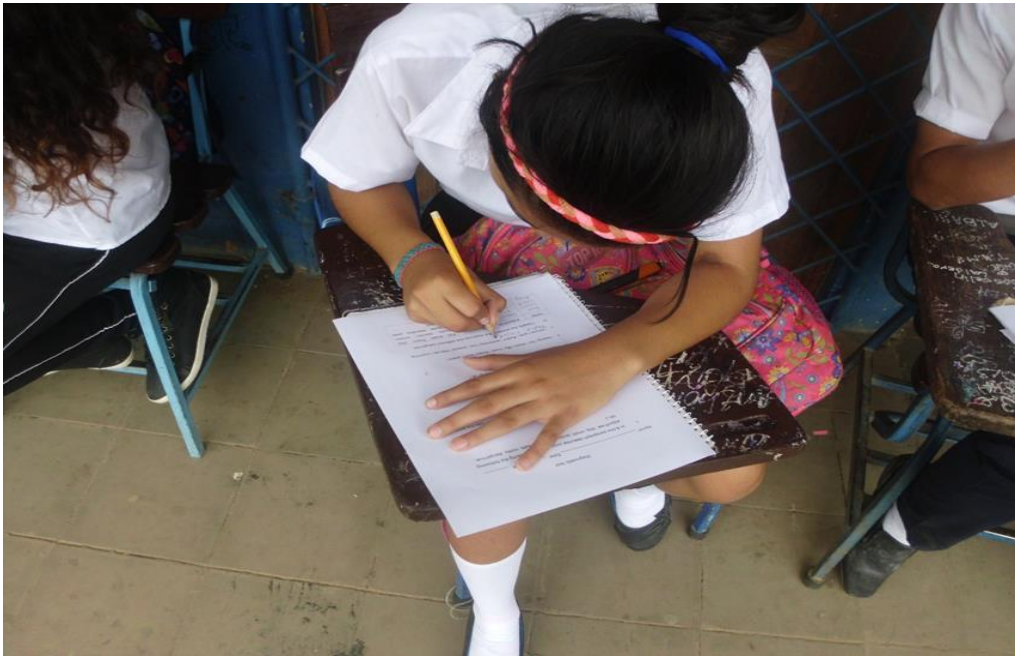
Teacher is starting the class



Content of the class



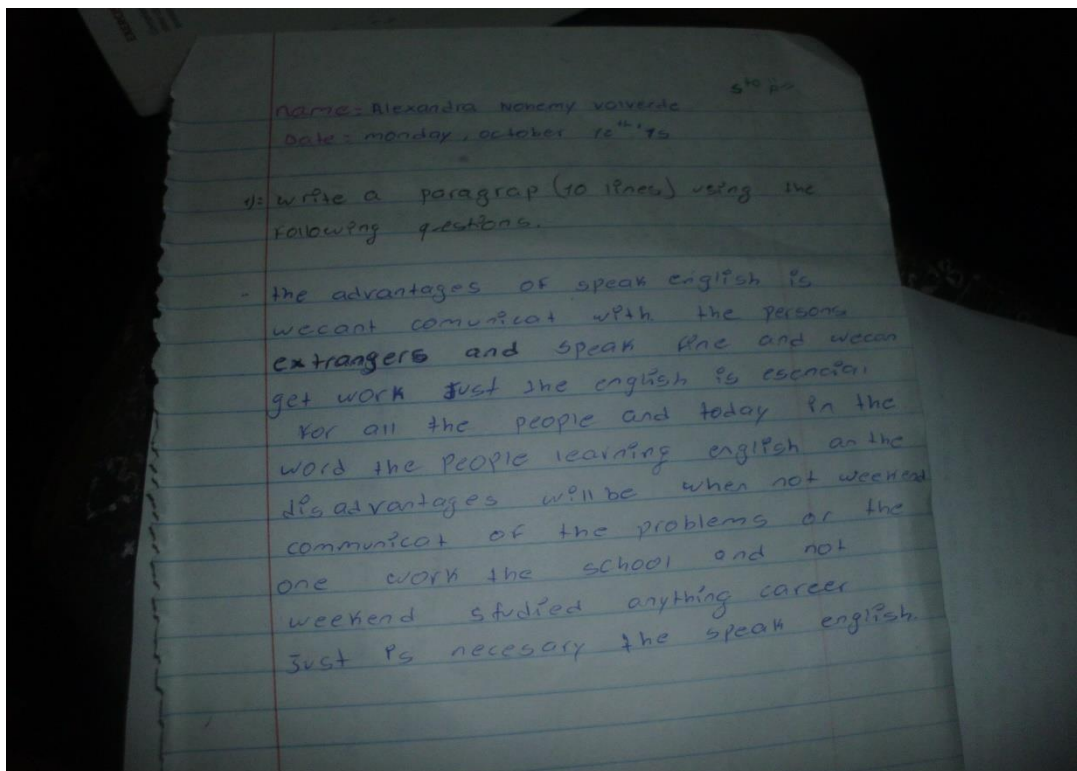
Students taking the diagnostic test



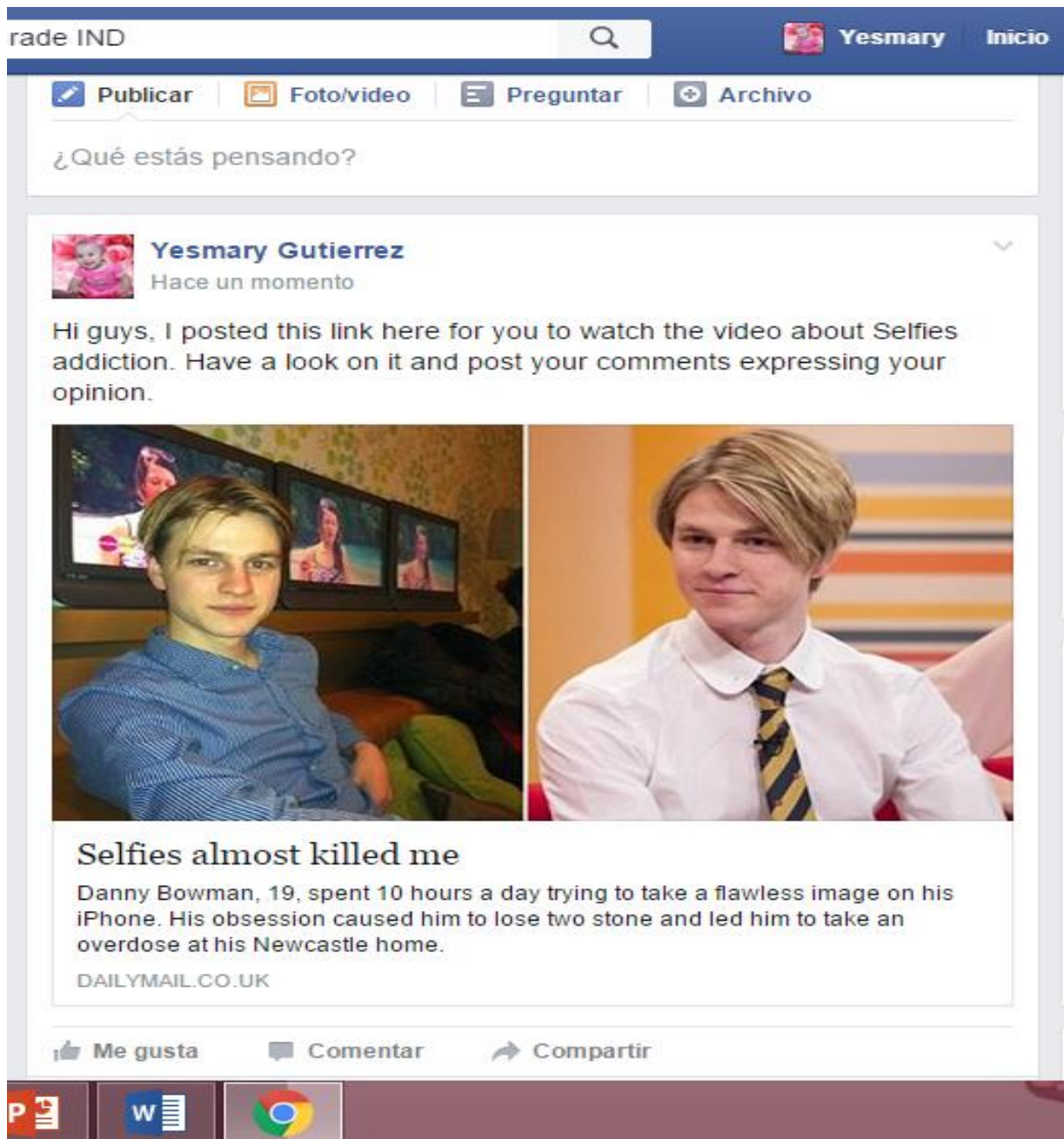
We are observing the class.



Finished writing



In this picture the teacher assigns the students a task to complete. The text that is being used is a video about selfies addiction.





rade IND Yesmary Inicio

Publicar Foto/video Preguntar Archivo

¿Qué estás pensando?

Yesmary Gutierrez
Hace un momento

Hi guys, I posted this link here for you to watch the video about Selfies addiction. Have a look on it and post your comments expressing your opinion.



Selfies almost killed me

Danny Bowman, 19, spent 10 hours a day trying to take a flawless image on his iPhone. His obsession caused him to lose two stone and led him to take an overdose at his Newcastle home.

DAILYMAIL.CO.UK

Me gusta Comentar Compartir

P W Chrome

In this picture the student a student has already commented on the topic.

ok.com/groups/1638696843069990/1638698083069866/?notif_t=group_ac

rade IND Daniel Enrique Inicio 20+

opinion.



Selfies almost killed me

Danny Bowman, 19, spent 10 hours a day trying to take a flawless image on his iPhone. His obsession caused him to lose two stone and led him to take an overdose at his Newcastle home.

DAILYMAIL.CO.UK

Me gusta Comentar Compartir

 **Daniel Enrique Muñiz Osorio** Hi, I watched the video and I think is bad for the person because they become addict to selfies. They are obsessed with being a person famous. i think that we have to love our in the way that we are and dont pretend to...

Me gusta - Responder - Hacer un momento

ACTIVIDAD RECIENTE



Here the teacher is now providing the student with appropriate feedback to correct possible mistakes in his comment.

The screenshot shows a Facebook group interface. At the top, the browser address bar displays the URL: <https://www.facebook.com/groups/1638696843069990/>. The group name is partially visible as "(6) Writing group 11th gr...".

Below the group header, there are interaction buttons: "Me gusta", "Comentar", and "Compartir". A status "Visto por todos" is also visible.

The main content area shows two comments:

- Daniel Enrique Muñiz Osorio** (commenter): "Hi, I watched the video and I think is bad for the person because they become addict to selfies. They are obsessed with being a person famous. i think that we have to love our in the way that we are and dont pretend to...". Below the comment, there is a link "Ver traducción" and a reaction "Ya no me gusta · Responder · 1 · 14 min".
- Yesmary Gutierrez** (teacher): "Hi Daniel, I like your comment, it is a very good idea. Remember that we use the adjective before the noun (Person famous). 😊". Below the comment, there is a reaction "Ya no me gusta · Responder · 1 · 6 min".

At the bottom of the comment area, there is a text input field with the placeholder "Escribe un comentario..." and icons for adding photos and emojis.

On the right side of the page, there is a sidebar with the heading "MIEMBROS" and a list of member profile pictures. Below that, the heading "GRUPOS" is visible.

At the bottom of the browser window, there is a taskbar with icons for various applications (File Explorer, Word, PowerPoint, Chrome) and a system tray showing the time "08:46 a.m." and date "28/11/2015".

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