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TIKTOK AND THE SPEAKING SKILL

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I, Lic. Sarah Jacqueline Iza Pazmiño, Mg. holder of the I.D No 0501741060, in my capacity as supervisor of the Research dissertation on the topic: "TIKTOK AND THE SPEAKING SKILL" investigated by Miss Alexandra Jazmine Cajamarca Sailema with I.D No. 1805072756, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.
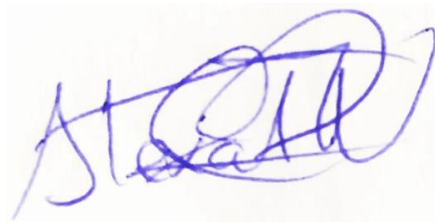
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "TIKTOK AND THE SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "TIKTOK AND THE SPEAKING SKILL" which is held by Alexandra Jazmine Cajamarca Sailema undergraduate student from Carrera de Idiomas, academic period April 2022 – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

God for has lighted my path with wonderful humans who have made this journey easy.

To my adored parents for their unconditional support, especially my mom who has been by my side giving me the strength to keep going day by day and my dad for always be there giving courage to keep going.

To my dear sister Cynthia and her example of self-improvement, your unconditional support has helped a lot.

To my dear cats, Gustavo, Puerkito, and his siblings. Thanks for have been with me these years giving me your paws when I needed it. Even though you are not with me anymore I will forever remember your support.

Ale

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ABSTRACT

THEME: TikTok and Speaking Skill

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This research aimed to determine the influence of TikTok content on the development of Speaking Skills in students from B1 pre-intermediate level at Language Center from Universidad Técnica de Ambato. The study methodology was quasi-experimental with a quantitative approach. The main research tool was the B1Preliminary English Test (PET) Speaking Section exam used as a pre and posttest to collect data from 24 students in their speaking proficiency. A survey was administered to the whole group at the end of the treatment to analyze learners' attitudes towards the use of mobile apps such as TikTok in the Speaking Skills development. A four-week treatment consisted of include TikTok short videos learning content to reinforce their knowledge and acquire new one. During the intervention, students' watched English Learning videos to surface on the app using TikTok features and join to the researcher's challenges to determine, whether TikTok app influences on the development of speaking skills. The data gathered was analyzed by using the statistical software IBM SPSS, Shapiro Wilk Statistic, and T- test for the verification of the hypothesis. The pretest and posttest data were obtain based on the Cambridge criteria, grammar, vocabulary, discourse management, and interactive communication. The posttest showed positive effects regarding learners speaking production in better control of simple grammatical forms, proper use of vocabulary to talk about familiar topics, likes, experiences, opinions, and mostly intelligible pronunciation after being exposed to English content on TikTok app. Also, the survey evidence students' agreement towards the use of mobile apps to reinforce their English production.

Keywords: TikTok, English Learning, Mobile Assisted Language Learning, Mobile Apps, Speaking Skills.

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RESUMEN

THEME: TikTok and the Speaking Skill

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TikTok and the Speaking Skill

Esta investigación tuvo como objetivo determinar la influencia de la aplicación TikTok en el desarrollo de la Competencia Oral en estudiantes del nivel pre-intermedio B1 del Centro de Idiomas de la Universidad Técnica de Ambato. La metodología del estudio fue cuasi-experimental con un enfoque cuantitativo. El principal instrumento de investigación fue el examen B1Preliminary English Test (PET) Speaking Section utilizado como pre y post test para recoger datos de 24 estudiantes en su competencia oral. Se administró una encuesta a todo el grupo al final del tratamiento para analizar las actitudes de los estudiantes hacia el uso de TikTok en el desarrollo de la competencia oral. El experimento duró cuatro semanas y consistió en incluir en TikTok vídeos cortos de aprendizaje de contenidos para reforzar sus conocimientos y adquirir nuevos. Los estudiantes estuvieron vídeos de aprendizaje de inglés mientras navegan en la aplicación utilizando las características de TikTok y unirse a los desafíos del investigador. Los datos recogidos se analizaron utilizando el software estadístico IBM SPSS, el estadístico Shapiro Wilk y la prueba T para la verificación de la hipótesis. Los datos del pretest y del pos-test se obtuvieron en base a los criterios de Cambridge, gramática, vocabulario, gestión del discurso y comunicación interactiva. El pos-test mostró efectos positivos en cuanto a la producción oral de los alumnos en cuanto a un mejor control de las formas gramaticales sencillas, un uso adecuado del vocabulario para hablar de temas familiares, gustos, experiencias, opiniones, y una pronunciación mayormente inteligible después de estar expuestos a contenidos en inglés en la aplicación TikTok. Además, la encuesta demuestra que los estudiantes están de acuerdo con el uso de aplicaciones móviles para reforzar su producción en inglés.

Palabras clave: TikTok, Inglés, Aplicaciones móviles, M-learning, PET

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The following section collects information about previous studies and articles, whose have similar content to the current research to support the use of TikTok on ESL learning. Therefore, theoretical and field backgrounds were selected to use as back up of the present study. These research works were carried out to better understand the variables and their relationship between the use of TikTok in speaking skills.

Zaitun et al. (2021) conducted a study called "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's" in which a descriptive qualitative method along classroom action research technique were applied to determine students' speaking skills. Speaking activities such as storytelling about an object or place and more were used along with the TikTok app and its features. A group of 36 students from VIII H SMP Negeri 164 Jakarta was selected to conduct 3 sessions, one for the pre-test and two for the post-test. Therefore, the results showed that TikTok can be used as a medium to increased students' speaking confidence to express their ideas freely on the app.

Moreover, Aifan (2015) carried out a mixed study called "Saudi Students' Attitudes Toward Using Social Media to Support Learning" investigated students' attitudes towards using social media to support their learning. The instrument used to collect data was face-to-face interview for students and instructors at Saudi University. The interview was applied on 200 male and female instructors at different areas of expertise to explore if they use social media technologies on their learning environments whereas the face-to-face interview and an electronic questionnaire were applied to 526 students between 214 male and 296 female in order to assess their attitudes towards the use of social media as support of their learning. The findings revealed that students have positive attitudes towards using social media to support their learning where the most used tool was WhatsApp. However, the author concluded that more research on developing effective instructional methods for

using social media to support student's learning is |needed in order to have more background about its use.

In an additional case study by Nilayon and Brahmakasikara (2018) called "Using Social Network Sites for Language Learning and Video Conferencing Technology to Improve English Speaking Skills" conducted a mixed study on five hundred students 214 male and 296 female where an electronic survey was applied. The findings reveal that by using social media students have shown positive attitudes towards it. In fact, teaching English as Foreign Language lacks opportunities to use the language every day outside the classroom due to the environment where learners live. That is the reason why teachers must find new techniques and strategies that can improve learners' speaking skills as well as interactive ways where students can keep learning and practicing specially when such learners have born and grown up with technologies on their hands. Therefore, this study demonstrated that teachers could use technology in teaching speaking and students can use their digital devices to communicate with foreign friends to improve their English-speaking skills.

Shamsi et al. (2019) conducted a mixed method study aimed "The Role of M-learning in decreasing Speaking Anxiety for EFL Learners" to analyze the role of M-learning in decreasing speaking anxiety and stress of EFL learners. The participants were 9 students 6 females and 3 males where students took a pretest and posttest of FLCAS (Foreign Language Classroom Anxiety Scale). Additionally, the participants took an English Placement test to decide their level and an interview to analyze their speaking abilities in order to divide them into groups to design a course which 4 students join a WhatsApp group. The results had a big impact on reducing learners' anxiety while speaking in English. Indeed, it shows how useful m-learning can be for students who presented high levels of anxiety by being in direct contact with their classmates.

Hasiholan et al. (2020) analyzed the use of TikTok challenges on speaking class as a tool that fit students' needs and interests. It aimed to use the app as a media for teaching Speaking. It was applied at the level of senior high school to 20 students where questionnaires and interviews were used as an instrument. The results showed that TikTok media is needed in learning speaking considering that it increases student's motivation because students are more engaged when they found spaces to be free while practicing speaking skills using TikTok features. Furthermore, it showed how compatible TikTok app

is with students' characteristics in terms of its content. In other words, TikTok is practicable as a media on speaking class.

In a paper entitled "An overview of the utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate students", Xiuwen and Razali (2021) explored the potential and impacts on the utilization of TikTok on English language communication competence acquisition. The overview was carried out during the outbreak of COVID-19 pandemic which forced online-learning study supported by computer technology as well as Web 2.0. The study aimed to improve learners' English Communication competence by being immersed in English exposer settings in accordance with Hymes theory. The overview revealed the potential use of TikTok short videos posted by English teacher and native-English speakers can help generate natural English for international ungraduated Chinese students out of EFL classroom in improving their English communicative competence. The results engaged educators to create an innovative digital learning system in TikTok where not only learners but also teacher can be part of the community educating people by posting short videos on the app.

An article called "The challenges of using TikTok Media on Speaking Class" by Agting et al. (2022) analyzed how to develop TikTok as a media to teach speaking at the level of senior high school year. The results demonstrated with an 85% the need of using TikTok in teaching speaking and its feasibility to be used as media on speaking class. The results concluded that students are free and independent to explore their speaking competence by using TikTok media as a variative online media that fit students' needs in the digital era. In addition, it is highly suggested to develop TikTok apps as media to practice Speaking.

In addition, Pratiwi et al. (2021) conducted a qualitative study called "Utilizing TikTok application as a media for learning English Pronunciation" had as purpose to explain how TikTok can become a medium of learning for the pronunciation skill of students. The study aimed to demonstrate how students could explore the pronunciation skills through TikTok. To collect data 8 university students, 5 from regular class and 3 from non-regular class were selected. The data collected was done with observation and questionnaire instruments which lead to the conclusion that participants showed a positive attitude to the used of

TikTok as an English language learning strategy to help and enhance literacy and speaking skills.

An additional descriptive quantitative study called "Having good speaking English through TikTok Application" proposed by Herlisya and Wiratno (2022) aimed to improve students' speaking skills through the TikTok application. The participants were 20 students of the third semester in English education major as subjects. The results showed students' learning activities and their speaking skills notably improved as well as students' confidence. In fact, the findings revealed that TikTok can be used as a medium to improve students' speaking skills due to its feasibility as an interactive medium which with the appropriate use can be beneficial for both teachers and students.

The information provided for these researchers help better understand the relationship existent between the use of TikTok as a mobile learning tool to enhance students' confidence regarding to their speaking abilities. Furthermore, the studies explained the different uses TikTok app can have to help in the development of learners' speaking skills by using different strategies inside and outside the classroom. These studies concluded that the use of TikTok app and its content are good options to practice speaking skills in students from different ages and levels.

1.1.2 Independent Variable
1.1.2.2 Technology

Lazar (2015) defined technology as a derivation from the Greek word "*techno*" which means willingness, skills, knowledge of the way, rule, skills, and tool while logos means science, word, learning, and mental state. Technology is defined as a tool where people can find information just by clicking on it. There are a wide range of applications that make its access easier, faster, and practical. Nisbet and Austin (2013) commented how Technology has increased it used and innovation by allowing students and teachers to build their knowledge in technological advances by its use. Two popular forms of current technology are mentioned: smartphones and tablets that many students already have access to. An explosion of learning and information came due to the support technology gives by using mobile devices. In this sense, Maloshonok (2016) supported how teachers have been using

new technology advances as an opportunity to diversify the learning process to increase their effectiveness in the classroom.

Some types of technology are listed below.

Educational Technology: Lazar (2015) defined Educational Technology as a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It helps in learning and teaching due to the application of modern educational techniques is possible to increases students' motivation to work autonomously because the equipment is available at any moment.

Mobile Technology: Ally et al. (2007) explained how mobile technology can be found in cellular phones, iPod or notebook. Thus, makes education and training flexible to learn anywhere at any time. Moreover, Menkhoff and Bengtsson (2012) stated how the use of mobile technology in the classroom helps students enrich their experience significantly and apply their knowledge in practice. In fact, the use of electronic devices enhances and make learning easier than before. Nowadays, learners take their cellphones everywhere.

Mobile apps: Godwin-Jones (2011) supported that mobile apps covers all the new apps o applications that are available on iPhone or Android phone users. There exist hundreds of thousands of apps (applications) a mobile owner can choose. A lot of them, support language learning in all languages: French, Japanese, English, Spanish, and much more.

1.2.1.2 Mobile Assisted Language Learning

Miangah and Nezarat (2012) pointed out that MALL deals with the use of mobile technology in language learning. Nezarat (2012) stated as an spotaneous, informal and process that provides learners a sense of freedom to learn a second language whenever they are no matter what they are doing. In fact, there is no need to be sitting in a classroom or a computer to increase learners' learning. M-learning has increased students' second language learning due to its facility to practice at home. Nowadays, everyone has access to mobile apps that can be use by learners at their own time thanks to their portability and connectivity making learning easier than before.

Palalas (2011) supported that Mobile-assisted language learning (MALL) started in Toronto, Canada in 2007 with a exploratory study at Geroge Brown Colllege (GBC) aimed to enhance classroom learning by using MALL to promote out-of-class listening practice withouth wasting classroom time. This study also aimed to optimise second language speakers' academic and professional qualifications. the curriculum blended online and mobile learning to address the language and Canadian socio-cultural competencies. As a result, Palalas (2011) stated that MALL increased language teaching and learning by taking it into the real world. Due to this, active learning can be enhance with help of mobile devices. Mobile devices help learners to be in direct contact with the specific context they need to learn. Along with the out-of-class material such as video and audio podcasts learners can practice at their own time.

In addition, Gikas and Grant (2013) listed four advantages and three limitations that learners have with MALL. Some advantages are, the quick access to information at any time, the easiest way to communicate and collaborate with others, the feasability to join course contents interaction, and situated learning that allows students' immersion in a commmunity of practice. Although these positive results have increased confidence to use MALL Gikas and Grant (2013) added some limitations educators might face. Principally anti-technology instructors who lack ICT's knowledge. Therefore device challenges during the development of the activity as well as mobile devices as a distraction for learners.

Furthermore, Kim and Kwon (2012) supported that Mobile-Assited Language Learning extend learning opportunities and environments as well as the development of millions of mobile applications where learners can practice the target language along with mobile devices can support language learning that enables the access to language learning material and the interacction with different contexts and people who speak the target language all around the world. In fact, Shamsi (2019) supporte that m-learning can decrease boredom due to the flexibility such devices provided. In this sense, m-leraning can be used as an effective approach to enhance learners responsibility towards their own leaning process while they practice the language out of the traditional class.

It is important to remark how he COVID-19 pandemic effects have been investigated to determine the use of MALL while learning was moved from face-to-face classes at schools to online activities at home during the sanitary crisis. Nuraeni (2021) stated that during the pandemic teachers prefered to use their mobile phones to teach their students due to its portability, and connectivity with easy interaction m-leaning provides rather than textbooks. In fact, English teachers' perceptions towards the use of MALL concluded that the use of MALL provides oportunities to teach without place and time difficulties. However, the use of MALL takes a considerable among of time to develop the online content. On the other hand, Azar et al. (2020) pointed out that in a current digital era MALL has helped to ease the process of teaching and learning.

1.2.1.3 Social Media

Evans (2014) defined social media as internet-based technology used to create and share online information, which helps facilitate media and information sharing, collaboration, and participation. Furthermore, social media is the space where people can share information in order to collaborate and communicate among people from all over the world. Additionally, Koroleva (2016) stated the use of social media to communicate with students, evaluate and supervise projects have increased over the last years. It has been confirmed that people use technology every day for different purposes. As supported by Yang (2021), there are four main reasons why people used social media: entertainment, socialization, informativeness and academic purposes. Thus, helps to incorporated social media in classroom activities as well as extra practice outside the classroom.

 Moreover, social media is identified as a common technology-supported learning tool for public and academic use (Anankulladetch, 2017). In that sense, Surry et al. (2011) pointed out how social media has developed tools to make communication, collaboration and creative expressions easier to be share with the world. Nowadays, social media is the most popular and used social media as what Facebook, Instagram, and WhatsApp used to be by English language educators, college students, and staffs. As a result, social media became an important tool that teachers had included for EFL learners. For instance, during the COVID-19 crisis, lots of teachers were forced to make a transition from face-to-face classes to virtual spaces. During these difficult times, platforms which could enhance and set an

interactive environment that students can use as a learning tool were needed (Ofori et al., 2021).

1.2.1.4 TikTok app

TikTok is a Chinese app known as Dou Yin launched in September 2016 that can be downloaded via the App Store and Google Play Store. This app allows users to create and upload content by sharing short videos among 60 seconds and 5 minutes. It was unknown until the pandemic hit on 2019. Once the pandemic started, a lot of people downloaded to have it as entertainment due to its funny content. However, over time different creators started uploading educational, scientific, and creative videos (Herlisya & Wiratno, 2022). In fact, TikTok has been shown as an interactive learning medium that can improve English learners' abilities by being surrounded of English content while surfing on the app.

Additionally, Pratiwi et al. (2021) stated TikTok as a social media network where people can create short videos (60 seconds maximum) by joining to its trends people create on it. It is considered as one popular media to enhance learners' speaking production by being part of its challenges and trends. Hastomo et al. (2022) mentioned that TikTok allows the user to select the topic that students want to improve. Moreover, TikTok can be level as a choice used for learning media due to its compatibility for learners who used their mobile phone in their daily life (Agting, 2022). In fact, TikTok language-learning videos are the second most ranked videos among the most popular videos in 2019 (Pratiwi et al., 2021). As Nabilah et al. (2021) concluded students participated in their learning process after having used TikTok due to the motivation it can be foster while using it.

Furthermore, Demmy and Fathul (2021) described that TikTok is a social media that allows its users to create interesting videos by using its special effects where people can interact in the comment's section. Regarding the educational field, teachers and learners can be part of it while uploading their own content such as learning videos, trends, and reactions. TikTok tools allow users to create different content that can be shared with others to build collaborative work between Teacher-made videos are a great example of collaborative work on TikTok due to its simpleness learners can interact and watch them constantly.

Even more, TikTok has proved to help on building interaction with native and language learners' speakers all around the world. Speaking English using TikTok makes possible to have audience that is willing to give feedback put adding a comment or given a like while increasing motivation and engagement. The more comments or likes learners get the better self-steam they will built (Herlisya & Wiratno, 2022).

According to Herlisya and Wiratno (2022), the use of TikTok as a learning medium can presented several advantages, some of them are the boost of creativity learners can experience, and the creation of their own audience that is willing to give feedback. Regarding teaching English, TikTok app makes learning more interactive where the learning atmosphere becomes fun to increase students' confidence.

On the other hand, several authors have stated some disadvantages while using TikTok in learning environments. According to Herlisya and Wiratno (2022), limited access unless there is internet connection. The app cannot be compatible with the learners' device. On the other hand, Zhaoying (2021) mentioned the waist of users' time for excessive time consumption can easily distract students because the app is entertainment-oriented software. Similar to what Zhang (2021) pointed once someone enter the application can easily get distracted by other exciting content

1.2.2 Dependent Variable
1.2.2.1 English Language

First, Language refers to the collection of words together in sentences with a meaning that humans used to communicate in a group Husain (2015). Based on Guato (2020), English reigns as a vehicular language in the world of business, culture, communication, and the Internet. In other words, English is everywhere to be able to communicate with others we must use a language to do so. Additionally, Husain (2015) stated that English Language gives expressions to thoughts and feelings that people in a group use share to maintain communication while expressing them. In that sense, English Language is what natives and foreign used as a medio to communicate with others who might speak or not the same language.

Although in South America learning English is not mandatory, it is important when students want to apply for scholarships or professional degrees. According to Patel& Jain (2008), English teaching plays an important role in education because it is rich in cultures and allows the language advancement. Likewise, English is an international language and is spoken almost all over the world and people who speak English language have more professional and social opportunities. For these reasons, in some countries around the world it is mandatory to learn this language, and this has proven to be helpful for students training.

2.1.2.2 Productive Skills

To begin, Lara (2020) defines languages as a system of vocal symbols that are operated by social groups. Where four skills -listening, speaking, reading, and writing- that must be mustered for effective communication. On the other hand, Husain (2015) defined Language Skills as an essential skill that naturally comes under psychomotor domain. It can be acquired it by being in direct contact with it where the intellectual exercise known as cognition and using or doing it an action. Likewise, language skills are formed by receptive and productive skills also known as active and passive skills. Receptive skills are listening and reading while productive are speaking and writing.

Hubackova and Golkova (2014) defined productive skills -writing and speaking- as active skills where the learner must produce language in spoken or written form. These productive skills need the support of receptive skills listening and reading. Listening and writing are the easiest skills to learn both of them are being understood and comprehend. However, the author points out the importance of those skills, and how one cannot exist without the other. "When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the outcome will not be achieved." In that sense, the relationship between speaking and writing skills is reciprocal.

2.1.2.3 Speaking Skills

Kranjec (2020) pointed out speaking skill as one of the most difficult skills to learn. It requires the domination of subskills -fluency, vocabulary, grammar, pronunciation, and grammar- that is needed to acquire the language and make the listener understand

efficiently. Likewise, John and Yunus (2021) stated speaking as the ability to communicate where a person creates meaning by generating, accepting, and processing knowledge. In other words, speakers can share ideas, opinions, and emotions by choosing the right words and organizing them while comprehend others. English as a worldwide language needs learners who are able to communicate well by taking part in communicative activities.

According to Sreena (2018), speaking is a skill that allows us to communicate effectively. It is the ability to transmit information verbally in a way that the listener can understand. Even though speaking is considered as one of the most difficult skills to master however it is the most vital one because it is the most important skill we need to learn to communicate and express our thoughts and feelings. Indeed, there are two types of speaking skills such as formal and informal which speaker can use depending of the context. Formal speech is important to make good impression on people in a professional environment in instants. On the other hand, informal speech could be used in conversation with family and friend helping us to create emotional connections.

Speaking sub-skills

According to the Cambridge Qualifications (2021), there are four specific speaking skills to assess the students' level of knowledge as far as speaking is concerned. The four specific speaking subskills mentioned are Grammar and Vocabulary, Discourse Management, Pronunciation and Discourse Management.

Grammar and Vocabulary: are the first parameters to evaluate in the speaking section rubric. Lara (2020) defined grammar as the correct structure to decreased mistakes while speaking. It is the structure of the language which allows us to produce and communicate ideas with coherence and cohesion. Likewise, the author defined vocabulary as the necessary words that the speaker must have in order to communicate ideas with correct words. For this reason, it is important to learn the grammar rules and the structure of a language to form correct statements. Indeed, it is also important to acquire and use a range of appropriate vocabulary to exchange ideas, agrees and disagrees during a conversation.

Discourse Management*:*Another important skill evaluated in the rubric is discourse management. According to Dietrich (2019), discourse management allows speakers to generate correct and necessary speech to communicate significant and correct ideas according to the situation. This skill takes into account details as fluency, coherence and accuracy. Fluency was also mentioned by Lara (2020) as the confidence that the speaker shows when is communicating their ideas orally. Consequently, a speaker who knows how to manage a discourse, can communicate a fluent and extended speech. Indeed, the speaker is able to contribute to the conversation using good range of cohesive devices that allow communicate satisfactorily.

Pronunciation*:* was defined by Lara (2020) as the way to avoid mispronounce words where some sub skills such as intonation, word and sentences stress, rhythm and phonetic sounds of language must be mastered. Indeed, it is the most difficult subskill to develop for learners, but it is also the most important because it is the way in which the listener can understand to the speaker. In the test, there are some important parameters of pronunciation to have into account such as phonology, intonation, sound and stress. To achieve a good grade in this subskill it is necessary to manage an adequate use of stress and phonology forms to articulate ideas and statements clearly.

Interactive Communication: The last subskill evaluated in the rubric is interactive communication. According to Subandi (2018), an effective conversation only occurs when two-way information flow is led. In another terms, it is necessary for the development of a conversation that the message receives feedback from both speakers to develop an interactive communication. Likewise, a speaker with good interactive communication can begin, answer, and conduct a conversation maintaining the rhythm and coherence. The speaker can also develop negotiations, express agreements and disagreements and support ideas from the other speaker. The test taker motivates the development of the conversation satisfactorily in the way.

1.3. OBJECTIVES

1.3.1 General Objective

To determine the influence of using TikTok in the development of speaking skill of students from B1 pre-intermediate level at "Centro de Idiomas UTA"

1.3.2. Specific Objectives

- To recognize the most effective TikTok videos to improve speaking skills.
- To identify the level of English-speaking abilities students, have.
- To evaluate the effectiveness of TikTok videos in the improvement of speaking skill.

1.4 Description of the fulfillment of the objectives

In order to fulfill the general objective of determine the influence of using TikTok in the development of Speaking skills, a treatment based on TikTok's videos was applied. This treatment was applied for four weeks class sections, three face to face classes and one-week autonomous work. In addition, TikTok content was used on students to practice and learn English as a second Language.

The first specific objective recognizes the most effective TikTok videos to improve speaking skills was properly fulfilled by using different videos where students participated in order to practice their speaking skills.

The second specific objective identifies the level of English-speaking abilities have. For this, a pre-test from Cambridge Pet exam B1 was applied. The pre test was applied to 24 students before applying the treatment where three parts of the test were evaluated using the same rubric from the exam.

The third specific objective evaluated the effectiveness of TikTok videos to improve students' speaking abilities. This was possible by TikTok features such as duet and stitch where students made used of it to practice their speaking skills such as grammar, vocabulary, pronunciation, discourage management, and interactive communication.

CHAPTER II

METHODOLOGY

2.1. Resources

The current project used human, institutional, technological resources, and the researcher investigation. The human resources were 24 students of B1 pre-intermediate level. In addition, the researcher and the research tutor. The institutional resources from Language Center at Universidad Técnica de Ambato. Finally, Technological resources were needed to help the researcher to collect data; some of them were mobiles devices, TikTok app, computers, projectors, and internet connection.

2.2. Methods
2.2.1 Research Approach

Quantitative

 The present research project is based on quantitative approach, which according to Bhandari (2020), aims to collect and analyzed numerical data using statistical methods. Moreover, Hernández et al. (2010) supported the used of quantitative research data collection by using instruments which allows to compared, analyzed and interpreted the results through statistics methods such as graphs, tables and percentages. Therefore, based on these criteria the present study follows a quantitative approach where the data was collected thought the use of a pre- test and post-test. The numerical data collected was analyzed and interpreted with statistical methods to determine the effectiveness of TikTok app on the development of speaking skills.

2.3. Research modality

2.3.1 Field Research

The modality for this project was carried out at UTA's Language Center. The researcher was in direct contact to students and teachers to observe, interact and apply the necessary TikTok content that best helps students' learning English while they can practice their speaking skills.

2.3.2 Descriptive

This type of research was descriptive research because the two variables were analyzed to describe their relationship in English Learning. As McCombes (2019) stated descriptive research aims to identify characteristics, frequencies, trends and categories. The behavior and characteristics of students in speaking production were taken into account through the use of TikTok application. In that sense, the researcher observed and measured the two variables in order to answer *what, where when* and *how* TikTok app influences B1 English learners speaking skills.

2.3.3 Exploratory

The exploratory research is stated as Bhat (2018) mentioned to collect feedback by investigating a problem, which is not clearly defined, and it starts with a general idea to identify issues. In that sense, this type or research helped to explore and collect data of the use of social media TikTok in students' speaking skills in order to identify a pattern of an existing problem as well as discovers new knowledge. It was helpful to find enough information to clarify its characteristics and effects on the use of TikTok in speaking skills production.

2.3.3 Bibliographic

Additionally, Reed and Baxter (2006) pointed out that research process requires prior foundation, which helps describe what is known and unknown. In that sense, critical steps such as reading, understanding, and reviewing prior articles, books, journals, magazines and research projects are needed to gather enough information that provided background about the use of TikTok in Speaking Skills. Because of this, previous studies helped to identify strengths and weaknesses that best describe the use of TikTok in speaking skill.

2.3.4 Quasi-experimental desing.

Gopalan et al. (2020) defined quasi-experimental research an experimental variation with emphasis on the independent variable, which is characterized by the observation of the individuals with non-researcher-induced. It is stated as an experimental and observational research due to how exposed subjects are to the treatment to gather quantitative data.

Moreover, Abraham & McDonald (2011) stated quasi-experimental research manipulates the independent variable is similar to experimental research however there is no active manipulation nor control group or random selection. In that sense, Price et al. (2015) supported quasi-experimental research to be conducted in field settings where random assignments are whether difficult or impossible to carry out mainly because it is focused on evaluate the effectiveness of the treatment.

2.4 Techniques and Instruments

2.4.1Technique

The technique used to carry out this research was a pre-test and a post-test that the participants took to measure the level of grammar, vocabulary, discourse management, pronunciation, and interactive communication which was demonstrated orally. The quantitative data was collected by following a speaking test and PET's rubric in order to know how students can use TikTok app to improve their speaking skills. As result, a pre-test, and a post - test, collect numerical data about students' performance on speaking production. Finally, a survey of five-question was applied after the treatment to gather information about the benefits of using TikTok to support English learning at any time.

2.4.2Instruments

The instrument used in this research was a speaking test adapted from Cambridge Preliminary English Test (PET). This test shows if learners have mastered the basics of B1 level of English knowledge about the daily activities for B1 level. PET exam consists of 4 parts: Grammar, Listening, Speaking and Writing. For this research, only the speaking part was used to analyze the level of oral production students' have. Moreover, a survey of five-question was applied to the students at the end of the treatment to obtained information about the use of mobile technologies such as TikTok in the development of the speaking skill. The results of this survey gathered the students' attitude towards the use of TikTok to enhance speaking skill.

2.5 Population

In this research, the population were students from Language Center at UTA as a field of study. One class of 24 students from B1 -pre intermediate level was chosen due to the

availability of authorities' institution. The class consists of 24 students, 12 females and 11 males around 20 to 26 years old.

Table 1 Population

Population	Students	Total
Male	10	10
Females	14	14
TOTAL		24

Source: Language Center UTA
Author: Cajamarca (2022)

2.6 Information Collection Plan

The activities carried out during the treatment lasted four weeks. Three synchronous weeks were planned to support students' coursebook where 3 to 4 classes were applied thanks to the teacher's feasibility. Moreover, one week of asynchronous activities were used to keep students in touch with TikTok content outside the classroom. In that sense, the experiment was carried out to support students' speaking skills by applying TikTok content and its features as warm up and wrap up in different classes. Additionally, the researcher recorded and uploaded content such as challenges according to students' coursebook B1- empower to support students' lessons. Similar to different challenges students joined to practice speaking skills.

- Before starting the data collection, a request was made to the Language Center at University of Ambato. In order to get the approval to carry out the research at the institution.
- Once the approval was gotten, the development of the research, level and modality were chosen. Level B1- pre intermediate, face-to-face class was selected.
- After being assigned the 4.7 course the pre-test was applied in order to test students' speaking skills development.
- The pre-test that consists of 3 parts with some questions each one. It was applied in pairs with 10 minutes each pair. (*see* annex 2)

SYNCRHONOMOUS CLASSES

The treatment during these weeks were carried out with TikTok's English learning content and researcher's own content based on students' coursebook. TikTok content does not cover all the topics a coursebook has however, it is possible to record and upload your own content. In that way, teachers can join the thousands of creators to upload their own content to support English learners learning around the world.

Annex 4 showed a summary of the whole treatment with students' activities and the TikTok sources used during the four-week treatment.

Week 1

- **Day 1:** The researcher explained the use of TikTok app to practice their speaking skills and how to use it. First, students had to download and change the language app to English and join the WhatsApp group. Then, students opened the TikTok link provide. They had to open the link, watch the video and take quick notes about collocations *they* remembered. The researcher introduces *stitch* a TikTok feature that they had to use to record a video practicing grammar and pronunciation about *collocations: DO and MAKE.* Finally, they had 5 minutes to record a video by following all the instructions. *(Annex 2)*

- **Day 2:** The researcher sent a TikTok video called ***Have you ever …? Challenge.*** The researcher presented a Canva presentation with prompts students have to match the present perfect with the correct complement to practice the use of present perfect. After 5 minutes, students had to stitch the video recording their answer and posted it by using the hashtag #englishwithale: 5. *(see Annex 4)*

- **Day3:** The researcher shared a 15-second TikTok video called ***What have you done recently?*** Students had 5 minutes to watch the video twice then they had to write their answer in their notebooks. After that, they had 5 minutes to stitch the video recording the answer to the questions.

Week 2

- **Day 1**: This session was carried out as a warm-up activity at the beginning of the class. First, RESEARCHER shared a link through the WhatsApp group. Students had to open the link and review clothes vocabulary. Students watched the videos times since it last 20 seconds. After that, students work in pairs to talk about what

they are wearing. This activity was not recorded since it was done to provide feedback about clothes' vocabulary and their correct pronunciation by watching TikTok videos.

- **Day 2**: This session was used as wrap -up of the class where students had review future with *going to*. The researcher shared a TikTok video through WhatsApp called Clothes Vocabulary Challenge. Students watched the video twice and take short notes in their sticky notes. Then, they had to stitch the video answering the question ***What is your classmate going to wear tomorrow?***

- **Day 3:** This session was carried out as a wrap up activity. This day, the researcher shared a TikTok challenge called ***What are you doing this weekend?*** Students had to watch then use the stitch feature to record a video with their answer to practice Future activities questions and answers.

Week 3

- **Day 1**: Making Arrangements. Researcher recorded a and uploaded a 45 second video about Useful Language form their coursebook that students can used to practice how to make questions to ask someone to go out. Students watched the video and ***duet*** using the correct pronunciation and intonation.

- **Day 2**: Making Suggestions activity was applied as wrap-up of the class. Researcher shared the link through WhatsApp. Students will watch the video and provide examples to t the situations given in order to reinforce the previous class about making suggestions with *shall.*

- **Day 3**: In order to practice different questions and answers the researcher shared a compilation of TikTok videos about different topics such as: *How to answer to: How are you?*, *Advanced words for level B1, and more.* Students had to watch the videos and choose which video was the most useful one according to what they were studying.

ASYNCHRONOMOUS CLASSES

The treatment during this week was carried out asynchronously due to the protests Ecuador was facing for two weeks. The researcher selected TikTok English learning videos that students could find interesting. The videos and links were sent it through the WhatsApp

group to practice vocabulary, grammar, discourse markers and interactive communication in different contexts. This activity was named *TikTok of the Day.*

Week 4

- **DAY 1:** Other ways to say I understand/Answer to *How are you*?
- **DAY 2:** Instead of because use/ How to express agreement
- **DAY 3:** Other ways to say Also
- **DAY 4:** How to ask for opinions.
- **DAY 5:** Conversation Practice: The English Exam.
- **Day 6:** posttest and the survey. Some of the post tests were carried out face to face while others were recorded via zoom due to the situation that country those days.

2.7 Hypothesis

2.7.1 H (Research hypothesis)

The use of TikTok influences the in the development of speaking skill of students from B1 pre-intermediate level at Centro de Idiomas UTA.

2.7.2 Null hypothesis

TikTok does not influences in the development of speaking skill of students from B1 pre-intermediate level at Centro de Idiomas UTA

2.8 Variable Identification

TikTok (Independent Variable)

Speaking skill (Dependent Variable)

CHAPTER III

3.1 Analysis and Discussion of the results.

The following chapter contains the analysis and discussion of the data gathered after the application of the B1-Preliminary English Test Exam Speaking Section used as the pre-test and post-test on 24 students from Language Center – UTA. The mentioned instruments

were applied after and before four weeks treatment in order to determine the influences of TikTok on students' speaking skills.

The analysis of using TikTok to enhance the Speaking Skill is presented by comparing the pre-test and post-test results from the speaking section of the PET exam. The analysis was made based on the assessment of 4 scales being Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication from the Assessing speaking performance-Level B1 rubric. The rubric had a maximum score of 20 points, distributed in 5 points each part. The students were evaluated according to a rubric where 5 is the maximum score, meaning that the student complied with the rubric, while 0 is the minimum score, meaning that the student did not comply with any of the rubric's qualifications. For that, a table was used to show the average result of each part of the rubric.

Additionally, a five-question survey to know students' attitude towards the use of TikTok videos to improve their speaking skills was applied after the treatment. The results obtained were analyzed using tables and graphs, which facilitated the analysis and interpretation of results.

Finally, the statistical software IBM SPSS was used for the verification of the hypothesis of the research. Likewise, a study of normality test was applied, this test allowed to verify if the results are dispersed. If so, a non-parametric test was used. A nonparametric test of 2 related samples of Wilcoxon was used to analyze the level of significance to accept or reject the hypothesis.

3.1.1 Students' pre-test

Table 2 *Pre-Test Results*

N°	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Grades over 20	Grades over 10
1	3	3	3	3	12	6
2	2	1	2	1	6	3
3	2	1	2	0	5	2,5
4	5	5	5	4	19	9,5
5	2	2	2	1	7	3,5
6	3	3	2	1	9	4,5

7	3	3	3	3	12	6
8	3	1	2	0	6	3
9	1	1	1	1	4	2
10	3	1	2	1	7	3,5
11	5	5	5	4	19	9,5
12	3	3	3	2	11	5,5
13	3	3	3	3	12	6
14	2	2	2	1	7	3,5
15	3	3	3	3	12	6
16	2	2	2	1	7	3,5
17	2	1	1	1	5	2,5
18	2	2	3	3	10	5
19	3	3	3	1	10	5
20	3	2	2	1	8	4
21	2	1	3	2	8	4
22	3	3	3	3	12	6
23	2	2	1	1	6	3
24	2	1	2	1	6	3
AVERAGE	**2,67**	**2,25**	**2,50**	**1,75**	**9,17**	**4,58**

Note: pre-test results

According to the results, Table 2 showed the total score over 5 points students got in each scale assesses based on the PET Speaking rubric from Cambridge University (2021) at the beginning of the treatment. The grades of the four scales being assessed varied from 0 the lowest and 5 the highest. Additionally, the table showed the grades obtained over 10 points to have a significant and meaningful grade according to the maximum score students can get in Ecuador. Furthermore, this grade evidenced students' weakness considering that the class did not even reach the minimum grade 7/10. To be more precise, only 2 students got the higher grade 9,5/10 while six students got 6/10, and other six students got grades between 5 to 4 over 10, not the same to eleven students who got grades below 3,5/10.

The results showed a notable lack of students' speaking skills at this level. According to the Cambridge Qualifications (2021), learners are supposed to show how good they are at taking part in a conversation by answering and asking questions regarding familiar topics, likes and dislikes while proving their speaking performance in daily life situations.

Table 3 Average Performance over 5

	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Total Pre-Test Score $\overline{X}$
Average	2,67	2,25	2,50	1,75	9,17

Note: General Average of the Speaking Pre-Test

Figure 1 *Pre-test Results*
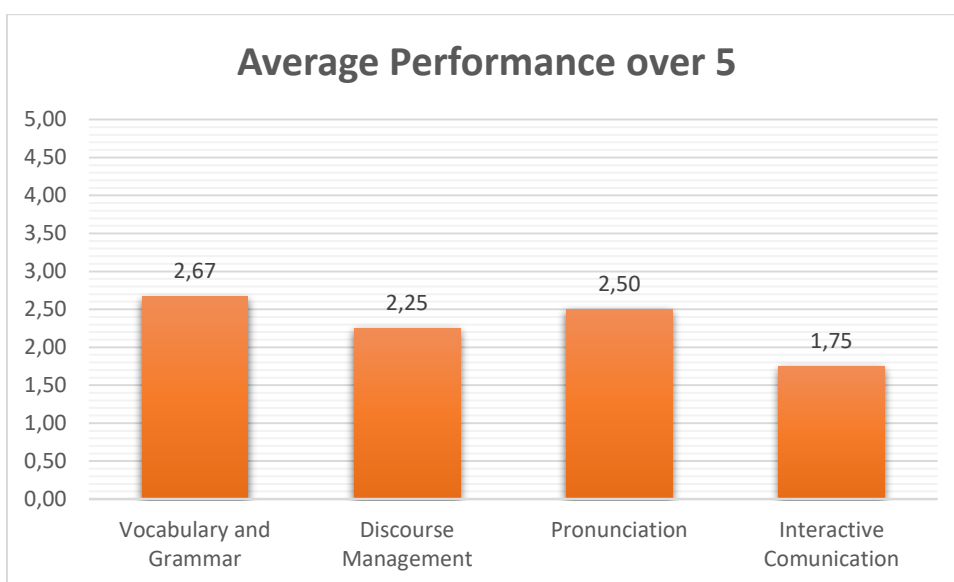
Source: Students' pre-test
Prepared by: Cajamarca (2022)

Analysis and Interpretation

The scales with the highest averages were Grammar and Vocabulary with 2,67; Pronunciation 2,50; Discourse Management 2,25 while Interactive Communication got the lowest average with 1,75 over 5 points. Moreover, the overall class average was 9,17 over 20 points which demonstrated that students from this level lacked speaking abilities to perform in English especially during Interactive Communication, they cannot initiate either respond a question in a discussion among their peers.

In that sense, the total average of Grammar and Vocabulary was 2,67/5 which evidence that students of this level do not show a good control simple grammatical forms either wide range of appropriate vocabulary to talk about familiar topics according to the highest score

of the rubric. This was due to the lack of vocabulary about daily activities, routines, actions verbs students gave during the pre-test. Moreover, Discourse Management achieved an average of 2,25 over 5 points. This average was low that the previous scale. These results were low due to lack use of cohesive devices, short answers as well as students' hesitation while speaking in English. Pronunciation evidenced an average of 2,5 over 5 points even higher than Discourse Management. Students showed mostly intelligible pronunciation where the articulation was clear. Finally, Interactive Communication demonstrated lowest results being the average 1,75 over 5 points. According to the PET speaking rubric criteria students at this level at the high score (5) must be able to initiate and respond while keeping the interaction to reach an outcome with little support. However, students showed to need prompting to develop interaction among them. This can be due to the lack of Grammar and Vocabulary, Discourse Management students' struggle with that compromised their accurate development on discussing and communicating in the target language.

3.1.2 Post-test Results

Table 4 *Post-Test Results*

N°	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Grade over 20	Grade over 10
1	3	4	4	4	15	7,5
2	3	3	3	3	12	6
3	3	3	3	3	12	6
4	5	5	5	5	20	10
5	3	3	3	2	11	5,5
6	4	4	4	3	15	7,5
7	4	4	4	3	15	7,5
8	3	3	3	3	12	6
9	2	3	2	2	9	4,5
10	3	2	2	2	9	4,5
11	5	5	5	5	20	10
12	4	4	4	4	16	8
13	4	5	5	5	19	9,5
14	3	3	3	1	10	5
15	4	3	3	1	11	5,5
16	3	3	3	2	11	5,5
17	4	4	4	4	16	8
18	3	3	3	3	12	6
19	3	4	4	2	13	6,5

20	3	3	3	1	10	5
21	2	1	3	1	7	3,5
22	4	4	4	2	14	7
23	2	2	3	1	8	4
24	4	4	5	5	18	9
AVERAGE	**3,38**	**3,42**	**3,54**	**2,79**	**13,13**	**6,56**

Source: Students' post-test
Prepared by: Cajamarca (2022)

Analysis and Interpretation

After the treatment, some results can be evidenced on table 4 which showed the total scores on each scale got by students as well as the class average which have increased to 13,13 over 20 points. Also, the table exhibited the grades obtained over 10 points with a significantly increasement after having used TikTok's videos on students from B1-level. These results vary from 7 to 10 respectively.

It can be evidenced the participants' improvement by reflecting on ten students who have reached the minimum grade 7 and overcome it until 10 points. In other words, after the treatment students have improved the use of grammatical structures as well as proper vocabulary to talk about experiences or habits. In the same way, pronunciation is mostly intelligible while trying to keep the interaction with a partner using discourse markers as appropriate. Despite these results, some participants have not reached even the minimum grade but the opposite. The grades obtained vary between 3 to 6, which is interpreted as no control of simple grammatical forms such as present and past tenses but appropriate use of vocabulary.

Table 5 *Average performance over 5*

Note: Average Performance over 5

Figure 2- Post-Test Results

	Vocabulary and Grammar	Discourse Management	Pronunciation	Interactive Communication	Pre-Test Score
Average	3,42	3,42	3,54	2,75	13,13

Average Performance over 5
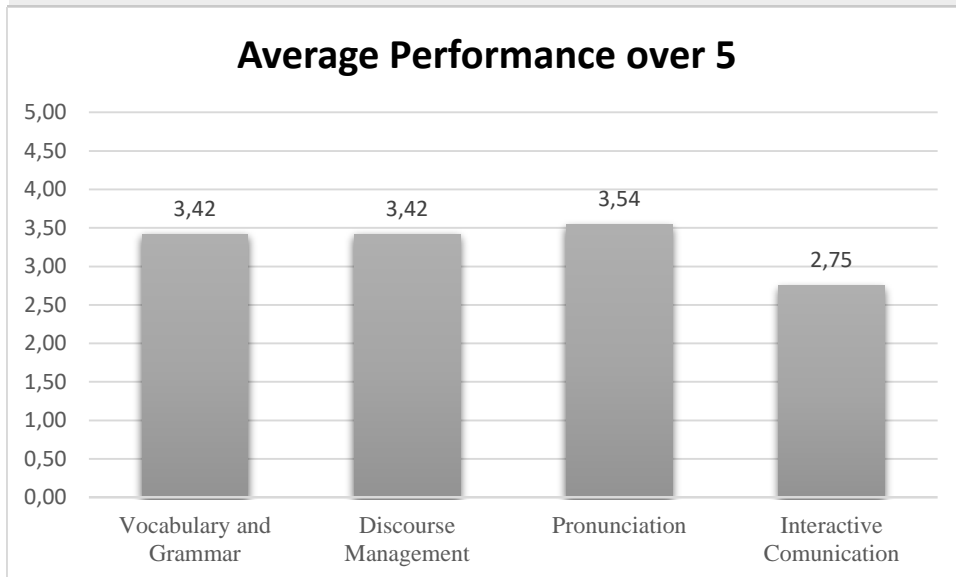
Note: Students' post test results

Analysis and Interpretation

Table 5 showed student's overall speaking performance at each skill. Likewise, Figure 2 showed the results of students' vocabulary and grammar, discourse management pronunciation and interactive communication after the implementation of TikTok's videos and its features on daily lesson activities. In that sense, the data revealed that the students from this level increased their level of speaking performance 3,96 points.

The results showed the average improvement of each skill after the application of the treatment. First, Grammar and Vocabulary have an average of 3,42, over 5 points which based on the PET rubric from Cambridge can be interpreted as a good control of grammatical forms with fewer mistakes and correct use of appropriate grammatical structures. Second, Discourse management got the same average 3,42 with a notable incensement on students' extended answers with a little hesitation and some repetition. Additionally, Pronunciation showed a notable improvement being 3,54 points this time

with intelligible pronunciation. Furthermore, Interactive Communication shows an improvement of 2,75. This scale got the lowest average on the pre-test however, this time have notably increased evidencing that students can keep the interaction among them with prompting still by trying to support their points to reach and outcome over a specific target. As a result, the average of the four parts has a total of 13,13, over 20 points. Based on these averages the use of TikTok has a notably impacted on students' Speaking skill.

3.1.3 Comparative Results pre-Test and Post-Test

Table 6 *Comparative grades over 10 points*

Student N°	Pre-Test	Post test	Difference
1	6	7,5	1,5
2	3	6	3
3	2,5	6	3,5
4	9,5	10	0,5
5	3,5	5,5	2
6	4,5	7,5	3
7	6	7,5	1,5
8	3	6	3
9	2	4,5	2,5
10	3,5	4,5	1
11	9,5	10	0,5
12	5,5	8	2,5
13	6	9,5	3,5
14	3,5	5	1,5
15	6	5,5	0,5
16	3,5	5,5	2
17	2,5	8	5,5
18	5	6	1
19	5	6,5	1,5
20	4	5	1
21	4	3,5	0,5
22	6	7	1
23	3	4	1
24	3	9	6
AVERAGE	**4,58**	**6,56**	**1,98**

Note: Students' comparative grades

Analysis and Interpretation

The results on table 6 compared the grades over 10 points students got on the pre-test and post-test respectively. The grades evidenced that students from B1-pre intermediate level at Language Center have increased their speaking performance from 0,5 points to 5,5 points being 0,5 the lowest improvement two students got while the rest of the class evidenced an improvement that vary from 1 to 5,5 respectively. Similar to the variation figure 3 showed

Figure 3 *Pre and Post Test Comparative grades over 10 points*
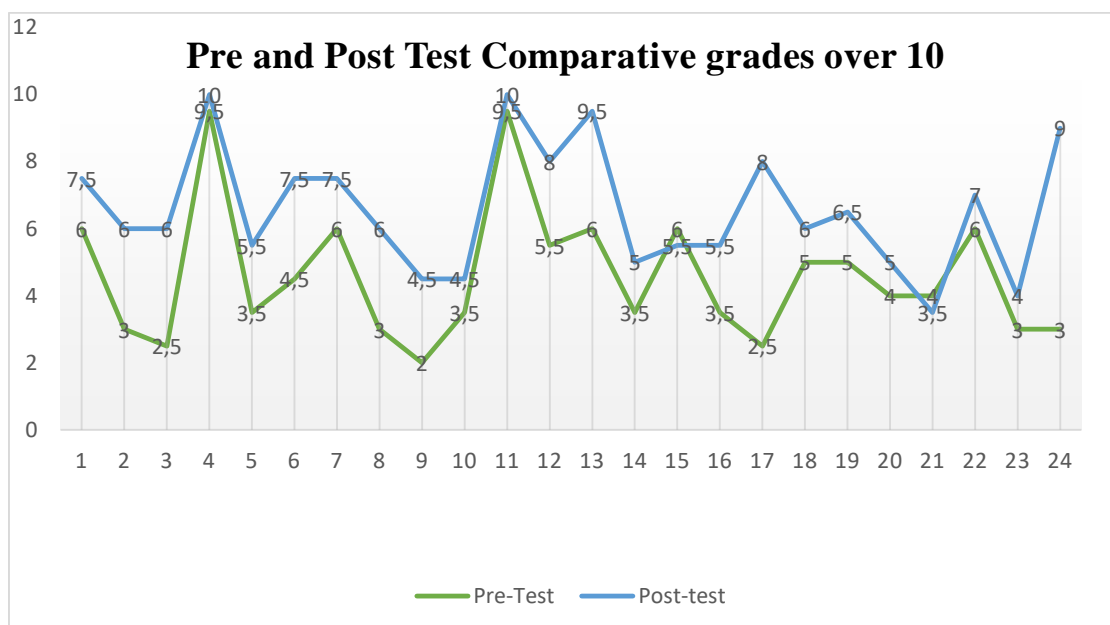
Note: Pre and Post Test results

Table 7 *Pre-Test and Post-Test Average and Difference*

CRITERIA	PRE-TEST AVERAGE	POST-TEST AVERAGE	DIFFERENCE
Vocabulary and Grammar	2,67	3,42	0,75
Discourse management	2,25	3,42	1,17
Pronunciation	2,50	3,54	1,04
Interactive Communication	1,75	2,75	1,00
TOTAL	**9,17**	**13,13**	**3,96**

Note: Pre-Test and Post-Test Average and Difference.

Figure 4 *Pre-Test and Post-Test average and difference.*

Pre-Test and Post-Test average and difference
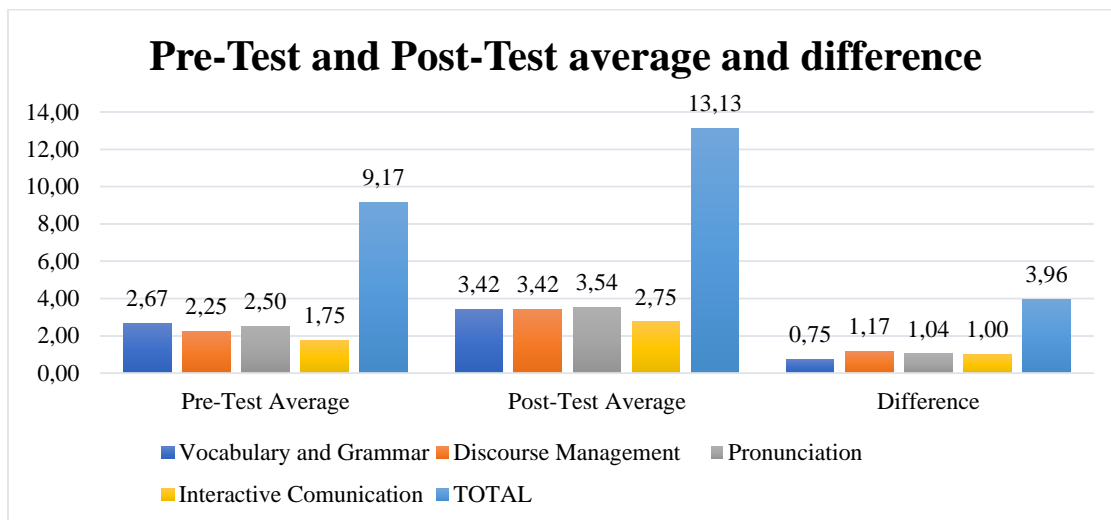
Note: Pre and Post average difference

Analysis and Interpretation

According to table 7 results students showed considerable changes on their speaking abilities. Grammar and Vocabulary showed an improvement of 0,75 points on their average. This scale went from 2,67 to an improvement of 3,42 points. Discourse Management average in the pre-test was 2,25 while in the post-test improve to 3,42 points showing an incensement of 1.17 points. In pronunciation the scores went from 2,50 to 3,54 points respectively. These results evidence an improvement of 1,04 points. The lowest scale of the class average, Interactive Communication was 1,75 meanwhile the post-test average reached a score of 2,75 showing an increase of 1 point.

Moreover, Figure 4 evidenced an improvement of students' abilities regarding their grammar, vocabulary, discourse management and interactive communication after watching and recording TikTok videos to enhance their speaking abilities. Figure 4 supported the difference on students' pre and post. All the scales assessed almost reach band 4 of the rubric. The new results positioned students' performance between band 3 and 5 which means that after the treatment students' have mastered or at least increased their control of the grammatical forms in order to avoid hesitation when speaking as well as keep the conversation going while interacting with others in the target language.

Students' survey Results and Analysis

Item 1: Has the integration of mobile applications such as TikTok support your English learning experience?

Table 8 *Mobile Applications and learning experience*

Likert Scale	Students	Percentage
Yes	14	64%
No	9	25%
Maybe	1	1%

Source: Student's survey
Prepared by: Cajamarca (2020)

Figure 5 Mobile Applications
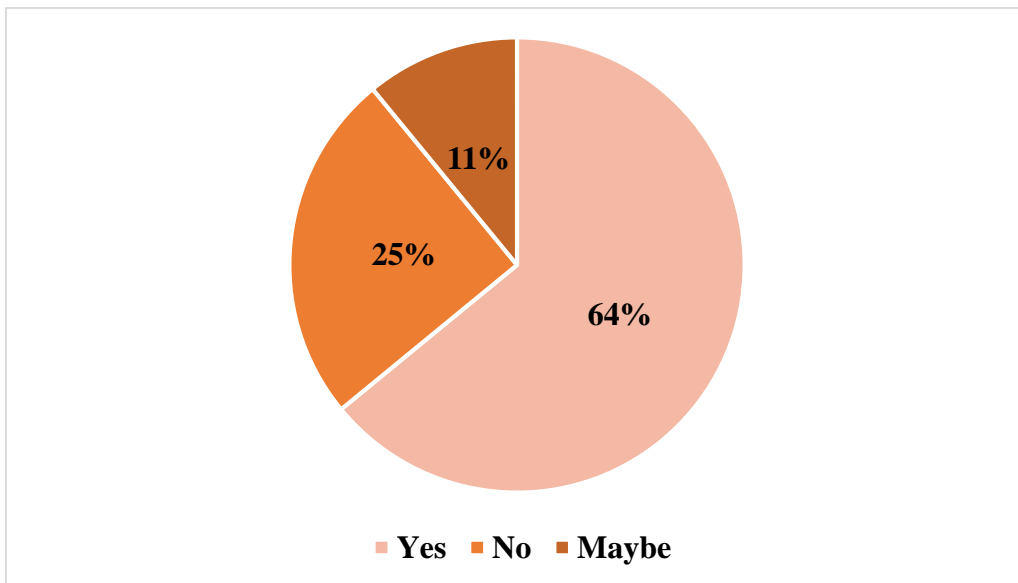
Source: Student's survey
Prepared by: Cajamarca (2022)

Analysis and Interpretation

The data gathered showed in table 11 with a percentage of 64% students' agreement regarding the use of mobile applications such as TikTok to support their learning experience while the 25% of them do not agree with this statement.

These results stated how these learners have difficulties to manage TikTok app. Learners who do not know how to use the app properly to reach English Learning content have low

expectations to interact with the researcher's trend. However, surfing on the app is not that difficult for that reason some learners show better improvement on this criteria due to their constant exposure to the application and its content.

Item 2: Have TikTok videos helped you access English material anytime anywhere?

Table 9 *MALL (Mobile Assisted Language Learning) in the Speaking Skill.*

Likert Scale	Students	Percentage
Yes	13	79%
No	2	9%
Maybe	9	12%

Source: Student's survey
Prepared by: Cajamarca (2022**)**

Figure 6 MALL (Mobile Assisted Language Learning) in the Speaking Skill.
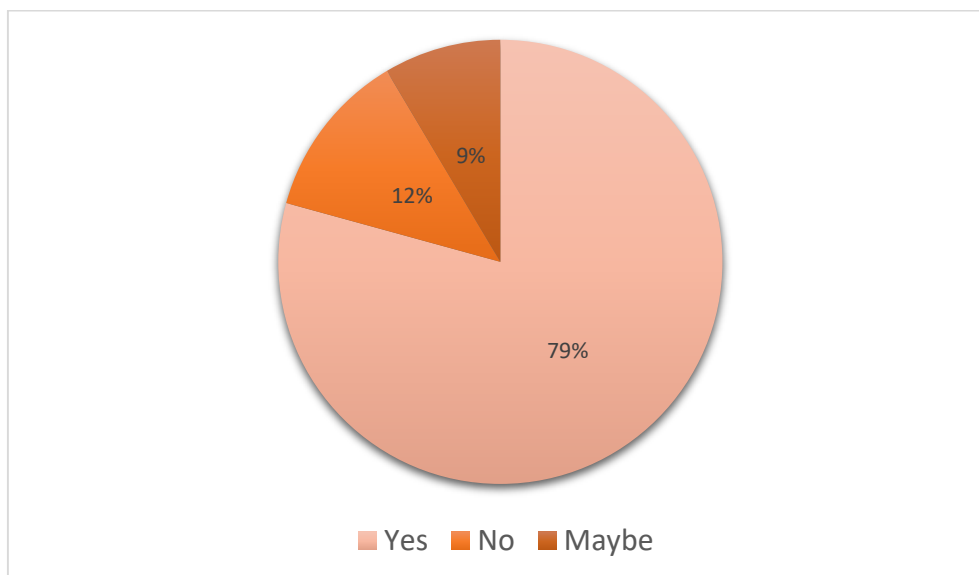
Source: Student's survey
Prepared by: Cajamarca (2022**)**

Analysis and Interpretation

The figure and table showed that 13 students (79%) considered that TikTok app allowed them to have access to English Learning outside the classroom. In contrast to 9 students (12%) who possibly consider easy access to this material while using the app. Finally, 2 of them represent by 9% deny TikTok English material access is possible.

According to these results, most of the students have better access to English Learning material anywhere anytime thanks to TikTok content. Thus, makes possible to get closer to learning material outside the classroom walls. However, some students struggled using TikTok features so they found difficult to get access to content the app offers.

Item 3: Can social media such as TikTok content and its features be used to practice Speaking skills?

Table 10 *Social media apps in the Speaking skill*

Likert Scale	Students	Percentage
Yes	9	35%
No	0	0%
Maybe	15	63%

Source: Student's survey
Prepared by: Cajamarca (2022)

Figure 7 Social Media Apps in the Speaking skill
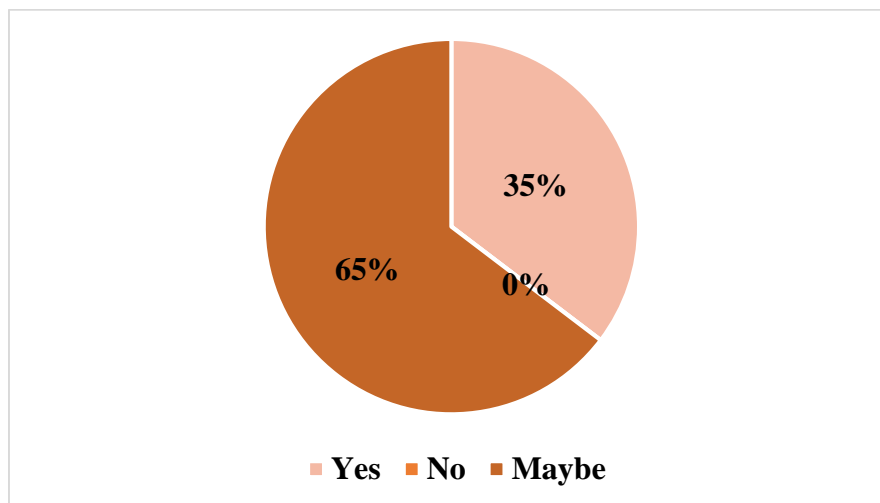
Source: Student's survey
Prepared by: Cajamarca (2022)

Analysis and Interpretation

According to Table 11 the data obtained revealed that 65% which represent 15 students consider that TikTok might be used a tool to practice speaking skills. However, 9 students that represented 35% showed a positive answer towards the use of TikTok content to

practice speaking skills with their agreement while 0% do not consider that TikTok cannot be used to practice Speaking skill.

According to these results, students have shown a positive attitude towards the use of TikTok and its content even though the app has social media objectives with its proper use can be effective on learning a new language due to the short videos related to English content learners can found while surfing on it.

Item 5: Do you consider TikTok's content allows you to enhance Speaking skill?

Table 11 *TikTok videos to enhance Speaking skills.*

Likert Scale	Students	Percentage
Yes	16	67%
No	1	4%
Maybe	7	29%

Source: Student's survey
Prepared by: Cajamarca (2022**)**

Figure 8 TikTok videos to enhance Speaking skill.
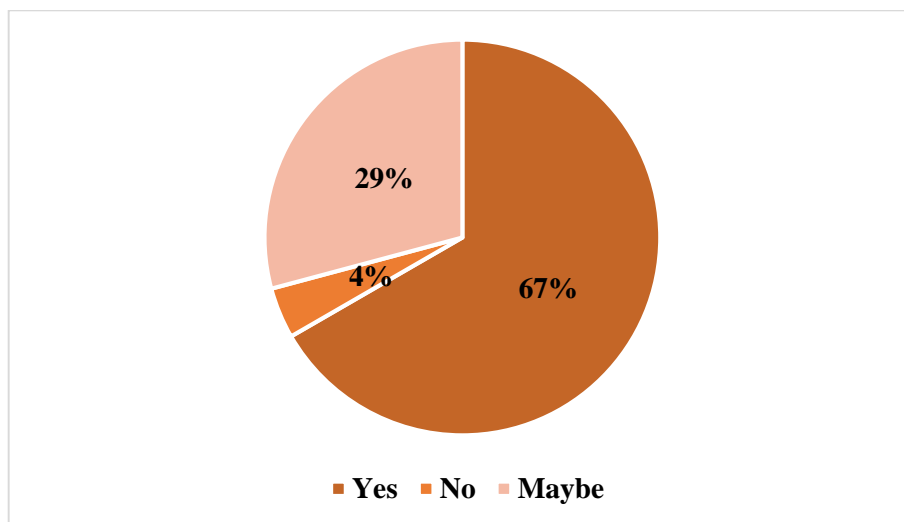
Source: Student's survey
Prepared by: Cajamarca (2022**)**

Analysis and Interpretation

Table 14 showed that 16 students 67% of them consider that TikTok content allows to enhance their speaking skills. However, seven students represented in 29% are undecided

about its use. Finally, only 1student 4% do not consider TikTok content as a tool to enhance speaking skills.

These results evidenced the perception about the use of TikTok and the impact it must increase their speaking production. Participants were surprised by the free creativity and interaction they can be part of by using TikTok features in English Learning content.

Item 5: Were TikTok videos useful for learning and practicing your speaking skills?

Table 12 *Mobiles Applications (TikTok) to improve Speaking Skills*

Likert Scale	Students	Percentage
Yes	13	79%
No	2	9%
Maybe	9	12%

Source: Student's survey
Prepared by: Cajamarca (2022**)**

Figure 9 Mobiles Applications (TikTok) to improve Speaking Skills
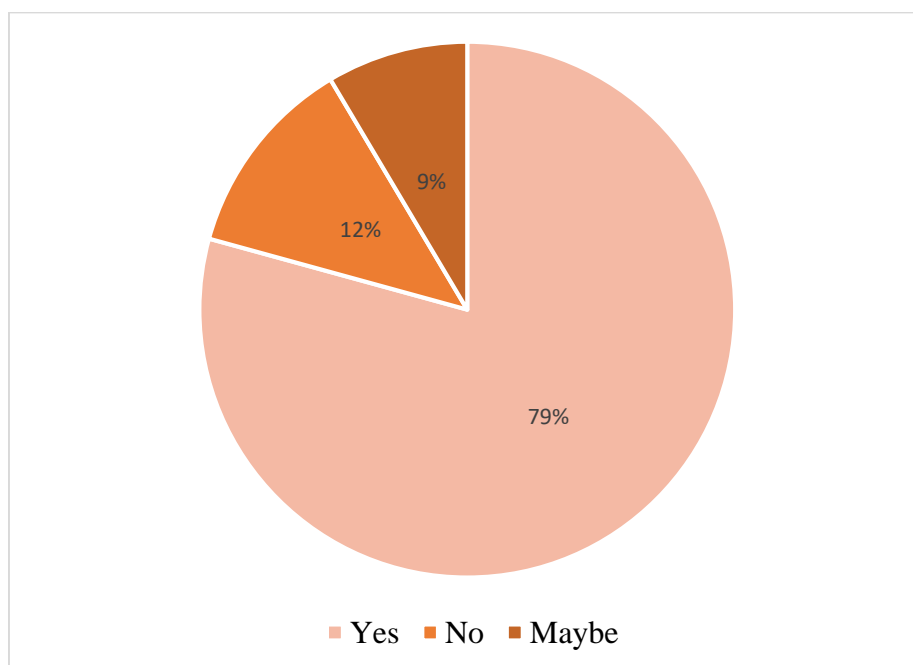
Source: Student's survey
Prepared by: Cajamarca (2022**)**

Analysis and Interpretation

Table 15 shows that 13 students who represent 79% considered TikTok's videos useful to enhance their speaking skills. Meanwhile, only 2of them the 9% do not level such videos as useful. TikTok's features whereas 9 of them represent by 12% are unsure whether the videos are useful or not.

According to these results, most of the participants found TikTok useful. TikTok contain a lot of short videos content related to English Learning that facilitated short explanations while engaged learners in real learning to improve their speaking sub skills according to Cambridge (2021) vocabulary, grammar, pronunciation, and interactive communication.

3.1.3 Discussion of results

The from this research showed notable development on the speaking skills by comparing the results obtained in the pretest and posttest. At the beginning of the treatment, an average of 9,17% went to 13,13% after the four-week intervention. The participants went from a basic and low level of speaking production to an average that has better control of grammatical forms, vocabulary, pronunciation, discourse management and interactive communication.

Before applying the experiment, during the pretest participants showed lack of vocabulary to talk about familiar topics, habits, likes and dislikes with some control and no control of the basic grammatical forms. Even though the pronunciation was mostly intelligible, some responses were presented in short phrases with lots of hesitation. Participants seems to feel uncomfortable with low-medium levels of anxiety while speaking in English.

After exposed students' to TikTok's English learning content, noticeable improvements have been evidence. First, better control of grammatical forms and proper use of vocabulary was shown along with intelligible pronunciation. Each time they had to duet videos, they listened carefully to the pronunciation and tried to imitate using the proper phonological songs. Moreover, the level of anxiety while speaking was low. Such results were because of the flexibility mobile apps provided (Shamsi, 2019). Learners are scared of talking in front of someone else however with the use of TikTok, they practiced more and loose the fear of speak in English. Likewise, in discussion activities a proper use of discourse markers to keep the interaction and negotiate agreement was evidenced using expressions such as "I agree with…." "What do you think…"

TikTok is a social media app that can be used to improve speaking abilities due to its compatibility with learners who spend a lot of time surfing the web (Agting, 2022). In fact, TikTok can be used as a learning medium as long as is carried out properly. In this sense, learners have the possibility to learn unconsciously while scrolling on TikTok Teachers can use this app not only to create videos related to language learning but also to search and share appropriate English content to students when necessary.

3.2 Hypothesis Verification

To verify the hypothesis, the IBM SPSS Statistic software was used. This program is the most appropriate for this type of statistical analysis. The analysis was performed by means of a normality test to determine whether the results follow a normal distribution or are dispersed and to verify whether the hypothesis is accepted or not.

Null Hypothesis (H0)

The use of TikTok does not influence the development of the oral ability of the students of the pre-intermediate level B1 of the Language Center

Alternative Hypothesis (H1)

The use of TikTok influences the development of the oral ability of the students of the pre-intermediate level B1 of the Language Center

3.2.1 Test of normality

Table 13 *Test of Normality*

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,191	24	,024	,863	24	,004
Post_Test	,161	24	,110	,955	24	,340

a. Lilliefors significance correction
Note: Shapiro Wilk Normality test values.

Analysis and Interpretation

A normality test was applied between the pre-test and post-test. This table determined whether the hypothesis of the research is accepted or rejected. For the analysis of the table, the values of (a) Kolmogorov-Smirnov and (b) Shapiro Wilk are observed. As the sample of this study were less than 30 participants, Shapiro Wilk statistic is appropriate. The values under the Sig. column were less than 0005 showed the pre-test level of 0.004 while in the post-test was 0.340. At this point was determined that the results do not follow a normal distribution. Therefore, it was necessary to apply a rank test, a non-parametric Wilcoxon test, of two related samples, to determine whether the hypothesis was rejected or accepted.

3.2.2 Wilcoxon signed Ranks Test

Table 14 Wilcoxon signed Ranks test

Wilcoxon signed Ranks test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	2[a]	2,50	5,00
	Positive Ranks	22[b]	13,41	295,00
	Ties	0[c]		
	Total	24		

Note: Test stadístic values with asymptotic significance

Post_Test < Pre_Test
b. Post_Test > Pre_Test
c. Post_Test = Pre_Test

Table 15 *Contrast Statistics*

Contrast statistics[a]

	Post_Test - Pre_Test
Z	-4,151[b]
Sig. asintót. (2- tailed)	,000

Note: Wilcoxon signed ranks test values.

a. Wilcoxon signed Ranks Test

a. Based on Negative Rank.

Analysis and Interpretation

Once the normality test was analyzed, the Wilcoxon rank test was developed, this test is the result of the difference of the scores between the pre-test and post-test. The result of 3 ranks is evidenced with the negative rank 2, while the positive ranks are equal to 22. The middle rank is observed with one value of 2.50 and the other 13.41. The sum of these ranks is equal to 5 and the other is 295.

In the table contrast statistic, a significant level was found. The table showed a result of 0.000 value below 0.05. At this point, the null hypothesis is rejected, and the alternative hypothesis is accepted. That means the use of the TikTok application was efficient and contributed to the development of speaking skills.

CHAPTER IV

4.1 Conclusions

After the analysis and interpretation of the results obtained from the treatment about TikTok and Speaking Skill. It was stated that TikTok helps to enhance the development of the speaking skill to students from Language Center at Universidad Técnica de Ambato, some conclusions and recommendations can be set based on these results.

- It is concluded that TikTok offers a wide range of short videos that educators can used on their lessons to create a system of learning that students can use to enhance their Speaking skill. Among the videos used during the treatment, some of them were vocabulary word videos, English daily conversations, short grammar explanations, teacher-made videos, and challenges that are level as language-learning videos. Among them, the results helped identify that teacher-made videos and challenges help students not only to learn but also to increase their motivation towards learning English due to the social media applications such as TikTok support language learners to enhance their language skills (Pratiwi et al. 2021). In other words, these videos had notably helped students' performance considering the class overall average students got after the post-test which was 13,13% differently from the pre-test 9,17%.

- The level of English-speaking abilities students has been measured by applying a pre and pos-test found that students from level B1-pre intermediate had issues regarding speaking abilities. The class overall average at the beginning of the treatment was 9,17/20 points according to the PET Speaking rubric. The grades evidence that students had problems regarding grammar and vocabulary (2,67/5), discourse management (2,25/5), pronunciation (2,5/5), and interactive communication (1,75/5). Based on the data gathered, it was evidenced that students do not show a good control of simple grammatical forms either wide range of appropriate vocabulary to talk about familiar topics and not proper pronunciation according to the highest score of the rubric. Additionally, students at this level must get at least the high score (5) which demonstrated if they are able to initiate and respond and conversation while keeping the interaction with little support during their speaking performance. Therefore, students did not even reach the middle

band (3) proving that their poor development on discussing and communicating in the target language.

- After the treatment, the data evidenced students got a higher grade each scale got as the overall average reached 13,13/ 20 points Discourse management, grammar and Vocabulary reached the same average (3,42/ 5), pronunciation (3,54/5), and interactive communication (2,75/5). It can be exhibited a significantly increasement on students' speaking abilities with good control of grammatical forms, fewer mistakes, correct use of appropriate grammatical structures, students' extended answers with a little hesitation, no repetition and clear pronunciation. Despite these results, students did not fulfill the expectations regarding interactive communication. They cannot keep the interaction among them by supporting their points to reach an outcome over a specific target. Moreover, a survey applied to students aimed to know students' attitude towards the use of TikTok videos to improve their speaking skills. The results demonstrate that social media applications such as TikTok can Assisted Language Learning in both face-to-face classes and online learning, Also, it was found that students considered TikTok videos useful to practice English conversations since it exposes them to authentic language environments that they can access at anywhere anytime.

4.2 Recommendations

- It is recommended to use of English learning TikTok videos to enhance learners' speaking performance due to its practical usage. TikTok offers wide range of videos where second language learners can acquire vocabulary as well as learn new expressions native speakers commonly use to use. In that sense, allow second language learners to get direct contact to native speakers' performance. Additionally, English Learning videos can be use with TikTok's features such as duet that learners must use to improve their pronunciation which its constant use will improve their fluency on the target language.

- It is recommended to socialize students the benefits TikTok can offer them to learn English to increase their Speaking subskills such as fluency, grammar by watching short videos using duet to repeat the correct pronunciation in English daily conversations. As, Herlisya and Wiratno (2022) stated learners tend to like and use social media applications that match their daily live while consuming TikTok

English learning content while interacting and making use of its features where self-regulated learning can be held outside the classroom walls as an additional autonomous learning students can carry out without noticing. Regarding to this content a proper and constant use will show progress on learners' speaking performance.

- It seems to be that TikTok videos can boost students' learning experience regarding to second language learning. For which, it is recommended to continue watching and using TikTok videos and its features to acquire, reinforce and practice pronunciation and oral production respectively. In fact, learners need to explore and use TikTok's features to interact with English learning content that allowed them to be surrounding by the target language. If so, their speaking performance will gradually improve.

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ANNEXES

Annex 1. Authorization

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE IDIOMAS

Memorando Nro. UTA-CI-2022-0879-M

Ambato, 28 de abril de 2022

PARA: Lcda. Sarah Jacqueline Iza Pazmiño
Coordinadora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ASUNTO: Autorizado para aplicar proyecto de investigación

De mi consideración:

En atención al Memorando Nro.UTA-PINE-FCHE-2022-0134-M, mediante el cual solicita se autorice aplicar el proyecto de investigación en el Centro de Idiomas a los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para el periodo académico abril - septiembre 2022, de acuerdo al siguiente adjunto.

Al respecto me permito indicar que esta Dirección **autoriza** que los estudiantes a continuación detallados realicen el proyecto de investigación, para lo cual se da a conocer los nombres de los docentes:

DR. GALO NARANJO LÓPEZ, PH.D
RECTOR

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*Documento generado por Quipux Produccion

Annex 2. Pre-test and post-test

PRE – TEST

Candidate name: _____ **Date:** _____

Class: B1- Pre-Intermediate   **Hour:** 10 minutes

Introduction: This test was taken from the B1 PET Speaking Section It will be taken in pairs. The duration of the test is around 10 to 15 minutes. It will consist of an interview and interactive conversation by asking/answering questions and talking, about your likes and dislikes

Objective: To evaluate students' speaking skills before the application of TikTok short-video content.

Instructions: Answer the questions speaking as much as you can using the appropriate vocabulary. You will have 2 for 3 minutes to answer each question. The examiner will stop you at any moment.

PART 1 : INTODUCTORY PART:
(Interlocutor asks the following questions)

Back-up prompts

To both candidates	Good morning/afternoon/evening	How old are you? Where do you live?
	I am………..	Do you have a job?Do you study?
To candidate A	What's your name?	
To candidate B	And what's your name?	

Source from Cambridge Preliminary English Test (PET) English sample exam
https://www.cambridgeenglish.org/Images/561640-preliminary-speaking-sa-sample-test-2020-final.pdf

PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

FACULTAD DE CIENCIAS HUMANAS
Y DE LA EDUCACIÓN

UNIVERSIDAD
TÉCNICA DE AMBATO

Part 2: Collaborative Tasks	Situation:
Researcher: In this part of the test, you're going to talk together I'm going to tell a situation to you. I going to show you some pictures where you can identify some activities to help him relax.	A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Here are some activities to help him relax.

Part 2: Collaborative Tasks (continued)
Researcher: Now, we are going to talk together about the different activities he could do, andthen I would like you to decide which would be most interesting.
Researcher: Now you have 20 seconds to look at the pictures and decide which activity could be better for him.
Researcher: Now, you're going to talk. Start please.
Candidates: Talk about approx. 2-3 minutes

Part 3: Discussion
Researcher: In this part of the test, you're going to talk together answering the following questions

Questions:	Researcher use following prompts as appropriate:
• **Do you prefer to relax with friends or alone? (Why?)** • **What do you do when you want to relax? (Why?)** • **Do you think people spend too much time working/studying these days? (Why?/ Why not ?)**	•How/what about you? •Do you agree? •What do you think?

Researcher: Thank you. this is the end of the test.

Source from Cambridge Preliminary English Test (PET) English sample exam
https://www.cambridgeenglish.org/Images/561640-preliminary-speaking-sa-sample-test-2020-final.pdf

Activities to help the man relax

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Source from Cambridge Preliminary English Test (PET) English sample exam https://www.cambridgeenglish.org/Images/561640-preliminary-speaking-sa-sample-test-2020-final.pdf

Annex 3. Lesson Plans

\Teacher: Alexandra Cajamarca School year: April- September Class: B1-Pre-Intermediate		Topic: Money Number of students: 24 Duration: 15 minutes		
METHOD: PPP Lesson objectives General objectives • Students will be able to record a video using the most common collocations. Specific Objective: • To differentiate collocations, Make and Do • To use collocations, *MAKE* and *Do* properly • To practice the correct pronunciation of collocations				
PROCEDURE				
TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIALS		TIME
• Teacher share student gives instructions to students to think about the following question: *Collocations with MAKE*	• Ss pay attention to the introductions and follow them	• Smartphones • Internet		5 minutes.
• Teacher plays the TikTok video called *Collocations with MAKE*	• Students watch the TikTok by themselves and take notes of the collocations show in the video.	https://vm.tiktok.com/ZML38GBjh/?k=1		5 minutes.
• Teacher will show a tutorial of how to do stitch on TikTok to practice speaking pronunciation using collocations.	• Student will follow the instructions while record their videos using the most common collocations.	https://vm.tiktok.com/ZML38TSgW/?k=1		5 minutes
Homework: | Students will have to watch the following TikTok's to practice the correct use of collocations DO, and MAKE https://vm.tiktok.com/ZML38TSgW/?k=1				

Teacher: Alexandra Cajamarca	**Topic:** Clothes and appearance
School year: April- September	**Number of students:** 24
Date: Tuesday 24/05/2022	**Duration:** 15 minutes
Class: B1-Pre-Intermediate	

METHOD: PPP

Lesson objectives: General objectives

- Students will be able to describe what people is wearing.

Warm-up: What is your classmate wearing?			
TEACHER'S ACTIVITIES	**STUDENTS' ACTIVITIES**	**MATERIALS**	**TIME**
• Teacher shares the TikTok video called *Clothes vocabulary*	• Students will watch the TikTok by themselves and take notes of the vocabulary show in the video.	• https://vm.tiktok.com/ZMLKWXV24/?k=1	5 minutes.
• Teacher	• Students will work in pairs to describe his/her classmate appearance	• Smartphones • Wi-Fi • TikTok app	10 minutes

PRESENTATION	
• Teacher introduces Present continuous and *Going To* grammar.	

PRACTICE	
• Students practice the grammar points on their books.	

PRODUCTION	
• Students write a script about what her or his classmate is wearing tomorrow using going to + clothes vocabulary	

Assignment: Students will have to watch the following TikTok's to practice the correct pronunciation of clothes at home

https://vm.tiktok.com/ZMLKncuRP/?k=1

https://vm.tiktok.com/ZMLKWGTSx/?k=1

Students will record a using the clothes that they are going to wear tomorrow.

They must use *present continuous* and going to. Example: Tomorrow I'm going to wear a black jacket, some red shoes, and blue pants.

Teacher: Alexandra Cajamarca		Topic: A Day Out	
School year: April- September		Number of students: 24	
Date: Tuesday 25/05/2022		Duration: 15 minutes	
Class: B1-Pre-Intermediate			

METHOD: PPP
Lesson objectives: General objectives
- Students will be able to talk about future plans in a day.

Warm-up: What are you doing this weekend?			
TEACHER'S ACTIVITIES	**STUDENTS' ACTIVITIES**	**MATERIALS**	**TIME**
• Teacher asks students the following question ***What are you doing this week?***	• Students will think about their plans for the weekend. • Students will duet the video answering the questions.	• Smartphones • Internet • TikTok app • https://vm.tiktok.com/ZMLKEs1Lo/?k=1	5 minutes.
• Teacher divides the class in two groups of 12 students. • Teacher gives instructions about how record a group video answering the question in 60 seconds.	• Students record the video together		7 minutes.

PRESENTATION			
• Present continuous and going to grammar.			

PRACTICE			
• How to plan a day out with your friends			

PRODUCTION			
• Students write a script about what her or his classmate is going to do tomorrow using *going to* and *present continuous*.			

Assignment:
Students have to watch the videos about present continuous and future plans with going.
Students have to complete grammar focus unit 4B

LESSON PLAN WEEK 2 DAY 3

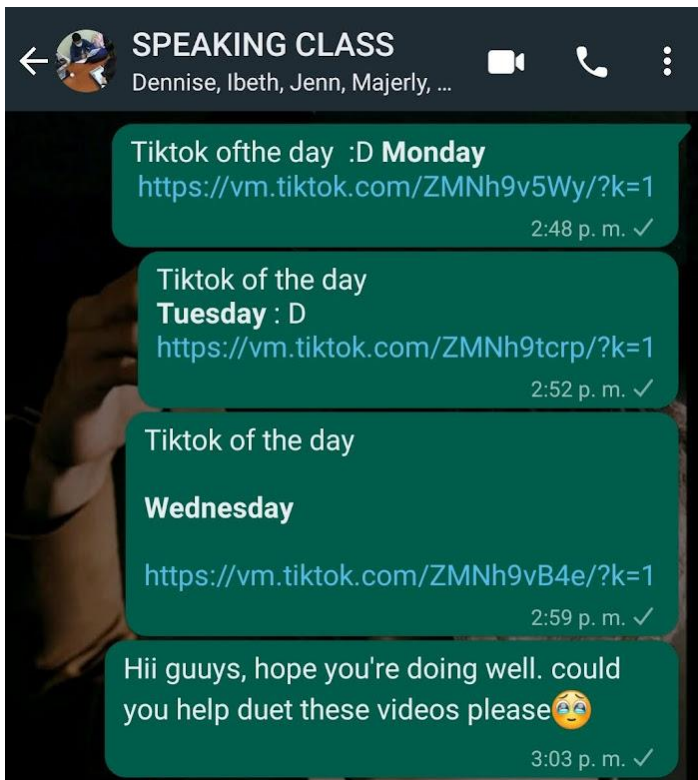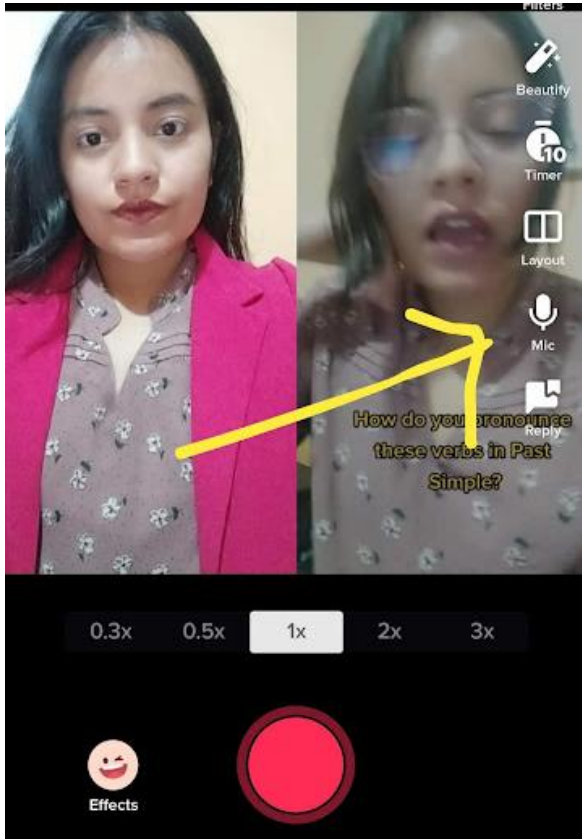| **Teacher:** Alexandra Cajamarca **School year:** April- September Date: Thursday 26/05/2022 **Class:** B1-Pre-Intermediate			**Topic:** Planning **Number of students:** 24 **Duration:** 15 minutes	
METHOD: PPP **Lesson objectives. General objectives** • Students will be able to make arrangements				
Warm-up: Are you free on Saturdays?				
TEACHER'S ACTIVITIES	**STUDENTS' ACTIVITIES**		**MATERIALS**	**TIME**
• Teacher shares the TikTok video called Making Arrangements.	• Students watch the TikTok by themselves.		• Smartphones • TikTok app • https://vm.tiktok.com/ZMLEcLoqy/?k=1	5 minutes.
• Teacher asks students to watch the video • **Going to** and **gonna**	• Students watch the TikTok by themselves.		• Notebook • Pencil	3 minutes
• Teacher asks students to stitch the video with their own example.	• Students record their answers on TikTok		• Smartphones • TikTok app	7 minutes
PRESENTATION				
• Teacher introduces **shall** and **will and going to.** • Teacher explains students how to make arrangements.				
PRACTICE: Students practice the grammar points on their books.				
PRODUCTION				
• Students write about what her or his classmate is wearing tomorrow using going to + clothes vocabulary				
Assignment: Students will have to watch the following TikTok's to practice the correct pronunciation of clothes at home https://vm.tiktok.com/ZMLKncuRP/?k=1 https://vm.tiktok.com/ZMLKWGTSx/?k=1 Students will record a using the clothes that they are going to wear tomorrow. They have to use present continuous and going to. Example: Tomorrow I'm **gonna** to wear a black jacket, some red shoes, and blue pants.				

Annex 4 Treatment Summary

TIKTOK AND THE SPEAKING SKILL TREATMENT			
DATE	**TOPIC**	**RESOURCES**	**INSTRUCTIONS**
PRE -TEST			
9/05/2022	Daily activities	PET Cambridge Speaking Part	Students will take the test in pairs.
WEEK 1: May 9th – 18th			
16/05/2022	Common Collocations	• https://vm.tiktok.com/ZML3B3uP8/?k=1	Students will watch the video, take notes then **stitch** a video practicing the correct pronunciation
17/05/2022	HAVE YOU EVER CHALLENGE	• https://vm.tiktok.com/ZML3scx4G/?k=1 • shorturl.at/pAKW8 •	Watch and stitch the video using the prompts on the board.
18/05/2022	What have you done recently?	• https://vm.tiktok.com/ZMLT26V76/?k=1	Students will **watch** and **stitch** the video answering the question.
18/05/2022	PAST SIMPLE PRONUNCIATION **CHALLENGE**	• https://vm.tiktok.com/ZMLTXXjqC/?k=1	Students will **duet** the video with the verbs in past's pronunciation.
WEEK 2: May 24th – 26th			
23/05/2022	CLOTHES VOCABULARY	• https://vm.tiktok.com/ZMLKoJv5A/?k=1	Students watch the TikTok
24/05/2022	Clothes Vocabulary **Challenge**.	• https://vm.tiktok.com/ZMLKEs1Lo/?k=1	Students **stitch** the TikTok to describe what is him or her partner wearing.
25/05/2022	Future activities	• https://vm.tiktok.com/ZMLEyqpTY/?k=1	Students **duet** the TikTok to answer the question: **What are you doing this weekend?**
26/05/200	*Going to* and *gonna*	• https://vm.tiktok.com/ZMLEcLoqy/?k=1	Students watch the video then **stitch** providing examples with *gonna*
WEEK 3: May 31th – June 2			
30/05/2022	Making Arrangements	• https://vm.tiktok.com/ZMLEcy7m2/?k=1	Students will watch the video and duet using the correct pronunciation.
31/05/2022	Making Suggestions	• https://vm.tiktok.com/ZMNJJ85y4/?k=1	Students will watch the video and provide examples t the situations given.
01/05/2022	How to answer to **How are you**?	• https://vm.tiktok.com/ZMNJyVWqT/?k=1	Students will watch the video and choose one alternative to stitch
WEEK 4: TikTok of the day			
Day 1	Others way to say I understand	• https://vm.tiktok.com/ZMNJUFgrd/?k=1 • https://vm.tiktok.com/ZMNJyVWqT/?k=1	Students will watch the video and leave a comment

Day 2	I agree Instead of because	• https://vm.tiktok.com/ZMNe88dXo/?k=1 • https://vm.tiktok.com/ZMNe82Rxq/?k=1	Students will watch the video and leave a comment
Day 3	Other ways to say *Also*	• https://vm.tiktok.com/ZMN69NCLK/?k=1	Students will watch the video and take notes
Day 4	How to ask for opinions.	• https://vm.tiktok.com/ZMN6H7hBj/?k=1	Students will watch the video and take notes
Day 5	Conversation Practice: The English Exam.	• https://vm.tiktok.com/ZMNh9vB4e/?k=1	Students will watch the video and duet it.
WEEK 5: POST TEST WEEK 5: TikTok of the day			
	Post-test	PET Cambridge Speaking Part	Students took the post-test
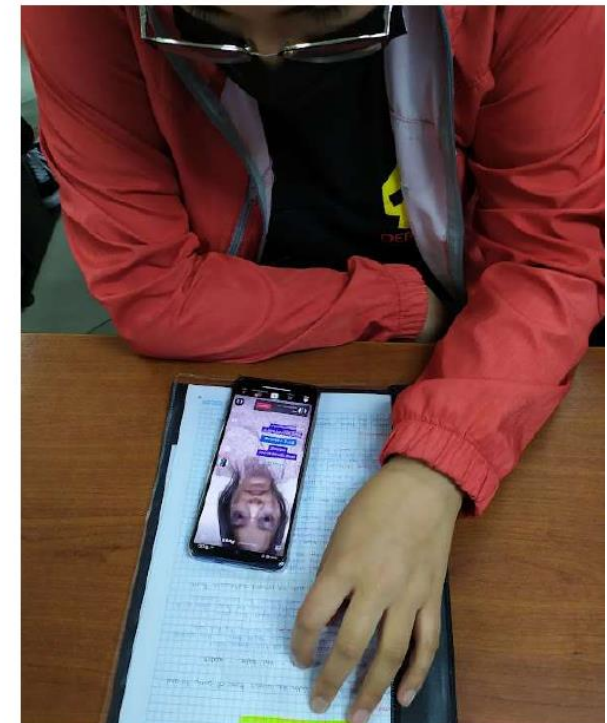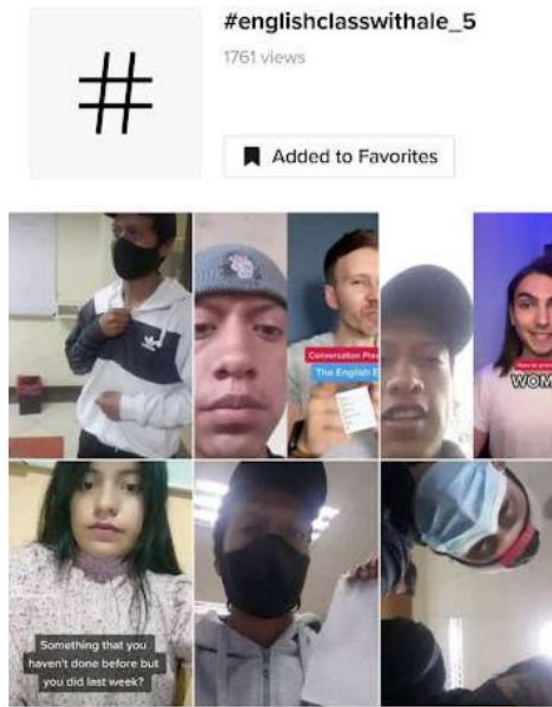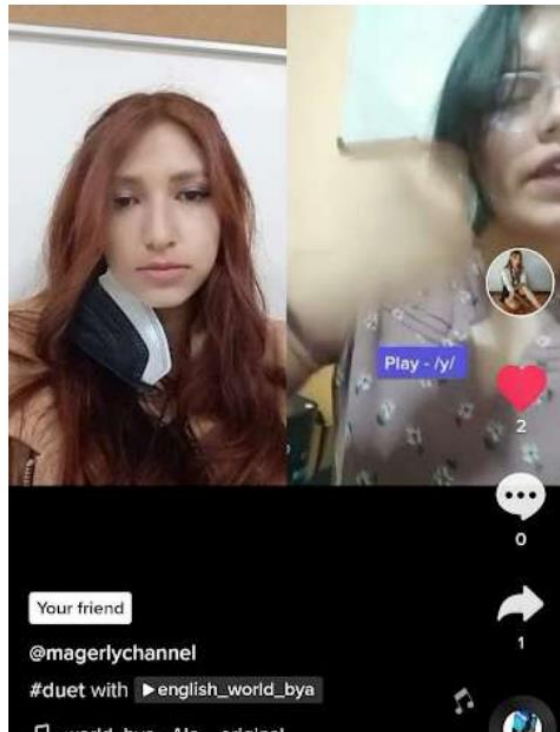
Annex 5 Treatment evidence

Annex 6.- Students' survey

TikTok and the Speaking Skill

This survey aims to gather information about the use of mobile applications such as TikTok
to enhace English speaking skills on students from B1 pre-intermediate level of Language
Center Universidad Tècnica de Ambato.

Speaking skills refers to: Grammar and Vocabulary, Discourse Management, Pronunciation
and Interactive comunication.

Hola, Alexandra. Cuando envíe este formulario, el propietario verá su nombre y dirección de correo
electrónico.

* Obligatorio

1. Has the integration of mobile applications such as TikTok support your
   English learning experience?

   ◯ Yes

   ◯ Maybe

   ◯ No

2. Has TikTok's videos helped you acces English material anytime anywhere? *

   ◯ Yes

   ◯ Maybe

   ◯ No

3. Can social media such as TikTok's content and its features be used to
   practice Speaking skills? *

○ Yes

○ Maybe

○ No

4. Do you consider Tiktok's content allows you to enhance speaking skill?
   *

○ Yes

○ Maybe

○ No

5. Were TikTok's videos useful for learning and practicing your speaking skills?
   *

○ Yes

○ Maybe

○ No

Enviar

Annex 7 Survey validation

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

</div>

I, Ximena Alexandra Calero Sánchez with I.D. 180288406-2, certify that I conducted the expert judgment on this instrument designed by Cajamarca Sailema Alexandra Jazmine, with I.D. No. 180507275/6 for the Final Degree Project entitled "TIKTOK AND THE SPEAKING SKILL" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, July 11th, 2022.

<div align="center">

Sincerely,

Firmado electrónicamente por:
XIMENA ALEXANDRA
CALERO SANCHEZ

_____

Lic. Ximena Calero Mg.

1802884062

</div>

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Xavier Sulca, Mg. with I.D. 1802447548 , certify that I conducted the expert judgment on this instrument designed by Cajamarca Sailema Alexandra Jazmine, with I.D. No. 180507275/6 for the Final Degree Project entitled "TIKTOK AND SPEAKING SKILL" since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, July 11th, 2022.

Sincerely,

Firmado electrónicamente por:
MANUEL XAVIER SULCA GUALE

Lic. Xavier Sulca, Mg.
1802447548

Annex 8. Urkund report

Curiginal

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