

# UNIVERSIDAD TÉCNICA DE AMBATO



## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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**TEMA: THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS'  
SPEAKING SKILLS**

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Trabajo de titulación previo a la obtención del grado académico de  
Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención  
Inglés

**MODALIDAD DE TITULACIÓN:** Proyecto de desarrollo

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Ambato – Ecuador

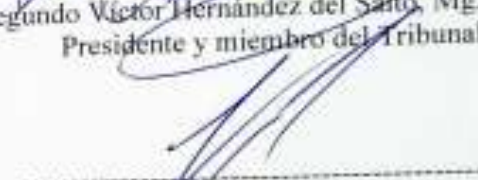
2022


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## **ACKNOWLEDGEMENT**

*I thank God for the received blessings that allowed me to reach this goal. I also thank the prestigious Technical University of Ambato for opening its doors to me and allowing me to continue my studies. I would also like to thank Mg. Edgar Encalada for his constant support throughout the research process.*

**Ana María**

## **DEDICATORY**

*This work is entirely dedicated to the memory of my father who supported me until the end of his days to be able to continue with my studies; and I know that I will always be his greatest pride. I also dedicate this work to my little son Lucas for his unconditional love, understanding, and patience throughout this process.*

**Ana María**

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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS MENCIÓN INGLÉS**

**TEMA:** “The influence of social media on EFL learners’ speaking skills”

**AUTORA:** Licenciada Ana María Freire Coronel

**DIRECTOR:** Licenciado Edgar Guadía Encalada Trujillo, Magíster.

**LÍNEA DE INVESTIGACIÓN:** Métodos y medios de enseñanza.

**FECHA:** 20 de septiembre del 2023.

**RESUMEN EJECUTIVO**

La integración de las plataformas de los medios sociales ha demostrado ser una aportación valiosa y transformadora a la enseñanza del inglés como lengua extranjera (EFL). En la era digital actual, estas plataformas han proporcionado a los profesores de inglés como lengua extranjera un medio eficaz para ganarse el respeto y el reconocimiento, elevando sus métodos de enseñanza más allá de los enfoques tradicionales que a menudo ejercen una presión excesiva sobre los instructores. Además, las aulas convencionales han hecho hincapié durante mucho tiempo en las destrezas escritas y de lectura en detrimento de la competencia oral, lo que supone un importante reto pedagógico tanto para los profesores de EFL como para los estudiantes, que a menudo muestran un rendimiento subóptimo en la comunicación oral.

Con el objetivo de arrojar luz sobre esta cuestión, se emprendió el proyecto de investigación titulado "LA INFLUENCIA DE LOS MEDIOS SOCIALES EN LAS HABILIDADES DE HABLA DE LOS ALUMNOS DE EFL". En este estudio, realizado en la Unidad Educativa Aníbal Salgado Ruiz de la provincia de Tungurahua, participaron 29 estudiantes en el grupo experimental (2º "B") y 30 estudiantes en el grupo de control (2º "A"). A través de un diseño de investigación cuasi-experimental y un marco de pretest y post-test, el estudio tuvo como objetivo medir el impacto del uso de las redes sociales en el desarrollo de la competencia oral.

Los resultados de la investigación demostraron claramente que los estudiantes del grupo

experimental, que utilizaron las redes sociales como parte de su proceso de aprendizaje, obtuvieron puntuaciones medias significativamente más altas en las destrezas orales que sus homólogos del grupo de control. Para confirmar la hipótesis de la investigación se utilizó una prueba t de dos colas, que arrojó un valor p altamente significativo de 0,000, estableciendo así la significación estadística.

En conclusión, la utilización de plataformas de medios sociales tiene un impacto perceptible y positivo en la mejora de las habilidades de expresión oral de los estudiantes. El grupo experimental, que se sometió a un programa de cinco semanas con diez horas de intervención, experimentó una notable mejora en sus habilidades de expresión oral. El programa incorporó diversas plataformas de medios sociales, como WhatsApp, Facebook, Instagram y TikTok, y se enriqueció con actividades interactivas de comunicación dentro y fuera del aula. La evaluación se llevó a cabo mediante evaluaciones de expresión oral previas y posteriores a la prueba, utilizando una rúbrica estandarizada basada en las pruebas de expresión oral A2 Flyers Cambridge.

**Descriptor:** Competencia oral, Redes sociales, Gramática, Fluidez, Comunicación interactiva, Educación EFL, Aprendizaje de idiomas, Diseño cuasi experimental, Innovación pedagógica, Provincia de Tungurahua, Desempeño de los estudiantes.

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**THEME:** “The influence of social media on EFL learners’ speaking skills”

**AUTHOR:** Licenciada Ana María Freire Coronel

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**LINE OF SEARCH:** Methods and means for teaching

**DATE:** September 20<sup>th</sup>, 2023.

**EXECUTIVE SUMMARY**

The integration of social media platforms has proven to be a transformative and valuable addition to English as a Foreign Language (EFL) education. In today's digital age, these platforms have provided EFL educators with an effective means to garner respect and recognition, elevating their teaching methods beyond traditional approaches that often place undue pressure on instructors. Furthermore, conventional classroom settings have long emphasized written and reading skills at the expense of oral proficiency, presenting a significant pedagogical challenge for both EFL teachers and students who often exhibit suboptimal performance in spoken communication.

With the objective of shedding light on this issue, the research project titled 'THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS' SPEAKING SKILLS' was undertaken. This study, conducted at Unidad Educativa Anibal Salgado Ruiz in Tungurahua Province, involved 29 students in the experimental group (2nd 'B') and 30 students in the control group (2nd 'A'). Through a quasi-experimental research design and a pretest and post-test framework, the study aimed to measure the impact of social media usage on the development of speaking proficiency.

The results of the investigation clearly demonstrated that students in the experimental group, who engaged with social media as part of their learning process, achieved significantly higher average scores in speaking skills compared to their counterparts in the control group. A two-tailed t-test was utilized to confirm the research hypothesis,

yielding a highly significant p-value of 0.000, thus establishing statistical significance. In conclusion, the utilization of social media platforms has a discernible and positive impact on enhancing students' speaking skills. The experimental group, which underwent a five-week program involving ten hours of intervention, experienced a marked improvement in their speaking abilities. The program incorporated a variety of social media platforms, including WhatsApp, Facebook, Instagram, and TikTok, and was enriched with interactive communication activities both in and out of the classroom. The assessment was carried out using pre-test and post-test speaking evaluations, utilizing a standardized rubric based on the A2 Flyers Cambridge speaking tests.

**Descriptors:** Speaking Skill, Social Media, Grammar, Fluency, Interactive Communication, EFL Education, Language Learning, Quasi-Experimental Design, Pedagogical Innovation, Tungurahua Province, Student Performance.

# CHAPTER I

## THE RESEARCH PROBLEM

### 1.1 Introduction

Effective communication is crucial in today's globally connected world because it allows people from many cultural backgrounds and areas to interact and work together. The lingua franca for international discourse and communication has developed as English, Speaking ability plays a crucial function in the area of learning the English language. As speaking is the primary means of communicating and exchanging ideas and information, language learners place a high priority on improving their speaking skills. As a result, mastering spoken English is a top priority in the language learning process since it enables students to have meaningful cross-cultural conversations (Mukhiddinova, 2021).

For students to master speaking as one of the four English skills, it must be practiced frequently. The goal of teaching speaking skills is to develop efficient communication, and to achieve this goal, tools and strategies for motivating students to use oral language must be added. As a result, the creative application of Information and Communication Technologies (ICT) in education has the potential to increase student motivation by improving teaching and learning (Chau, K.G, 2021).

The primary goal of this research is to determine the relationship between social media and speaking and the use of a social media application during the teaching process of English language speaking skill. It is also recognized that teenagers are more engaged in the use of technology devices for a variety of purposes, the majority of which are for entertainment or educational purposes. As a result, using social media as a teaching tool promotes the development of students' speaking skills because it allows students to access the many features that it provides for developing Speaking Skill (Chueinta, 2017).

The present research study based on **THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS' SPEAKING SKILLS** is separated into five chapters.

**CHAPTER I:** It introduces the problem, justification, and objectives.



**CHAPTER II:** In this section, the theoretical foundation and research background is presented.

**CHAPTER III:** The Methodological framework includes the research method, the type of research, and population.

**CHAPTER IV:** This part presents an analysis of the results have given to the students in the pre-test, and post-test.

**CHAPTER V:** In this stage the conclusions and recommendations are displayed. Furthermore, annexes which include the Institutional Acceptance letter, the proposal background, pre-test, and post-test are presented at the end.

## **1.2 Justification**

Analysis of the educational use of social networks is currently a subject of considerable academic and social importance since these strategies can be employed for learning and acquiring a second language through the use of new teaching methods further in series with this modern society (Faizi, 2013).

This study examines the widespread use of social media as an information and communication technology (ICT) tool for online engagement, which is of intrinsic interest and significance. The use of social media platforms has grown significantly among people of all ages, greatly boosting communication not just between students and teachers but also among peers. The global pandemic has highlighted social media's crucial role in education even more, establishing it as a fundamental and heavily used resource.

Students have significantly improved their digital literacy abilities in reaction to the pandemic by using a wide variety of applications, attesting to the instructional value of social media. As a result, social media platforms can be seen as an educational approach, acting as crucial channels for the exchange of knowledge, encouraging integration and communication within the context of education (Raut & Patil, 2016).

The proposed initiative has the potential for widespread acceptance in the educational community because it is expected to result in significant improvements in English

language acquisition and speaking proficiency. This, in turn, is projected to contribute to lower student attrition rates and higher overall educational quality. The prevalence of social media, which is easily accessible and commonly used in the educational field, highlights the potential of this approach. The anticipated benefits extend to the entire educational community, where students stand to make significant leaps in their English-speaking competencies, assisted by the prudent integration of social media within the context of pedagogical supervision (Boonkit, 2010).

Due to its investigation of a innovative topic that has the potential to offer significant advantages to both instructors and students, this research is intrinsically innovative. By utilizing the capabilities of social media platforms, this study's main goal is to enable improved English language communication skills among students. Students are exposed to a wide range of tools and applications through the usage of social media, enabling them to choose the best solutions for sharpening and polishing their speaking skills.

In addition to encouraging students' inherent drive for self-directed learning and reinforcing their dedication to the subject matter, this method produces an environment that is creative and encourages active and collaborative learning. Additionally, it fosters beneficial traits and behaviors like successful sociability, cooperation, and the value of information, fostering stronger teacher-student connections, strengthening their dedication to the subject matter, and encouraging active and collaborative learning.

### **1.3 Objectives**

#### **1.3.1 General**

To analyze the influence of social media on EFL students' speaking skills.

#### **1.3.2 Specific**

- To base theoretically the social media elements and the speaking skill.
- To diagnose the level of speaking skill development in students.
- To identify the most useful social media tools for the English-speaking skill.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK.**

#### **2.1 Theoretical background**

Upon conducting a thorough examination of various research works available in online libraries, academic papers, and scholarly journals, it has become evident that there exists pertinent and valuable information pertaining to the proposed topic.

In a study of how students' perception social media to learn English Harun (2022), revealed that students perceived a positive impact on their pronunciation skills through their engagement with YouTube. Specifically, students believed that listening to English music on the platform helped them become more familiar with English terms and facilitated the acquisition of unique vocabulary from song lyrics. Additionally, students expressed an appreciation for the informal and relaxed learning environment fostered by listening to English music, highlighting its role in their language learning experiences.

According to Handayani (2021) individuals who employed social media as a means to learn the English language expressed a positive and favorable assessment of the role played by social media platforms in their language learning endeavors. This finding underscores the perceived effectiveness of social media as a valuable tool for supporting and enhancing language acquisition. Moreover, the research indicated that the use of social media had a positive and beneficial impact on the process of learning English, further underlining its potential as a valuable tool in enhancing language acquisition.

In both of the mentioned studies, a qualitative research approach was employed to gather data. Additionally, the researchers utilized questionnaires as part of their data collection methods. The objective of these questionnaires was to assess and validate students' perceptions regarding the use of social media for language learning. The findings from these questionnaires revealed that students who engaged with various sources of English content on social media held a positive belief that such activities contributed to improvements in their speaking skills, particularly in terms of pronunciation.

In a study conducted by Gabriel (2022) the primary objective was to identify the social media platforms that were most frequently utilized in the context of public speaking lectures during the COVID-19 pandemic. Through a thorough analysis of various social media journals, the research aimed to identify the platforms that proved to be particularly effective for conducting public speaking lectures. The study's findings indicated that Instagram emerged as a prevalent and commonly employed platform for facilitating public speaking activities within the context of public speaking classes during the pandemic.

Another study directed by Ilias (2020), specified that the primary objective was to investigate whether the utilization of YouTube channels had a notable impact on enhancing students' speaking skills in English as a Foreign Language (EFL) contexts. The research required to determine if the integration of YouTube channels as an alternative educational tool had a statistically significant effect on students' speaking achievement within the realm of EFL learning.

The major purpose of a study undertaken by Nur (2021) was to analyze the usefulness of social media in improving the speaking abilities of English as a Foreign Language (EFL) learners. The study sought to determine which types of social media were most effective in assisting EFL learners in developing their speaking skills. Notably, the study's findings revealed that over the last six years, YouTube has emerged as the most popular and often used social media channel by EFL learners for improving their speaking skills.

In the study mentioned, a combination of research methods was employed. A quasi-experimental approach was utilized to gather quantitative data, allowing the researchers to identify the most used social media platforms for enhancing English speaking skills. Additionally, a qualitative approach was employed to gain deeper insights into the effectiveness of these platforms.

The study also involved a library research method, which likely involved a comprehensive review of existing literature on the topic. The research findings indicated that Instagram and YouTube channels were among the most effective social media platforms in assisting students in improving their speaking abilities in English. This

multifaceted research approach provided a holistic understanding of the role of social media in language learning and helped identify specific platforms that were particularly beneficial for enhancing speaking skills.

An equally significant aspect regarding social media was presented Namaziandost (2019) which aimed to explore the impact of social media on the speaking skills of English as a Foreign Language (EFL) students, presented valuable insights into this subject. The research revealed that consistent utilization of social media by both EFL students and teachers had a significant positive influence on the language skills of the users. Moreover, it indicated that instructors showed a willingness to incorporate social media into the EFL educational framework through practical approaches. This underscores the potential of social media as a valuable tool for enhancing language learning and teaching in EFL contexts.

In the context of social media Devi (2020), aimed to assist English as a Foreign Language (EFL) learners in finding conducive environments for enhancing their speaking skills. The study suggested that social media could play a role in achieving this goal. The research findings and interpretations indicated that the integration of Instagram into EFL learning had a positive impact on students' speaking abilities. However, the most significant progress was observed in the area of content delivery. This suggests that Instagram can be an effective platform for improving both the speaking skills and content delivery of EFL learners.

Another study related to social media is the one proposed by Marleni (2018) whose primary objective was to investigate the impact of social media, particularly WhatsApp, on students' speaking abilities. The research aimed to assess how the use of WhatsApp influenced the development of students' speaking skills. The study's findings indicated that the utilization of social media, specifically the WhatsApp application, had a discernible impact on students' speaking abilities. This suggests that WhatsApp played a role in enhancing students' speaking skills, as supported by the research outcomes.

Gomez (2018) study focused on determining the impact of using an English Listening and Speaking App on the development of oral communicative competence among

students. The research identified that students needed improvement in their oral communicative competence and employed various components related to this competence to create a rubric for assessing speaking development. The study's key findings demonstrated that the utilization of the English Listening and Speaking App for enhancing oral communicative competence among intermediate-level students was effective and had a significant positive impact. This suggests that such educational apps can contribute significantly to improving students' oral communication skills.

In summary, the research gathered from various credible authors suggest that the utilization of social media to enhance speaking skills has a favorable impact on students. This approach provides students with a comfortable environment to engage with various applications that aid in improving pronunciation, grammar, and fluency, thereby boosting their confidence in self-expression. Encouraging and motivating students to use social media as a means of enhancing their speaking skills, with guidance from their teachers, is considered important in fostering effective language learning and communication.

## **2.2 Independent Variable (social media)**

### **2.2.1 ICT (Information and Communication Technologies)**

The term "information technology" emerged in the 1970s. Its essential notion, however, may be traced back to the World War II military-industry collaboration in the creation of electronics, computers, and information theory. Information and Communication Technologies (ICT) refers to a wide range of technical tools and resources used to transmit, store, produce, share, or exchange data. Computers, the Internet, live broadcasting technologies, recorded broadcasting technologies (podcasting, audio, and video players, and storage devices), and telephony (fixed or mobile, satellite, videoconferencing, and so on) are among these technological tools and resources. ICT also shape people's access. Choices concerning the design and usage of ICT affect not just how people connect with one another, but also whom they meet, talk to, keep in contact with, work with, and get to know. People can be connected or isolated through ICT (Pratt, 2019).

### **2.2.2 Technology in Education**

Technology integration in education is not the result of a single individual's discovery; rather, it has evolved gradually over time as a result of developments in both technology and educational techniques. Many people and organizations have played critical roles in creating this transition.

According to Lathan (2018) technology is always evolving, affecting how people work, engage in leisure activities, create, and communicate. As a result, it is not surprising that advancements in digital technology are creating transformative opportunities in the field of education. Technology is providing new opportunities for instructors to teach and engage the imaginations of young students. At the moment, there is a lot of talk about the potential of assistive technology, virtual and augmented reality, advanced collaboration tools, gamification, podcasting, blogging, 3D printing, artificial intelligence, personalized learning, and other educational innovations.

Educational technology, or Ed Tech, is the investigation and ethical application of technology to facilitate learning and improve performance. It entails the creation, application, and administration of appropriate technical processes and resources to promote educational objectives. The integration of computer hardware and software supports students' learning experiences in accordance with educational philosophy. Theoretical information from several domains, such as educational sociology, artificial intelligence, computer science, and communications, is used in educational technology. It includes a variety of student learning channels, such as computer-based training, online learning, and mobile technologies, all of which contribute to the educational process (Mckoy, 2022).

### **2.2.3 M – learning**

M-Learning is characterized by the utilization of compact, portable devices, notably mobile phones and smartphones, as educational tools, with handheld or palmtop devices taking precedence as the primary technology. M-Learning encompasses the ability to

access educational resources, tools, and materials via mobile devices, allowing for learning opportunities at any time and from any location. It serves as a means for individuals to acquire information and expand their knowledge independently, often facilitated by internet connectivity. Mobile Learning, or mobile learning, involves the process of acquiring knowledge and skills through the use of small, portable computing devices like cellphones, personal digital assistants, and similar compact tools, as well as their application in the context of learning (Almarshadi, 2019).

Mobile learning, commonly referred to as M-learning, is an educational approach that utilizes mobile devices as a means to promote knowledge generation, independence, and learning that can occur anywhere and anytime. M-learning places a strong emphasis on student-centered learning, as it empowers students to take control of their own learning experiences. This shift often transforms teachers into facilitators, mentors, or role models, given the flexibility afforded to self-directed learners. While M-learning is frequently used in asynchronous learning settings, it is also employed within traditional classrooms, fostering continuous interaction between students and instructors. This dynamic reshapes the learning environment, turning it into a space for collaborative idea exchange and engagement (Ruiz, 2022).

Similarly Acuña (2018), stated that the M-learning approach is notable for employing mobile devices to create the teaching-learning process; however, these devices must contain the appropriate software (Apps) or websites for the development of the class, not only as a tool to search for information. When choosing an App to be used in class it must be chosen carefully because it must be focused on the objective of the class, in this sense, the objectives should be defined based on recommended apps based on Bloom's Taxonomy.

Certainly, the information provided pertains to various educational applications categorized according to Bloom's Taxonomy, a framework that classifies cognitive processes into six levels. These applications align with different cognitive development needs in education, covering areas from basic knowledge acquisition to critical thinking and self-assessment (Sanchez, 2022).



In the "Remember" category (Knowledge), Memrise, ELSA, and Beelingo help users acquire and retain basic knowledge. In the "Apply" (Comprehension) section, Busuu, Duolingo, and Babbel emphasize practical application of understanding. For "Create" (Synthesis), HelloTalk, Flipgrid, and Read Theory support learners in generating original content. "Analyze" (Analysis) apps like Read Theory, FluentU, and Cake aid in dissecting information. "Understand" (Application) platforms, including Wannalim, Cake, and Babbel, facilitate in-depth comprehension of complex concepts. Lastly, "Evaluate" (Evaluation) applications such as Flipgrid, Write&Improve, and HelloTalk encourage critical thinking and self-assessment, collectively encompassing a comprehensive range of educational tools aligning with Bloom's Taxonomy for diverse cognitive development needs in education.

#### **2.2.4 Social Media**

According to Rou (2019) social media encompasses online and mobile technologies that facilitate interactive communication, serving as virtual communities where users can engage, share, and generate content on various topics. It represents a broad term encompassing networked technologies that leverage the social aspects of the internet, fostering not only communication but also collaboration and creative expression. The significance of social media in education is evident, making it a topic worthy of further exploration and examination.

For Fender (2022) social media with its large user base of over 3.6 billion people worldwide, offers a platform for progress on all fronts: academic, professional, and personal. It offers people a useful tool to further their educational objectives, improve in their employment, and discover their interests. People can put themselves in a position for long-term success and fulfillment in a variety of areas of their lives by making the most of the possibilities and knowledge that are available online.

Pathak (2022), defined social media as a set of platforms and websites that enable users to share content and expand their social networks. Beyond simply posting images and updating statuses, social media serves as an interactive computer-mediated tool that

facilitates the exchange of diverse ideas, information, professional interests, and various forms of expression within visible communities and global networks. Among students, popular social media platforms include WhatsApp, Facebook, Twitter, LinkedIn, Instagram, Imo, Snapchat, Myspace, and Skype, reflecting the widespread use of these platforms for communication and interaction.

#### **2.2.4.1 Social media dimensions**

The concept of social media can be divided into three interrelated dimensions: technological, psycho-social, and pedagogical. The technological dimension forms the foundation for the other two and encompasses the essential technological components. The psycho-social dimension is rooted in the collaborative aspects of social media, focusing on digital media and technology that facilitate social interaction, communication, and the creation and sharing of user-generated content. Lastly, the pedagogical dimension of the social media concept revolves around educational applications that enable the creation and exchange of user-generated content in collaborative, community contexts. This dimension encompasses various educational elements, including actors, policies, procedures, processes, and teaching methods. These dimensions collectively shape the concept of social media (Mățã,2016).

#### **2.2.4.2 Social Media and Education**

The use of social media in education presents various methods and applications, both within the classroom and for marketing educational institutions. Given the familiarity of students with technology and social media, their integration into the classroom has become more accessible. Different social media platforms offer diverse educational applications, facilitating direct and flexible connections among students, teachers, and parents. Furthermore, social media supports e-learning, remote work, and online classes. However, it is essential to comprehensively grasp the impact of social media in education before its adoption (West, 2021).

Social media platforms have become integral in education, allowing students to engage with mentors, access and customize course materials, and establish student communities. The widespread internet usage among school-age students, with a significant percentage utilizing online media for e-learning, highlights the growing influence of social media and mobile devices in education. Advantages include easy access to course materials, video content, and instructional resources, which students find cost-effective and user-friendly. Additionally, students can generate, edit, and share course content in various formats, ushering in a transformative learning culture (Ansari, 2020).

#### **2.2.4.3 Types of Social Media**

Social media, according to Yadav (2020), encompassed a wide range of digital platforms that facilitate communication and interaction. These platforms can be categorized into various groups, including Instant Messengers (e.g., WhatsApp, Facebook), Social Networking Sites (e.g., Facebook, LinkedIn), Social News platforms (e.g., Flipboard, CNN), Media Sharing platforms (e.g., YouTube, Instagram), Wikis (e.g., Wikipedia), Blogging platforms (e.g., WordPress), Micro Blogging services (e.g., Twitter), Emailing platforms (e.g., Gmail), and educational apps (e.g., Duolingo, Netflix). These categories offer users diverse opportunities for communication, information sharing, and educational enhancement.

The platforms mentioned earlier can be broadly categorized into two main groups based on their communication modes. The first group includes synchronous communication devices such as WhatsApp and Zoom, which enable real-time interaction and collaboration among users, regardless of geographical distances. These platforms are ideal for activities like text-based chatting and audio-video conferencing, providing instant responses and quick feedback. The second group comprises asynchronous communication tools, where interactions occur across different time zones and locations, offering flexibility in communication. This category includes both supported and peer-to-peer asynchronous language improvement methods, allowing ESL (English as a Second Language) adult learners to engage and collaborate effectively, overcoming temporal and spatial constraints.

Finally, for English language learners, various social media sites and applications provide useful tools. Messaging programs like "WhatsApp" make it easier to share information and complete tasks linked to language learning. "Facebook" is used as a platform for communication and collaboration, particularly in places with poor internet connectivity. An abundance of educational video is available on "YouTube" that supports language learning. New social media sites like "TikTok" and "Instagram" promote participation and creativity through the posting of brief videos, which is advantageous for language acquisition. Together, these many technologies improve English-speaking abilities and give students fresh opportunities to practice and interact with the language.

#### **2.2.4.4 Aspects that demonstrate that Social Media is important.**

Pathak (2022), mentioned that social media exerts significant influence and impact on students' learning experiences in several ways. Firstly, it enhances student engagement by offering various enjoyable and effective technological tools such as videos and text content, which make studying for school, college, or online tests more appealing and informative. Secondly, social media promotes collaborative learning, tapping into our natural inclination to engage and interact with others. Students can use platforms like podcasts, YouTube, Vine videos, and blogs to collaborate, showcase their expertise, and share their work with a broader audience. Lastly, social media contributes to both learning and teaching, facilitating academic growth and improved exam performance. Peer evaluation, combined with group chats focused on idea brainstorming and collaboration, fosters enhanced academic achievement and overall personality development, particularly in high school students.

#### **2.2.4.5 Advantages and Disadvantages of Social Media in Education**

Moran (2019), highlighted the multifaceted impact of integrating social media into education. On the positive side, it fosters open collaboration among students and educators, providing a comfortable space for academic interactions on platforms like Instagram and Facebook, which students are familiar with. This familiarity enhances participation and engagement in the learning process.

While integrating social media into education offers advantages, Moran (2019) also

acknowledges challenges. The information-rich nature of these platforms can easily distract students from their educational goals with non-academic content. Paradoxically, this distraction can become a learning opportunity for educators to teach students self-management skills, helping them gradually overcome distractions and improve productivity.

Moreover, the absence of direct physical control and supervision in online learning settings presents a challenge for educators. In these virtual environments, monitoring and effectively regulating students' actions can be challenging. This departure from traditional classroom dynamics necessitates a considerate approach to ensure students can succeed in an environment where the dynamics of learning may vary from those experienced in a physical classroom.

In conclusion, Moran's insights emphasize the importance of educators carefully considering both the benefits and drawbacks of incorporating social media into education. While these platforms can be powerful tools for collaboration and engagement, they also require a proactive approach to address potential distractions and adapt to the changing nature of educational interactions in digital spaces.

## **2.3 Dependent Variable (Speaking Skills)**

### **2.3.1 Language**

Crystal (2022), emphasized that language serves as a system of symbols, encompassing spoken, signed, or written forms, through which individuals express themselves within a social group and its cultural context. It fulfills various functions, including communication, identity expression, play, imagination, and emotional expression. Similarly, Sweet (1870) defined language as the conveyance of ideas by combining speech sounds into words, which in turn form sentences, reflecting the organization of concepts into meaningful expressions.

Hamzah (2019), highlighted the significant impact of technology on human language and learning. Technological advancements have not only transformed the way people live and

perceive the world but have also revolutionized language education. While some argue that technology may hinder meaningful in-person interactions, others contend that it has enriched language use by offering diverse communication possibilities and tools for language enhancement.

Indeed, the linguistic diversity across the globe is vast, with over seven thousand languages spoken. However, it's important to note that many of these languages have undergone changes and adaptations over time, often influenced by advancements in science and technology in our rapidly evolving and competitive world. The dynamic nature of languages allows them to adapt and incorporate new terminology and concepts from various fields, including technology, to remain relevant in contemporary society.

### **Language Teaching and Learning Approaches.**

A language teaching approach is a way of conceiving education and learning in terms of language. An approach generates methods, which are the strategies or activities used to teach anything, in this scenario, a second or foreign language (Mendoza, 2022).

### **Communicative Language Teaching (CLT)**

(Bolen, n/d), mentioned that to effectively teach a second language, this technique emphasizes contact and conversation. Students engage in everyday scenarios in the target language that they are likely to encounter. Learners can practice opening talks, providing ideas, making invitations, complaining, or expressing time or place, for example. CLT teachers strive to be facilitators instead of lecturers. By instead stressing grammatical knowledge, this approach helps students attain CLT's core aim of learning to communicate in the target language.

### **Task-Based Language Teaching**

It entails assigning students to carry out a set of tasks in the target language, the one being

studied, in order to improve their capacity to communicate in that second language. It places a strong emphasis on the pupils' freedom and individuality. Student enthusiasm and engagement in activities and projects are supposed to grow through asking questions and solving difficulties, with the instructor acting as a mere facilitator (Kawasaki, 2021).

### **Computer-Assisted Language Learning (CALL)**

CALL is a method of teaching and learning in which computers and computer-based resources such as the Internet are utilized to present, reinforce, and assess the information to be taught. It generally has a significant interactive component. It also entails looking for and researching applications in language teaching and learning. Except for self-study software, CALL is intended to augment rather than replace face-to-face language training (Chapelle, 2008).

### **2.3.2 Oral Communication**

Oral communication is the process of exchanging information between two or more individuals through spoken words. This form of communication plays a crucial role in building confidence and trust among individuals. It is often more effective than written communication methods like email or text messaging, particularly in situations involving important and sensitive discussions such as salary negotiations and conflict resolution. Oral communication allows people to convey their messages clearly, reduce the risk of misunderstandings, and minimize confusion, as emphasized by (Garcia 2016).

Communication is the purposeful and interactive process of sharing information among two or more individuals, with the aim of conveying or understanding intended meanings through a common system of signs and symbols. Oral communication involves conveying messages through spoken language rather than written text. Consequently, the cultivation of oral language skills holds particular significance for facilitating interactions, nurturing social connections and relationships, and fostering a sense of belonging within a community, as highlighted by Mausena (2018).

## **Types of Oral Communication**

Spoken words are employed in oral communication, which comprises the following actions, which are impacted by volume, pace, and clarity of speech. The types of Oral Communication include the following activities: Face to face; Video conferencing; Telephone conversations; Active and passive communication; Interviews; Group discussion; Presentations; Grapevine (Kapur, 2020).

New kinds of oral communication continue to emerge as technology progresses. Video phones and video conferences mix audio and video to allow employees in different places to see and talk with one another. Podcasts and Voiceover Internet Protocol (VoIP), which allows callers to converse over the Internet while avoiding phone rates, are two further current forms of oral communication. VoIP is exemplified by Skype (Swarthout, 2014).

### **2.3.3 English Productive Skills.**

According to (Rhalmi, 2020) speaking and writing are productive skills because they require learners to generate language. They are sometimes referred to as active skills. They are comparable to the receptive skills of listening and reading. In a nutshell, Productive language skills, such as speaking and writing, are crucial because they provide visible proof of language acquisition. The more suitable and coherent language the speaker or writer generates, the more evidence there is of improvement in the learner's language system.

### **2.3.4 Speaking Skill**

Speaking is regarded as the most crucial of the four key language abilities. Speaking is the most important ability that students will be graded on in real-life circumstances. The majority of EFL/ESL teachers continue to teach speaking skills in the same way as they teach memorization of dialogues or drill repetition. Nonetheless, the modern world requires learners to have communication skills, and English teachers must teach ELLs the



necessary skills so that they may enhance their speaking talents and function effectively in real-life circumstances. Therefore, speaking skill is the most important for all students who seek to get better English proficiency to advance their careers, grow their businesses, boost their confidence, acquire better employment chances, give public presentations, attend interviews, engage in debates, and form groups (Rao, 2019).

The capacity to convey thoughts, feelings, wants, and ideas through oral or verbal expressions are referred to as Speaking skill. It is a useful technique that some people and students find difficult to learn since it entails more than just expressing words. The speaker must clearly enunciate the distinguishing sounds of a language, stress and rhythmic patterns, and intonation patterns so that listeners may comprehend what they say. Based on the above, speaking skill is the most crucial skill for youngsters to acquire for three reasons. First, it allows individuals to interact with others all over the world using one language. Second, English has become the most widely used language in magazines, books, newspapers, electronic devices, guides, and all forms of mainstream media, including the internet. Finally, speaking English is essential since it is used in everyday situations (Barrionuevo, 2020).

#### **2.3.4.1 Speaking Subskills**

The development of proficient spoken language skills in English involves various sub-skills, contributing to comprehensive communication proficiency. According to Lackman (2010) these sub-skills include fluency, emphasizing spontaneous communication and prioritizing meaning over immediate accuracy; accuracy in vocabulary and pronunciation through controlled practice exercises; the utilization of specific linguistic functions, honed through role plays and simulations; appropriacy in language usage, considering formality, grammar, and vocabulary choices; turn-taking skills to guide interactions; addressing relevant speech length according to context; managing conversations; practicing repair and repetition techniques; encouraging versatile word and grammar usage; and mastering discourse markers.

Harris (1969), identified five fundamental components of speaking subskills:

comprehension, grammar, vocabulary, pronunciation, and interaction, all essential for assessing students' performance in oral communication. Comprehension involves interpreting verbal input, grammar proficiency pertains to constructing grammatically correct sentences, vocabulary proficiency relates to a robust command of terminology, pronunciation addresses accurate articulation, and interaction encompasses the social dynamics inherent in conversations. These sub-skills collectively contribute to effective communication in the spoken language domain.

#### **2.3.4.2 The components of speaking skill.**

As discussed by Vanderkevent (1990) and cited by Kurniati (2014) there are three essential components influencing speaking skills. First, there are the speakers, responsible for creating sound to convey their thoughts or feelings to the listeners. Without speakers, viewpoints, sentiments, or feelings cannot be expressed. Second, the listeners play a crucial role as they hear and understand the speaker's perspective or emotions. In the absence of listeners, speakers may resort to writing down their thoughts. Finally, the utterances, which are the words or sentences used by speakers to articulate their opinions, serve as the medium of communication. Without utterances, both speakers and listeners may resort to sign language or other non-verbal forms of communication.

#### **2.3.4.3 Speaking Strategies**

Video conferencing tools offer second language learners' opportunities to enhance their English-speaking skills by connecting with other learners and speakers of the target language from around the world. This exposure to different cultures, language variations, and accents can contribute to better comprehension and language acquisition (Nilayon, 2018).

Creating a class YouTube channel allows students to engage in role plays, interviews, and performances, providing an interactive platform to practice speaking skills and share their work with friends and family (Natalieczaban, 2022).

Engaging in discussions and debates, although challenging to manage, can be highly beneficial for language learners. Student-centered class discussions promote engagement with course content, critical thinking skills, improved communication abilities, and exposure to the second language (Jenssen, 2015).

Podcasting, as a technology that allows the distribution of audio or video recordings over the internet, offers a unique way to enhance language instruction and support student learning. Podcasts can be easily accessed, downloaded, and listened to at one's convenience, making them a valuable resource for language learners (Bamanger, 2015).

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1 Location**

This study was developed at Unidad Educativa Anibal Salgado Ruiz, which is located in the rural area, Parroquia Tisaleo in Tungurahua province, Ambato city. The address is Antonio Clavijo Street and Jose Naranjo Street. It is a public institution that offers literacy from 1<sup>st</sup> to 3<sup>rd</sup> BGU level of education.

#### **3.2 Materials and Equipment**

In conducting this research, students were required to have access to various technological resources, including mobile devices, personal computers, and internet connectivity. Additionally, a fundamental prerequisite for success in this research was a basic level of computer literacy. Furthermore, students needed to be proficient in utilizing specific applications, and they relied on printed materials such as worksheets and office supplies throughout the research process.

#### **3.3 Research Method**

The primary objective of this research is to analyze the influence of social media on EFL learners speaking skills who are enrolled as second-year students at BGU. To establish a causal relationship between the use of social media (independent variable) and the enhancement of speaking skills (dependent variable), a quasi-experimental design was employed, drawing from the framework proposed by (Green et al., 2006). This research project adopts a quantitative approach, utilizing a combination of tests and questionnaires to collect data.

The study involved the selection of students from various second-year classes, specifically from courses A and B. The control group (CG) was assigned to the first class, while the experimental group (EG) comprised students from the second class. In the EG, the instruction of EFL speaking skills incorporated the use of social media, whereas the

CG received conventional teaching methods for spoken language development.

### **3.4 Hypothesis- Research Question**

What Social Media applications can be applied to develop Speaking skill in EFL students at Unidad Educativa Anibal Salgado Ruiz?

#### **3.4.1 Hypothesis:**

##### **Alternative hypothesis (H1)**

The use of social media applications enhance Speaking skill in EFL students at Unidad Educativa Anibal Salgado Ruiz.

##### **Null hypothesis (Ho)**

The use of social media applications does not enhance Speaking skill in EFL students at Unidad Educativa Anibal Salgado Ruiz.

#### **3.4.2 Identification Variable:**

**Independent Variable:** Social Media

**Dependent Variable:** EFL Learners' speaking skills

### **3.5 Population**

The research participants were chosen non- randomly. A total of 59 students between 30 male and 29 female Latin American speakers participated in this research study. The sample population was homogenous, as all participants shared similar characteristics that made them suitable for inclusion in this research study. Two groups were formed, with the control group labeled as "2nd A students" and the experimental group as "2nd B students". The purpose of the group selection was to analyze the influence of social media on EFL students' speaking skills through five weeks of interaction.

**Table N° 1 : Population**

<b>POPULATION</b>	<b>NUMBER OF STUDENTS</b>
Controlled Group 2 <sup>nd</sup> A students	30
Experimental group 2 <sup>nd</sup> B students	29
<b>Total</b>	<b>59</b>

**Note:** Population

### **3.6 Data Collection**

#### **3.6.1. Preparation**

Prior to beginning the speaking practice, students were lectured on the study and given instruction on how to handle social media tools. This training is given to students who are part of the experimental group. Meanwhile, the controlled group started their English classes as usual.

#### **3.6.2. Pre – test Speaking Competency Assessment**

To measure the participants' initial English proficiency, a preliminary speaking exam was administered to both groups controlled and experimental group. The researcher evaluated the participants' first speaking abilities with the Flyers exam and criteria, which included the following components: Grammar and Vocabulary, Pronunciation, and Interaction. The findings of this exam were used to determine the level of English proficiency of the students.

#### **3.6.3 Intervention**

In this stage, students who belonged to the experimental group were lectured using material related to Social Media application. For the intervention process, five sessions were applied where in each lesson plan a social media like Facebook, Whats App, Tik Tok and Instagram were applied, through which it has been possible to verify that they are the most useful and the most used having good results so that the student can improve and develop in an adequate and dynamic way the speaking skills since they are social networks that students use frequently.

### **3.6.4. Post -Test Assessment**

The researcher administered a standardized post-test at the end of the practice to measure speaking progress following the end of the proposal application.

### **3.7 Data Processing and Analysis**

The pre-tests were applied before the educational intervention, while the post-tests were applied after the implementation of the social media strategies, with the aim of improving the English language learners' speaking skills. The results of the application of the A2 Flyers speaking tests to the sample of students from the control and experimental groups of the Unidad Educativa Anibal Salgado Ruiz were tabulated in rows individually for each student. They were also classifying in columns according to the time of application (pre-test or post-test) as well as distinguished according to the evaluation criteria (grammar and vocabulary, pronunciation, and interaction).

#### **3.7.1. Response variables**

The improvement of students' English-speaking abilities is one of the expected results of the research's execution, particularly through the improvement of the dependent variable, which is EFL speaking competence, through the use of interactive teaching methods.

The experimental group participated in a five-week program of development that included two hours of training each week and resulted in a total of 10 hours of intervention. The students participated in a variety of activities inside and outside the classroom during these five sessions, which were divided into two-hour intervals.

Throughout the activities conducted in the sessions, students actively engaged in both individual and group work under the guidance of the instructor, aiming to achieve the weekly objectives. Each session was structured as follows:

**Session 1:** During this session, the social media Facebook was employed as the initial component of the lesson. Firstly, students were tasked with the identification and recognition of various types of social media using flashcards. Subsequently, they were instructed to articulate their thoughts on the advantages and disadvantages associated

with the use of the Facebook platform. Following this discussion, students utilized the GitMind application to construct a comprehensive mind map delineating the pros and cons of engaging with the Facebook social network. Ultimately, they shared their completed work on the designated Facebook social media page.

**Session 2:** In the second session, students were assigned the task of creating a role-play scenario based on simple questions provided by the teacher, all of which revolved around the theme of meeting new people. This exercise involved the application of adjectives and the verb 'to be' within their dialogue. Subsequently, students engaged in paired practice of the questions. Finally, as part of the session, students were instructed to record a video of their role-play and subsequently upload it to the designated Facebook page

**Session 3:** During the third session, students were tasked with utilizing the social media platform Tik Tok, to record and upload a video in which they provided a brief description of various product inventions using the simple past tense. Initially, students engaged in a brainstorming session, individually, to select a product and generate ideas by addressing questions like how, where, when, and who created the product. This individual brainstorming exercise aimed to boost students' confidence in their speaking abilities.

**Session 4:** In the fourth session, students were required to create a video in which they expressed their opinions about the most surprising unusual work presented in class. They were instructed to utilize proper manners and grammar in their presentations. The videos were then uploaded using the social networking platform WhatsApp. Students in this session displayed a greater level of comfort when uploading their videos, a demonstration to the improvement in their speaking skills since the initial session

**Session 5:** In the final session, students were required to record individual videos and upload them to Instagram. In these videos, they had to portray a specific profession while explaining the workplace associated with that profession, all while wearing a



corresponding costume. Through these sessions, students were able to make significant strides in improving their speech and pronunciation. Furthermore, they gained the confidence necessary to express their ideas effectively.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Analysis of the results and data interpretation

The results of the study, which were obtained through the use of various instruments, including pre-tests, post-tests, and a rubric administered to both the control and experimental groups, are comprehensively analyzed within this chapter. The chapter encompasses boxplots that illustrate the overall outcomes of the evaluation of speaking skills, along with individual criteria such as grammar and vocabulary, pronunciation, and interactive conversation. Each criterion displays statistical measures including the mean, median, minimum, and maximum values of the grades achieved by the students in both groups. Each criterion was evaluated on a scale of 1 to 5, and the speaking section was assessed on a scale of 1 to 15. The study's goal is to determine how social media affects second-year BGU EFL students' speaking abilities in English as a Foreign Language (EFL).

#### t- test of Pre-test and Post-test results of the Cambridge A2 Flyers

**Table N°2. Cambridge A2 Flyers application in the control group.**

Group	Criteria	Minimum	Mean	Standard Deviation	Maximum
Pre-test	Speaking skill <sup>2</sup>	4	6.97	1.69	10
	Grammar and vocabulary <sup>1</sup>	1	2.47	0.73	4
	Pronunciation <sup>1</sup>	1	2.23	0.77	3
	Interactive communication <sup>1</sup>	1	2.27	0.74	4
Post- Test	Speaking skill <sup>2</sup>	8	10.33	0,99	14
	Grammar and vocabulary <sup>1</sup>	2	3.73	0.83	5
	Pronunciation <sup>1</sup>	2	3.53	0.78	5
	Interactive communication <sup>1</sup>	2	3.07	0.69	4

**Note:** *Control group*

#### 4.1.2 Analysis and interpretation

The research utilized standardized speaking tests derived from the Cambridge A2 Flyers Speaking section as instruments for conducting pre-test and post-test assessments. These

tests were designed to evaluate multiple parameters, including Grammar and Vocabulary, Pronunciation, Interactive Communication, and A2 Flyers Speaking proficiency. Initially, both groups of students demonstrated similar grades in the pre-test, indicating comparable levels of oral communication proficiency. However, it is noteworthy that these grades were relatively low, with the mean scores falling below 50% of the maximum achievable scores. This deficiency was observed in the overall speaking skills as well as in individual criteria such as grammar and vocabulary, pronunciation, and interactive communication. Consequently, this underscored the imperative need for an educational intervention aimed at enhancing students' speaking skills.

**Table N° 2. Cambridge A2 Flyers application in the experimental group.**

Group	Criteria	Minimum	Mean	Standard Deviation	Maximum
Pre-test	Speaking skill <sup>2</sup>	4	7.07	1.56	10
	Grammar and vocabulary <sup>1</sup>	1	2.52	0.78	4
	Pronunciation <sup>1</sup>	1	2.41	0.78	4
	Interactive communication <sup>1</sup>	1	2.14	0.74	3
Post- Test	Speaking skill <sup>2</sup>	11	13.21	0,77	15
	Grammar and vocabulary <sup>1</sup>	4	4.76	0.44	5
	Pronunciation <sup>1</sup>	4	4.52	0.51	5
	Interactive communication <sup>1</sup>	2	3.93	0.75	5

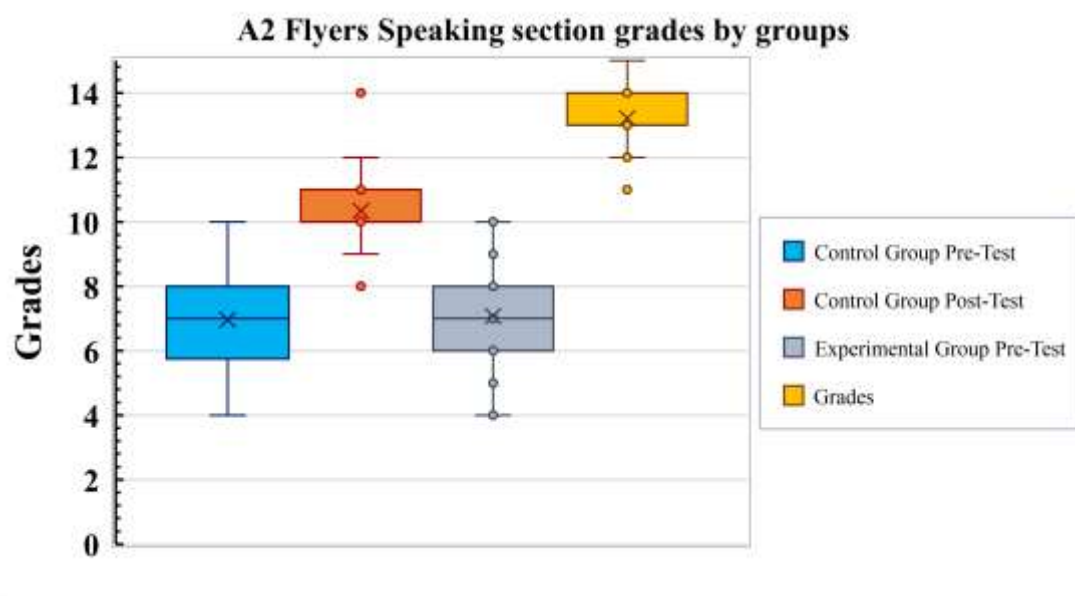
**Note:** *Experimental group*

#### **4.1.3 Analysis and interpretation**

In contrast to the pre-test results, the post-test assessments revealed disparities in the grades achieved by the control and experimental groups, with students in the experimental group attaining higher scores. However, it is important to note that both groups, on average, achieved grades surpassing the 70% threshold of the maximum attainable scores, except for the interactive communication criterion within the control group and the general speaking proficiency of the same group. These particular criteria did not reach the minimum required score for passing. This outcome underscores the limitation of traditional teaching methods in enabling A2-level students to achieve the desired proficiency in speaking skills, particularly in the domain of interaction. Consequently, students in the control group faced challenges in engaging in effective communication with their peers.

## Speaking skill

Graph N° 1 Boxplot of the A2 Flyers exam grades in the Speaking section classified by groups



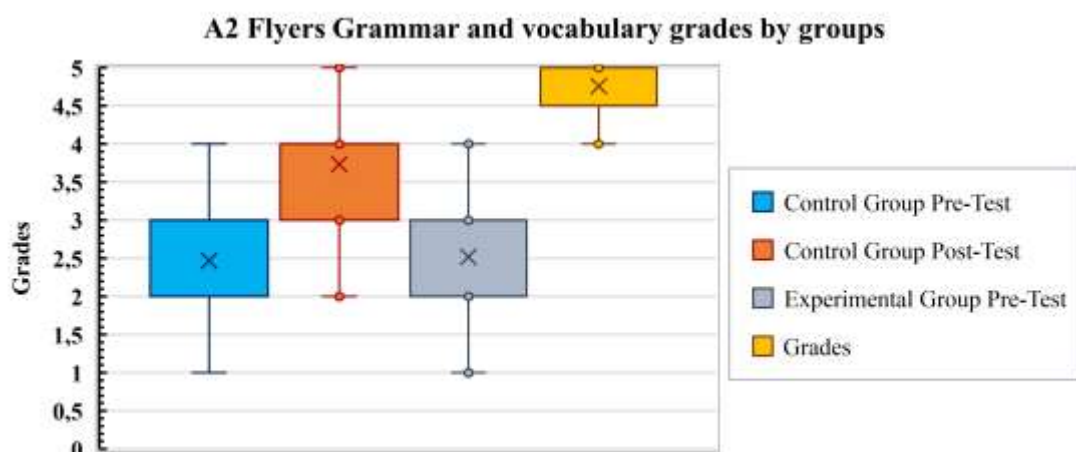
**Graphic 1:** Graphical representation of the changes in the scores achieved in the experimental and control groups in the pre-test/post-test phases in the speaking section.

Prior to the implementation of social media strategies, both the control and experimental groups displayed similar speaking skill levels in a pre-test, which were deficient. They struggled with expressing differences between pairs of pictures, answering questions about people, places, and objects in pictures, and describing stories from picture sequences. Furthermore, they had difficulty responding to personal questions related to school, holidays, birthdays, family, and hobbies.

These deficiencies indicated initial shortcomings in their oral expression, including vocabulary, use of simple past time expressions, communicative functions, and grammatical structures. However, following the implementation of social media-based interventions, the students in the experimental group showed significant improvement in their speaking skills, leading to increased self-confidence and competence in performing tasks required for the A2 Flyers exam.

## Grammar and vocabulary criterion

Graph N° 2: Boxplot of the A2 Flyers exam grades in the grammar and vocabulary criterion classified by groups.



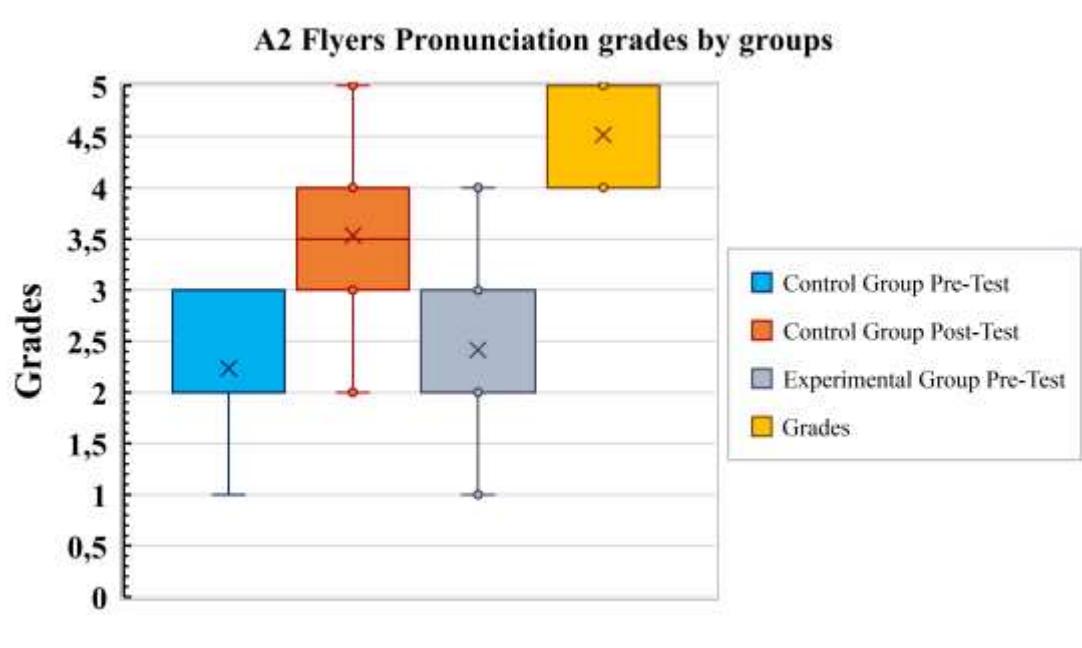
**Note:** Graphical representation of the changes in the scores achieved in the experimental and control groups in the pre-test/post-test phases in the grammar and vocabulary section.

In graphic 2, both groups of students exhibited grammatical errors, including difficulties in using simple connectors such as "but," "when," "because," "so," "then," among others. Additionally, they demonstrated a limited knowledge of basic vocabulary encompassing topics such as animals, body and facial parts, clothing, colors, family, food, home, health, numbers, people's names, addresses, school-related terms, sports, weather, modes of transportation, and professions. These limitations hindered their ability to engage in verbal communication effectively.

However, following the intervention, there was a noticeable improvement in the performance of both groups of students, with the experimental group showing significantly greater progress. In essence, the implementation of social media strategies proved effective in reducing grammatical errors and enhancing English vocabulary among the students.

## Pronunciation criterion

Graph N° 3: Boxplot of the A2 Flyers exam grades in the pronunciation criterion classified by groups.

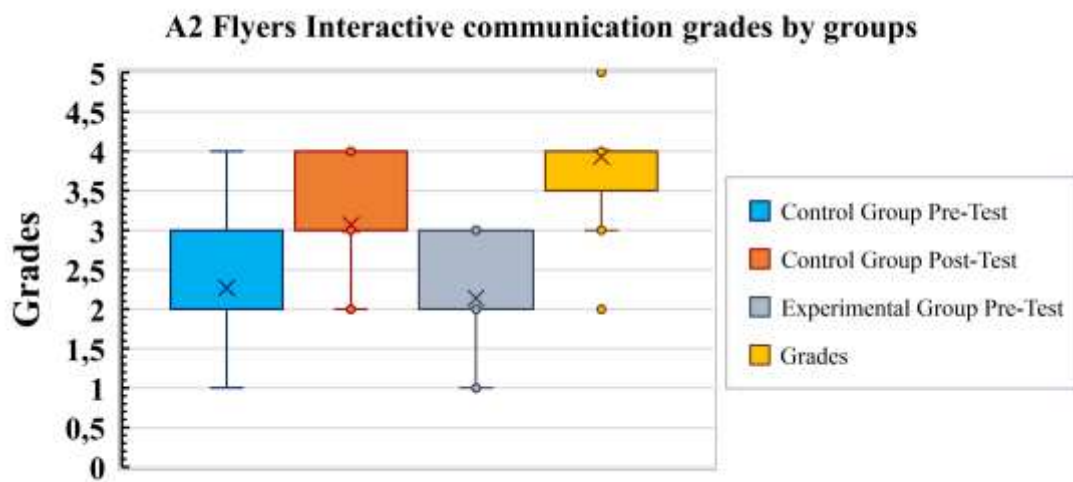


**Note:** Graphical representation of the changes in the scores achieved in the experimental and control groups in the pre-test/post-test phases in pronunciation section.

In graphic 3, at the beginning, students in both groups showed inconsistent pronunciation of irregular verbs and the endings of regular verbs in the past tense, as well as issues with verb conjugation. This situation posed difficulties for the evaluator in understanding the ideas the students were trying to express. However, following the implementation of social media, there was a noticeable improvement in their pronunciation, especially among those who were part of the experimental group.

## Interactive communication

Graph N° 4: Boxplot of the A2 Flyers exam grades in the interactive communication criterion classified by groups.



**Note:** Graphical representation of the changes in the scores achieved in the experimental and control groups in the pre-test/post-test phases in interactive communication section.

In graphic 4, in the initial stages, students in both groups encountered difficulties when attempting to establish effective oral communication interactions. These difficulties manifested in their inability to provide coherent responses to the instructions presented by the evaluator, as well as their struggles in addressing questions and interpreting visual cues. Additionally, instances of hesitation and occasional communication pauses were observed.

Nevertheless, during the post-test phase, it became evident that students from both groups, with a particular emphasis on those belonging to the experimental group, had made notable progress. They displayed the capacity to offer responsive and coherent answers to instructions and inquiries, demonstrating an improved comprehension of visual cues. Furthermore, they exhibited the ability to seek and utilize support when required, thus showcasing a proficient level of communicative interaction. In summary, they successfully established a communicative interaction at a level deemed acceptable.

## 4.2 Decision

A statistical test of hypothesis verification was applied to determine if the application of the proposal was effective to improve the speaking skills of the students at the Unidad Educativa Anibal Salgado Ruiz. Additionally, it was done to know if the results obtained in the experimental group were sufficiently better compared to those of the control group.

### Hypothesis verification

The statistical test of the research hypothesis was conducted to identify whether the differences between the results of the post-test and the pre-test were significant.

### Research method and calculation of statistics

A single-tailed statistical test of the hypothesis was applied because the researcher aims to show whether the social media strategies enable students to score better in the Cambridge A2 Flyers exam (Annex 9). It means that the post-test mean was higher than the pre-test means in the experimental group of students. The student's t-test formula is:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student's t-test from the data.

$\bar{x}_d$  = differences average in the sample.

n = pre-test and post-test data number (29 and 30 data, in the experimental and control groups, respectively).

Sd = standard deviation of the differences.

### Specification of the regions of acceptance and rejection

In the Student's t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with (n - 1) degrees of freedom.

### Decision

If the calculated Student t-value is in the null rejected region, it means that the alternative



hypothesis ( $H_1$ ) should be accepted.

### Student t-test results

The calculated t-value for the control group was 1.6991, considering a significance level of 0.05 and 29 degrees of freedom. In contrast, for the experimental group, the t-value was 1.7011 with 28 degrees of freedom. These calculated t-values, along with their respective degrees of freedom and p-values, are summarized in Table 3:

**Table N° 3: Summary of paired sample statistics.**

Group	Criteria	Differences	Tabulated t-value	Calculated t-value	df	Significance (unilateral)
Control	Speaking skill	Post-test - Pre-test	1.6991	12.32	29	0.000***
	Grammar and vocabulary	Post-test - Pre-test	1.6991	9.38	29	0.000***
	Pronunciation	Post-test - Pre-test	1.6991	6.36	29	0.000***
	Interactive communication	Post-test - Pre-test	1.6991	5.17	29	0.000***
Experimental	Speaking skill	Post-test - Pre-test	1.7011	20.40	28	0.000***
	Grammar and vocabulary	Post-test - Pre-test	1.7011	14.53	28	0.000***
	Pronunciation	Post-test - Pre-test	1.7011	13.86	28	0.000***
	Interactive communication	Post-test - Pre-test	1.7011	9.21	28	0.000***

\*\*\* Significance at the level less than 0.001.

**Note:** *Pair sample statistic summary.*

The unilateral significance level for the experimental group  $p\text{-value} = 0.000$  was lower than  $\alpha = 0.05$  (5 %) with 28 degrees of freedom. The calculated student t-value is 20.40 which was upper than the critical t-value of 1.7011. Consequently, it was located in the null rejection region. It means the null hypothesis was rejected and the alternative one was accepted: “The use of social media applications enhance the EFL learners’ speaking skills at Unidad Educativa Anibal Salgado Ruiz”.

Although, after the educational intervention, was evidence of an improvement in the speaking skills of both groups of students, there was a group of students who did not achieve a minimum passing grade in the control group (they obtained less than 70% of the maximum possible grade or less than 10.5 out of 15). Meanwhile, all students in the experimental group achieved grades equal to or higher than 10.5 out of 15 after the implementation of the proposal. This fact represents that the use of social media strategies allowed better results than the application of a traditional teaching methodology.

The following table presents the results of the student's t-test for independent samples:

**Table N° 4: Student's t-test for independent samples, Control and Experimental groups:**

		Levene's test for equality of variances		Student's t-test for means equality						
		F	Sig.	t	gl	Sig. (bilateral)	Mean difference	Standard deviation	95% Confidence interval difference	
									Lower	Upper
<b>A2Flyer</b>	Equal variance	0.30	0.580	-0.285	86	<b>0.776</b>	-0.102	0.359	-0.815	0.611
<b>Speakin</b>	s are assumed									
<b>pre-test</b>										
<b>A2Flyer</b>	Equal variance	0.61	0.434	-15.027	86	<b>0.000</b>	-2.874	0.191	-3.254	-2.493
<b>Speakin</b>	s are assumed									
<b>post-test</b>										

**Note:** *T-test independent sample results*

Based on the information presented in the table above, it is evident that initially, both groups of students had a similar level of proficiency in speaking skills. However, after the educational intervention, it became clear that the students in the experimental group showed greater improvement compared to their counterparts in the control group. This situation suggests that the utilization of social media strategies is more effective than traditional teaching materials.

### **4.3. Discussion**

Baruah (2012), asserted that social media serves as an effective tool for enhancing students' English pronunciation in the contemporary digital age. Several key factors contribute to this phenomenon. Social media platforms expose users to a diverse range of accents and pronunciation techniques through various types of content, such as videos and live broadcasts. Online interactions, including comments, texts, and video chats, provide continuous opportunities for English language practice.

The immediate correction of pronunciation errors is facilitated through feedback from peers and native speakers, which is crucial for skill development. In summary, social media stands as an innovative educational tool that significantly impacts the development of English pronunciation while fostering interactive and context-based learning. Students have participated in a wide range of activities on many social media platforms, such as Facebook, WhatsApp, Instagram, and TikTok, aimed at enhancing their spoken English proficiency. As a result of their active engagement in these online tasks, students have therefore developed the ability to identify errors with pronunciation, grammatical usage, and fluency.

Since students had the chance to listen to and watch their videos and audios in class, they were able to identify mistakes in their pronunciation, use of grammar, and fluency through the activities uploaded to social media. By rectifying these errors, students will be able to strengthen their language skills. Additionally, this teaching method has helped students develop metacommunicative and metalinguistic abilities, enabling them to identify and correct pronunciation and fluency issues. As a result, students' motivation has increased and their concern over oral English communication has greatly reduced.

Despite their widespread use as social networking platforms, WhatsApp, Facebook, TikTok, and Instagram each employ distinct strategies to promote the growth of English-speaking abilities. Yang, H (2020), highlighted that Facebook primarily emphasizes written communication, thereby limiting opportunities for improving oral communication skills. In contrast, TikTok distinguishes itself by placing a strong emphasis on short video content, allowing users to actively create and consume English-language content. Despite

being primarily visual, Instagram offers opportunities for oral practice through features such as stories and live broadcasting. Additionally, WhatsApp, originally designed for text messaging, offers significant value for real-time communication, including English voice calls and video chats. In conclusion, Facebook remains primarily text-oriented, while TikTok and Instagram, through their platforms, enable more direct practice of spoken language, and WhatsApp proves useful in this regard.

## CHAPTER V

### 5.1 CONCLUSIONS

Regarding the pre-test and post-test and, thus the whole information collected by the teacher it is important to set the following conclusions:

- During the research process, an investigation was carried out concerning the relationship between social networks and the development of spoken language skills, as outlined in the theoretical framework. The findings derived from the experimental group emphasized the utility of incorporating social media as an effective tool for English language learning. This approach was found to provide to diverse learning styles among students and contribute significantly to skill enhancement. Research conducted by various scholars has indicated that the utilization of social media can improve speaking anxiety, strengthen confidence in verbal communication, and increase students' enthusiasm for language usage. Furthermore, some studies highlight specific social media platforms such as TikTok, Instagram, and YouTube, which facilitate easy and comfortable interaction and communication among learners. It has become apparent that the digital realm has become an integral part of students' lives, both within and beyond the classroom, prompting extensive exploration of its impact on second-language learners.
- After the pre-test, it became clear that the students had limited English proficiency, particularly in their oral expression. They exhibited deficiencies in vocabulary, the use of past time expressions, and communicative functions. Additionally, they struggled with grammatical structures associated with the simple past tense, irregular verb pronunciation, and errors in conjugating and forming regular past tense verbs. These challenges collectively hindered the evaluator's understanding of the students' intended messages. Furthermore, the students faced difficulties in effectively interacting during oral assessments, as they couldn't respond coherently to evaluator instructions. They also had trouble answering questions related to people, places, and objects in images and

describing narratives based on picture sequences. Lastly, they encountered difficulties when responding to personal inquiries regarding school, holidays, birthdays, family, and hobbies.

Based on the results obtained from the post-test and the application of a speaking rubric, it has been confirmed that students have shown improvement in several key areas: vocabulary and grammar, pronunciation, and interaction skills. The use of a rubric has empowered students to assess their own work and engage in critical thinking about their learning process. This self-evaluation process has enabled them to identify both their strengths and weaknesses. Additionally, it has enhanced communication between teachers and students, facilitating clearer and more effective discussions about expectations and grading criteria. As a result, students receive more accurate feedback on their work, promoting collaborative and effective learning. Ultimately, the rubric has provided evidence that the use of social media contributes to the development of second-language speaking skills.

- Based on the results of both the pre-test and post-test, it is evident that social media plays a crucial role in assisting learners in enhancing various aspects of their English language skills, particularly in speaking proficiency. The application of these tests before and after incorporating social media demonstrated a significant difference in the students' language abilities. Thus, it is evident that social media contributes significantly to the improvement of speaking skills when learners utilize social media platforms as tools for acquiring the English language. Engaging with social media platforms enables learners to become more comfortable with the language, leading to improved learning outcomes and more fluent communication.

Among the social networking platforms most frequently utilized by students for the purpose of augmenting their English language proficiency are applications such as WhatsApp, Facebook, Instagram, and TikTok. These platforms enjoy widespread recognition and have seamlessly integrated into the daily lives of

young individuals, thereby establishing themselves as potent instruments for language acquisition. WhatsApp offers students the opportunity to engage in English conversations with peers and acquaintances hailing from various corners of the globe. Concurrently, Facebook and Instagram afford them access to accounts and groups that revolve around English language topics, providing fertile ground for the acquisition of novel vocabulary and exposure to genuine communicative scenarios. On the contrary, TikTok has metamorphosed into a creative avenue for the development and dissemination of English content, thereby facilitating the enhancement of pronunciation and oral articulation in an enjoyable and participatory manner. In summation, these social media platforms constitute invaluable tools effectively wielded by students to fortify their English language competencies.

## 5.2 RECOMMENDATIONS

Recommendations can help establish possibilities for conquering difficulties and finding answers in accordance with the aim of the research.

- Based on the data gathered, it was suggested that teachers have to be aware of applying the social media in their teaching process to develop any language skills. This provides the opportunity to change the traditional teaching method teachers used to apply and allows learner to get a positive and interactive learning environment. The positive effects of social media increase the quality of students' English language acquisition.
- Teachers should apply social media as a methodological tool in which they will have the opportunity to interact and collaborate more dynamically in the classroom, where students can participate in discussions, share ideas, ask questions, and receive feedback quickly and easily. To verify how well students have improved their speaking skills, experts recommend developing a rubric with parameters focused on fluency, pronunciation, grammar, interaction, and vocabulary. The rubric was applied to verify how students have improved their speaking skills through social media, such as Facebook, TikTok, Instagram and WhatsApp. Students have improved their English skills by using websites like Hello English, OALD iSpeaker, podcasts (British Council), emoji in EL, Cambly, fluspeak, and YouTube. Their pronunciation, fluency, and grammar have all improved, as confirmed by the rubric.
- Based on the low level of speaking skills on the pre-test applied before the application of social media, it is suggested to apply different social media apps that allow students to improve their speaking skills in an interactive way. As learners like to play with technology teachers should take advantage of this and apply in their teaching process many kinds of social media. The use of this can aid in the empowerment and motivation of new English language learners.



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## 5.4 ANNEXES

### Annex 1. Commitment Letter



ASR-S\_002-21

Tisaleo, 07 de septiembre del 2021

Señorita

**ANA MARÍA FREIRE CORONEL**  
Estudiante De La Maestría En Pedagogía  
De Los Idiomas Nacionales Y Extranjeros  
**UNIVERSIDAD TÉCNICA DE AMBATO**

De mi consideración

En atención al oficio s/n, emitido por usted, en el cual solicita la respectiva autorización para realizar una investigación en el establecimiento para la realización del plan de trabajo, con el TEMA: **"THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS SPEAKING SKILLS"**, al respecto me permito indicarle que cuenta con la anuencia de este rectorado, bajo la supervisión del Mg. Byron Quintana Vicerrector (e).

Con sentimientos de Consideración y estima, me suscribo.

Atentamente -

A handwritten signature in blue ink is written over a circular official stamp. The stamp contains the text 'UNIDAD EDUCATIVA ANIBAL SALGADO RUIZ' and 'RECTORADO TISALEO'.

Mg. Wilson Toaza  
**RECTOR (E)**  
CL. 1802293728

Dir.: Antonio Clavijo y José Naranjo - Telf.: 032751137

Email:  
anibalsalgadoruiz@yahoo.com

**Annex 2. SCHEDULE OF ACADEMIC ACTIVITIES FOR THE APPLICATION OF THE RESEARCH SUBJECT**

<b>Number of Sessions</b>	<b>Time</b>	<b>Date</b>	<b>Topic</b>	<b>Activities</b>	<b>Social Media</b>
Session 1	60 minutes	January 24 <sup>th</sup> , 2023	Advantages and disadvantages about Facebook	Elaborate a mind map of advantages and disadvantages about Facebook	Facebook
Session 2	60 minutes	February 7 <sup>th</sup> , 2023	Meeting new people	Create a role play using adjectives and to be verb.	Facebook
Session 3	60 minutes	February 14 <sup>th</sup> , 2023	Product Invention	Record a video describing a product invention using simple past tense.	Tik Tok
Session 4	60 minutes	February 21 <sup>st</sup> , 2023	Unusual Jobs	Describe an unusual job and the skills you need to perform that job.	WhatsApp
Session 5	60 minutes	February 28 <sup>th</sup> , 2023	Professions and places of work	Characterize a profession and explain the place of work with simple sentences using the to be verb.	Instagram

**Source:** Lesson Plans

**Author:** Freire, A (2023)

# Cambridge English Young Learners

## *Flyers*

### Sample papers

*For exams from 2018*



**1** Volume  
One



## Flyers Speaking

### Summary of Procedures

The usher introduces the child to the examiner. The examiner asks the child what his/her name and surname is and how old he/she is.

1. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'
2. The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favourite restaurant?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.
3. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) is shown with the pictures in the candidate booklet.
4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'



FLYERS SPEAKING. Find the Differences



Robert's favourite restaurant

<b>Name</b>	The Black Cat
<b>Like eating</b>	pasta
<b>Where</b>	North Street
<b>Time / open</b>	12 o'clock
<b>Cheap / expensive</b>	expensive

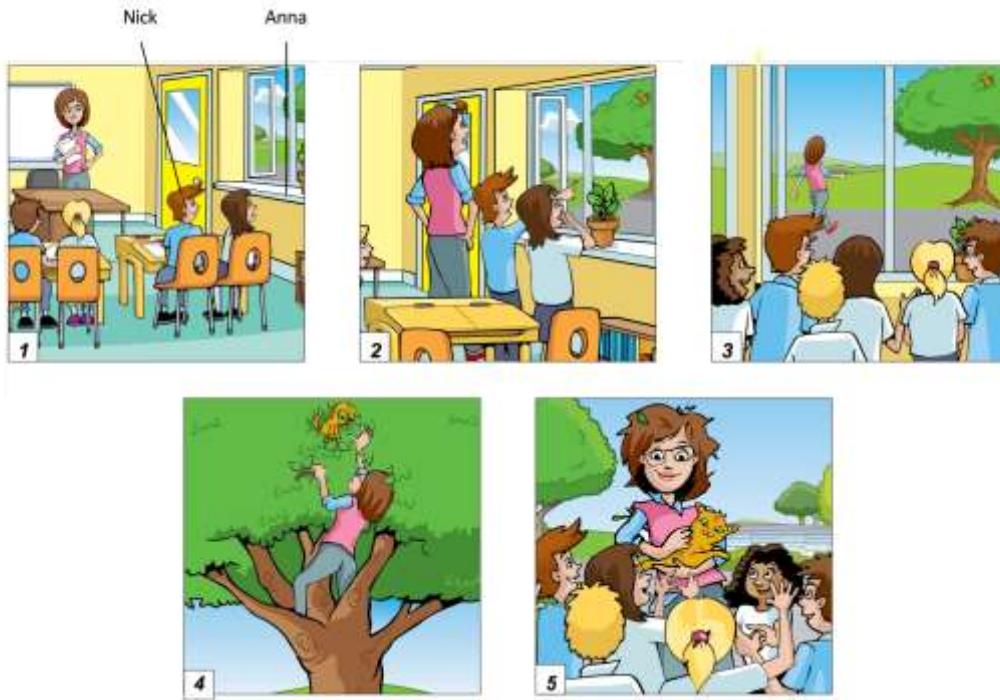


Sarah's favourite restaurant

<b>Name</b>	?
<b>Like eating</b>	?
<b>Where</b>	?
<b>Time / open</b>	?
<b>Cheap / expensive</b>	?

FLYERS SPEAKING. Information Exchange

The Brave Teacher



Source: Cambridge English Language Assessment (2018).

## A2 Flyers Speaking

### Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks for name, surname and age.
2. The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, e.g. (examiner) 'In my picture, the helicopter's on the left.' (candidate) 'In my picture, it's on the right.'
3. The examiner shows the child the candidate's copy of the Information Exchange. The examiner first asks the child questions about a person, place or object, related to the information the child has, e.g. 'What's the name of George's castle?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Grace's castle?' and the examiner answers.
4. The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures tell a story. It's called "Grandma's busy day". Just look at the pictures first. (Pause) Paul's parents are going out for the day. Paul is going to spend the day with Grandma. Paul's mum is saying, "Be good and don't make Grandma tired!"' The examiner then asks the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.
5. The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies, e.g. 'Now let's talk about films. When do you watch films?'



A2 FLYERS SPEAKING. Find the Differences – Examiner's copy

TEST ONE

A2 Flyers Speaking



**George's castle**

Where / castle	mountain
Name	Black Castle
Who lives	queen
How old	500 years
Interesting	yes



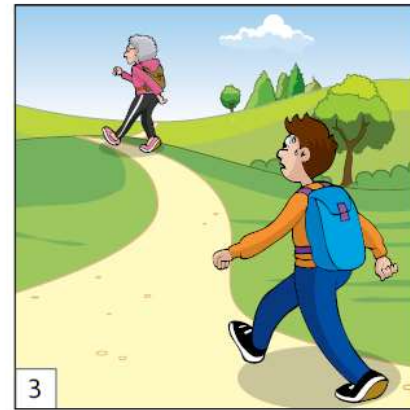
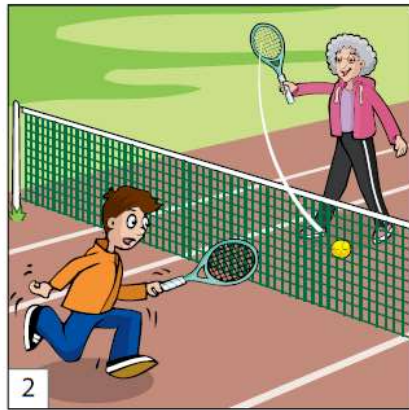
**Grace's castle**

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

Grandma's busy day



Paul Grandma



A2 FLYERS SPEAKING. Picture Story

Source: Cambridge English Language Assessment (2018).

TEST ONE TEST ONE

## Annex 5. Standardized Lesson Plan

### Facebook and social networking

#### Topic

Facebook and social networking

#### Aims

- To help students talk about Facebook and other social networking websites
- To develop students' reading skills
- To develop students' question formation skills
- To develop students' communication skills

#### Age group

Teens

#### Level

B1 / B2

#### Time

60 minutes

#### Materials

- Facebook and social networking Student worksheet

#### Introduction

How many friends have you got on Facebook? What's the friend limit on Facebook? This lesson takes a look at trends in online social networking. It gives students chance to create an imaginary online 'wall' where they can interact with each other.

#### Procedure

1. Lead-in:  
video (5  
minutes)

- Write *Facebook, Twitter, Snapchat, Instagram* on the board or show students pictures of their logos, and ask what they know about these social networking sites. Do your students use them? How often? What for? Which are their favourites and why? Do they know any people who are famous for social



	networking?
<b>2. Task 1: Pre-reading task (5 minutes)</b>	<ul style="list-style-type: none"> <li>Give students the worksheet and direct them to task 1. Give them a time limit of two minutes to scan the text in task 1 and answer the question. (<i>Ivy Bean was famous for being the oldest Facebook user at the age of 102</i>)</li> </ul>
<b>3. Task 2: Reading task (10 minutes)</b>	<ul style="list-style-type: none"> <li>In task 2 students read the text again in more detail. They could work in pairs to underline the numbers and say each one refers to. You may need to explain the difference between <i>optimum</i> and <i>maximum</i>.</li> </ul> <p><b>Answers task 2:</b></p> <p>150 - the optimum number of friendships</p> <p>130 – the average Facebook user has 130 ‘friends’</p> <p>2008 – Ivy Bean joined Facebook</p> <p>2010 –Ivy died in 2010</p> <p>5000 - the maximum number of ‘friends’ permitted on Facebook</p> <p>4962 – Ivy had 4,962 friends on Facebook</p> <p>56000 – Ivy had 56000 followers on Twitter</p>
<b>4. Task 3: Social networking profile (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>Tell the students to imagine that they want to join an imaginary social networking website called Friendpage. Display Task 3 in the classroom (or copy it onto the board) and do an example profile as a class. Elicit or feed in useful language e.g. <ul style="list-style-type: none"> <li><i>Interested in: sports, languages, travel, music, films</i></li> <li><i>Personality: sporty, artistic, unconventional, chatty, studious, musical</i></li> <li><i>Right now I feel: Relaxed, stressed, bored, energetic, tired</i></li> </ul> </li> <li>Hand out the task 3 profiles and ask students to use their imagination to complete the profile. Set a time limit to keep things snappy</li> <li>Collect in the completed profiles and then redistribute them so that each student now has a different profile.</li> </ul>
<b>5. Task 4: House rules (5 minutes)</b>	<ul style="list-style-type: none"> <li>Tell the students that they are going to use their profile information in a moment, but first they need to look at the FriendPage house rules in task 4. Ask students to complete the rules in pairs.</li> </ul> <p><b>Answers task 4: 1. Must, 2. Mustn’t, 3. Mustn’t 4. Must</b></p>
<b>6. Task 5: Writing on the wall (15-20)</b>	<ul style="list-style-type: none"> <li>TIP: for Task 5 to work smoothly, the students need to follow your instructions step by step.</li> <li>Display or hand out task 5 and tell students they they have to listen carefully</li> </ul>

minutes)	<p>and follow your instructions. They shouldn't write anything yet. This task works like a game of 'consequences' and mimics a Facebook wall.</p> <ul style="list-style-type: none"> <li>• Ask students to complete part 1 of task 5. They should introduce themselves using the information from the FriendPage profile (task 3) Demonstrate with an example if necessary – e.g. <i>Hi, I'm Ruby. I'm 14 and I'm a girl. I live in London, but my hometown is...</i></li> <li>• When everyone has completed their introduction, ask students to fold over the paper on the dotted line and then write a question next to '2. Write a question.'</li> <li>• Now everyone passes their paper to the person on their left. If students can sit in a circle, that's great – if not, set up a figure of 8 passing system.</li> <li>• Students write a reply next to '3. Answer the question' and again, fold the paper. They now write another (different) question next to '4. Write a question'.</li> <li>• Everyone passes their paper to the person on their left.</li> <li>• Continue like this until finished. Students can now unfold their paper and read what's on their 'wall'. You could display the 'walls' in the classroom for everyone to read.</li> <li>• To follow up – collect some common errors from students' questions and answers for a class correction activity. Write up extracts containing errors on the board and have students correct them in pairs.</li> <li>• TIP: Help a weaker class with task 5 by writing up some topics on the board and eliciting questions that students could ask each other about these topics. A few suggestions:</li> </ul> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;"><i>Mobile phones</i></td> <td><i>Do you like...?</i></td> </tr> <tr> <td><i>Sport</i></td> <td><i>What's your favourite.....?</i></td> </tr> <tr> <td><i>School</i></td> <td><i>Where do you.....?</i></td> </tr> <tr> <td><i>Friends</i></td> <td><i>Where did you.....?</i></td> </tr> <tr> <td><i>TV</i></td> <td><i>When do you.....?</i></td> </tr> <tr> <td><i>Games</i></td> <td><i>Do you ever.....?</i></td> </tr> <tr> <td><i>The future</i></td> <td><i>Are you.....?</i></td> </tr> <tr> <td><i>Family</i></td> <td><i>Would you like to.....?</i></td> </tr> </table>	<i>Mobile phones</i>	<i>Do you like...?</i>	<i>Sport</i>	<i>What's your favourite.....?</i>	<i>School</i>	<i>Where do you.....?</i>	<i>Friends</i>	<i>Where did you.....?</i>	<i>TV</i>	<i>When do you.....?</i>	<i>Games</i>	<i>Do you ever.....?</i>	<i>The future</i>	<i>Are you.....?</i>	<i>Family</i>	<i>Would you like to.....?</i>
<i>Mobile phones</i>	<i>Do you like...?</i>																
<i>Sport</i>	<i>What's your favourite.....?</i>																
<i>School</i>	<i>Where do you.....?</i>																
<i>Friends</i>	<i>Where did you.....?</i>																
<i>TV</i>	<i>When do you.....?</i>																
<i>Games</i>	<i>Do you ever.....?</i>																
<i>The future</i>	<i>Are you.....?</i>																
<i>Family</i>	<i>Would you like to.....?</i>																

**Contributed by**

Sally Trowbridge

## Facebook and social networking

### Task 1: Reading

Read the text quickly. Why was Ivy Bean famous?

#### Friends

Research by a British anthropologist shows that the optimum number of friendships that the human brain can maintain is about 150. But that's in the real world. What happens on Facebook where the maximum number of 'friends' permitted is 5000? According to social networking statistics, the average Facebook user has 130 friends. Some people have a lot more.

Ivy Bean from Bradford in the north of England became Facebook's oldest known user at the age of 102 in 2008. She quickly started making friends and became an online celebrity. When she maxed out her 5000 friend count on Facebook Ms. Bean joined the Twitter website and continued her social networking. At the time of her death in July 2010, she had 4,962 friends on Facebook and more than 56,000 followers (including the Prime Minister's wife) on Twitter. Ms. Bean's last tweet was July 6 2010. It read, "Going to have my lunch now will be back later."

### Task 2:

Read the text again and find these numbers. What do the numbers refer to?

150 - *the optimum number of friendships*

130

2008

2010

5000

4962

56000

**Task 3: Social networking profile**

Imagine you want to join FriendPage. Fill in your profile

<b>FriendPage profile. Basic information:</b>	
Name:	
Age:	
Gender:	
Location:	
Hometown:	
Interested in:	
Personality:	
Right now I feel:	

**Task 4: House Rules**

Complete the FriendPage house rules with *must/mustn't*:

1. You \_\_\_\_\_ write in English.
2. You \_\_\_\_\_ be rude or nasty.
3. You \_\_\_\_\_ be boring.
4. You \_\_\_\_\_ be under 18.

**Task 5: The wall**

1. Introduce yourself.

*Hi, I'm.....*

*.....fold the paper.....*

2. Write a question:

3. Answer the question:

*.....fold the paper.....*

4. Write a question:

5. Answer the question:

*.....fold the paper.....*

6. Write a question:

7. Answer the question:

*.....fold the paper.....*

8. Write a question:

9. Answer the question:

*.....fold the paper.....*

10. Write a question:


11. Answer the question:

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

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Source: <https://www.teachingenglish.org.uk/article/facebook-and-social-networkingn>

## ANNEX 6 Proposal. Lesson Plans

	<p><b>UNIDAD EDUCATIVA “ANIBAL SALGADO RUIZ”</b>                  Tisaleo- Ambato – Tungurahua  <b>Dirección:</b> Antonio Clavijo y José Naranjo - <b>Teléfono:</b> 032751137  <b>Email:</b> anibalsalgadoruiz@yahoo.com AMIE: 18H00627</p>						
<b>LESSON PLAN Session 1</b>							
<b>Teacher:</b>	Lic. Ana María Freire	<b>Subject:</b>	English as a Foreign Language	<b>Target group:</b>	2nd BGU “B”	<b>Level:</b>	B1
<b>Topic:</b>	Advantages and disadvantages about Facebook	<p><b>LESSON OBJECTIVES</b>  <b>General:</b> To identify and recognize the types social media.  <b>Specific:</b> To make Ss be able to elaborate a mind map of advantages and disadvantages about facebook</p>					
<p><b>GENERAL COMPETENCE:</b>                  To develop communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the student’s age and needs and demonstrating the use of values.</p>				<p><b>METHODOLOGY USED:</b> Communicative Approach, The Grammar Translation Method, The Cognitive Academic Language Learning Approach.</p>			
				<p><b>FOCUS ON VALUES:</b> Cooperation, respect of each other’s, opinions, teamwork.</p>			
<b>PROCEDURE</b>							
<b>SKILLS AND PERFORMANCE CRITERIA TO BE:</b>				<b>ESSENTIAL INDICATORS OF EVALUATION:</b>			
Write advantages and disadvantages about Facebook. Recognize the types of social media.				Describe the types of social media we use nowadays. Write advantages and disadvantages about Facebook.			
<b>TRANSVERSAL AXES</b>		Respect, Culture, Tolerance	<b>TIME</b>	60 minutes	<b>DATE</b>	January 24 <sup>th</sup> , 2023	
<b>STAGES AND TIME</b>	<b>TEACHER AND STUDENTS’ ACTIVITIES</b>						
Warm up 5min	Alive, alert, awake, enthusiastic, dynamic. T. ask Ss to tell some different types of social media. T. ask Ss a question “What type of social do you use more often?” T. makes Ss guess the topic of the class What do you think is the topic of this class?						

Engage 15	<p>T. introduces the topic and sticks the topic of the class on the board.</p> <p>T. writes and explains the objective of the class to the Ss.</p> <p>T. sticks the flashcards about the types of social media and asks Ss. to read them aloud.</p> <p>T. asks Ss to tell how many social media tools they usually use and have.</p>
Practice 20	<p>T. sticks a chart about advantages and disadvantages of using social media.</p> <p>T. explains the rules of the game and asks some Ss to pass to the front and stick the advantages and disadvantages of using social media where corresponds.</p> <p>T. checks Ss answers.</p> <p>T. asks Ss. To read the answers from the chart</p>
Production 20	<p>T. asks Ss. To brainstorm some ideas about the social media Facebook on the board.</p> <p>T. gives Ss a handout about the use of Facebook and explains them how to complete it.</p> <p>T. explains Ss to elaborate a mind map with five advantages and five disadvantages of using Facebook on their notebook.</p> <p>T. explains Ss how to use the app gitmind to create the mind map.</p> <p><a href="https://gitmind.com/app/recent">https://gitmind.com/app/recent</a></p> <p>T. asks Ss to upload the mind map they create on Facebook.</p> <p><a href="https://www.facebook.com/profile.php?id=100093839312750">https://www.facebook.com/profile.php?id=100093839312750</a></p>



## UNIDAD EDUCATIVA “ANIBAL SALGADO RUIZ”

Tisaleo- Ambato – Tungurahua

**Dirección:** Antonio Clavijo y José Naranjo - **Teléfono:** 032751137


**Email:** anibalsalgadoruiz@yahoo.com AMIE: 18H00627

### LESSON PLAN Session 2


<b>Teacher:</b>	Lic. Ana María Freire	<b>Subject:</b>	English as a Foreign Language	<b>Target group:</b>	2nd BGU “B”	<b>Level:</b>	B1
<b>Topic:</b>	Meeting new people		<b>LESSON OBJECTIVES</b> <b>General:</b> To identify and recognize the adjectives and to be verb. <b>Specific:</b> To make Ss be able to <b>create</b> a role play using adjectives and to be verb.				
<b>GENERAL COMPETENCE:</b> To develop communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the student’s age and needs and demonstrating the use of values.				<b>METHODOLOGY USED:</b> Communicative Approach, The Grammar Translation Method, The Cognitive Academic Language Learning Approach.			
				<b>FOCUS ON VALUES:</b> Cooperation, respect of each other’s, opinions, teamwork.			
<b>PROCEDURE</b>							
<b>SKILLS AND PERFORMANCE CRITERIA TO BE:</b>				<b>ESSENTIAL INDICATORS OF EVALUATION:</b>			
Write adjectives to describe how do you feel when you meet someone new. Recognize the adjectives and to be verb.				Describe how do you feel when you meet someone new using adjectives. Record and upload a role play about meeting new people using to be verb.			
<b>TRANSVERSAL AXES</b>		Respect, Culture, Tolerance	<b>TIME</b>	60 minutes	<b>DATE</b>	February 7 <sup>th</sup> , 2023	
<b>STAGES AND TIME</b>	<b>TEACHER AND STUDENTS’ ACTIVITIES</b>						
Warm up 5min	T. sticks some pictures on the board and asks Ss to guess the topic of the class T. asks sticks the topic of the class on the board. T. writes some adjectives on the board and asks Ss for the meaning in Spanish. (happy, nervous, anxious, angry).etc T. asks Ss a question Example: How do you feel when you meet someone new? T. asks Ss to select one adjective to answer the question. T. asks some Ss for their answers.						
Engage 15	T. sticks pictures about meeting new people T. make Ss focus their attention on the pictures. T. asks Ss to describe the pictures on their notebook. T. asks Ss to pass and write the answers on the board						




	T. checks Ss answers
Practice 20	<p>T. gives the Ss a handout with the following questions. (How are you? What's your name? Where are you from? How long are you staying here? Would you like something to drink?).</p> <p>T. asks Ss to work in pairs.</p> <p>T. explains the task to the Ss.</p> <p>T. asks some Ss to read the questions aloud.</p> <p>T. asks some Ss for the meaning of the questions in Spanish</p> <p>T. asks Ss to answer the questions in pairs.</p> <p>T. asks Ss to practice the questions in pairs.</p> <p>T. models the activity with one of the students as an example.</p> <p>T. asks some Ss to pass to the front and practice the questions with their classmate.</p>
Production 20	<p>T. asks Ss to create a role play with the questions they previously worked in class with their classmates.</p> <p>T. asks Ss to record a video about the role play Meeting new people.</p> <p>T. asks Ss to upload the role play on Facebook.</p> <p><a href="https://www.facebook.com/profile.php?id=100093839312750">https://www.facebook.com/profile.php?id=100093839312750</a></p>

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		<b>LESSON PLAN Session 3</b>					
<b>Teacher:</b>	Lic. Ana María Freire	<b>Subject:</b>	English as a Foreign Language	<b>Target group:</b>	2nd BGU “B”	<b>Level:</b>	B1
<b>Topic:</b>	Product Invention	<b>LESSON OBJECTIVES</b> <b>General:</b> To increase Ss confidence on speaking <b>Specific:</b> To make Ss be able to <b>talk</b> about a product using simple past tense.					
<b>GENERAL COMPETENCE:</b> To develop communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the student’s age and needs and demonstrating the use of values.				<b>METHODOLOGY USED:</b> Communicative Approach, The Grammar Translation Method, The Cognitive Academic Language Learning Approach.			
				<b>FOCUS ON VALUES:</b> Cooperation, respect of each other’s, opinions, teamwork.			
<b>PROCEDURE</b>							
<b>SKILLS AND PERFORMANCE CRITERIA TO BE:</b>				<b>ESSENTIAL INDICATORS OF EVALUATION:</b>			
Record a video answering questions to describe a product invention.				Describe a product invention using simple present			
<b>TRANSVERSAL AXES</b>		Respect, Culture, Tolerance	<b>TIME</b>	60 minutes	<b>DATE</b>		February 14 <sup>th</sup> , 2023
<b>STAGES AND TIME</b>	<b>TEACHER AND STUDENTS’ ACTIVITIES</b>						
Warm up 5min	T. ask some pictures of different products on the board. (Coca- Cola- light bulb- cellphone- television- computer) T. asks Ss some Ss to select the name of the products and stick them under the right picture. T. checks Ss answers and asks them to repeat the name of the products. T. asks Ss guess the topic of the class.						
Engage 15	T. sticks the picture of the product (Coca-Cola). T. divides the class in two teams. T. explains the rules of the game. T. asks some Ss to pass to the front and stick the information about the product invention.						

	<p>T. checks Ss answers.  T. asks Ss. To read the answers and tell the meaning in Spanish.</p>
<p>Practice  20</p>	<p>T. gives a short article about the product (Coca-Cola).  T. asks. Ss to read the article and find the answers for the following questions. (Who was the inventor? In what year it was invented? What is the nationality of the inventor? Why was this invention created? What is the invention used for?).  T. explains the meaning of the questions in Spanish.  T. asks Ss to pass to the front and write the answers.  T. checks Ss answers.</p>
<p>Production  20</p>	<p>T. asks Ss to select a product invention (Coca- Cola- light bulb- cellphone- television- computer).  T. asks Ss. To brainstorm ideas about the product they select on their notebook.  T. asks Ss to read the answers.  T. explains Ss to record a video describing a product invention with the questions they use in the class.  T. asks Ss to upload the video on Tik Tok.  <a href="https://tiktok.com/@social.media.clas">tiktok.com/@social.media.clas</a></p>

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		<b>LESSON PLAN Session 4</b>					
<b>Teacher:</b>	Lic. Ana María Freire	<b>Subject:</b>	English as a Foreign Language	<b>Target group:</b>	2nd BGU “B”	<b>Level:</b>	B1
<b>Topic:</b>	Unusual Jobs	<b>LESSON OBJECTIVES</b> <b>General:</b> To practice speaking using modals. <b>Specific:</b> To make Ss be able to describe about an unusual job.					
<b>GENERAL COMPETENCE:</b> To develop communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the student’s age and needs and demonstrating the use of values.				<b>METHODOLOGY USED:</b> Communicative Approach, The Grammar Translation Method, The Cognitive Academic Language Learning Approach.			
				<b>FOCUS ON VALUES:</b> Cooperation, respect of each other’s, opinions, teamwork.			
<b>PROCEDURE</b>							
<b>SKILLS AND PERFORMANCE CRITERIA TO BE:</b>				<b>ESSENTIAL INDICATORS OF EVALUATION:</b>			
Give opinions about an unusual job.				Describe the skills you need to perform an unusual job.			
<b>TRANSVERSAL AXES</b>		Respect, Culture, Tolerance	<b>TIME</b>	60 minutes	<b>DATE</b>		February 21 <sup>st</sup> , 2023
<b>STAGES AND TIME</b>	<b>TEACHER AND STUDENTS’ ACTIVITIES</b>						
Warm up 5min	T. shows pictures to Ss about unusual jobs people used to do. (People walker, dumpster diver, fortune cookie writer, lego sculpter, panda hugger). T. asks Ss to guess the names of the jobs. T. ask Ss a question Do you think is easy or difficult to perform this type of work? Why? T. asks Ss to pass and write the answers on the board.						
Engage 15	T. introduces the topic and sticks the name on the board. “Unusual Jobs” T. shows Ss flashcards with the skills that people need to perform unusual jobs. T. asks Ss to repeat the names of the skills T. asks Ss If they have the skills to perform an unusual job?.						

	T. asks Ss for the answers
Practice 20	<p>T. sticks the name of the skills of the unusual jobs on the board.</p> <p>T. asks students to pass and match the skill with the job that corresponds.</p> <p>T. checks Ss answers.</p> <p>T. asks Ss to repeat the names of unusual jobs one by one.</p> <p>T. asks Ss. To focus their attention on two unusual jobs dumpster diver and people walker.</p> <p>T. gives Ss a description of each unusual job and asks Ss to read and underline the most important ideas.</p> <p>T. asks Ss for the answers.</p>
Production 20	<p>T. gives Ss. three questions and asks Ss to read them. (Which job surprised you more: people walker or dumpster diver? Why?, What skills do you need to do this jobs?, Would you like to try this jobs? Why or why not?).</p> <p>T. explains Ss the meaning of the questions in Spanish.</p> <p>T. asks Ss to form groups of three people.</p> <p>T. explains Ss to record a video answering the questions giving their opinion about the job that surprise them the most according the description given.</p> <p>T. asks Ss to upload video on WhatsApp group.</p> <p><a href="https://chat.whatsapp.com/CdihSM5HpcWCoBwqstnUTv">https://chat.whatsapp.com/CdihSM5HpcWCoBwqstnUTv</a></p>

		<b>UNIDAD EDUCATIVA “ANIBAL SALGADO RUIZ”</b> Tisaleo- Ambato – Tungurahua <b>Dirección:</b> Antonio Clavijo y José Naranjo - <b>Teléfono:</b> 032751137 <b>Email:</b> anibalsalgadoruiz@yahoo.com AMIE: 18H00627					
		<b>LESSON PLAN Session 5</b>					
<b>Teacher:</b>	Lic. Ana María Freire	<b>Subject:</b>	English as a Foreign Language	<b>Target group:</b>	2nd BGU “B”	<b>Level:</b>	B1
<b>Topic:</b>	Professions and places of work		<b>LESSON OBJECTIVES</b> <b>General:</b> To make Ss practice their speaking and pronunciation. <b>Specific:</b> To make Ss be able to characterize a profession and explain the place of work				
<b>GENERAL COMPETENCE:</b> To develop communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the student’s age and needs and demonstrating the use of values.				<b>METHODOLOGY USED:</b> Communicative Approach, The Grammar Translation Method, The Cognitive Academic Language Learning Approach.			
				<b>FOCUS ON VALUES:</b> Cooperation, respect of each other’s, opinions, teamwork.			
<b>PROCEDURE</b>							
<b>SKILLS AND PERFORMANCE CRITERIA TO BE:</b>				<b>ESSENTIAL INDICATORS OF EVALUATION:</b>			
Write simple sentences using the to be verb.				Talk about a profession and the place of work.			
<b>TRANSVERSAL AXES</b>		Respect, Culture, Tolerance	<b>TIME</b>	60 minutes	<b>DATE</b>		February 28 <sup>th</sup> , 2023
<b>STAGES AND TIME</b>		<b>TEACHER AND STUDENTS’ ACTIVITIES</b>					
Warm up 5min		T. shows different objects people use in their jobs. (Markers and eraser, helmet, nurse cap, chef hat) T. ask Ss for the name of the professions to which those objects belong to. T. asks Ss to tell the places where those people work. T asks Ss What is the topic for today?					
Engage 15		T. gives Ss a handout with the professions and the places of work. (Chef, Teacher, pilot, cashier, bus driver, policeman, nurse, doctor). T. asks Ss to write the names of the professions and the places of work in Spanish under each picture. T. checks Ss answers.					

	<p>T. asks a question What you would like to be in the future?  T. asks some Ss for the answers</p>
<p>Practice  20</p>	<p>T. asks Ss to work in pairs  T. explains Ss the activity.  T. asks Ss to choose a profession they like.  T. asks Ss to write four questions to guess the name of the profession. Example: (Do you work in a school or an office? Do you work in the morning or at night? Do you wear a special uniform?)  T. asks Ss to pass and guess the name of the profession they choose.  T. asks Ss to make choral drill repetitions with the names of professions and places of work</p>
<p>Production  20</p>	<p>T. asks Ss.to select the profession they would like to be in the future.  T. asks Ss to write four simple sentences in their notebooks using the to be verb describing the profession and the place of work. Example: (I am a teacher. I work in a public school. I work in the morning. I teach children.).  T. asks Ss to read their sentences.  T. asks Ss to wear a custom according to the profession they choose and record a video with their answers.  T. asks Ss to upload the video on Instagram.  <a href="https://instagram.com/social.media_3bgu?utm_source=qr&amp;igshid=MzNINGNkZWQ4Mg==">https://instagram.com/social.media_3bgu?utm_source=qr&amp;igshid=MzNINGNkZWQ4Mg==</a></p>

## Annex 7. Speaking Rubric

Paper 3:

About 7–9 mins

# A2 Flyers Speaking tasks

Part	Interaction	Task types	What do candidates have to do?
<b>1</b>	Interlocutor–candidate	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture.
<b>2</b>	Interlocutor–candidate	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations.
<b>3</b>	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
<b>4</b>	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.



## Tips for preparing learners for the Speaking paper

- ✓ One way of making the test as stress free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking test is one child and one examiner.
- ✓ The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A1 Starters, A1 Movers and A2 Flyers lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well.
- ✓ The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...*, *Ask ...*, *Give ...*, *Put ...*, *Find ...*
- ✓ Children create a good impression when they use greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

## Advice by task

### Speaking Part 1



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#### THE TASK

- ▶ The examiner greets the candidate and asks for name, surname and age.
- ▶ The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

#### HOW TO APPROACH THE TASK

- ▶ For Part 1, candidates should practise listening to the teacher make a statement about a picture (for example: *in my picture, there is a cake*), relating that to a picture in front of them, and commenting on the difference: *in your picture there are magazines*.
- ▶ In the test, differences between the examiner's statements and the candidate's picture will relate to things like number, colour, position, appearance, activity, shape, and relative size, etc. For example: *in my picture the clock is square but in your picture the clock is round*.

#### ASSESSMENT

- ▶ This part tests understanding statements and responding with differences.

### Speaking Part 2



Sue's favourite restaurant

Name	
Like eating	
Where	
Time / open	
Cheap / expensive	



Robert's favourite restaurant

Name	The Black Cat
Like eating	pizza
Where	High Street
Time / open	12 o'clock
Cheap / expensive	expensive

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#### THE TASK

- ▶ The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues.

#### HOW TO APPROACH THE TASK

- ▶ Children should practise asking and answering questions. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc.
- ▶ Candidates should be able to ask 'question-word questions' using *Who*, *What*, *When*, *Where*, *How old*, *How many*, etc. For example: *What is the name of Robert's favourite restaurant?*
- ▶ They should also be able to ask 'Yes/No questions', for example: *Has Harry's teacher got a car?*
- ▶ Additionally, they need to be comfortable asking questions with two options. For example: *Is the restaurant cheap or expensive?*

#### ASSESSMENT

- ▶ This part tests responding to and forming questions.

## Speaking Part 3



### THE TASK

- ▶ The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

### HOW TO APPROACH THE TASK

- ▶ The Part 3 task involves candidates telling a simple story based on five pictures, and candidates will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.
- ▶ Before asking candidates to tell the story, the examiner says, 'Just look at the pictures first'. Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.
- ▶ The structures candidates will need most frequently are *there is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *come, go, buy, put on, carry, open, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like: *Nick and Anne are in the classroom. They are looking out the window.*
- ▶ Candidates should also be able to describe simple feelings, for example: *The teacher is happy.*

### ASSESSMENT

- ▶ This part tests describing things and events.

## Speaking Part 4

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### THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

### HOW TO APPROACH THE TASK

- ▶ Make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as: *What time do you get up on Saturday? What do you do on Saturday afternoon?*
- ▶ Simple answers of a phrase or one or two short sentences are all that is required.
- ▶ Questions will normally be in the present tense but candidates should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

### ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.

A2 Flyers

	<b>Vocabulary and grammar</b> Range Control Extent Cohesion	<b>Pronunciation</b> Individual sounds Stress Intonation	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary to deal with all test tasks.</li> <li>• Uses a range of simple structures and, although there are some mistakes, meaning is clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has some control of stress and intonation at both word and longer utterance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to all instructions, questions and visual prompts, and very little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Responds promptly with only natural hesitation and pausing.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with some test tasks.</li> <li>• Attempts some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word or phrase level but may also produce longer utterances.</li> <li>• Can join ideas with a few simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to some instructions, questions and visual prompts with some support.</li> <li>• May attempt to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation and pausing mid-utterance.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Annex 8. Results

Student	Pre-Test					Post-Test				
	Grammar & Vocabulary	Pronunciation	Interactive Communication	A2 Flyers Speaking	Grammar & Vocabulary	Pronunciation	Interactive Communication	A2 Flyers Speaking		
1	Control Group	2	2	2	6	4	4	2	10	
2	Control Group	3	3	2	8	4	2	2	8	
3	Control Group	2	3	2	7	3	4	3	10	
4	Control Group	3	3	2	8	4	4	3	11	
5	Control Group	2	1	1	4	4	3	3	10	
6	Control Group	2	1	1	4	2	4	4	10	
7	Control Group	2	1	1	4	3	4	3	10	
8	Control Group	3	3	3	9	4	4	4	12	
9	Control Group	3	3	2	8	4	3	3	10	
10	Control Group	4	3	3	10	5	5	4	14	
11	Control Group	3	3	2	8	5	3	2	10	
12	Control Group	2	3	3	8	2	5	3	10	
13	Control Group	2	2	3	7	4	2	4	10	
14	Control Group	2	3	2	7	3	3	4	10	
15	Control Group	3	2	3	8	5	3	3	11	
16	Control Group	4	3	2	9	5	4	2	11	
17	Control Group	2	2	1	5	3	3	3	9	
18	Control Group	1	2	2	5	4	3	3	10	
19	Control Group	3	2	2	7	3	4	3	10	
20	Control Group	1	1	2	4	3	4	3	10	
21	Control Group	3	3	3	9	5	3	3	11	
22	Control Group	2	1	2	5	4	5	2	11	
23	Control Group	2	2	2	6	4	4	2	10	
24	Control Group	2	2	3	7	3	4	3	10	
25	Control Group	3	3	3	9	4	4	3	11	
26	Control Group	3	2	3	8	3	3	4	10	
27	Control Group	3	2	2	7	4	3	3	10	
28	Control Group	2	2	3	7	4	3	3	10	

29	Control Group	2	2	3	3	2	7	3	3	4	10
30	Control Group	3	3	1	1	4	8	4	3	4	11
1	Experimental Group	2	2	2	2	1	5	5	4	4	13
2	Experimental Group	3	3	2	2	2	7	5	4	4	13
3	Experimental Group	2	2	2	2	3	7	5	4	4	13
4	Experimental Group	1	1	1	1	2	4	4	5	5	14
5	Experimental Group	3	3	2	2	1	6	4	5	5	14
6	Experimental Group	4	4	3	3	3	10	5	5	5	15
7	Experimental Group	4	4	3	3	2	9	5	4	4	13
8	Experimental Group	2	2	2	2	2	6	5	5	3	13
9	Experimental Group	3	3	2	2	2	7	4	5	4	13
10	Experimental Group	3	3	4	4	3	10	5	5	4	14
11	Experimental Group	4	4	3	3	1	8	5	5	3	13
12	Experimental Group	3	3	3	3	2	8	4	5	4	13
13	Experimental Group	2	2	3	3	2	7	4	4	5	13
14	Experimental Group	3	3	2	2	2	7	5	4	4	13
15	Experimental Group	2	2	2	2	1	5	5	4	3	12
16	Experimental Group	2	2	1	1	3	6	5	4	5	14
17	Experimental Group	2	2	1	1	1	4	5	5	4	14
18	Experimental Group	3	3	2	2	1	6	5	4	4	13
19	Experimental Group	2	2	2	2	3	7	5	4	4	13
20	Experimental Group	2	2	3	3	2	7	4	5	5	14
21	Experimental Group	3	3	3	3	3	9	5	5	3	13
22	Experimental Group	1	1	2	2	3	6	5	5	4	14
23	Experimental Group	2	2	3	3	3	8	5	5	3	13
24	Experimental Group	3	3	3	3	2	8	5	4	4	13
25	Experimental Group	3	3	4	4	2	9	5	5	4	14
26	Experimental Group	2	2	2	2	3	7	5	4	3	12
27	Experimental Group	2	2	2	2	2	6	5	4	2	11
28	Experimental Group	2	2	3	3	3	8	4	5	4	13
29	Experimental Group	3	3	3	3	2	8	5	4	4	13

## Annex 9. Urkund

Por medio de la presente pongo en conocimiento el reporte del URKUND del trabajo de investigación con el tema "THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS' SPEAKING SKILLS", elaborado por la señora ANA MARIA FREIRE CORONEL, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros, cohorte 2021, el mismo que evidencia un 6% de similitud, como se puede observar en la captura de pantalla siguiente:

### Reporte URKUND


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	Revised by: eg.encalada.uta@analysis.urkund.com	

Particular que comunico para los fines pertinentes.

Atentamente,



EDGAR GUADIA  
ENCALADA TRUJILLO

Lic. Edgar Encalada Trujillo, Mg.  
Director