

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS MENCIÓN INGLÉS**

**TEMA: “THE INFLUENCE OF SOCIAL MEDIA ON EFL
LEARNERS’ SPEAKING SKILLS”**

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DEDICATORY

I dedicate this current work to God for his infinite love and blessings towards my family and me because it is a privilege to be alive and with health. Furthermore, to my dear parents for their unconditional support in taking care of my little daughters and encouraging me to go ahead in my studies despite facing many difficulties. On the other hand, all my humble effort for my darling husband and beloved daughters for being my inspiration and strength to overcome the obstacles in everyday life because I could not have done it without their tolerance, understanding, and affection.

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AUTORA: Licenciada Mayra Patricia Villalva Reinoso

DIRECTOR: Licenciado Edgar Guadia Encalada Trujillo, Magíster.

LÍNEA DE INVESTIGACIÓN: Métodos y medios de enseñanza.

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RESUMEN EJECUTIVO

La convergencia tecnológica y el protagonismo de los medios de comunicación social se consideran herramientas fundamentales dentro del contexto educativo como canales innovadores e interactivos para comunicarse en línea y facilitar el desarrollo de muchos tipos de contenido a través de diversas aplicaciones mediante la promoción del Inglés, principalmente la producción verbal. Por lo tanto, este estudio tuvo como objetivo analizar la influencia de los medios de comunicación social en las habilidades orales de los estudiantes de Inglés como lengua extranjera de los segundos años de BGU en la Unidad Educativa 12 de Noviembre en Píllaro, provincia de Tungurahua. La investigación fue de enfoque cualitativo y cuantitativo con un diseño cuasi-experimental y trabajo de campo y bibliográfico. La población estuvo conformada por 37 estudiantes de la especialidad de Mecánica, paralelos “A” y “B”, 3 mujeres y 34 hombres, quienes tenían entre 15 a 17 años. Para recolectar la información se diseñó una encuesta con 15 preguntas en escala linker en Google Forms, la cual fue validada por dos expertos en el idioma Inglés. Los resultados de la encuesta determinaron que los medios de comunicación social no solo se utilizan para el entretenimiento, sino que los estudiantes tienen una preferencia favorable por utilizar dichas aplicaciones dentro del ámbito educativo y para desarrollar las destrezas del Inglés en las cuales se sienten más cómodos para desarrollar su habla. Los participantes fueron divididos en dos grupos: el de control uno con 18 estudiantes y el experimental con 19 estudiantes, donde se aplicaron 10 sesiones de intervención con el uso de los medios de

comunicación social como WhatsApp, Facebook y YouTube al grupo experimental, y para la recolección de datos, los instrumentos fueron una prueba previa y una prueba posterior oral del Centro de Estudios Intensivos de Inglés del Estado de Florida, una rúbrica de habla estandarizada de Cambridge B1. Por consiguiente, se compararon los resultados obtenidos entre la prueba previa y la prueba posterior, mostrando una mejora del 15% en las habilidades del habla en el grupo experimental, aceptando la hipótesis alternativa de la investigación (H1). Debido a esto, los estudiantes mejoraron su nivel de expresión oral mostrando cambios positivos en la pronunciación, vocabulario, manejo de la disertación, confianza en sí mismos, independencia y libertad para expresar sus ideas sin pensar en ser juzgados usando los medios de comunicación social dentro del proceso de enseñanza-aprendizaje del Inglés como segunda lengua extranjera. Además, se utilizó el SPSS v26 y una prueba T para validar las hipótesis. En conclusión, el investigador sugirió incorporar los medios de comunicación social dentro y fuera de los salones de clases de Inglés ya que los estudiantes pueden mejorar su competencia oral como un medio efectivo de comunicación e interacción entre ellos.

Descriptor: comunicación, clases de Inglés, medios de comunicación social, habilidades del habla, proceso de enseñanza-aprendizaje.

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

AUTHOR: Licenciada Mayra Patricia Villalva Reinoso

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LINE OF SEARCH: Methods and means for teaching

DATE: May 05th, 2022.

ABSTRACT

Technological convergence and the prominence of social media are regarded as fundamental tools within the educational context as innovative and interactive channels to communicate online and facilitate the development of many kinds of content through various apps by promoting English, mainly verbal output. Therefore, this study aimed to analyze the influence of social media on EFL learners' speaking skills from the second years of BGU at Unidad Educativa 12 de Noviembre in Pillaro, province of Tungurahua. The research was qualitative and quantitative approach with a quasi-experimental design and the field and bibliographical work. The population consisted of 37 students from the Mechanic specialty, parallels "A" and "B," 3 women and 34 men, they were between 15 to 17 years old. To collect the information, a survey with 15 questions on a linker scale was designed in Google Forms, which was validated by two English-language experts. The results from the survey determined that social media is not only used for entertainment, and students have a favorable preference for using those apps inside the educative area and for performing the English skills in which they feel more comfortable in developing their speech. The participants were divided into two groups: the control one with 18 students and the experimental with 19 students, where 10 intervention sessions with the use of social media like WhatsApp, Facebook, and YouTube were applied to the experimental group, and for collecting data, the instruments were a pre-test and post-test of speaking from the Center for Intensive English Studies of Florida State and a standardized

speaking rubric from Cambridge B1. Hence, the results obtained between the pre-test and post-test were compared, showing a 15% improvement in speaking abilities in the experimental group, accepting the research's alternative hypothesis (H1). Because of that, learners improved their speaking level showing positive changes in pronunciation, vocabulary, discourse management, self-confidence, independence, and freedom to express their ideas without thinking of being judged using social media within the teaching-learning process of English as a second foreign language. Furthermore, the SPSS v26 and a T-test were used to validate the hypotheses. In conclusion, the researcher suggested incorporating social media inside and outside the English classrooms because students can improve their speaking competence as an effective means of communication and interaction among them.

Key words: communication, English classes, social media, speaking abilities, teaching-learning process.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Globalization with technological association and digitalization have made social media an essential tool in the educational environment. Because of that, the use of social media to learn English has provided a variety of benefits to students in the academic field, such as communication and other resource exchanges among cybernauts (Pitaloka et al., 2021). As a result, social media is regarded as a complementary part of the teaching-learning process while acquiring the English language. Hence, speaking skills are a complicated talent that needs to be focused on performing students' oral production (Leong & Ahmadi, 2017). Because of that, the current research analyzes the influence of social media on EFL students' speaking skills in the second years of BGU at Unidad Educativa "12 de Noviembre" in Píllaro, Tungurahua Province.

To get the research's purpose, a survey with 15 questions was created in Google Forms to collect information about the students' preferences in using social media to foster the English language, particularly in performing linguistic competence. Additionally, the study applied a qualitative and quantitative approach, a quasi-experimental design, a field and bibliographical research work, and a T-test to validate the hypothesis. The participants were 37 students aged between 15 and 17 years old from the Mechanic specialty, parallels "A" and "B," which comprised the control and experimental groups.

The experimental group received 10 intervention sessions by applying social media tools with different activities inside and outside the computing lab. Social media like WhatsApp, Facebook, and YouTube were fundamental in this study to develop English skills and perform speaking ability. Besides, ASSURE methodology and ACA planning played a crucial part in the research to reach the proposed objectives and develop learners' activities successfully. On the other side, the control group continued traditional teaching during the whole process.

This research applied a pre-test and a post-test of speaking to the two groups. The instruments to collect data were a speaking test from the Center for Intensive English

Studies of Florida State and a standardized speaking rubric from Cambridge B1, which determined the levels of grammar and vocabulary, discourse management, pronunciation, and interactive communication of each learner. As a result, according to the findings, it was evident that social media is a powerful resource for encouraging students to learn the English language and foster oral production in real life, considering their background, interests, and purposes.

1.2. Justification

The research was carried out at Unidad Educativa “12 de Noviembre” located in San Miguelito-parish Píllaro. It is a public institution with around 835 students starting from the elementary level until learners from BGU. There are three specialties: Automotive Mechanic, Sciences, and Food, which cover the expectations of the educative population according to the needs and demands of the living place. That is why the students from the different areas are interested in performing the English language as an open door for their future careers as competent professionals and owners of businesses.

In this sense, the **importance** of this research is to enhance the oral expression of EFL learners because it is regarded as a crucial skill despite being a little difficult to perform. In addition, most students, especially teenagers, are linked to the digital and technological world most of the time. According to this reality is predominant to analyze the influence of social media as potential tools to improve English skills, mainly the speaking ability. In other words, social media promotes this difficulty as a **new** and **original** means to foster oral production competently.

Hence, speaking a foreign language is a high priority for students to communicate effectively, mainly with people worldwide. Therefore, the educative community will **benefit** from this study because learners will be able to transmit their ideas, opinions, and thoughts, feeling more confident, secure, and critical.

Moreover, the current study is **feasible** because it involves all stakeholders being an active part of the teaching-learning process in and out of the classrooms through interactive activities by applying social media tools and taking advantage of the technology in the computing laboratory from the Institution. Thus, social media assists

learners as an innovative alternative to improve their English language skills, exceptionally verbal output.

Lastly, the **beneficiaries** of this research are the group of learners who have great aspirations and goals to grow up as successful professionals by taking advantage of the English language and contributing to a better society with fair salaries according to their capacities and job opportunities. Alternatively, teachers can apply social media such as WhatsApp, Facebook, and YouTube as innovative, motivating, and modern techniques to improve EFL learners' speaking skills in their daily activities. Thus, pupils learn and reinforce their knowledge and abilities while being linked with technological applications in which they feel more confident and comfortable. Moreover, social media encourages learners to speak in English and supports teachers as an effective channel to promote the English Language.

1.3. Objectives

1.3.1. General

To analyze the influence of social media on EFL learners' speaking skills in the second years of BGU at Unidad Educativa "12 de Noviembre" in Píllaro, Tungurahua Province.

1.3.2. Specific

- To identify the advantages of incorporating social media in education.
- To apply the most used social media for learning the English language.
- To explore social media helpfulness in EFL to enhance students' speaking proficiency.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Theoretical background

This section is relevant to allude to other research focusing on the study's proposed topic. In a certain way, these researches enrich the reader to have a more practical understanding of the proposed topic and the different dissonances or positions that the authors suggest in the various studies. Indeed, this will attribute a more transparent and more precise panorama in affinity to the previous investigation.

As a starting point, in a study about the impact of social media on EFL learners' speaking skills: a study with EFL teachers and learners, the authors Namaziandost and Nasri (2019) stated the effectiveness of the use of social media in the oral expression skills of EFL learners consisted of two main aspects. The first one was to what extent social media affects learners' verbal expression skills, while the second was about how social media benefits the EFL situation for oral expression. This research made in Iran had a descriptive methodology with a field study. These aspects determined that the use of social media in EFL learners and teachers had a representative effect on them. In addition, it affirmed that technological resources made learners cope promptly in language classes. In conclusion, the researchers suggested that it is essential for teachers to foster a complete understanding of EFL learners who should amplify their ideas to possess better true interactivity with the English Language.

In this sense, another study in the same field, Zainal & Rahmat (2020), aimed to determine the impact of social media on the English vocabulary development of students in public and private institutions in Malaysian universities and how platforms appropriately or inappropriately influence language learning. This research was quantitative using SPSS software. The study results determined that social networking sites stimulate the interest in language learning among English language learners and that social media sites encourage the interactivity of English language learners from the English communication framework, reinforcing the English vocabulary.

Likewise, Altam (2020) focused on analyzing the effectiveness of social media employment among Yemeni EFL learners in Indian universities in pandemic instances. The study comprises four social media (Facebook, Twitter, YouTube, and WhatsApp).

The research had a quantitative methodological characterization employing an online questionnaire. The study results determine that learners use social media more to learn English and that the skill of listening to English is the one that stands out the most because it implies a better understanding of this language. The research concluded that social media improves students' vocabulary acquisition and practice and that YouTube is the most recurrent social media for learning English. The author recommended that the rest of the social media need to be studied better to clarify their effect.

In that aspect, another research about improving young learners' English speaking skills through mobile social networks, the authors' Sun et al. (2017) integrated a mobile SNS (Social Networking Sites) in EFL classes of Chinese learners to establish its impact on learners' speaking skills. The methodological approach of the research was quasi-experimental, i.e., they conducted a control group that did not use the SNS and the other group that used the SNS, which was the experimental group. The results determined that the speaking skills of the two classes improved in the pre-test and post-test. The experimental group improved in English fluency satisfactorily, while the two groups' pronunciation and accuracy were equal. Moreover, the authors emphasize that they inescapably improve oral performance with this application. Also, using SNS can effectively associate adolescent learners with minimizing anxiety and enable EFL as a playful resource.

Similarly, in a study by Hamad (2017) about the use of WhatsApp to improve students' English language learning experience was raised to inquire about the effect of using WhatsApp in the educational environment to enhance the learning of English skills with learners by asking their opinion and visualizing their development after employing the application to benefit in learning English. The research developed in a university in Saudi Arabia had a descriptive-analytical approach for the execution of this study. The research was able to determine that the use of this social media strengthens the learning and motivation of the students. It is concluded that using this social media enhances English skills, optimizes their vocabulary, and provides feedback on the mistakes of their peers.

Another study was about Saudi students' perspectives on social media to encourage English language learning. Sharma (2019) identified the learners' ideas about social media in facilitating English language learning and analyzed social media and

networks that students use to communicate with their peers, groups, and communities. The research approach was quantitative, using the SPSS tool for statistical analysis. The findings showed that the students had a positive attitude towards social media, were more confident and competent, minimized anxiety, and interacted more in English. Ending the research suggests that the development of activities should be refined in projects supported by social media, focused on areas or programs of building teachers using social media. These have an appropriate effect on the teaching-learning of English.

At the national level, there is evidence of the study in the city of Latacunga on a methodological strategy based on information and communication technologies in the oral expression of the English language, Meneses and Medina (2021), developed a methodological approach to improve the ability to speak English in students of 14 and 15 years of age corresponding to the higher basic education level. To fulfill the research object, they used a collection of documentary and bibliographic information through the technological tool Perish, with the methods of synthesis-analysis inductive-deductive. In addition, an observation guide and surveys for teachers and students of that institution. Finally, it was possible to expose a methodological strategy with four phases (Diagnosis, Planning, Application, and Control) and the relevance of speech skills using technological tools for more dynamic learning, according to the students' needs.

At last, the study of Mantilla et al. (2020) in the province of Chimborazo, where the objective of the research was to characterize the percentage of use of social networks in the learning of English in a sample of 406 students belonging to the Escuela Superior Politécnica de Chimborazo. A quasi-experimental methodological approach used a standardized Cambridge KET test (Key English Test) with a score of 150 for the four communicative skills. Additionally, an observation guide was applied on the use of social networks and the learning of English of the students who were part of the sample. The results presented by the study indicated a remarkable increase in the use of social networks with the English language. e.g., the interaction of students with the help of this language increased.

To summarize, the collected information from many well-known authors worldwide and in our country Ecuador shows clear evidence that social media's influence has a

significant impact and helps to potential the students' learning process in the English language in and out of the classrooms. As a result, learners feel motivated and self-confident in reinforcing their English capacities while learning vocabulary, reading, listening, and writing, particularly in oral production. Thus, teachers use these dynamic and interactive resources to promote EFL in students to enhance communication capacities and construct a bridge of connection among different English-speaking nations.

2.2. Theoretical foundation

2.2.1. Independent variable framework

2.2.1.1. ICTs

ICTs are technologies that have promoted communication. They reflect the continuity of connected and articulated technologies in a system that allows for data storage, production, processing, and presentation in various contexts (Garcés et al., 2016). Thereby, teaching from ICTs enables learners to perform in interaction, perception, and understanding of messages. In addition, they prefer a more fun education that is more connected to reality, restructuring the traditionalist instruction involving the teacher to be more flexible in transmitting content.

2.2.1.2. Web 2.0

While social media are helpful tools in teaching and learning educative aspects, social networks are considered a group of online interaction platforms to build and provide different information using Web 2.0 technology (Hortigüela et al., 2019).

Web 2.0 involves people exchanging information and expertise, resulting in computer connectivity. As a result, the Internet has revolutionized language learning by facilitating simple access to interaction (interpersonal connections) in a virtual setting. In this way, methods and instructions are appropriate for their delivery; today, social media is an excellent instrument for teaching English (Cevallos, 2020).

2.2.1.3. Web 3.0

Web 3.0 results from the Internet's expansion, characterized as a semantic web charged with explaining the meaning of words by ensuring that Web content provides extra information beyond the previous one. In this sense, it allows better social interaction

and communication among individuals. For clarifying, Web 2.0 is managed by human users, while Web 3.0 can be controlled from cloud computing and executed from any device with a high level of personalization and virality. Thus, semantic content is added to the documents carried out by machines based on the people's profiles on the Internet to discover helpful information. Furthermore, the tools provided by Web 3.0 help teachers and students in the teaching-learning process by offering a dynamic field of work in which students can research, create and share information from previous feedback. Example: collaborative tools, presentations, wikis, etc(Rincón-durán, 2020).

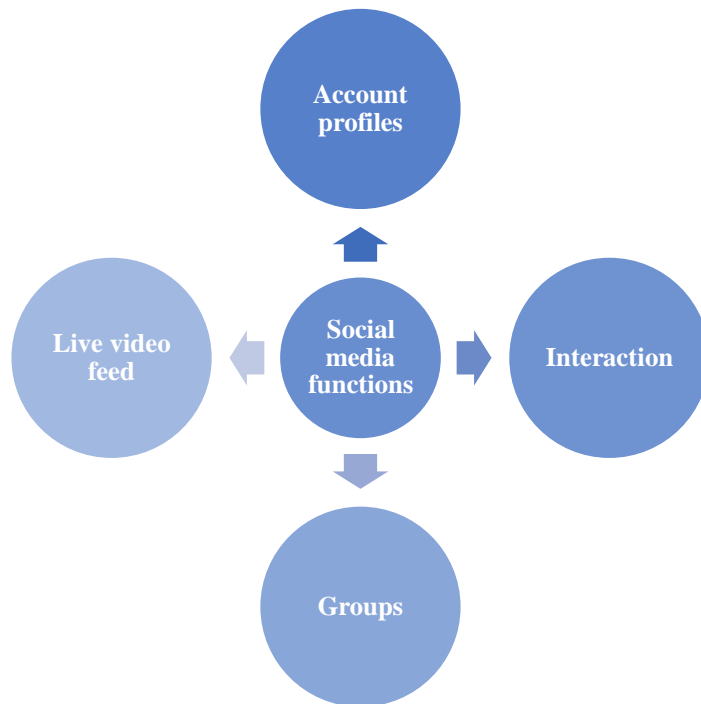
2.2.1.4. Social media and its functionalities

Social media is a technology used worldwide by people interacting without caring about their age or financial background. Moreover, social media is regarded as a tool to communicate online in people's information and communication field. In other words, social media facilitates the development of many kinds of content through various apps. Thus, there are many kinds of social media; however, they are easy to access and do not have an additional cost. That is why most people, especially students, prefer social media for educative purposes because learners can have a vast panorama of what is happening in the world in real-time. Furthermore, students can improve their English skills because it is an international language used by many countries around the globe (Zam Zam Al Arif, 2019).

Individuals' attention is focused on social media's numerous functions, which increase their communication skills because various technologies promote interpersonal connections between multiple people, such as:

Figure 1

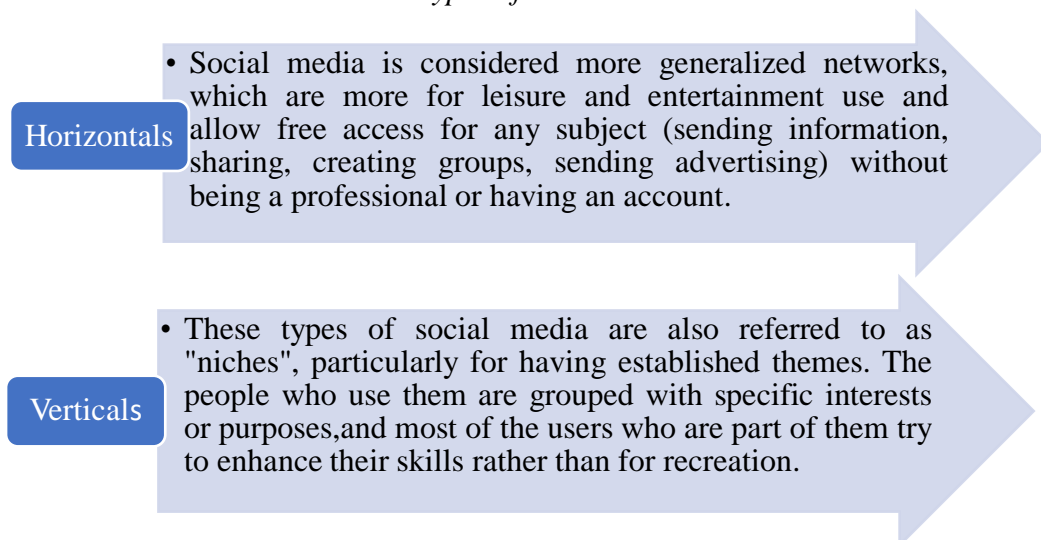
Social media functions



Source: Villalva, M. (2022).

Figure 2

Types of social media



Source: Villalva, M. (2022).

2.2.1.5. Social media in education

While it is true that technological convergence has emerged in a worldwide society, and education is no exception, the inclusion of technology in the educational area has become fundamental since it entails the enhancement and innovation of continuous learning (Hortigüela et al., 2019). Because of that, the academic environment has made it possible for today's students to use technological tools to improve their skills (Almerich et al., 2018).

As a result of the various features that the Internet has acquired, the learner's appropriate use of social media enhances learning, and the reciprocity of learning grows by contributing to online platforms, sometimes becoming social learning (Buxarraís, 2016).

In this sense, several scholars have contemplated using technology to develop learning as an aspect of the study. Social media occupies a particular affinity in the links of the teaching-learning system in education (Greenhow & Askari, 2017). Thus, social media can be an adaptable resource focused on content compensating for collaboration. However, its empowerment lies in its skill to enable real-time communicative environments. In addition to its achievement and development of vocabulary, it allows the utility of oral comprehension and expression (Cervantes, 2019).

In this perspective, social media provides the student and the teaching area with a modern and innovative sense of daily activities, generating more time to build and share ideas. However, the teacher's actions in this way can become uncontrolled if there is no curricular adjustment (Matínez, 2020).

Moreover, social media also provides a ludic aspect in learning, such as photographs, videos, and games from the web, which allow the pupil a more timely perception of knowledge. Thus, students' learning opinions and ideas create an interactive advantage in English language production (Kapoor et al., 2017). Therefore, social media or social networks are a significant issue for the teaching process since it implies studying harder and induces to work on education-related topics. In other words, their benefits and advantages have occupied a visible union towards professional foreign language educators' attention (Lima & Araújo, 2018).

Due to these notable features, more than 3 billion users worldwide are linked with social media. It displays a transformation in the web of the subject, involving a new manner of communicating, accessing further information, exercising citizens' daily activities, and incorporating student behavior (Sadowski et al., 2017).

2.2.1.6. The impact of social media on the English language

Language instruction has commonly presented many obstacles in the educative system for success. One of the most prominent problems that deepen the environment of English teachers is that, in the face of the new implications or demands of a globalized world, it is difficult to find a way to use the language appropriately in students' consolidating their learning. Because of that, the influence of technology includes the integration of vocabulary and makes students have poor production when performing activities that implicate speaking in the classrooms. In addition, instructors use traditional methodologies or strategies that do not provide the right atmosphere for students to develop their speaking ability (Ehsan Namaziandost & Nasri, 2019).

From this panorama arises the need to enable corrective solutions for this setback for learners. Teachers must consider a distinction between activities and systems aimed at learners using the language appropriately. Today's students do not learn to speak with repeated terms or memory because learning truly affects motivation, so learning is accepted if it is comforting and entertaining. Although social media is also a helpful tool that supports the academic aspects of the educational environment, students are closely connected with social networks, which can be seen as an educational tool if used appropriately (Ehsan Namaziandost et al., 2019).

2.2.1.7. Social media in teaching-learning English

Teaching a language is a discipline that uses a range of tools and strategies to accomplish an objective. Consequently, the strength of ICTs, language learning, and teaching systems have incorporated diverse technologies and methods that are part of using ICTs in teaching-learning systems (Zainal & Rahmat, 2020).

With that in mind, it is evident that social media has taken part significantly in this discipline despite its troubles. Nevertheless, for this purpose, it should be integrated into the curriculum and the study plan, considering the different aspects that make social media a good alternative in teaching languages (Matínez, 2020).

Indeed, students generally see social media as a different way to learn a language. In other words, there is a chance to demonstrate that social media is an external aid that students can use in different situations, schedules, times, and devices. At the same time, pupils interact with new or already known topics and show it as something more practical in language learning (Matínez, 2020).

Even though English is the most used language, learners have not stated it as their language of interest. Therefore, instructors and researchers have spent time promoting alternative teaching strategies. Thus, students' objective is to learn the language with fewer inconveniences; due to the global demands, innovative methods are involved in their teaching.

2.2.1.8. Techniques for engaging with students on social networks

Many interactive social networks can help students to look for helpful information and improve the quality of education in everyday activities in and out of the classrooms as:

An essential component that engages the student's attitude is that Facebook is a fundamental instrument to enable learners to have a positive attitude and stimulation to learn different language skills. For this reason, **Facebook** is also practical because it plays a role in the interrelation between teachers and students, collaborating in more learning activities and understanding more content (Al-Dheleai & Tasir, 2017). In other words, Facebook enables a wide range of content. This platform can foster solid relationships and dynamics among students outside the classroom by facilitating the exchange of helpful class information through private groups. Moreover, discussions, questionnaires, and surveys are created to address diverse subjects of interest among students and teachers.

Another option is **YouTube**, a vast repository of videos focusing on many areas and may be used by students to post conversational English videos on various matters. Furthermore, YouTube is considered the most well-known video-sharing in the world. It has become an essential element of many people's online experience, with over a billion monthly active users. As a result, learners can use the didactic content from social media to reinforce English instruction.

Within this order of ideas, the platform or social networks **WhatsApp** enable students to perform their English-speaking skills without needing to be linked to their peers and without any fear of making mistakes. Furthermore, teachers and students can interact even when not in class because teachers can send vital information to students. At the same time, they are engaged with the instructional content and the subject (Altam, 2020).

Students can also access the websites or platforms from different electronic devices, either smartphones, laptops, or tablets, if there is an internet connection. Furthermore, learners can continue using it once the class is over because the learning system is not limited to the classroom (Sung et al., 2016).

2.2.2. Dependent variable framework

2.2.2.1. Language

Language is a fundamental component of human behavior, consisting of verbal, written, or sign language that individuals use to communicate their feelings, thoughts, desires, and intentions to others. Furthermore, it is supplemented by our interpersonal relationships and the give and take of communicative exchanges.

Hua, Z. (2018) claimed that language benefits the various ways humans use and convey it. As a result, it is dependent on situational, social, and cultural conditions. **Situational** refers to when language occurs or is excluded concerning the context. **Social** is used by linguistic alternatives that are chosen for a particular set of individuals inside a community. At the same time, **cultural** refers to the symbolic meanings of language and how speakers assess the community's behavior.

It is worth mentioning that over seven thousand languages are spoken throughout the world. Nonetheless, most have suffered some alterations due to time and improvements in science and technology in this competitive world.

2.2.2.2. English oral expression

The language skills have their beginnings in the Common European Framework of Reference for Languages, which determines the level that a learner has achieved or acquired by learning a language; consequently, English oral expression is one of the four skills addressed.

This skill possesses the ability that an individual has knowledge in phonetics to practice and can demonstrate different eventualities orally in another language. It is known that a second language exceeds native speakers, so teachers must understand and respect the variety of dialectics according to the demands of pupils. Those who come from developed nations or with beneficial economic conditions should use it in settings that need detailed analysis. In contrast, less developed countries or economic advantages will only require primary skills in this field for manufacturing and services (Marante Pozo et al., 2006).

Improving English oral expression is one of the students' most challenging and necessary skills. Its progress is one of the most prevalent goals of language teachers because they face different realities for each student, such as a problem articulating the words well, expressing themselves in public, and confusion about their understanding. As a result, it is essential to know that establishing a dialogue is defined by developing hearing abilities to notice and highlight responses (Cevallos, 2020).

2.2.2.3. Problems with oral communication in an EFL environment

According to E. Namaziandost and Mehdi (2019), teachers and learners have to face many difficulties in developing an efficient verbal output in the classrooms for the following reasons:

Discouragement: Learners at the school do not feel self-confident enough to develop their speaking abilities naturally because they are worried about their mistakes, nerves, and judgments. Thus, learners do not want to call attention while producing the language.

Previous knowledge: Most students complain about instructors because specific themes are unfamiliar for generating a remark, so the topics must be appropriate to the students' level and prior knowledge.

Lack of participation: A common problem in speaking class is the tendency of some students to talk a lot most of the time while others rarely have the chance to say things at the same level of competence.

The use of L1: Students feel more comfortable using the mother tongue despite the English language, which is a serious issue that must be addressed in advance.

Likewise, teachers reflect that using L1 is something familiar without facing inconveniences.

2.2.2.4. EFL learners' speaking skills

EFL learners' speaking skills are imperative for interacting with subjects in the social environment. Because of that, speaking is the technique for producing and exchanging information through verbal or nonverbal symbols, which is a distinction of content (Vitasromo, 2017). Moreover, it is regarded as a reactive system with a systemic implication that includes acquiring, creating, and exchanging information. Therefore, speaking is a series of descriptions in a social activity that is reinforced by the environment and expressing oneself as a shared action (Nasri et al., 2018). These ideas describe oral output as a decisive aspect in the student's everyday life in terms of perception, attitudes, and behaviors.

Speaking is an essential language ability for both instructors and students. Still, it is a complex and challenging skill. The involvement of native speakers complicates it and fosters its development in natural circumstances (Bygate, 2002, as quoted in Namaziandost & Nasri, 2019). Speaking is essential in teaching-learning foreign languages. Consequently, English teachers provide adequate speaking time to strengthen English learners' skills (Hosseini et al., 2017).

It is vital to know that language is explained in its instruction function. In other words, if the student develops, it is characterized as **productive** (speaking-writing). Conversely, language aimed at the student is **receptive**(listening-reading); in this way, the oral expression is the developmental capacity, generating practical verbal statements to express significance proficiently (Ehsan Namaziandost & Nasri, 2019).

However, speaking is a skill that involves attention, and learners commonly expect to be able to talk effectively to meet basic demands. It is the ability by which students are measured and by which they might gain or lose their place in life. Nevertheless, speaking is the foundation of cultural diffusion and organization, occupational advancement, and trade, so teaching speaking skills needs serious consideration (Ehsan Namaziandost et al., 2018).

2.2.2.5. Primary reasons for teaching speaking

Kuning (2019) claimed that English is widely recognized as an international language. As a result, this language is integrated into all media, technology, and things. These are the primary reasons it is essential to teach good English speaking. Here are some of the reasons:

- Speaking is a necessary component of the teaching-learning process.
- Foreign language students must improve their English-speaking abilities.
- Learners assess their achievement in learning a language and their efficacy in increasing their English language skills. Furthermore, they are aware of how their speaking abilities are progressing.
- Modern technologies motivate learners in various circumstances where speaking English is significant.

2.2.2.6. Modern technology for enhancing speaking skills

Likewise, according to Kuning (2019), English is considered a lingua franca among countries because it is essential in education, medicine, technology, tourism, economy, etc. Thus, English is used as a second language worldwide, and as a means of communication, it is primarily used by the speaking ability. Therefore, teachers are responsible for teaching it so learners can face or find solutions to real problems. Moreover, it is vital to implement modern technologies like computing labs where learners can work with computers focusing on their needs and interests by improving oral production and reducing old methodologies such as memorization, drills, or repetition. As a result, learners feel more encouraged to be self-critical, analytical, and independent in the learning process. As a consequence, for having meaningful communication, it is necessary to take into consideration the following aspects:

- Generate speaking and structure sounds in English.
- Implement rhythm, sentence stress, and intonation patterns.
- Choose the appropriate lexicon according to the audience or situations.
- Transmit the ideas in a significant and coherent order.
- Use language to communicate your ideas and opinions.
- Fluency is understood as the power to speak a language effectively and confidently with minimal unexpected pauses or hesitations.

Additionally, oral communication is developed more often face-to-face, so the kinesthetic movements contribute to a better understanding of the purpose of the speech. Hence, the non-verbal aspects are very beneficial for improving the interaction between the speaker and listener (Askia & Manurung, 2016).

At last, developing English speaking skills requires a whole process and demands high-performance attention from learners and teachers. In this sense, learners must be in a peaceful, exciting, and safe atmosphere while learning a foreign language such as English. Learners must be motivated and not afraid of making mistakes such as mispronouncing words, hesitating, and feeling worried. Similarly, one of the most frequently regarded ways of enhancing this skill in learners is a communicative methodology, which fosters the implementation of instructional methods through relevant situations in daily life, including exploring the learner's potential in the process (Mosquera, 2021).

CHAPTER III
RESEARCH METHODOLOGY

3.1. Location

The research was carried out in a public school called Unidad Educativa “12 de Noviembre”, located at the parish of San Miguelito, in Santiago de Pillaro city, province of Tungurahua. It has approximately 835 students.

3.2. Material and equipment

The resources used to achieve the goals were:

Table 1
Material and equipment

Technology	Human	Materials
<ul style="list-style-type: none"> • Internet • Cellphones • Computers • Projector • Social Media (Facebook, WhatsApp, YouTube) 	<ul style="list-style-type: none"> • Second-year students of BGU • Researcher • Authorities • Thesis Director 	<ul style="list-style-type: none"> • Pre-test • Post-test • Lesson plans • Rubric for assessment • Online survey

Note: Material and equipment

Source: Villalva, M. (2022).

3.3. Research method

This study aims to investigate the influence of social media on EFL learners’ speaking skills in the second years of BGU at Unidad Educativa 12 de Noviembre in Pillaro, Tungurahua Province. A quasi-experimental design was used to intentionally manipulate the independent variable to perceive the effect that the dependent variable may impact. (Cabezas et al., 2018). Therefore, two groups of students were selected: one of 19 participants from Second Mechanic "B" as the intervention group using interactive techniques of learning and social media resources to improve their knowledge, especially their speaking skills. Consequently, the students in the

experimental group developed critical thinking skills, fostered their creativity and collaborative learning, and communicated effectively to supervise oral development. In contrast, with 18 participants as control from Second Mechanic "A," this group received traditional classroom classes and worked according to the curriculum plan.

Furthermore, Ramos (2021) mentions that the quasi-experimental design uses two sub-levels in the independent variable: intervention in an experimental group and non-intervention in a control group. Besides that, the selection of the intervention groups is not random. Conversely, the dependent variable must be measured equally in both groups in the study.

Additionally, a quantitative approach was proposed to analyze the influence of social media on students' improvement of English-speaking skills. This method enables data collecting to support a hypothesis by applying numerical measurement and statistical analysis to define behavioral standards (Baena, 2017). In this connection, a qualitative approach was tried to collect information without numerical measurement to refine the research questions or generate new unknowns (Cabezas et al., 2018).

On another side, the model of instructional design ASSURE was used to plan this study based on student characteristics, the foundation of learning objectives, the choice of techniques and resources, the management of the learning environment, the implementation of strategies for students' interaction, and the evaluation of technological resource achievement. Based on constructivism, this didactic style allows for developing methods based on student characteristics and encouraging active and engaged student learning (Lorenzo et al., 2016).

Eventually, an online survey was designed to collect information on students' preferences and the impact of social media on studying English as a foreign language. This research made use of Google Forms. Students received the link via WhatsApp. According to these outcomes, the research was valuable in evaluating its effect on the learning process and oral production for the participants of the second year of BGU at Unidad Educativa 12 de Noviembre in Píllaro.

3.3.1. Hypothesis-research question

- What are the benefits of incorporating social media in education?
- What are the most commonly used social media for English language learning?
- How can social media be useful in EFL to improve students' oral proficiency?

3.3.2. Hypothesis

Alternative hypothesis (H1)

Social media influences on EFL learners' speaking skills from second-year BGU at Unidad Educativa 12 de Noviembre.

Null hypothesis (Ho)

Social media does not influence on EFL learners' speaking skills from second-year BGU at Unidad Educativa 12 de Noviembre.

3.3.3. Identification variable

Independent Variable: Social Media

Dependent Variable: EFL learners' speaking skills.

3.4. Population

The population of this study is the students from 15 to 17 years old belonging to the English proficiency level B1 according to the Common European Framework of Reference for Languages (CEFR). For this purpose, 37 second-year BGU students were selected among males and females from Unidad Educativa "12 de Noviembre" second term of the 2021-2022 school year. Within this population, the experimental group was designated as the second year "B," while the control group was the second year "A," which received traditional teaching. The purpose of the selection of the groups was to identify the influence of social media's use on EFL students' speaking skills through five weeks of intervention with the help of interactive techniques and the enrollment of social media in the Computing Laboratory.

Table 2
Population

Description	Numbers of students
Second-year of BGU "B" Experimental group	19
Second-year of BGU "A" Control group	18
Total	37

Note: Population

Source: Villalva, M. (2022).

3.5. Data collection

3.5.1. Procedure for data collection

The data was collected over five weeks, with ten sessions per group to train the group experiments using interactive techniques to develop English-speaking skills in students, which had different topics of study that allowed the students to perform the post-test. The sessions were split into five phases held in the computing lab. The resources used by the researcher to collect data and validate information were a pre-test, post-test, a speaking rubric from Cambridge, and an online survey.

3.5.2. Pre-test

Before the intervention, both control and intervention groups were given a face-to-face pre-speaking test to assess their previous oral production. This speaking test was 30 minutes long. A standardized test was adapted from the Center for Intensive English Studies of Florida State (Annex 4). This test consisted of two sections; the first was related to the active brain and practice questions. In contrast, a map provided the second section for guiding and answering three relevant aspects of the image that evaluate speaking skills, including critical thinking, creativity, reasoning, and effective communication. Moreover, a standardized rubric from the Cambridge assessment was regarded to determine the performance features of grammar and vocabulary, discourse management, pronunciation, and interactive communication, with the highest score of five and a lowest of zero points for each criterion to obtain a result of 20 points.

3.5.3. Post-test

After the five weeks of interaction, the same pre-test retrieved from the Center for Intensive English Studies of Florida State was applied to the two groups in face-to-face modality. They answered the same questions (Annex 2) to compare the students'

learning in speaking skills and the development of competencies. The length of time of the test was 30 minutes.

3.5.4. Online survey

An online survey made it possible to collect data on the students' use of social media to study English as a second language in second-year BGU students at Unidad Educativa 12 de Noviembre. For this, a survey in Google Forms was used. The students received a link through WhatsApp to collect information on their level of compliance with the interactive techniques and technological resources used. The survey contained 15 questions on a Likert scale (Annex 6).

3.5.5. Data processing and analysis

The data collected was analyzed using SPSS Statistics v26. Within that aspect, the T-test was contemplated to examine the significant difference in the resulting grades of the students concerning the pre-test and post-test. Similarly, SPSS Statistics v26 was used to analyze students with the use of social media for the development of speaking skills.

3.5.6. Response variables or results

Among the expected results of the execution of the research is the English acquisition of speaking skills in the students, notably improving the dependent variable of EFL speaking ability with the use of interactive approaches.

The experimental group was developed over five weeks with 2 hours of application per week with ten hours during the intervention. The experimental group received five sessions with two hours of forty minutes each, where they also received activities inside and outside the classroom.

The applied activities allowed the student to work individually and in groups, guided by the teacher. Each session was divided into 5 phases, explained below:

Stage 1: Activities to **ACTIVATE KNOWLEDGE**/Building Background / Motivation

This is one of the most critical parts because it is the one that begins the class. Different materials, such as vocabulary, games, songs, and YouTube videos, were used here. As

a result, it may or may not be relevant to the class topic to be taught or a motivating activity that connects the student's personal and academic experiences.

Stage 2: Activities to **CONNECT** background knowledge with new knowledge

The students acquired relevant information in this phase according to previous topics. Here, the resources used were from books and the Internet as handouts, slides with vocabulary or grammatical tips through Canva, and videos from YouTube. As a result, the students could understand the topic explained, which the teacher mediated. In addition, it is relevant to highlight that all the links were shared through WhatsApp or Facebook applications.

Stage 3: Practice Stage 1—**Controlled**

During this phase, the teacher supervised and helped students based on the sort of task that they must complete in class. The teacher monitored the development of activities or games using internet resources and social media sites to make the exercises more interactive and dynamic. As a result, the teacher paid attention to whether or not the learners had difficulty with the previously explained topics.

Stage 4: Practice Stage 2—**Guided**

The teacher facilitated this phase; however, it is frequently done in groups or pairs, making it more effective for the student's performance in a cooperative and collaborative environment. They had a more significant opportunity to exchange information and reinforce their expertise through social media platforms. The activities could be graded or discussed in class.

Stage 5: Activities to **AFFIRM** knowledge

The most important task is to consolidate the students' knowledge through an assessment or assignment that shows their understanding of the exercises and previous topics using social media such as WhatsApp, Facebook, and YouTube to develop their potential. Thus, the teacher determined the number of students who understood the class and who required feedback. Similarly, learners had the opportunity to reinforce their knowledge since they could learn from their mistakes and experiences while applying technological resources as innovative teaching and learning techniques.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter details and analyzes the results collected from the instruments used in the study: pre-test, post-test, rubric, and survey, with the control and experimental groups, for which frequency table and percentage graphs were developed using SPSS Statistics v26 to demonstrate the influence of social media on EFL students' speaking skills in the second years of BGU at Unidad Educativa 12 de Noviembre in Pillaro, Tungurahua Province.

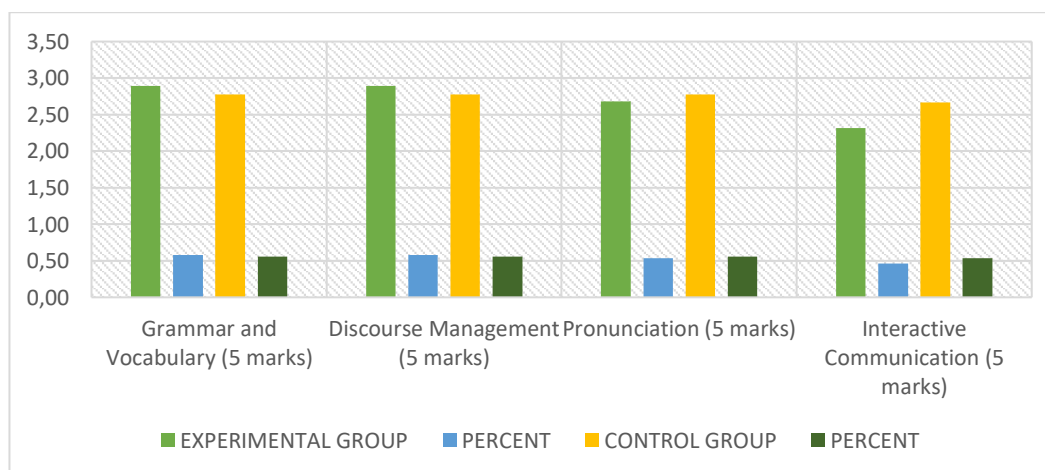
4.1. Pre-test

Table 3
Pre-test Results

	EXPERIMENTAL GROUP	PERCENT	CONTROL GROUP	PERCENT	DESIRABLE SCORE
Grammar and Vocabulary	2,89	58%	2,78	56%	5
Discourse Management	2,89	58%	2,78	56%	5
Pronunciation	2,68	54%	2,78	56%	5
Interactive Communication	2,32	46%	2,67	53%	5
SCORE	10,79	54%	11,00	55%	20

Note: Experimental and Control group
Source: Villalva, M. (2022).

Figure 3
Pre-test Results



Note: Pre-test
Source: Villalva, M. (2022).

4.1.1. Analysis and interpretation

For the development of the research, the instruments used for the pre-test were a standardized speaking test adapted from the Center for Intensive English Studies of Florida State and a speaking rubric from Cambridge B1, which measured the following parameters: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. Thus, the experimental and control groups received the same content and treatment. The students from the experimental group got a total score of 10.79/20, corresponding to 54%, and the control group received 11/20, corresponding to 55%. It means there is no significant result according to the scores. However, it is essential to highlight that these scores are before the application of the intervention sessions in the use of social media on EFL students' speaking skills.

4.2. Post-test

Table 4

Post-test Results

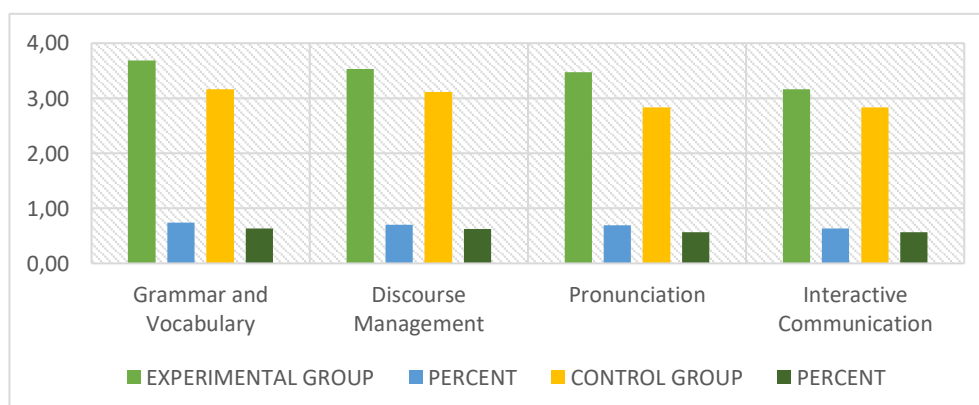
	EXPERIMENTAL GROUP	PERCENT	CONTROL GROUP	PERCENT	DESIRABLE SCORE
Grammar and Vocabulary	3,68	74%	3,17	63%	5
Discourse Management	3,53	71%	3,11	62%	5
Pronunciation	3,47	69%	2,83	57%	5
Interactive Communication	3,16	63%	2,83	57%	5
SCORE	13,84	69%	11,94	60%	20

Note: Experimental and Control group

Source: Villalva, M. (2022).

Figure 4

Post-test Results



Note: Post-test

Source: Villalva, M. (2022).

4.2.1. Analysis and interpretation

After five weeks of intervention, the experimental group was tested with the same standardized test from the Center for Intensive English Studies of Florida State and the speaking rubric from Cambridge. The purpose here was to analyze whether the resources, techniques, methodology, planning, and social media sessions have improved the students' speaking skills. It showed that the experimental group showed a significant improvement of 69%, an increase of 15%. On the other side, the control group only raised 60% of qualifications, 5% concerning the capabilities only with traditional instruction.

4.3. T-test

A T-test was applied to analyze the significant difference in the findings collected from the students in this study using a confidence level of 95%. The resulting data were the following:

Table 5

T-test of Post-test

		t	df	Sig. (2-tailed)	Mean Difference	Std. error difference	95% confidence interval of the difference	
							Inferior	Superior
Post-test	Equal variances assumed	-2,592	35	0,014	-1,89766	0,73226	-3,38423	0,41109
	Equal variances not assumed	-2,599	34,904	0,014	-1,89766	0,73007	-3,37993	0,41539

Note: T-test

Source: Villalva, M. (2022).

4.3.1. Hypothesis verification

To give reliability to the outcomes, a t-test was applied to compare the data obtained with the control and experimental groups during the post-test, giving a two-tailed significance value of <0.05 , indicating that this value presents a significant difference between the two studies groups. Thus, it is stated that the development of English-speaking ability results from social media applications. Therefore, this study's alternative hypothesis (H1) mentions that social media influences on EFL learners' speaking skills from second-year BGU at Unidad Educativa 12 de Noviembre is

accepted. In contrast, the null hypothesis (Ho), which mentions that social media does not influence on EFL learners' speaking skills from second-year BGU at Unidad Educativa 12 de Noviembre, is rejected.

4.4. Survey

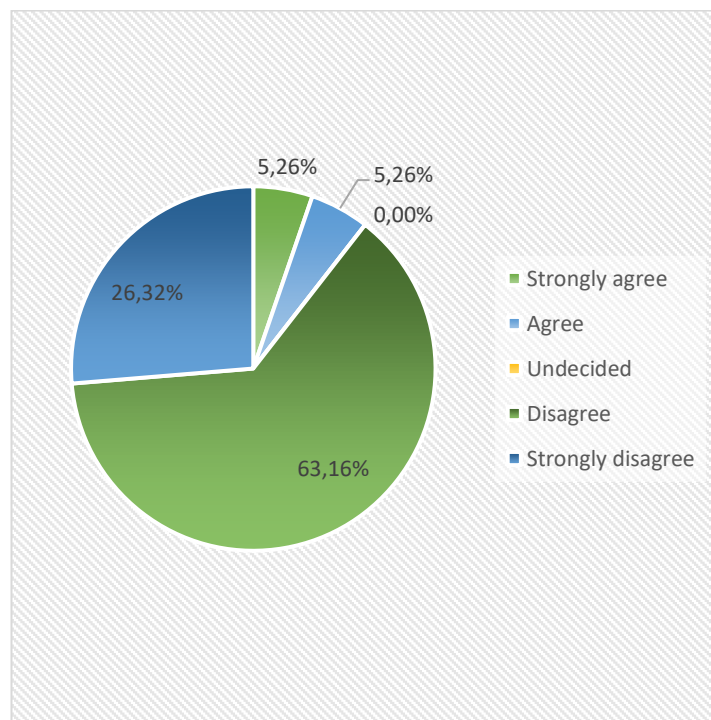
Table 6
Social media is used only for entertainment

Scale	Frequency	%
Strongly agree	1	5,26%
Agree	1	5,26%
Undecided	0	0,00%
Disagree	12	63,16%
Strongly disagree	5	26,32%
Total	19	100,00%

Note: Survey

Source: Villalva, M. (2022).

Figure 5
Social media is used only for entertainment



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The graph shows that 12 students representing 63,16% disagree that social media is used only for entertainment, 5 students representing 26,32%, strongly disagree. Moreover, 1 student representing 5,26% strongly agree, and 1 student representing 5,26% agree.

This data proves that social media is used for more than just entertainment or personal issues. It is a vast information resource where students may seek assistance in education, politics, economics, health, sports, etc.

Table 7

Learners spend too much time using social media in their free time

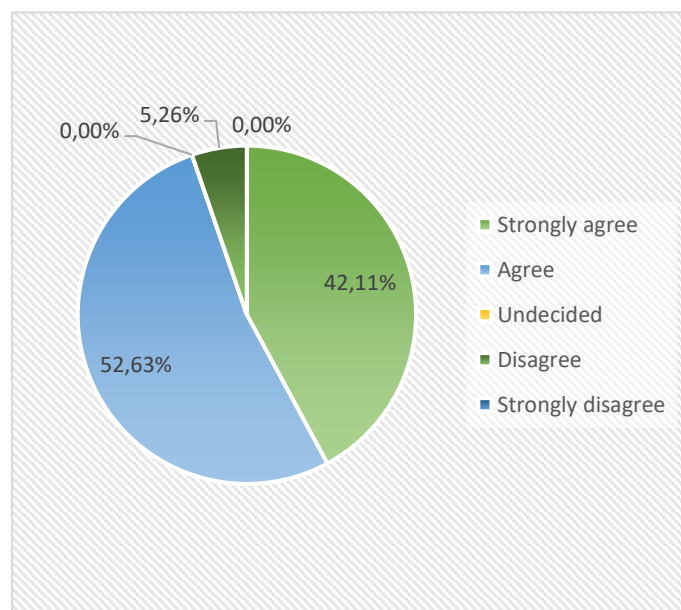
Scale	Frequency	%
Strongly agree	8	42,11%
Agree	10	52,63%
Undecided	0	0,00%
Disagree	1	5,26%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 6

Learners spend too much time using social media in their free time



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

It is evident that 10 students representing 52,63% agree that they spend too much time using social media in their free time, 8 students representing 42,11% strongly agree, and 1 student with 5,26% disagree.

With these outcomes, it is observed that learners spend most of their leisure time exploring various types of social media platforms that can serve as a means of communication through which education might enhance their English abilities.

Table 8

Social media is regarded as an essential source of information

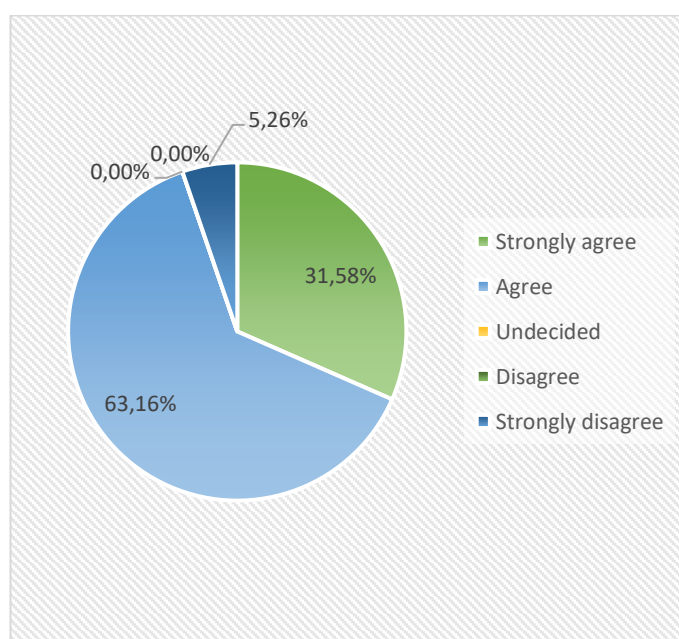
Scale	Frequency	%
Strongly agree	6	31,58%
Agree	12	63,16%
Undecided	0	0,00%
Disagree	0	0,00%
Strongly disagree	1	5,26%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 7

Social media is regarded as an essential source of information



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The data analysis illustrates that 12 students representing 63,16%, agree that social media is regarded as an essential source of information, 6 students representing 31,58%, strongly agree, and 1 student representing 5,26% strongly disagree.

With this result, students have particular preferences in using social media to research information about different topics according to their needs or interests because they can investigate many pages about a specific topic easily and comfortably.

Table 9

Social media let you communicate fastly and in real-time

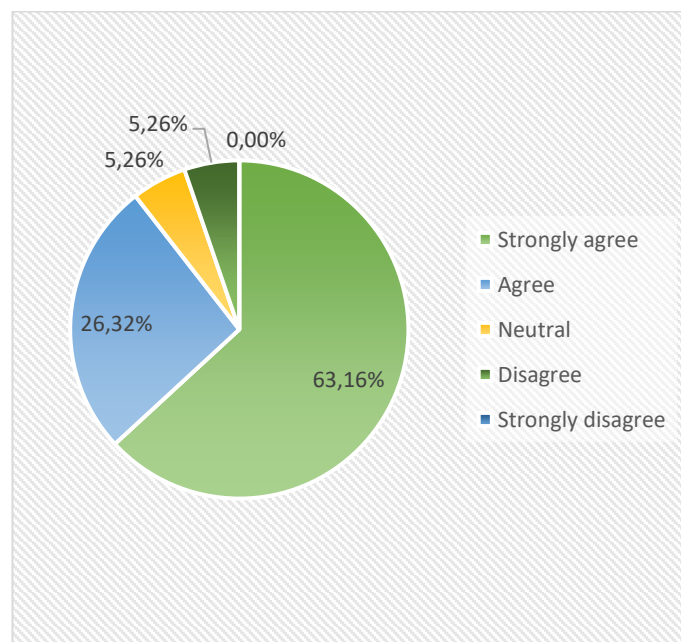
Scale	Frequency	%
Strongly agree	12	63,16%
Agree	5	26,32%
Neutral	1	5,26%
Disagree	1	5,26%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 8

Social media let you communicate fastly and in real-time



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The statistical results point out that 12 students who represent 63, 16% strongly agree that social media let them communicate fastly and in real-time, 5 students who represent 26, 32% agree, 1 student who represents 5, 26% is neutral, and 1 student who represents 5, 26% disagree.

According to this analysis, students prefer using social media to communicate quickly without wasting time because these powerful resources are not limited. Because of that, they save time and money by communicating effectively, and students can easily share their thoughts or opinions, emphasizing oral production.

Table 10

Social media is a support in the academic area

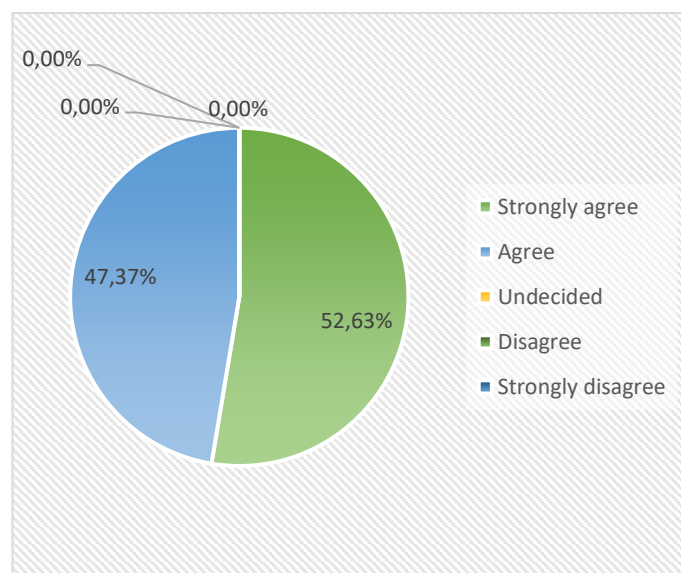
Scale	Frequency	%
Strongly agree	10	52,63%
Agree	9	47,37%
Undecided	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 9

Social media is a support in the academic area.



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The illustration reveals that 10 students representing 52,63 %, strongly agree that social media is a support in the academic area, and 9 students representing 47,37%, agree.

The percentage of students looking for help on social media, especially in education-related topics, is high. Students feel motivated to search for helpful information which can reinforce and update their knowledge.

Table 11

Social media motivates students to reinforce their knowledge in topics of interest for them

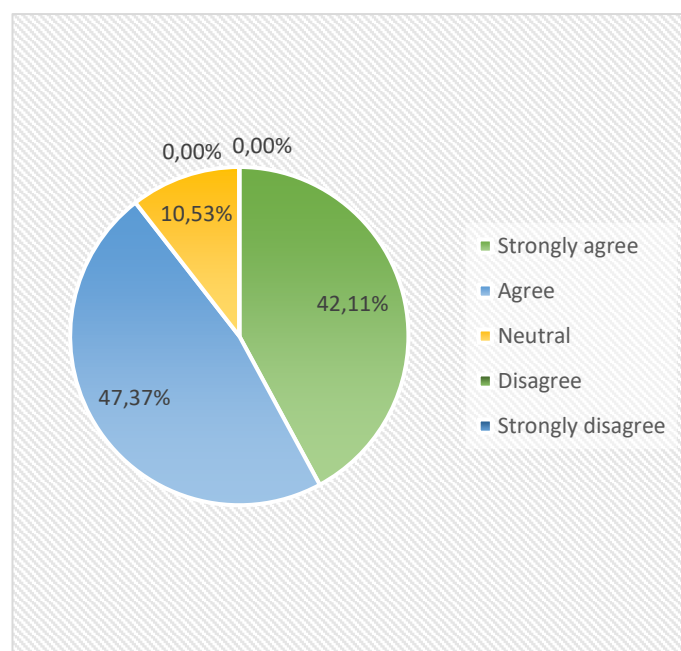
Scale	Frequency	%
Strongly agree	8	42,11%
Agree	9	47,37%
Neutral	2	10,53%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 10

Social media motivates students to reinforce their knowledge in topics of interest for them



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

Of 19 students, 9 of them representing 47, 37% agree that social media motivates to reinforce their knowledge in topics of interest for them, and 8 students representing 42,11% strongly agree. On the other hand, 2 students representing 10,53% keep neutral.

Based on these findings, it is clear that students are more comfortable using social media since they find interactive tools to help them learn more. Furthermore, they are more interested in finding materials to help them in their academic studies such as videos, games, grammatical tips, active pages to perform the English language, etc.

Table 12

Teachers should incorporate more social media activities inside and outside the classrooms

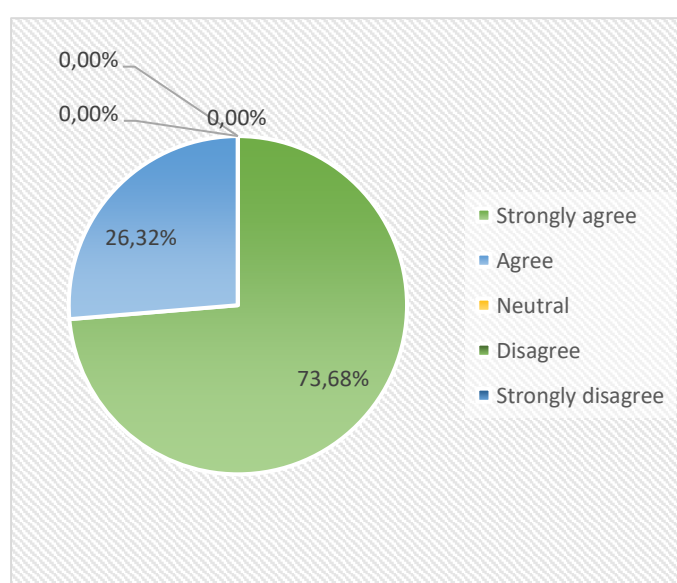
Scale	Frequency	%
Strongly agree	14	73,68%
Agree	5	26,32%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 11

Teachers should incorporate more social media activities inside and outside the classrooms



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The descriptive statistics confirm that 14 students representing 73, 68%, strongly agree that teachers should incorporate more social media activities inside and outside the classrooms, and 5 students representing 26, 32%, agree.

This indicator reaffirms that social media greatly support the educational environment for developing students' communicative skills in the English language. Therefore, students consider the importance of social media for different tasks to improve their English, especially speaking skills that are not practiced more often.

Table 13

English classes should use social media applications to make them more dynamic

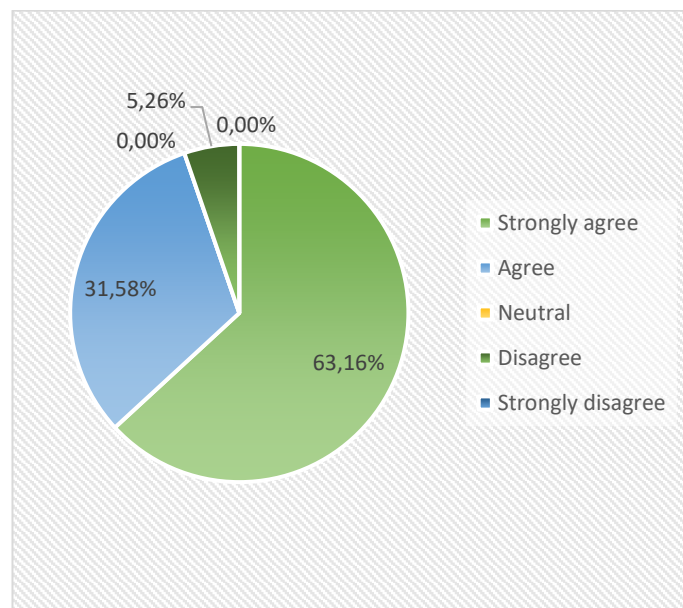
Scale	Frequency	%
Strongly agree	12	63,16%
Agree	6	31,58%
Neutral	0	0,00%
Disagree	1	5,26%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 12

English classes should use social media applications to make them more dynamic



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

Following the data analysis, 12 students representing 63,16 %, strongly agree that English classes should use social media applications to make them more dynamic, 6 students representing 31, 58 %, agree, and 1 student representing 5, 26%, disagree.

This data confirms that students like to use social media applications for educative topics because the English classes are more exciting and encourage them to learn funnily using different technologies. Because of that, English teachers should take advantage of the Computing laboratories to become more familiar and manage social media appropriately.

Table 14

The English skills (Listening, reading, speaking, and writing) can be fostered through the appropriate use of social media

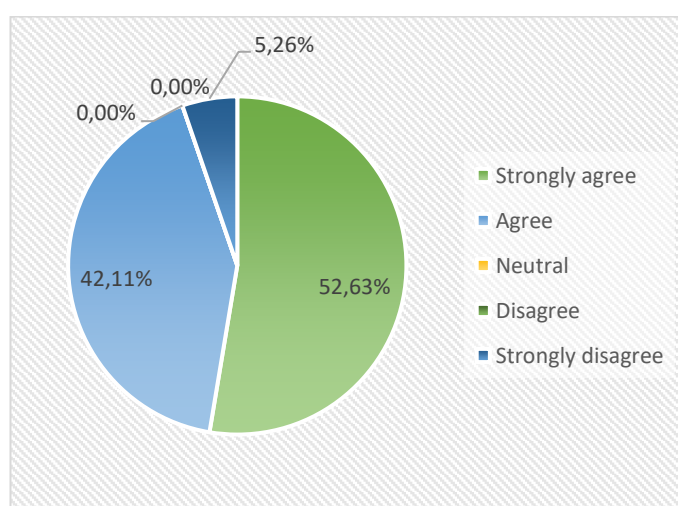
Scale	Frequency	%
Strongly agree	10	52,63%
Agree	8	42,11%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	1	5,26%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 13

The English skills (Listening, reading, speaking, and writing) can be fostered through the appropriate use of social media



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The graph highlights that 10 students representing 52,63%, strongly agree that the English language and its four skills can be fostered through the appropriate use of social media, 8 students representing 42,11% agree, and 1 student representing 5,26% strongly disagree.

This information concludes that the English language and social media are closely related to pushing education to a high-quality standard in which learners may enhance their English abilities by learning and having fun simultaneously.

Table 15

Social media has become well-known as an effective means of communication in the educational system during this pandemic situation

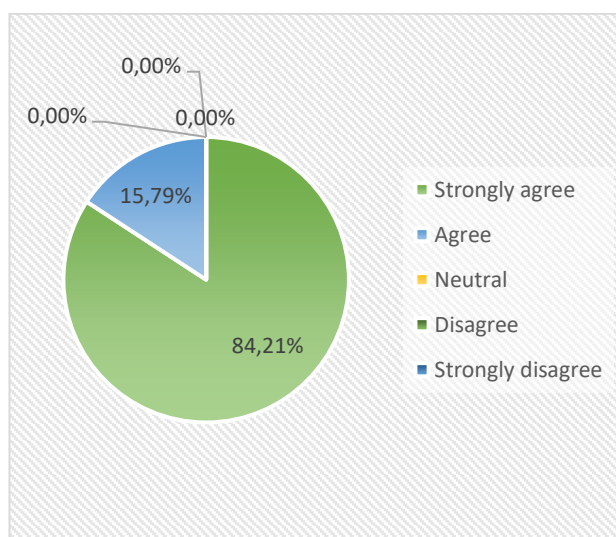
Scale	Frequency	%
Strongly agree	16	84,21%
Agree	3	15,79%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 14

Social media has become well-known as an effective means of communication in the educational system during this pandemic situation



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

According to the statistical results, 16 students representing 84,21%, strongly agree that social media has become well-known as an effective means of communication in the educational system during this pandemic situation, and 3 students representing 15,79 %, agree.

This data states that social media plays a leading role in effective communication, especially in the educational system, because teachers and students have to use it as a necessary educational resource. Thus, they realized how important is social media when facing an unexpected pandemic like Covid-19.

Table 16

The use of social media in class benefits you

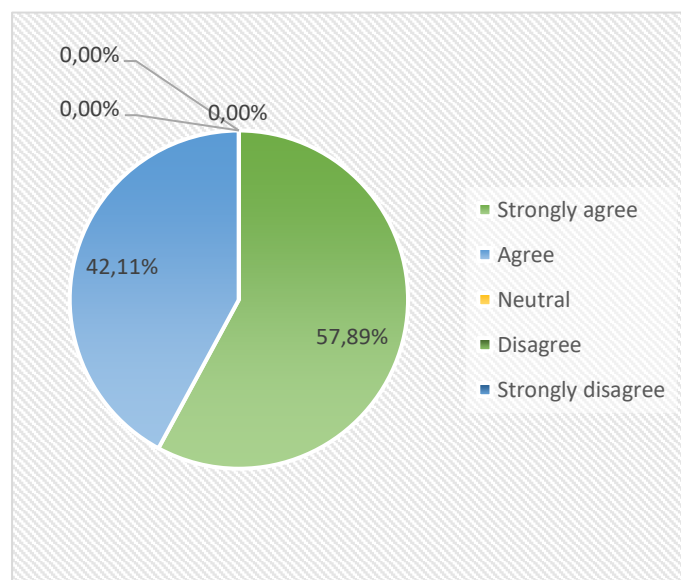
Scale	Frequency	%
Strongly agree	11	57,89%
Agree	8	42,11%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 15

The use of social media in class benefits you



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The pie chart shows that 11 students representing 57,89%, strongly agree that the use of social media in class benefits them, and 8 students representing 42,11%, agree.

Indeed, social media and social networks are immersed in all interactive environments, and the classroom is no exception, given the communication experienced easily and instantaneously (Cervantes, 2019). In addition, social media supports education, and students are more interested in learning.

Table 17

Social media encourages you to develop your English skills

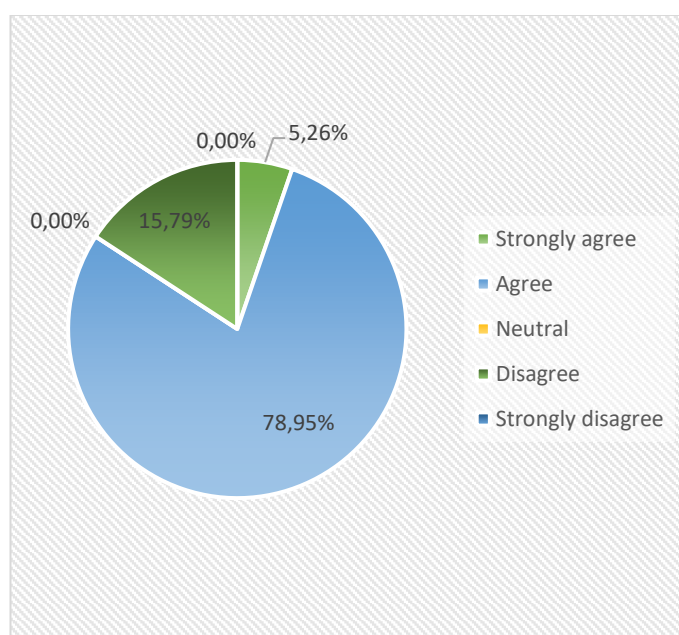
Scale	Frequency	%
Strongly agree	1	5,26%
Agree	15	78,95%
Neutral	0	0,00%
Disagree	3	15,79%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 16

Social media encourages you to develop your English skills



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

Of the surveyed participants, 15 students representing 78,95% agree that social media encourages them to develop their English skills, 3 students representing 15,79% disagree, and 1 student representing 5,26% strongly agree.

According to these statistics, learners prefer using social media to study English since many options catch their curiosity, and English seems entertaining.

Table 18

Teachers should use social media to improve the learners English-speaking skills

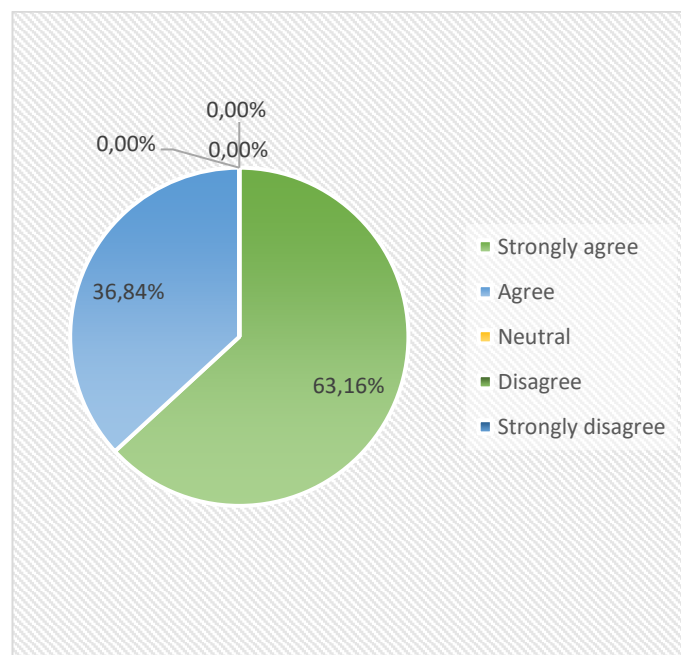
Scale	Frequency	%
Strongly agree	12	63,16%
Agree	7	36,84%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 17

Teachers should use social media to improve the learners English-speaking skills



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

Statistically, 12 students representing 63,16%, strongly agree that teachers should use social media to improve the learners English-speaking skills, and 7 students representing 36,84%, agree.

With this information, students suggest to teachers that it is necessary to incorporate social media activities in the classrooms because students feel more attracted to performing the English language but in particular the oral production because they feel self-confident and motivated when speaking in English. They do not feel stressed, insecure, or afraid of possible mistakes in their pronunciation.

Table 19

Learners can work cooperatively and collaboratively by using social media

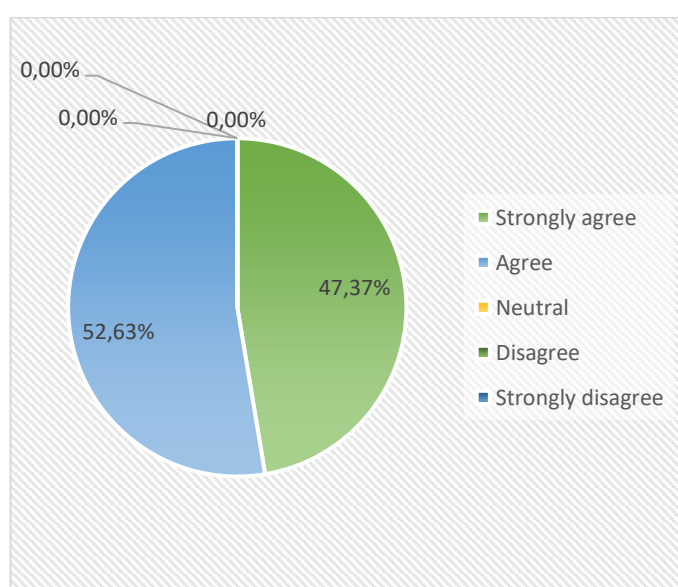
Scale	Frequency	%
Strongly agree	9	47,37%
Agree	10	52,63%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 18

Learners can work cooperatively and collaboratively by using social media



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

The graph indicates that 10 students representing 52,63%, agree that learners can work cooperatively and collaboratively by using social media, and 9 students representing 47,37%, strongly agree.

The data collected from this question highlights that students can share their experiences, mistakes, ideas, and opinions by working in teams using social media. They do not feel alone in the learning process or when they are in trouble.

Table 20

Students can become more self-critical, creative, and self-confident through social media

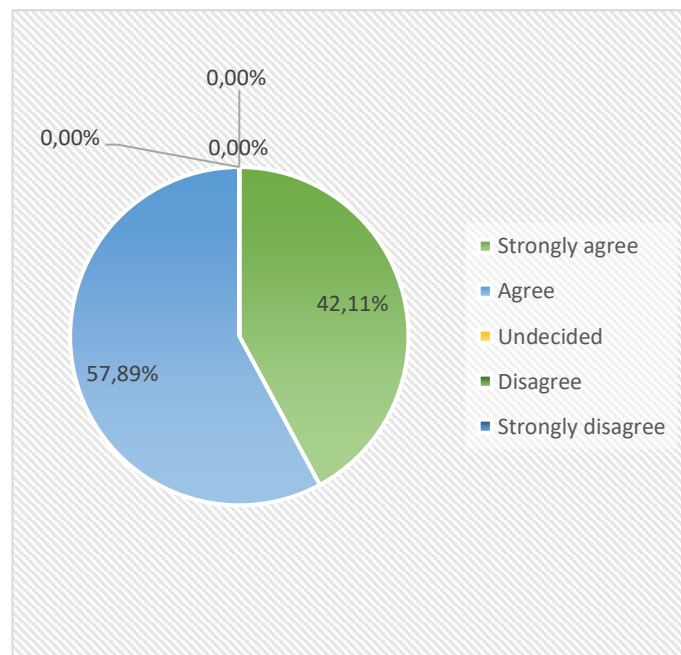
Scale	Frequency	%
Strongly agree	8	42,11%
Agree	11	57,89%
Neutral	0	0,00%
Disagree	0	0,00%
Strongly disagree	0	0,00%
Total	19	100%

Note: Survey

Source: Villalva, M. (2022).

Figure 19

Students can become more self-critical, creative, and self-confident through social media



Note: Survey

Source: Villalva, M. (2022).

Analysis and interpretation

In the last question, the statistical results reveal that 11 students representing 57,89%, agree that students can become more self-critical, creative, and self-confident through social media, and 8 students representing 42,11%, strongly agree.

This statistical evidence confirms that students regard social media as valuable instruments for discovering information, reinforcing their knowledge, and improving their English abilities since they learn by doing and performing their weaknesses. Additionally, through social media, learners can develop fluent speech without being intimidated or judged.

4.5. Discussion

The findings acquired by various authors can be compared to the data gathered in the current study. In the same context, the author Anankulladetch (2017) denoted that social media allow a better understanding, engagement, and improvement of academic performance in students of English as a foreign language. Asserting the data collected in this study, students significantly improved the four evaluation criteria using social media to deliver educational topics according to the speaking rubric.

On the other hand, Mansor (2016) pointed out that social media generates a conducive environment for proper development, thus allowing an active collaboration between teachers and English learning facilities for students. Therefore, it contrasts with the previous data showing that social media in teaching English allows more accessible and interactive learning, motivating learners to develop verbal output through meaningful communication.

Thus, it is evident that social media can play a leading role in performing the English skills in students. As a result, this study highlights that social media encourages learners to use these tools to foster an education of quality.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES, AND ANNEXES.

5.1. CONCLUSIONS

This research has let us evidence how social media positively influences the development of the oral production of EFL learners. The results were the following:

- The advantages of incorporating social media in education, mainly in the educative community "12 de Noviembre" revealed that social media is not only for enjoyment. Furthermore, teachers and students used social media platforms as innovative and dynamic tools because they could all explore new alternatives to share educative links, look for additional information, watch videos, exchange documents, and make recordings in which learners feel self-confident and relaxed, and lastly update their technological skills. Additionally, learners pointed out how valuable social media was during these difficult times in the educational system due to the pandemic, as evidenced by the online survey findings.

On the other side, learners were encouraged to participate in interactive and funny activities individually, in pairs, or in groups, creating a stimulating, helpful, and didactic atmosphere in the teaching-learning process. Consequently, those were the results of applying the ASSURE methodology, the ACA planning, and social media intervention to the experimental group during the intervention sessions as a modern alternative to support education and enhance the English language.

- The most used social media for learning the English language in this research demonstrates that learners had particular preferences in using Facebook, YouTube, and WhatsApp to develop different activities inside and outside the classroom as more effective and pleasant teaching-learning strategies as a result of the lesson planning. Additionally, learners had plenty of knowledge on managing these trendy tools with security and confidence. In this sense, it is clear that the advancement in communication and technology positively perform English language skills. Furthermore, these helpful social media foment creativity, reasoning, and respect for the different points of view,

making the English classes a fruitful experience while learning. In fact, according to the demands of this competitive society, these tools are closely connected to the real world for real situations and necessities where the English language plays an indispensable role in education.

- During this study, social media proved its helpfulness in EFL to enhance students' speaking proficiency because the pupils from the experimental group were encouraged to use social media in the different activities developed inside and outside the computing laboratory to produce the verbal output. As a result, learners feel self-reliant, self-critical, and easygoing in expressing their ideas without thinking about possible mistakes, hesitations, or judgments from others and improving their speech. Learners performed their listening skills and comprehension by improving their speaking ability. Moreover, the intervention and control groups developed a Pre-test and a Post-test of speaking. The instruments were a test from the Center for Intensive English Studies of Florida State and a standardized rubric from Cambridge (B1).

The statistical results in the pre-test showed that the control group got 11% and the experimental group got 10.79%, with no meaningful significance over 20. In other words, the two groups began with identical features in terms of English language competence and speaking skill. On the other side, the statistical results in the post-test showed that the intervention group had a meaningful improvement of 15% in their oral production, highlighting progress in aspects of fluency, accuracy, grammar, vocabulary, and security according to the criteria from the speaking rubric. In contrast, the control group got a minimum improvement of only 5%.

5.2. RECOMMENDATIONS

Recommendations can build new alternatives to overcome obstacles and look for solutions according to the research purpose.

- Social media positively influences EFL students to encourage them in the teaching-learning process in the educative field. Hence, learners feel more comfortable and interested in acquiring new knowledge practically without pressure or obligation. Undoubtedly, English teachers must incorporate more social media activities into their daily classes because nowadays, technology and education are linked towards the same goals: progress and quality. Besides, students learn by hearing, watching, writing, and reading but interactively depending on their demands or purposes.
- The Ecuadorian curriculum should innovate the traditional methods into new ones incorporating social media for educational goals and improving the English language abilities. Besides, educators ought to integrate Facebook, YouTube, and WhatsApp as interactive social media channels of communication and interchange of information to create a friendly work environment. Additionally, the methodology ASSURE and the ACA design as a planning model, which simultaneously contains innovative and interactive stages, strengthens the English skills through technological resources. In this sense, teachers should try different methodologies and strategies like those present in this research with the solid objective of assisting learners according to their background, needs, and interests.
- To implement TICs in public institutions is suggested because many learners urgently need to manage these technologies efficiently, especially taking advantage of the computing laboratories. Thus, teachers and students can update their knowledge and link these skills with the appropriate use of social media to foster oral production. Furthermore, through this study, social media encourages learners to speak English because most of the time, during the English classes, they refuse to use this foreign language with the ideology of being judged or criticized. Unlike, teachers should apply speaking rubrics to assess the students' right level of oral production professionally and, depending on the weaknesses and strengths, give learners the most appropriate support.

5.3. REFERENCES

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5.4. ANNEXES

5.4.1. Annex 1. Commitment Letter

CARTA DE COMPROMISO

Pillaro, 06 de Septiembre de 2021

Doctor

Victor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Yo, Fanny Isabel Velasco Fierro, en calidad de Rectora de la Unidad Educativa "12 de Noviembre", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema " **THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS' SPEAKING SKILLS**" propuesto por la estudiante Mayra Patricia Villalva Reinoso, portadora de la Cédula de Ciudadanía 1803609245, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes

Atentamente



Dra. Fanny Isabel Velasco Fierro

CI: 1802297323

Telf: 032878087

Cel: 0983997783

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5.4.2. Annex 2. Pre-Test



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PRE-TEST - SPEAKING SKILLS

LEVEL: B1

INSTRUMENT: Speaking test from the Center for Intensive English Studies of Florida State.

OBJECTIVE: To assess students' knowledge and level of speaking at the current time.

INSTRUCTIONS:

- It is a face-to-face assessment.
- The time for the activity development can be 2-5 minutes.
- The teacher will conduct the examination.
- The speaking test has two main parts.

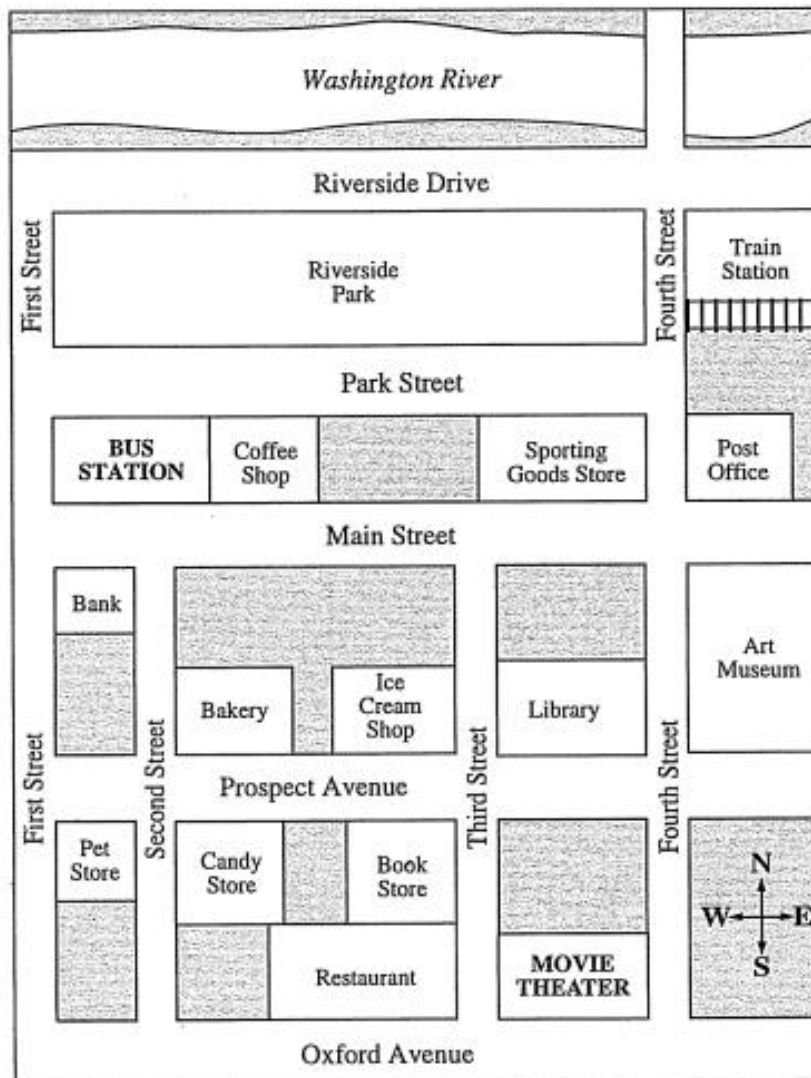
Section 1

These questions are for practicing and engaging students' participation in the speaking test.

- What is your examinee identification number?
- What is the weather like today?
- What are your plans for the rest of the day?

Section 2

This is a map of a neighboring town you have suggested that I visit. You will have 30 seconds to study the map. Then I will ask you some questions about it.



1. Choose one place on the map that you think I should visit and give me some reasons why you recommend this place.

2. I would like to see a movie. Please give me directions from the bus station to the movie theater.

3. One of your favorite movies is playing at the theater. Please tell me about the movie and why you like it.

Adapted from Florida State University:

<https://cies.fsu.edu/sites/g/files/imported/storage/original/application/b26685667710ecbeae65e17aa1f037e1.pdf>

5.4.3. Annex 3. Post-Test



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POST-TEST - SPEAKING SKILLS

LEVEL: B1

INSTRUMENT: Speaking test from the Center for Intensive English Studies of Florida State.

OBJECTIVE: To assess the students' speaking level after the intervention process.

INSTRUCTIONS:

- It is a face-to-face assessment.
- The time for the activity development can be 2-5 minutes.
- The teacher will conduct the examination.
- The speaking test has two main parts.

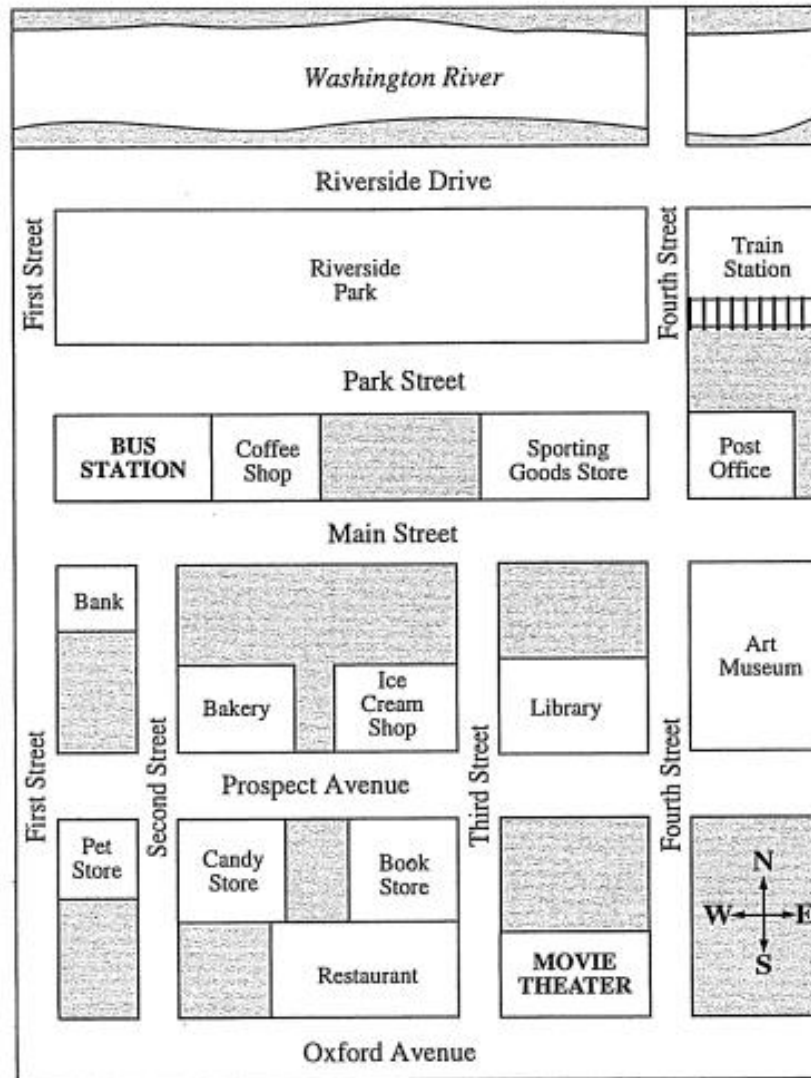
Section 1

These questions are for practicing and engaging students' participation in the speaking test.

- What is your examinee identification number?
- What is the weather like today?
- What are your plans for the rest of the day?

Section 2

This is a map of a neighboring town you have suggested that I visit. You will have 30 seconds to study the map. Then I will ask you some questions about it.



1. Choose one place on the map that you think I should visit and give me some reasons why you recommend this place.
2. I would like to see a movie. Please give me directions from the bus station to the movie theater.
3. One of your favorite movies is playing at the theater. Please tell me about the movie and why you like it.

Adapted from Florida State University:

<https://cies.fsu.edu/sites/g/files/imported/storage/original/application/b26685667710ecbeae65e17aa1f037e1.pdf>

5.4.4. Annex 4. Rubric



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RUBRIC FOR THE STANDARDIZED PRE-TEST AND POST-TEST CAMBRIDGE ASSESSMENT

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

Adapted from Cambridge University:

<https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

5.4.5. Annex 5. Lesson Plans



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Modified English Lesson Plan Template 1	
Topic: How to introduce yourself? Teacher: Mayra Villalva	Course: 2nd BGU Specialty: Mechanic Parallel: B Level: B1 Date: January 25th, 2022.
Learning Outcomes Students will be able to introduce themselves according to real-life situations.	Assessment/Evaluation criteria The teacher will evaluate the students' understanding of the topic through a rubric video presentation. Link: https://es.scribd.com/document/457349544/rubric-for-video-presentation
Key Vocabulary: - Parts of the day - Useful phrases to introduce yourself - Wh-words	Materials and resources: - Computing Laboratory/Projector - Canva, Padlet, Live worksheets, YouTube, Facebook, WhatsApp
Anticipated problems - Little interaction in the classroom environment. - Unnecessary noises and lack of attention. -Page without information.	Solutions - Be actively part of the class and ask students how they feel or understand the topics. - Tell students to be quiet and actively participate in the class. - Prepare a second online page if the first one does not work.
Interaction-Groupings-T>SS / T>S/ S>S/ SS>SS	
T>SS T>S	Time: 10 minutes
STAGES IN THE LESSON	
Activities to ACTIVATE KNOWLEDGE/Building Background / Motivation T. Encourages students to take part in the warm-up activity about brain gym https://www.youtube.com/watch?v=DJt6ORwxKmE Ss. Review vocabulary about parts of the day. Available link on Facebook. https://www.youtube.com/watch?v=1IDeCqB2vZI	

T>SS T>S	Time: 20 minutes	Activities to CONNECT background knowledge with new knowledge T. Explains the use of Padlet for the development of the students' introductions. Link shared in the WhatsApp group. Ss. Write a short introduction about themselves. https://es.padlet.com/mayravillalva82/k5kupptwxi7uzpj3
T<S T<SS	Time: 20 minutes	Practice Stage 1—Controlled T. Complete the online page below, take a screenshot of the final result, and send it to the WhatsApp group. https://es.liveworksheets.com/hm1889351jt Ss. Record their introductions from the previous activity using WhatsApp and share the information through the group.
SS<SS S<S	Time: 20 minutes	Practice Stage 2—Guided T. Work in pairs introducing each other. Ss. In pairs, record a video introducing each other and download it on YouTube.
T<S T<SS	Time: 10 minutes	Activities to AFFIRM knowledge -Production/Assessment / Evaluation Stage (Communicative Practice) T. Describes and encourages the students to write about someone famous and then make a video. Ss. Write a presentation about a famous person, make a video, upload it on YouTube, and share it in the WhatsApp group. Additionally, explore WhatsApp by listening to their classmates' works to get general information.
Student Activities (Check All That Apply): Scaffolding: ___ Modeling ___ Guided ___ Independent Grouping: ___ Whole Class ___ Small Group ___ Partners ___ Independent Processes: ___ Reading ___ Writing ___ Listening ___ Speaking Strategies: ___ Hands-On ___ Meaningful ___ Linked to Objectives Review and Assessment (Check All That Apply): Individual ___ Group ___ Written ___ Oral ___		
General notes on differentiation / learning styles/ gender and cultural equality/ sustainability/ inclusive education		



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Modified English Lesson Plan Template 2		
Topic: Places in the city Teacher: Mayra Villalva		Course: 2nd BGU Specialty: Mechanic Parallel: B Level: B1 Date: February 1st, 2022.
Learning Outcomes Students will be able to understand the grammatical structure to describe places in a city.		Assessment/Evaluation criteria The teacher will evaluate the students’ understanding of the topic through oral presentations using a rubric. Link: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Speaking/Speaking_rubric_mm2281932oq
Key Vocabulary: - Places in the city - Giving directions - Useful verbs (walk, turn) - Cardinal directions		Materials and resources: - Computing Laboratory/ Projector - Canva-Word wall- Live worksheets- YouTube -WhatsApp-Facebook
Anticipated problems - Little interaction in the classroom environment. - Unnecessary noises and lack of attention. -Page without information.		Solutions - Be actively part of the class and ask students how they feel or understand the topics. - Tell students to be quiet and actively participate in the class. - Prepare a second online page if the first one does not work.
Interaction-Groupings- T>SS / T>S/ S>S/ SS>SS		STAGES IN THE LESSON
T>SS T>S	Time: 10 minutes	Activities to ACTIVATE KNOWLEDGE/Building Background / Motivation T. Introduces a warm-up activity about places around a town. Ss. Guessing game https://www.youtube.com/watch?v=kK4DOPR41Nc
T>SS T>S	Time: 20 minutes	Activities to CONNECT background knowledge with new knowledge T. Introduces vocabulary related to places in a city through Canva. Link available on WhatsApp

		<p>https://www.canva.com/design/DAE3PqsA-Yc/44KRxbmQCPZrEo834TAb3g/view?utm_content=DAE3PqsA-Yc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. Watch the video about places and practice pronunciation. Link available on WhatsApp and Facebook.</p> <p>https://www.youtube.com/watch?v=UdDXIL9u0vI</p> <p>Ss. Figure out the exercise about places in a city and send a screenshot to WhatsApp. Link available on WhatsApp and Facebook.</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Places_in_the_city/Places_in_a_city_rg91380dk</p>
T<S T<SS	Time: 20 minutes	<p>Practice Stage 1—Controlled</p> <p>T. Guessing activities (places). Link available on WhatsApp and Facebook. https://www.canva.com/design/DAE3bD4RtCs/1fILoToFu4CVaEhc-1WYjg/view?utm_content=DAE3bD4RtCs&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. Hagman game: Record the found vocabulary using WhatsApp and send it to the group. Link available on WhatsApp.</p> <p>https://www.hangmanwords.com/play/custom?g=YmFuayUwQXJlc3RhdxJhbnQIMEFob3NwaXRhbCUwQW11c2V1bSUwQWZpcmUIMjBzdGF0aW9uJTBBdGhlYXRlciUwQXN1cGVybWFya2V0JTBBbGlicmFyeQ==</p>
SS<SS S<S	Time: 20 minutes	<p>Practice Stage 2—Guided</p> <p>T. Presents a video and explains the Simple Present Tense and provides examples. https://www.youtube.com/watch?v=gfoGtdxeGEs</p> <p>Ss. Write five sentences using the Simple Present guided with the photo on Facebook and figure out the Word wall activity. Learners can ask for the support of the person next to them. Link available on WhatsApp and Facebook. https://wordwall.net/resource/28424600</p>
T<S T<SS	Time: 10 minutes	<p>Activities to AFFIRM knowledge - Production/Assessment / Evaluation Stage (Communicative Practice)</p> <p>T. Feedback. Presentation of nice pictures about places using Canva. Link available on WhatsApp and Facebook.</p>

		<p>https://www.canva.com/design/DAE3P0jCE20/DIPy0y8I3KDzXvPos5vKoQ/view?utm_content=DAE3P0jCE20&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. Choose one picture from the teacher’s presentation and describe it. Record your selection and send to the WhatsApp group.</p> <p>T. Listening activity. Send a screenshot with the punctuation through WhatsApp. Link available on WhatsApp https://es.liveworksheets.com/rh2148713dc</p>
<p>Student Activities (Check All That Apply):</p> <p>Scaffolding: ___ Modeling ___ Guided ___ Independent</p> <p>Grouping: ___ Whole Class ___ Small Group ___ Partners ___ Independent</p> <p>Processes: ___ Reading ___ Writing ___ Listening ___ Speaking</p> <p>Strategies: ___ Hands-On ___ Meaningful ___ Linked to Objectives</p> <p>Review and Assessment (Check All That Apply):</p> <p>Individual ___ Group ___ Written ___ Oral ___</p>		
<p>General notes on differentiation / learning styles/ gender and cultural equality/ sustainability/ inclusive education</p>		



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Modified English Lesson Plan Template 3		
Topic: Prepositions of place Teacher: Mayra Villalva		Course: 2nd BGU Specialty: Mechanic Parallel: B Level: B1 Date: February 8th, 2022.
Learning Outcomes Students will be able to use the prepositions of place in a city and give short descriptions of specific places.		Assessment/Evaluation criteria The teacher will evaluate the students' understanding of the topic through oral presentations using a rubric. Link: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Speaking/Speaking_rubric_mm2281932oq
Key Vocabulary: - Prepositions of place - Useful phrases to describe places.		Materials and resources: - Computing Laboratory/ Projector - Canva-Ward wall- Voice Spice-WhatsApp-Facebook- YouTube
Anticipated problems - Little interaction in the classroom environment. - Unnecessary noises and lack of attention. - Page without information.		Solutions - Be actively part of the class and ask students how they feel or understand the topics. - Tell students to be quiet and actively participate in the class. - Prepare a second online page if the first one does not work.
Interaction-Groupings-T>SS / T>S/ S>S/ SS>SS		STAGES IN THE LESSON
T>SS T>S	Time: 10 minutes	Activities to ACTIVATE KNOWLEDGE/Building Background / Motivation T. Encourages learners to participate in the Word search activity Ss. Work actively to reinforce the previous knowledge from the last class. Link available on WhatsApp https://www.educima.com/wordsearches/parts_of_the_city-49624
T>SS T>S	Time: 20 minutes	Activities to CONNECT background knowledge with new knowledge T. Presents and explains information related to prepositions of place. Link available on Facebook.

		<p>https://www.canva.com/design/DAE3D3oYH2Q/dQjWY1umad22t4M00AIUpQ/view?utm_content=DAE3D3oYH2Q&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. Practice pronunciation about prepositions of place. Where is it? Link available on WhatsApp https://www.youtube.com/watch?v=8F0NYBBKczM</p> <p>T. Explains further information about the correct use of prepositions of place in a city. Link available on WhatsApp and Facebook. https://www.canva.com/design/DAE3D1BLxc4/ZajvqxbGYv8V9plXmVEP2g/view?utm_content=DAE3D1BLxc4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. In groups of 5, write sentences about the presentation. One per group record the activity and share it in the WhatsApp group. For example, the grocery store is in front of the high school.</p>
<p>T<S T<SS</p>	<p>Time: 20 minutes</p>	<p>Practice Stage 1—Controlled</p> <p>T. Explains the steps to follow to work in the Word wall app. Ss. Develop the activity and send a screenshot to WhatsApp. Link available on WhatsApp https://wordwall.net/es/resource/1781623/english/unit-4-prepositions-of-place</p> <p>T. Invites students to think about different situations according to the picture. Link available on Facebook https://www.canva.com/design/DAE3DyZ2rnY/0933Hi1FgTQa9XphMcS4nw/view?utm_content=DAE3DyZ2rnY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Ss. Share their ideas, thoughts, or possible suggestions. For example, I recommend the bakery because the bread and biscuits are delicious.</p>

SS<SS S<S	Time: 20 minutes	Practice Stage 2—Guided T. Shares some images about Pillaro city and asks questions about each one. Example: Where is this picture about? Link available on WhatsApp and Facebook. https://www.canva.com/design/DAE3DyZ2rnY/0933Hi1FgTQa9XphMcS4nw/view?utm_content=DAE3DyZ2rnY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Ss. Share ideas about the pictures and give their comments according to the teacher’s questions.
	Time: 10 minutes	Activities to AFFIRM knowledge -Production/Assessment / Evaluation Stage (Communicative Practice) T. Asks students to answer the following question: How to get to the Bus station of Pillaro city from the Pichincha’s bank? In addition, the teacher gives a short explanation about the use of Voice Spice for answering the question and points out that the link must be shared in the WhatsApp group. Link available on WhatsApp https://voicespice.com/ . Ss. Record their answers and send the Voice Spice’s link to WhatsApp.
Student Activities (Check All That Apply): Scaffolding: ___Modeling ___Guided ___Independent Grouping: ___Whole Class ___Small Group ___Partners ___Independent Processes: ___Reading ___Writing ___Listening ___Speaking Strategies: ___Hands-On ___Meaningful ___Linked to Objectives Review and Assessment (Check All That Apply): Individual ___ Group ___ Written ___ Oral ___		
General notes on differentiation / learning styles/ gender and cultural equality/ sustainability/ inclusive education		



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Modified English Lesson Plan Template 4		
Topic: What is the weather like? Teacher: Mayra Villalva	Course: 2nd BGU Specialty: Mechanic Parallel: B Level: B1	Date: February 15th, 2022
Learning Outcomes Students will be able to describe the weather according to their reality.	Assessment/Evaluation criteria The teacher will evaluate the students’ understanding of the topic through Kahoot. Link: https://create.kahoot.it/share/the-weather/a50280ca-a9f8-4579-8aad-cb64cc0b8316	
Key Vocabulary: - Weather - Determiners - Wh-words	Materials and resources: - Computing Laboratory/ Projector - Canva, Kahoot, WhatsApp, YouTube, Facebook	
Anticipated problems - Little interaction in the classroom environment. - Unnecessary noises and lack of attention. - Page without information.	Solutions - Be actively part of the class and ask students how they feel or understand the topics. - Tell students to be quiet and actively participate in the class. - Prepare a second online page if the first one does not work.	
Interaction-Groupings-T>SS / T>S/ S>S/ SS>SS		
STAGES IN THE LESSON		
T>SS T>S	Time: 10 minutes	Activities to ACTIVATE KNOWLEDGE/Building Background / Motivation T. Encourages students to participate in the Warm-up activity about the weather. Link: https://www.youtube.com/watch?v=sIqgb1RrdWo Ss. Answer the question from the video.
T>SS T>S	Time: 20 minutes	Activities to CONNECT background knowledge with new knowledge T. Introduces vocabulary about the weather through Canva. Link available on WhatsApp and Facebook. https://www.canva.com/design/DAE3EuiOwGo/HNh0bAAaAQNsyUrUsjdrog/view?utm_content=DAE3EuiOwGo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Ss. Practice pronunciation of the previous vocabulary.

T<S T<SS	Time: 20 minutes	Practice Stage 1—Controlled T. Explains the activity and motivates students to participate in this fun activity by answering questions related to weather. Link available on WhatsApp https://assets.cambridgeenglish.org/activities-for-children/m-rw-05-whats-the-weather-like/story_html5.html?lms=1 Ss. Answer the question: How is the weather in Pillaro? Record the answer on WhatsApp and send it to the group.
SS<SS S<S	Time: 20 minutes	Practice Stage 2—Guided T. Organizes groups of work. Four members per group. Ss. Learners form groups of 4 members, surf the Internet and select a country in the world, research the climate and make a video presentation to upload to the Facebook group.
T<S T<SS	Time: 10 minutes	Activities to AFFIRM knowledge -Production/Assessment / Evaluation Stage (Communicative Practice) T. Explains how to work in Kahoot and provides the link. https://create.kahoot.it/share/the-weather/a50280ca-a9f8-4579-8aad-cb64cc0b8316 Ss. Complete the questions displayed in the Kahoot app and send the final result on the WhatsApp app.
Student Activities (Check All That Apply): Scaffolding: ___ Modeling ___ Guided ___ Independent Grouping: ___ Whole Class ___ Small Group ___ Partners ___ Independent Processes: ___ Reading ___ Writing ___ Listening ___ Speaking Strategies: ___ Hands-On ___ Meaningful ___ Linked to Objectives Review and Assessment (Check All That Apply): Individual ___ Group ___ Written ___ Oral ___		
General notes on differentiation / learning styles/ gender and cultural equality/ sustainability/ inclusive education		



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Modified English Lesson Plan Template 5		
Topic: Describe wonderful places Teacher: Mayra Villalva		Course: 2nd BGU Specialty: Mechanic Parallel: B Level: B1 Date: February 22nd, 2022.
Learning Outcomes Students will be able to understand the grammatical structure and make descriptions of pictures.		Assessment/Evaluation criteria The teacher will evaluate the students' understanding of the topic through oral presentations using a rubric. Link: https://www.slideshare.net/msedaghatian1/power-point-presentation-rubric-4088342
Key Vocabulary: - Places - Verbs - Adjectives - Linking words		Materials and resources: - Computing Laboratory/ Projector - Canva-YouTube- Facebook, WhatsApp
Anticipated problems - Little interaction in the classroom environment. - Unnecessary noises and lack of attention. - Page without information.		Solutions - Be actively part of the class and ask students how they feel or understand the topics. - Tell students to be quiet and actively participate in the class. - Prepare a second online page if the first one does not work.
Interaction-Groupings-T>SS / T>S/ S>S/ SS>SS		STAGES IN THE LESSON
T>SS T>S	Time: 10 minutes	Activities to ACTIVATE KNOWLEDGE/Building Background / Motivation T. Presents a song: We are the world (Warm-up activity) Ss. Watch the video and give their comments https://www.youtube.com/watch?v=I04FcfIVtcU
T>SS T>S	Time: 20 minutes	Activities to CONNECT background knowledge with new knowledge T. Introduce general ideas and valuable tips about describing a picture. Link available on WhatsApp and Facebook. https://www.canva.com/design/DAE3DOCdXd4/Lhdp8cGdSB2MZg1PDVcbfw/view?utm_content=DAE3DOCdXd4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Ss. Watch the video and describe the picture according to the teacher's explanation. Link on WhatsApp

		https://www.youtube.com/watch?v=539n3FN17fI
T<S T<SS	Time: 20 minutes	Practice Stage 1—Controlled T. Organizes 13 groups of work and assigns the number according to the wheel activity Teacher's link: https://es.piliapp.com/random/wheel/ Ss. Guided by Canva slides, know the picture they belong to, write a short description and record their answer on WhatsApp. Students' link: https://www.canva.com/design/DAE3DB78TwI/cKL8IrFnut5-uAy2EOu3VQ/view?utm_content=DAE3DB78TwI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
SS<SS S<S	Time: 20 minutes	Practice Stage 2—Guided T. Presents a video about some incredible places worldwide and encourages the students to give their comments. Link available on WhatsApp https://www.youtube.com/watch?v=gig9-jO7YL4 Ss. Work in pairs analyzing the images from the video and sharing their ideas and impressions.
T<S T<SS	Time: 10 minutes	Activities to AFFIRM knowledge - Production/Assessment / Evaluation Stage (Communicative Practice) T. Describe a place in the city using Canva and oral presentation in the class. (Individual) Ss. Describe the chosen place using Canva and share the link on WhatsApp.
Student Activities (Check All That Apply): Scaffolding: ___ Modeling ___ Guided ___ Independent Grouping: ___ Whole Class ___ Small Group ___ Partners ___ Independent Processes: ___ Reading ___ Writing ___ Listening ___ Speaking Strategies: ___ Hands-On ___ Meaningful ___ Linked to Objectives Review and Assessment (Check All That Apply): Individual ___ Group ___ Written ___ Oral ___		
General notes on differentiation / learning styles/ gender and cultural equality/ sustainability/ inclusive education		

5.4.6. Annex 6. Survey and Validations



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
“THE INFLUENCE OF SOCIAL MEDIA ON EFL LEARNERS’ SPEAKING SKILLS”

Objective: To analyze the influence of social media on EFL learners’ speaking skills from second-year BGU at Unidad Educativa 12 de Noviembre in Pillaro.

Note: Please, read each question carefully and answer with honesty.

Number	Question	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Social media is used only for entertainment.					
2	Learners spend too much time using social media in their free time.					
3	Social media is regarded as an essential source of information.					
4	Social media let you communicate fastly and in real-time.					
5	Social media is a support in the academic area.					
6	Social media motivates students to reinforce their knowledge in topics of interest for them.					
7	Teachers should incorporate more social media activities inside and outside the classrooms.					

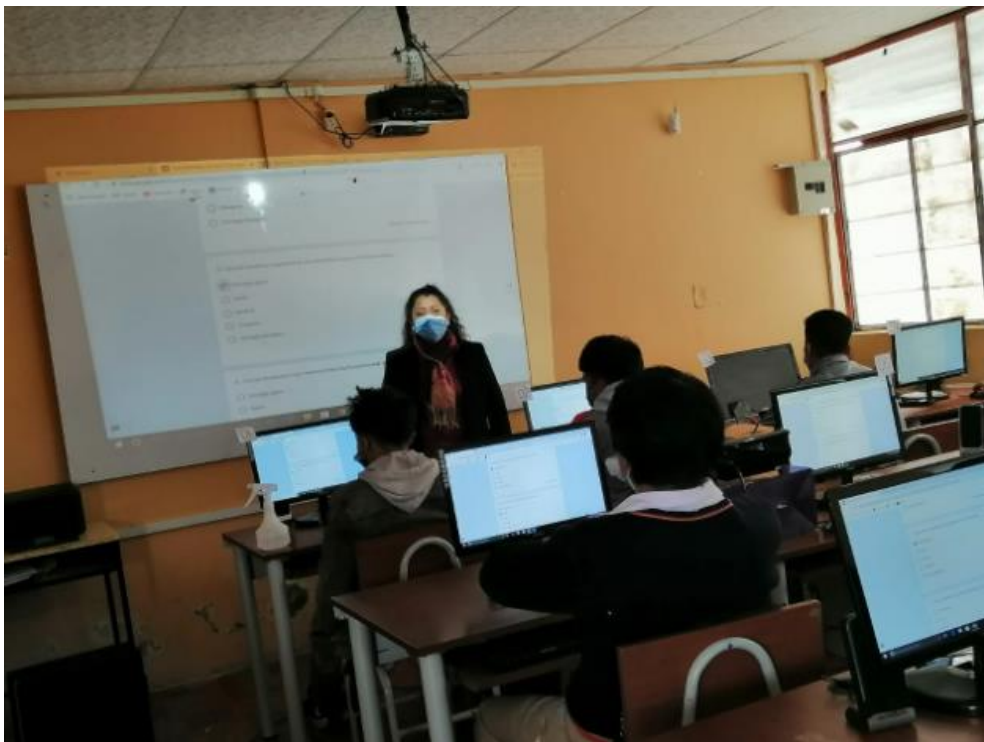
8	English classes should use social media applications to make them more dynamic.					
9	The English skills (listening, reading, speaking, and writing) can be fostered through the appropriate use of social media.					
10	Social media has become well-known as an effective means of communication in the educational system during this pandemic situation.					
11	The use of social media in class benefits you.					
12	Social media encourages you to develop your English skills.					
13	Teachers should use social media to improve the learners English-speaking skills.					
14	Learners can work cooperatively and collaboratively by using social media.					
15	Students can become more self-critical, creative, and self-confident through social media.					

Elaborated by: Villalva, M. (2022).

Validation 1: <https://drive.google.com/file/d/1SLyZrNqnQ209FySJda4ZGZI34ngEP2Mh/view?usp=sharing>

Validation 2: https://drive.google.com/file/d/1bK-puMilf_Dz1z-fiJDJvPaseHk0mWU/view?usp=sharing

5.4.7. Annex 7. Survey - Intervention



5.4.8. Annex 8. Pre-Test and Post-Test



Experimental Group Pre-Test

<https://drive.google.com/drive/folders/1aDbyDpjVo2wPFLngzfcSrQZGNGBQvQAs?usp=sharing>

Control Group Pre-Test

https://drive.google.com/drive/folders/1w_kstiqbmp0WGDcNV4gWajAeUyh-M9Ra?usp=sharing



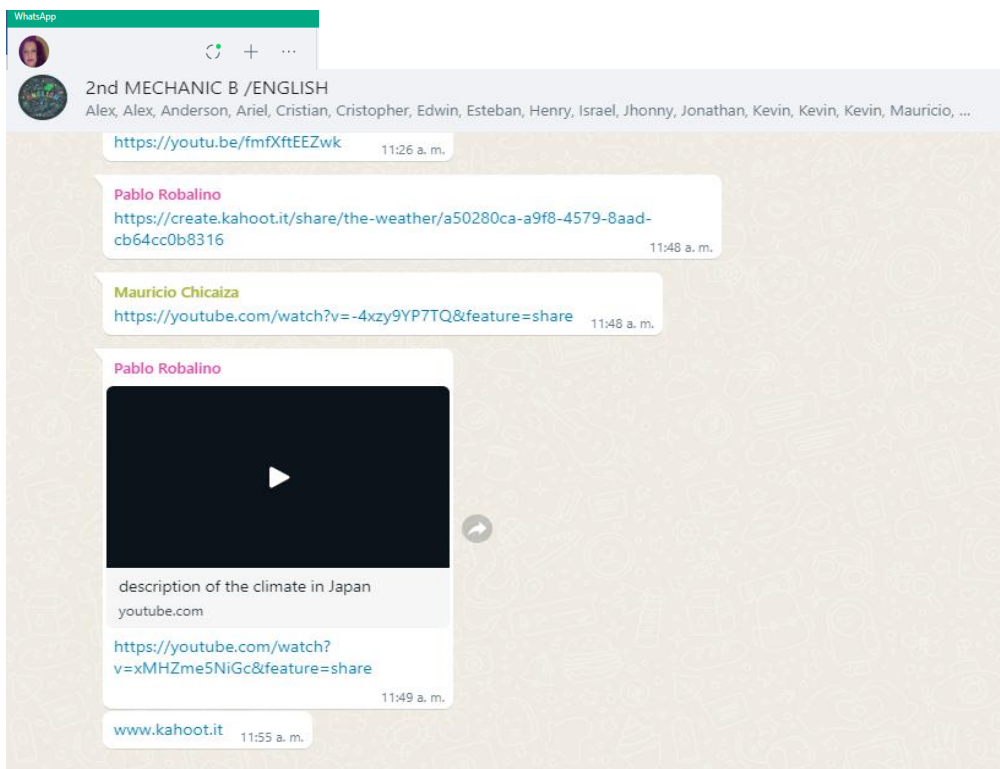
Experimental Group Post-Test

https://drive.google.com/drive/folders/1KqW3fq7IIHU-PF29X0Qte_mkcwZVv5Qi?usp=sharing

Control Group Post-Test

https://drive.google.com/drive/folders/1Jop2REb-6SpGX-MY8bwe5Jippf_Xqhc1?usp=sharing


5.4.9. Annex 9. Classes with the Intervention Group



5.4.10. Annex 10. 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 y presentado por MAYRA PATRICIA VILLALVA REINOSO, el mismo que evidencia un 5% de similitud, como se puede observar en la captura de pantalla siguiente:



Reporte URKUND



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Sources included in the report

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W	URL: https://www.bcc.cuny.edu/wp-content/uploads/2019/02/survey-for-assessment-council-fall-2018-results-3.docx Fetched: 2021-12-07T19:50:25.4670000	 3

Particular que comunico para los fines pertinentes.

Atentamente,



firmado digitalmente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

Mg. Edgar Encalada Trujillo
Director