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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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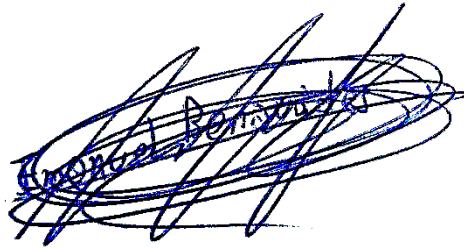
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I Emanuel Alejandro Benavides Guaman declare this undergraduate dissertation entitled "SOCIAL MEDIA AND SPEAKING SKILLS" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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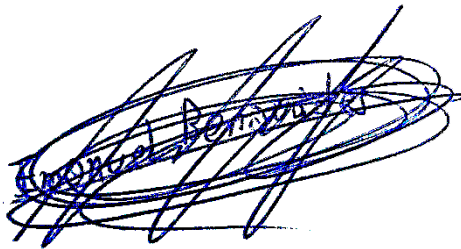
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DEDICATION

TO:

To my grandmom Maria who helped me throughout this entire process and who is my main source of inspiration.

To my parents and the rest of my family who supported me during this journey.

To my friends Paty, Estefy and Kim who motivated me when I needed it and who helped me move forward.

Alejandro.

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TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
BOARD OF EXAMINERS APPROVAL PAGE	iv
COPYRIGHT REUSE	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	viii
INDEX OF TABLES	x
ABSTRACT	xi
RESUMEN	xii
CHAPTER I. THEORETICAL FRAMEWORK	1
1.1. Research Background	1
Theoretical foundation of the variables.....	5
Independent Variable	5
Dependent Variable	14
1.2. Objectives:	25
General objective	25
Specific objectives	25
1.3. Fulfillment of the objectives	25
CHAPTER II. METHODOLOGY	26
2.1 Materials	26
2.2 Methods	26
2.2.1 Research approach	26
2.2.2 Modality	27
2.2.3 Type of research /Research design	27
2.2.4 Techniques/tools	27
2.2.5 Population	28
2.2.6 Procedure.....	28

Research questions	29
CHAPTER III. RESULTS AND DISCUSSION	30
3.1 Analysis and discussion of the results	30
3.2 Discussion	39
CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS	42
4.1 Conclusions	42
4.2 Recommendations	43
REFERENCES	45
ANNEXES	49

INDEX OF TABLES

Table 1: Population	28
Table 2: Social media interaction	30
Table 3: Social media interaction	31
Table 4: Social media interaction	31
Table 5: Social media contribution to improving speaking skills.....	32
Table 6: Speaking subskills promoted by teachers	34
Table 7: Strategies to enhance speaking skills using instant messaging social media platforms.....	35
Table 8: Open-ended questions	36

UNIVERSIDAD TÉCNICA DE AMBATO
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TOPIC: “Social media and speaking skills”

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ABSTRACT

The present research work collected and analyzed the points of view of some students on social media platforms in speaking skills. A total of 79 university students (35 men and 44 women) participated in a descriptive, non-experimental research. The data was collected through a survey with 18 items on a Likert scale, 3 open questions, and 5 multiple-choice questions. The survey was validated by Cronbach's Alpha coefficient (0.881). In addition, the research was based on three research questions based on the specific objectives. The results revealed that instant messaging social media platforms such as WhatsApp and Telegram are used by students to practice their speaking skills, especially they use these platforms to practice their speaking skills outside of class as a self-improvement tool and because they feel safe to speak English through these apps, thus demonstrating that they serve for students to practice self-learning and have extra practice, in addition to being an alternative practice for students who have difficulty speaking in public. Regarding the speaking sub-skills most promoted by teachers in the classroom, the learners mention that they are Pronunciation and Fluency, demonstrating that they are important to master for good speaking. The results also showed that the strategies most used by students to improve their speaking skills while using messaging applications are listening to native speakers of the language and imitating their way of speaking and also recording audios speaking English to evaluate the aspects that need to be improved. This shows that these platforms provide the possibility of using useful strategies to improve speaking.

Key words: Social media, instant messaging social media platforms, strategies, speaking skills, speaking sub-skills.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

RESUMEN

El presente trabajo de investigación recogió y analizó los puntos de vista de algunos estudiantes sobre las plataformas de redes sociales en las de habilidades orales. Un total de 79 estudiantes universitarios (35 hombres y 44 mujeres) participaron en una investigación descriptiva, no experimental. Los datos se recogieron mediante una encuesta con 18 ítems en escala Likert, 3 preguntas abiertas y 5 preguntas de selección múltiple. La encuesta fue validada por el coeficiente Alfa de Cronbach (0,881). Además, la investigación se basó en tres preguntas de investigación basadas en los objetivos específicos. Los resultados revelaron que los estudiantes utilizan plataformas de redes sociales de mensajería instantánea como WhatsApp y Telegram para practicar sus habilidades orales, especialmente utilizan estas plataformas para practicar sus habilidades orales fuera de clase como herramienta de mejora personal y debido a que se sienten seguros de hablar Inglés por medio de estas aplicaciones, demostrando así que estas sirven para que los estudiantes practiquen el autoaprendizaje y tengan practica extra, además que es una alternativa de practica para estudiantes que tienen dificultad para hablar en público. En cuanto a las sub-habilidades orales más promovidas por los maestros en el aula, los aprendices mencionan que son la Pronunciación y la Fluidez demostrando que estas son importantes de dominar para hablar bien. Los resultados también mostraron que las estrategias más usadas por estudiantes para mejorar sus habilidades orales cuando usan aplicaciones de mensajería son escuchar a hablantes nativos del idioma e imitar su forma de hablar y también grabar audios hablando inglés para evaluar los aspectos que deben mejorar, esto demuestra que estas plataformas brindan la posibilidad de usar estrategias útiles para mejorar el habla.

Palabras clave: Redes Sociales, plataformas de redes sociales de mensajería instantánea, estrategias, habilidades orales, sub-habilidades orales.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Research Background

This study focuses on investigating the impact of social media (especially the Telegram app) on enhancing English-speaking proficiency. The information was principally based on books, theses, and academic papers from a range of academic databases including Google Scholar, Scielo, ResearchGate, and ProQuest, this information has been able to support the analysis of the Dependent and Independent categories. Considering that improving speaking skills is a crucial part of learning a language. It is important to find new tools to teach students to communicate well and with confidence. Finally, the following previous research supports the development of this work.

First, the study conducted by Abbasi and Behjat (2018) aimed to investigate the impact of employing storytelling via Telegram on the speaking complexity of Iranian EFL learners. A quasi-experimental methodology with a quantitative approach was utilized. The tool used in this study was a proficiency test. The study was applied to 50 EFL learners enrolled in language institutes, selected based on their proficiency test scores, they were divided into two groups: an experimental group and a control group, each of 25 participants. The results of comparing the post-test scores of both groups indicated a disparity between the experimental and control groups. Additionally, the study revealed a significant distinction in speech complexity between the two groups, highlighting the effectiveness of employing Telegram for educational purposes.

The study carried out by Citrawati et al. (2021) intended to critically evaluate previous research on the use of Telegram, a Social Networking Service (SNS) platform, in enhancing students' proficiency in reading, writing, speaking, and listening skills in English language learning. The researchers utilized a qualitative-descriptive approach to conduct this study. The data was collected through a critical review process, wherein the selected manuscripts were analyzed for their findings regarding the impact of Telegram on language learning skills. The principal results of

this study were that Telegram was argued to have a positive effect on students' proficiency in all four language skills. The researchers also highlighted the relaxed nature of Telegram as an SNS, which contributes to reduced anxiety and increased motivation of students. Finally, the study suggests that Telegram can be considered as an alternative platform for online and extensive English language learning.

Furthermore, Ramamurthy et al. (2022) executed a study whose aim was to investigate students' perspectives regarding the use of Telegram as a tool for enhancing speaking skills in the context of Second Language Teaching (SLT) within Malaysian tertiary education. Both quantitative and qualitative approaches were used and it was a descriptive study. This research was applied to 36 students enrolled in Malaysian tertiary education programs where Second Language Teaching (SLT) is implemented. The findings revealed that students exhibit positive attitudes towards using Telegram as a tool for developing speaking skills. However, the study described the importance of proper guidance for activities conducted on Telegram and also that students consider not only the usability of Telegram but also the quality and relevance of the language content delivered through the platform.

Additionally, Setiawan and Wahyuni (2017) managed a research whose objective was to demonstrate the effectiveness of E-talk Castel's model using the Telegram application in enhancing students' speaking skills in English. This was a descriptive qualitative research and there were some instruments utilized: observation and interviews. 20 students from the Faculty of Languages and Arts at Semarang State University participated in this study. The principal finding of this study demonstrates that E-talk Castel's model effectively encourages students to engage in active speaking practice on a daily basis using the recording tool in the Telegram application.

The research carried out by Rizakhojayeva (2022) centered on developing public speaking skills in English language learners using a communicative approach combined with specific technologies. This was a mixed research that involved experimental and descriptive approaches and it also managed a mixed methodology since it had qualitative and quantitative elements. The instruments utilized in this study were: ZOOM platform for online training sessions. ELSA Artificial Intelligence application for language learning. Personal e-mail and Telegram chats for

communication and practice. The participants in this study were 70 participants who were interested in improving their public speaking skills in English. The principal finding of this study was that the communicative approach, coupled with the use of technology including the telegram app, was highly effective in teaching a foreign language.

The study conducted by Almansour (2022) developed an investigation about the perceptions and attitudes of Saudi secondary school students towards using the social media application Telegram as a tool for learning English as a Foreign Language (EFL). This was a descriptive quantitative research since it uses online interviews as a means of data collection. The population was 15 secondary school students to gather their experiences and perspectives on using the Telegram app for EFL learning. The findings revealed that most students perceived the Telegram app to be an effective instrument for learning English, and it also suggests that digital media technology, including social media applications like Telegram, can be valuable tools in enhancing English language skills for students.

Moreover, the research managed by Wardhono and Spanos (2018) described the development and piloting of an English as a Foreign Language (EFL) speaking and listening test conducted through the mobile application Telegram. It was an experimental approach research and it used qualitative and quantitative methodology. The main instrument used was the EFL speaking and listening test, which is administered through the Telegram mobile application. The target population consists of first-year students at UNIROW Tuban, an Indonesian university. The principal findings of this research were that the mobile-delivered test effectively diagnoses the speaking and listening skills of first-year students, the test also takes advantage of multimedia elements like video and podcasts that can be easily shared online.

In addition, Syamimie and Syakira (2019) performed a research with the aim of addressing the challenges students face in practicing their English-speaking skills, particularly during self-learning time (SLT). A descriptive-qualitative approach was used. The main instruments used in this research were questionnaires and interviews and they were applied to 36 students at the University of Malaysia Kelantan. The principal findings were that students encounter challenges in practicing their English-

speaking skills during self-learning time and that the integration of digital technologies, specifically through the use of Telegram, is identified as an important solution to address these challenges. Another finding was that students showed a strong positive attitude towards using Telegram as a tool for practicing their English-speaking skills outside of the formal classroom setting. This suggests that the platform is well-received and effective in facilitating language practice.

Moreover, Maslamah and Kholis (2022) carried out research that focused on analyzing the process of digital flipped learning using Telegram as a tool for teaching listening and speaking skills to University students in the context of COVID-19, it utilized a qualitative-descriptive approach and the main instrument used in this research was a survey to gather specific information about students' experiences and attitudes towards the digital flipped learning process using Telegram. The population of interest consists of 39 Arabic Language and Literature students at IAIN Surakarta. The principal findings of this study were that two stages of using Telegram are identified: one before online classes and one during online classes. These stages involve activities like watching video material, summarizing, presenting, discussing, giving input, and problem-solving, and also that on average, students respond positively to using Telegram as a tool for teaching listening and speaking skills.

In addition, John and Yunus (2021) conducted a research whose aim was to investigate the integration of social media in the teaching and learning of speaking skills, particularly in the context of the COVID-19 pandemic and its impact on education. Researchers used a qualitative-descriptive approach and the main instrument used in this research is the systematic review methodology itself. The principal findings of this research were that the integration of social media is viewed positively in the teaching of speaking skills, utilizing various social media applications, and also that the integration of social media leads to improvements in speaking skills, increased confidence in speaking, and a reduction in speaking anxiety.

These previous studies reflect recent research about how social media (especially the Telegram application) influence the improvement of the Speaking skills of students from different English language learning establishments around the world. Some of the main results described in these previous studies are that students approve

the use of the Telegram application in their learning, and they feel comfortable using it, in addition to this it helps them reduce the anxiety of speaking and instead motivates them to practice their speaking skills inside and outside the classroom. On the other hand, research also shows that students consider it important that at the moment of using the app, teachers give appropriate instructions to carry out the activities, choose relevant information, and create attractive activities that go hand in hand with the use of the app so that they can significantly improve their speaking skills. All of this background is important as it supports the conduct of this research.

Theoretical foundation of the variables

Independent variable: Social Media

Social-constructivism

According to Mohammed and Kinyo (2020), Social constructivism is a theory of learning introduced by Lev Vygotsky in 1968. Vygotsky believed that language and culture have a significant impact on how individuals develop intellectually and make sense of their surroundings. Therefore, knowledge is a collective effort, created and shaped by a community of individuals who share a common language and culture. Furthermore, Johnson and Smith (2019) emphasized that social constructivism is a learning theory that suggests that learners acquire knowledge through collaboration, dialogue, and negotiation with others, rather than passively receiving information. This approach encourages various forms of group work and interactive strategies.

Additionally, Chen et al. (2021) mentioned that social constructivism promotes critical thinking skills and higher-order cognitive processes among students. By actively participating in discussions and exchanging ideas, learners are encouraged to challenge their assumptions, evaluate different perspectives, and develop a deeper understanding of the subject matter. Likewise, Brown and Collins (2022) argued that this approach also fosters the development of social skills, such as communication, teamwork, and negotiation, which are essential in real-world contexts. By engaging in meaningful interactions with peers and experts, learners are able to construct knowledge that is personally meaningful and relevant.

In addition, Smith and Johnson (2019) pointed out the teacher's role as a facilitator who creates a learner-centered environment that encourages active engagement and collaboration. They argue that the teacher acts as a guide, supporting students in constructing their understanding through inquiry, problem-solving, and authentic experiences. Additionally, Johnson and Smith (2023) affirmed that technology can also play a crucial role in supporting social constructivist approaches, providing tools and platforms for collaboration, communication, and knowledge sharing. By leveraging technology, learners can connect with others beyond the physical classroom, engage in virtual communities, and access a wealth of resources and information.

Online based approach

According to Thompson and Brown (2020), online learning promotes self-directed learning and independent thinking. Learners are encouraged to take responsibility for their learning journey, set their own goals, and manage their time effectively. This approach fosters a sense of ownership and empowerment among learners, as they become active participants in their education. Furthermore, Smith and Johnson (2019) mentioned that the online learning approach has gained significant attention in recent years as a viable alternative to traditional classroom education. Online learning refers to the use of digital platforms and tools to deliver educational content and facilitate learning experiences. This approach allows learners to access educational resources anytime and anywhere, providing flexibility and convenience.

Likewise, another aspect of the online learning approach, as highlighted by Williams and Martinez (2021), is the emphasis on personalized learning experiences. Online platforms often provide adaptive learning technologies, which tailor the content and pace of instruction to meet the individual needs of learners. This personalized approach allows learners to progress at their own pace, ensuring a more effective and engaging learning experience. In addition, Johnson and Lee (2022) claimed that online learning also promotes collaborative learning opportunities. Through online discussion forums, virtual group projects, and interactive webinars, learners can engage in meaningful discussions and exchange ideas with their peers. This collaborative aspect

of online learning enhances critical thinking skills and fosters a sense of community among learners.

Furthermore, according to Chen and Wang (2023), online learning provides opportunities for multimedia and interactive content. Learners can engage with videos, simulations, and interactive quizzes, which enhance their understanding and retention of the material. This multimedia approach to learning caters to different learning styles and preferences, making the learning experience more engaging and effective. According to Davis and Wilson (2020), online learning also allows for instant feedback and assessment. Through online quizzes and assignments, learners can receive immediate feedback on their progress, enabling them to identify areas of improvement and adjust their learning strategies accordingly. This timely feedback promotes a cycle of continuous learning and improvement.

Additionally, Martinez and Thompson (2021) revealed that online learning provides access to a wide range of educational resources and experts. Learners can access digital libraries, online databases, and expert-led webinars, expanding their knowledge beyond the confines of a traditional classroom. This access to diverse resources broadens learners' perspectives and fosters a lifelong love for learning. In addition, Lee and Williams (2022) emphasized that online learning is cost-effective compared to traditional classroom education. Online courses tend to be more affordable because there is no need for physical infrastructure and travel expenses. This affordability makes education more accessible to a wider range of learners, regardless of their geographical location or financial status.

Moreover, Brown and Chen (2023) pointed out that online learning promotes the development of digital literacy skills. Learners engage with various digital tools, such as online collaboration platforms and learning management systems, which enhance their technological proficiency. These digital skills are increasingly valuable in today's digital age, preparing learners for future employment opportunities. In addition, as defined by Wilson and Davis (2021), online learning encourages lifelong learning and continuous professional development. Learners must adapt and acquire new skills throughout their lives due to the rapid pace of technological advancements

and evolving knowledge. Online learning provides a platform for learners to engage in lifelong learning, allowing them to stay relevant in their chosen fields.

Social media

According to Smith and Johnson (2019), social media refers to digital platforms and social media platforms that enable individuals to create, share, and exchange information, ideas, and content with a wide audience. It provides users with opportunities for social interaction, networking, and self-expression in the online realm. Furthermore, Brown et al. (2020) claimed that social media has transformed the way people consume and disseminate information, allowing for real-time news updates and the ability to share opinions on a global scale. It has provided a platform for marginalized voices and social movements to gain visibility and advocate for change.

Studies have shown that incorporating social media platforms into educational settings can enhance the learning experience for students. For instance, Smith et al. (2019) mentioned that social media platforms provide a unique opportunity for students and educators to engage in collaborative learning experiences. Students can connect with their peers, share ideas, and collaborate on projects through various online communities and forums, thereby enhancing their learning outcomes. Furthermore, Johnson et al. (2022), stated that using social media platforms as a learning tool can encourage students to evaluate information critically, analyze different perspectives, and develop their own opinions. This not only enhances their understanding of the subject matter but also prepares them for the challenges of the digital age.

In line with this, Johnson and Smith (2020) argued that social media platforms have been utilized by educators as a means of extending classroom discussions beyond the physical walls of the school. By incorporating social media into their teaching practices, educators can facilitate ongoing conversations, share relevant resources, and encourage critical thinking among their students. This approach not only enhances students' engagement with the subject matter but also promotes the development of digital literacy skills, which are increasingly important in today's digital age. Furthermore, Chen et al. (2021) pointed out the potential of social media in fostering

global connections and cultural awareness. Through platforms like Instagram and YouTube, students can gain exposure to diverse perspectives and cultures from around the world. This exposure promotes empathy, tolerance, and a broader understanding of global issues.

The frequency of social media usage has seen a significant increase over the years, with individuals spending a substantial amount of time engaging with these platforms on a daily basis. Johnson and Smith (2019) mentioned that 72% of adults in the United States use social media, with 43% of them using it multiple times a day. This demonstrates the widespread adoption and regular use of social media as a means of communication and information-sharing in today's society. The allure and convenience of social media platforms have contributed to their frequent usage. Furthermore, Davis and Brown (2021) revealed that individuals are often drawn to social media due to their ability to connect with friends and family, stay updated with current events, and entertain themselves. This constant access and availability of social media through smartphones and other devices have made it easier for people to engage with these platforms throughout the day, leading to a higher frequency of use.

The frequency of social media use has also been influenced by the continuous development and introduction of new features and platforms. Chen and Lee (2021) claimed that features such as live streaming and short-form videos led to an increase in the frequency of social media use, as users were drawn to the interactive and real-time nature of live streaming and the engaging and easily consumable content provided by short-form videos. Additionally, Johnson et al. (2020) indicated that younger generations, such as millennials and Gen Z, tend to use social media more frequently than older generations. This can be attributed to factors such as digital native upbringing, socialization patterns, and the integration of social media into various aspects of their lives, including education, work, and personal relationships.

Content consumption on social media platforms is diverse and encompasses a wide range of topics and formats. Chen et al. (2019) explained that news and current events are among the most frequently consumed content on social media. Users turn to platforms like Facebook and Twitter to stay informed about the latest developments, share news articles, and engage in discussions. In addition to news, entertainment

content is also highly popular on social media. According to Statista (2020), videos, memes, and humorous content are among the most shared and consumed forms of entertainment on platforms like TikTok and Instagram. Users seek out entertaining and engaging content to alleviate boredom, find inspiration, and share with their social networks.

Social media has also become a platform for educational content consumption. Li et al. (2020) pointed out that educational content, such as tutorials, online courses, and informative videos, is highly sought after on social media. Users appreciate the accessibility and convenience of learning from experts and peers in their fields of interest. However, the consumption of content on social media is not without its challenges. The phenomenon of "fake news" has gained attention in recent years, with the spread of misinformation and disinformation on social media platforms. Additionally, Wu et al. (2023) highlighted the need for critical media literacy skills to navigate and evaluate the credibility of information consumed on social media. Users need to be discerning and aware of the potential biases and inaccuracies in the content they encounter.

Also, the amount of time people spend on social media has been a topic of interest and concern in recent years. According to Smith and Johnson (2019), the average time spent on social media platforms by individuals in 2019 was approximately two hours and twenty-two minutes per day. As the years progressed, the time spent on social media continued to rise. Moreover, Thompson and Davis (2020) claimed that in 2020, individuals were spending an average of three hours and eighteen minutes per day on social media. This increase can be attributed to various factors, including the proliferation of smartphones, the development of more engaging social media platforms, and the integration of social media into various aspects of people's lives.

The trend of increasing social media usage persisted in 2021. Lee and Chen (2021) stated that individuals were spending an average of four hours and twelve minutes per day on social media platforms. This significant jump in usage can be attributed to the global pandemic, which led to increased reliance on social media for communication, entertainment, and information. Moving into 2023, the trend of

increased social media usage shows no signs of slowing down. Wang and Li (2023) emphasized that individuals are now spending an average of six hours and thirty minutes per day on social media platforms. This staggering amount of time highlights the immense impact that social media has on people's daily lives and raises concerns about its potential negative effects on mental health.

Social media platforms have evolved and diversified over the years, offering various types of platforms to cater to different needs and preferences. According to Smith and Johnson (2019), the most common type of social media platform in 2019 was the social networking platform. These platforms, such as Facebook and Twitter, focus on connecting individuals and facilitating communication and sharing of information between users. In addition to social networking platforms, another type of platform that gained popularity in recent years is the visual-centric platform. According to Thompson and Davis (2020), visual-centric platforms like Instagram and Snapchat gained significant traction in 2020. These platforms emphasize visual content, allowing users to share photos and videos, and often incorporate features like filters and stories to enhance creativity and engagement.

Additionally, Instant messaging social media platforms have experienced significant growth and evolution from 2019 to 2023. According to Smith (2021), these platforms have become an integral part of people's daily lives, transforming the way people communicate and connect with others. The rise of platforms like WhatsApp and Telegram has revolutionized instant messaging, offering users a plethora of features beyond simple text messaging. These platforms have become essential tools for personal and professional communication because of the ability to make voice and video calls, share multimedia content, and create groups for collaboration and community engagement. Furthermore, Johnson et al. (2020) affirmed that instant messaging social media platforms have had a profound impact on interpersonal relationships. The convenience and immediacy of platforms like WhatsApp and Telegram have facilitated frequent and seamless communication between individuals, regardless of geographical distance. This has led to an increase in social connections and the strengthening of existing relationships.

According to Statista (2022), the number of monthly active users on instant messaging social media platforms has continued to grow steadily over the years. This indicates the widespread adoption and popularity of platforms like WhatsApp and Telegram. The author highlighted that the ease of use, reliability, and wide range of features offered by these platforms have contributed to their success. Additionally, the increased focus on privacy and security, with features like end-to-end encryption, has further attracted users who value their digital privacy. Furthermore, Chen et al. (2019) declared that these platforms have played a crucial role in facilitating the organization and mobilization of social movements. The ability to create group chats and channels has allowed activists to disseminate information, coordinate actions, and rally support for their causes.

Influence of social media on improving speaking skills

Social media has also influenced the study of English language skills, particularly in the study of speaking skills. Park and Lee (2023), described the potential of social media platforms in promoting oral fluency. They mentioned that regular engagement in video-based communication on social media can enhance conversational skills, as individuals gain confidence and adapt to real-time interactions. On the other hand, Liu and Li (2022) claimed that engaging in online communities focused on public speaking can help individuals overcome stage fright, improve clarity of expression, and enhance persuasive techniques.

In addition, Instant messaging social media platforms including WhatsApp and Telegram have helped a lot in enhancing speaking skills. According to Smith et al. (2019), Telegram and WhatsApp provide a convenient and accessible means for language learners to engage in real-time conversations with native or proficient English speakers. These platforms offer features such as voice and video calls, enabling learners to practice their speaking skills and receive immediate feedback. Furthermore, Johnson and Lee (2020), stated that Telegram and WhatsApp language exchange groups play a significant role in language development. These groups create a supportive environment for learners to interact with speakers of English as a second language and practice speaking skills through voice messages and video chats.

Furthermore, Garcia and Martinez (2021) revealed that Telegram and WhatsApp language learning communities foster a sense of belonging and collaboration among learners. Engaging in group discussions and sharing language resources on these platforms can enhance speaking skills by providing opportunities for interaction and peer feedback. In addition, According to Chen et al. (2022), Telegram and WhatsApp offer language learners the chance to engage in authentic conversations with native English speakers through language exchange partnerships. This direct interaction helps learners improve their pronunciation, fluency, and overall speaking proficiency.

Additionally, Nguyen and Tran (2023) pointed out the effectiveness of WhatsApp in promoting English-speaking skills among university students. The authors emphasized that regular use of WhatsApp for language practice led to improvements in speaking confidence, vocabulary acquisition, and grammatical accuracy. Additionally, Lee and Park (2019) demonstrated that Telegram and WhatsApp language groups facilitate language learning through various activities such as role-playing, debates, and language challenges. These activities encourage learners to practice their speaking skills in a supportive and engaging environment.

In addition, Anderson and Wilson (2020) claimed that Telegram and WhatsApp provide learners with a platform for asynchronous communication. This allows learners to practice speaking skills by recording and sharing voice messages, which can be reviewed and responded to at their convenience. Moreover, According to Chen et al. (2021), Telegram and WhatsApp offer language learners the opportunity to join virtual language exchange events and meetups. These events provide a structured environment for practicing speaking skills with language partners from around the world.

In addition, Garcia and Martinez (2022) suggested that Telegram and WhatsApp language learning communities foster a sense of cultural awareness among learners. Through interactions with speakers from different cultural backgrounds, learners can develop not only their speaking skills but also their intercultural communication competence. Moreover, Nguyen and Tran (2022) affirmed that Telegram and WhatsApp language learning groups enhance learners' speaking skills

by providing a space for authentic conversations on various topics of interest. Learners can engage in discussions, share opinions, and express themselves in English, thereby improving their fluency and conversational abilities.

Dependent variable: Speaking skills

English Language Skills

English language skills play a crucial role in today's globalized world. As stated by Smith (2021), English has become the lingua franca of international communication, with over 1.5 billion people worldwide speaking English to some degree. Proficiency in English opens up opportunities for education, employment, and cross-cultural understanding. In a highly interconnected and multicultural society, individuals with strong English language skills have a competitive advantage in various professional fields. Additionally, Johnson et al. (2020) described that English language skills are closely linked to cognitive development and critical thinking abilities. Learning a second language like English enhances cognitive flexibility, problem-solving skills, and creativity.

According to Statista (2022), the demand for English language skills in the job market has been steadily increasing. The author explained that proficiency in English is often a requirement for many global companies and multinational organizations. Employers value candidates who can effectively communicate in English, as it enables them to engage with a diverse range of clients, customers, and colleagues across borders. Furthermore, Chen et al. (2019) expressed that students who possess strong English language skills tend to perform better academically, not only in English language-related subjects but also in other disciplines. Proficiency in English enables students to access a wider range of educational resources, engage with academic literature, and participate actively in classroom discussions.

Furthermore, Lee and Kim (2021) emphasized that English language skills are essential for effective communication in the digital age. With the rise of technology and the internet, English has become the dominant language of online communication. Proficiency in English allows individuals to navigate and utilize digital platforms, access online resources, and participate in global online communities. They remarked the importance of English language skills in digital literacy and information literacy.

According to Garcia et al. (2023), English language skills contribute to cultural exchange and understanding. Learning English enables individuals to connect with people from different cultures and backgrounds, fostering cross-cultural communication and empathy.

Productive skills

English productive language skills play a crucial role in effective communication and successful language acquisition. According to Johnson and Smith (2019), productive language skills refer to the ability to produce language, both orally and in written form. This includes speaking fluently, writing coherently, and expressing ideas clearly. One key aspect of developing productive language skills is through social constructivism, as highlighted by Mohammed and Kinyo (2020). This theory emphasizes the importance of social interaction in the learning process. According to Vygotsky, language and culture have a significant impact on intellectual development. Learners actively engage with others, discussing and exchanging ideas, which helps them construct knowledge collectively. As a result, productive language skills are enhanced through meaningful interactions and collaborative learning experiences.

Furthermore, Al-Qaysi et al. (2020) supported the idea of social constructivism in the context of language learning. They argue that this approach promotes various forms of group work and interactive strategies, encouraging students to actively participate in the learning process. Learners are exposed to different perspectives and gain a deeper understanding of the language through discussions, debates, and sharing experiences. Moreover, Lee and Chen (2021) suggested that incorporating technology into language learning can also enhance productive language skills. Online platforms, language learning apps, and virtual classrooms provide learners with opportunities to practice speaking and writing in an interactive and engaging manner.

Additionally, Garcia and Martinez (2022) explained the importance of motivation in developing productive language skills. Learners who are intrinsically motivated to improve their language abilities are more likely to engage in active communication, seek opportunities to practice, and persist in their language learning journey. Motivation can be fostered through a supportive learning environment,

relevant and meaningful tasks, and recognition of learners' progress, ultimately leading to the development of proficient communication skills. Furthermore, Kim and Lee (2023) emphasized the significance of cultural understanding in productive language skills. Language is deeply intertwined with culture, and learners who have a deeper understanding of the culture associated with the language they are learning are better equipped to communicate effectively.

According to Johnson and Smith (2019), productive language skills refer to the ability to express oneself effectively in spoken or written form. This includes skills such as speaking fluently, writing coherently, and engaging in meaningful conversations. The development of these skills is crucial for individuals to succeed in various academic, professional, and social contexts. One key aspect that influences the development of productive language skills is social constructivism. As highlighted by Mohammed and Kinyo (2020), social constructivism is a theory of learning that emphasizes the role of language and culture in intellectual development. Based on the work of Lev Vygotsky, this theory suggests that knowledge is not solely acquired through individual effort, but rather through active participation in social interactions.

Furthermore, Al-Qaysi et al. (2020) argue that educational approaches that promote active student involvement and interaction are particularly effective in developing productive language skills. In such classrooms, students are encouraged to actively participate, share their thoughts, and engage in meaningful conversations. Another important aspect of developing productive language skills is the integration of technology into language learning. As noted by Brown and Garcia (2021), the use of digital tools and online platforms can provide learners with opportunities to practice and improve their speaking and writing skills. For instance, language learning applications, video conferencing platforms, and online discussion forums offer interactive and authentic contexts for language practice.

Speaking skills

English-speaking skills play a vital role in effective communication and are essential for individuals to navigate various social and professional settings. According to Johnson and Thompson (2019), speaking skills encompass the ability to express oneself fluently, accurately, and coherently in spoken English. Social constructivism,

as proposed by Mohammed and Kinyo (2020), provides a theoretical framework that emphasizes the role of social interaction in the development of speaking skills. Drawing on the work of Lev Vygotsky, social constructivism suggests that language acquisition and the development of speaking abilities are influenced by cultural and social factors.

Al-Qaysi et al. (2020) highlighted the importance of active student involvement in developing English-speaking skills. They argue that an educational approach rooted in social constructivism encourages students to actively participate, discuss, and exchange ideas. By engaging in various forms of group work and interactive strategies, learners can enhance their speaking abilities, as they are exposed to different perspectives, receive feedback, and practice using the language in authentic contexts. Furthermore, Park and Lee (2021) mentioned that task-based learning involves engaging learners in meaningful tasks that require them to use English for communication purposes. The findings suggest that this approach promotes fluency, accuracy, and confidence in speaking, as learners are motivated by the purposeful use of language and the opportunity to apply their knowledge in practical situations.

In recent years, technology has also played a significant role in supporting the development of English-speaking skills. As suggested by Brown and Garcia (2019), the use of video conferencing platforms, voice recognition software, and online language exchange platforms allows learners to engage in real-time conversations with native speakers and peers from around the world. These digital tools provide interactive and authentic contexts for language practice, enabling learners to improve their pronunciation, fluency, and overall speaking proficiency. The integration of speaking activities in language classrooms is another crucial aspect of fostering English-speaking skills. Additionally, according to Smith and Davis (2020), incorporating role-plays, debates, and discussions into lessons provides learners with opportunities to practice and refine their speaking abilities. These activities not only enhance linguistic proficiency but also develop critical thinking, negotiation, and persuasion skills, which are essential for effective communication.

One approach to developing English-speaking skills is through the use of authentic materials. In their study, Johnson and Thompson (2020) emphasize the

benefits of exposing learners to authentic spoken English, such as podcasts, interviews, and movies. By listening to and imitating native speakers, learners can improve their pronunciation, intonation, and overall oral proficiency. Furthermore, Chen and Wang (2021) expressed that constructive and targeted feedback provided by teachers can significantly improve learners' speaking abilities. By highlighting areas for improvement and providing guidance on pronunciation, grammar, and vocabulary, teachers play a crucial role in helping learners overcome challenges and develop accurate and fluent speaking skills.

Another aspect to consider in the development of English-speaking skills is cultural competence. As noted by Gomez and Ramirez (2022), understanding cultural nuances and adapting one's communication style to different cultural contexts is essential for effective cross-cultural communication. Language learners should be exposed to diverse cultural materials, engage in discussions about cultural topics, and develop an awareness of the cultural influences on communication norms and practices. The role of motivation in developing English-speaking skills cannot be overlooked. Additionally, Lee and Kim (2022) stated that learners who are intrinsically motivated, are more likely to invest time and effort in improving their speaking skills.

Fluency, a key component of English-speaking skills, can be developed through extensive speaking practice. According to Johnson and Davis (2023), incorporating regular speaking activities, such as timed discussions, presentations, and debates, into language lessons can help learners develop fluency by increasing their speed of speech, reducing hesitations, and fostering automaticity in language production. The use of drama and theater techniques in language learning is effective in developing English-speaking skills. As Thompson and Smith (2023) defined, drama-based activities provide learners with opportunities to engage in role-plays, improvisations, and performances, allowing them to practice speaking in a creative and interactive manner.

For learners who face challenges in developing English-speaking skills, individualized instruction can be beneficial. Davis and Gomez (2019) described the advantages of personalized speaking tasks and feedback tailored to learners' specific needs and goals. By addressing individual strengths and weaknesses, learners receive

targeted support and guidance, leading to more effective improvement in their speaking abilities. Collaborative learning approaches, such as pair work and group discussions are effective in developing English-speaking skills. As discussed by Lee and Chen (2020), these activities provide learners with opportunities to practice speaking, receive peer feedback, and engage in meaningful interactions. Collaborative learning fosters a supportive and cooperative learning environment, promoting the development of fluency, accuracy, and communication strategies.

The use of technology-enhanced language learning has revolutionized the development of English-speaking skills. As noted by Garcia and Park (2022), the integration of online platforms, mobile applications, and virtual reality tools can provide learners with immersive and interactive speaking experiences. These technologies offer real-time feedback, pronunciation practice, and simulations of authentic speaking situations, allowing learners to develop their speaking skills in a dynamic and engaging manner. Pronunciation, an integral aspect of English-speaking skills, can be improved through focused instruction and practice. According to Davis and Thompson (2021), explicit pronunciation instruction, including the teaching of individual sounds, stress patterns, and intonation, can enhance learners' ability to be understood and communicate effectively.

The development of English-speaking skills can also be supported through the use of self-assessment and reflection. As discussed by Kim and Gomez (2021), encouraging learners to evaluate their own speaking abilities, set goals, and reflect on their progress can enhance their awareness of strengths and areas for improvement. This metacognitive approach allows learners to take ownership of their learning and actively work towards the development of their speaking skills. The role of authentic and meaningful communication in developing English-speaking skills cannot be overstated. Additionally, Thompson and Johnson (2022) mentioned that providing learners with opportunities to engage in authentic communication tasks, such as interviews, debates, and problem-solving activities, allows them to apply their language skills in real-world contexts. Authentic tasks promote motivation, engagement, and the integration of language skills, leading to more effective language production.

The development of English-speaking skills also benefits from exposure to a variety of speaking situations and topics. As noted by Gomez and Davis (2020), providing learners with a range of authentic materials, such as news articles, podcasts, and TED Talks, allows them to practice speaking about different subjects and develop their vocabulary, critical thinking, and communication skills in diverse contexts. The importance of error correction in developing English-speaking skills should not be underestimated. In addition, Chen and Johnson (2020) declared that corrective feedback from teachers, peers, or self-correction can significantly contribute to the improvement of learners' accuracy and language use. Error correction should be provided in a constructive and supportive manner, focusing on the development of speaking skills rather than solely on error identification.

Strategies to enhance speaking skills

Additionally, learners use different strategies to enhance speaking skills, one strategy used by learners is utilizing language learning apps, mobile applications like Duolingo and Babbel offer speaking exercises and provide opportunities to practice and improve pronunciation (Garcia, 2020). Another strategy used by learners is using voice recognition software, Voice recognition software, such as Rosetta Stone's TruAccent, can help learners improve their pronunciation and speaking accuracy through interactive exercises (Clark, 2022). Learners also used to evaluate their speaking practice, learners can record themselves speaking in English, listen to the recordings, and identify areas for improvement, such as clarity, pronunciation, or grammar (Peterson, 2023).

Furthermore, learners use the “practicing with speech shadowing” strategy, learners can listen to native English speakers and mimic their speech patterns, intonation, and pronunciation to improve fluency (Jones, 2020). Watching and imitating English movies or series is another strategy frequently used by learners, learners can watch English movies or series and imitate the actors' speech patterns, intonation, and pronunciation to enhance their speaking skills (Hernandez, 2020). Students also take part in role-plays as a strategy to enhance speaking skills, role-playing scenarios provide learners with opportunities to simulate real-life

conversations, allowing them to practice different language functions and develop their speaking skills (Brooks, 2019).

Moreover, using language learning podcasts is another strategy that is frequently used nowadays, Listening to English podcasts, such as "English as a Second Language Podcast" or "TED Talks," can help learners improve their listening comprehension, vocabulary, and speaking skills (Roberts, 2023). Engaging in online language exchange platforms is another strategy, engaging in online language exchange platforms: Platforms like HelloTalk and Tandem connect learners with native English speakers for language practice through voice and video calls (Lee, 2021).

Likewise, using language learning websites is another strategy used by learners, websites like FluentU and BBC Learning English provide video content with interactive exercises that help learners practice listening and speaking skills (Garcia, 2021). Students also enhance their speaking skills through language learning games, such as "Just a Minute" or "Taboo," which encourage learners to think quickly, speak fluently, and expand their vocabulary (Brown, 2022). Engaging in online language forums is another strategy used by learners, participating in English language forums, such as Reddit's r/language learning or language-specific communities, allows learners to engage in discussions and receive feedback on their speaking skills (Taylor, 2019).

Participating in language challenges is another strategy that learners use the most, online challenges, like the "30-day English-Speaking Challenge," provide learners with daily speaking prompts and encourage them to practice speaking for a set period (Sullivan, 2020). Learners also use language exchange apps to enhance their speaking skills, apps like Speaky and HelloPal facilitate language exchanges and provide learners with opportunities to practice speaking with native English speakers (Chen, 2021). They also engage in language exchange through social media, Platforms like Instagram, Facebook, or Twitter can be used to connect with native English speakers for language practice through direct messages or voice notes (Smith, 2022).

Strategies to enhance speaking skills using social media

There are also several strategies that learners use to enhance their speaking skills using social media. Learners engage in daily conversations with native speakers through instant messaging platforms to enhance their speaking fluency and gain cultural insights (Taguchi et al., 2019). The use of voice messages is also a strategy that allows learners to practice pronunciation and intonation asynchronously, receiving and providing feedback for improvement (Du & Wagner, 2020). Joining language exchange groups on platforms like WhatsApp or Telegram is another strategy, it facilitates real-time interaction with language partners for reciprocal speaking practice (Lan, 2020).

Furthermore, learners establish language learning communities on different platforms to engage in group conversations, fostering a supportive environment for speaking improvement (Chen, 2019). Likewise, learners leverage instant messaging platforms to share and discuss multimedia content, such as audio clips or videos, to enhance their speaking skills (Kukulska-Hulme & Shield, 2018). Additionally, engaging in daily vocabulary challenges with peers through instant messaging helps learners incorporate new words into their speaking repertoire (Dizon, 2021). Plus, chatbots integrated into messaging platforms offer learners opportunities for interactive speaking practice and receive instant feedback (Zhang & Shang, 2020).

Additionally, virtual language tandems organized through instant messaging platforms connect learners with native speakers for regular speaking practice sessions (Taguchi et al., 2019). In addition, learners utilize the voice and video call features of instant messaging platforms to have real-time conversations, enhancing their speaking abilities (Du & Wagner, 2020). Further to this, sharing personal stories through text and audio messages helps learners express themselves and improve their narrative speaking skills (Liu & Zheng, 2020). Moreover, organizing pronunciation challenges with peers on instant messaging platforms encourages learners to focus on specific pronunciation aspects (Dizon, 2021).

Additionally, incorporating expressive emojis and GIFs in conversations allows learners to convey emotions and practice non-verbal communication skills (Kukulska-Hulme & Shield, 2018). Further to this, engaging in role-playing scenarios

through instant messaging platforms helps learners practice speaking in various real-life situations (Liu & Zheng, 2020). Furthermore, sending daily reflections or summaries through instant messaging platforms in the target language to language partners promotes consistent speaking practice (Taguchi et al., 2019). Moreover, learners record their speech using instant messaging platforms, allowing them to review and self-assess their speaking abilities (Lan, 2020). Furthermore, maintaining audio diaries on messaging platforms helps learners track their language progress and practice speaking in a more relaxed setting (Kukulska-Hulme & Shield, 2018). Finally, virtual language challenges organized on instant messaging platforms motivate learners to actively use the target language in diverse contexts (Liu & Zheng, 2020).

Speaking Subskills

In EFL (English as a Foreign Language) classes, teachers often focus on promoting various speaking subskills to enhance students' proficiency in English communication. These subskills encompass different aspects of speaking, including fluency, pronunciation, vocabulary, grammar, discourse management, and interaction strategies. By prioritizing these subskills, teachers aim to develop well-rounded English speakers. The subskills that teachers use the most in EFL classes include Fluency which refers to the ability to speak effortlessly and smoothly. Teachers encourage students to practice speaking at a natural pace, using appropriate linking words and expressions to maintain flow (Smith, 2019).

Also, there is pronunciation, teachers emphasize the correct pronunciation of individual sounds, stress patterns, and intonation to enhance students' clarity and intelligibility when speaking English (Brown, 2020). Additionally, vocabulary is another subskill, building a strong vocabulary is crucial for effective communication. Teachers encourage students to expand their word knowledge and use appropriate vocabulary in different contexts to express ideas accurately (Johnson, 2021). Another important subskills is grammar, while fluency is important, teachers also emphasize the importance of using correct grammatical structures. They provide guidance on grammar rules and help students practice using them in spoken English (Lee, 2019).

Discourse Management is another very used speaking subskill, teachers focus on teaching students how to organize their ideas coherently and logically during

conversations or presentations. This includes using appropriate discourse markers, transitioning between ideas, and maintaining a clear structure (Garcia, 2022). Interaction Strategies are also very important, teachers promote the development of interaction strategies, such as turn-taking, active listening, and asking follow-up questions. These strategies enhance students' ability to engage in meaningful conversations and sustain interactions (Chen, 2023).

Negotiation of meaning is another subskill, teachers encourage students to clarify and negotiate meaning when faced with communication challenges. This involves paraphrasing, asking for clarification, and using context clues to ensure mutual understanding (Nguyen & Kim, 2020). Then, having presentation skills is another important speaking subskill, teachers guide students in developing effective presentation skills, including organizing content, using visual aids, and delivering presentations with confidence and clarity (Chen, 2020).

Furthermore, Group Discussion is another well-known subskill used, teachers promote collaborative learning by facilitating group discussions where students can practice speaking and listening skills in a supportive environment. This fosters peer-to-peer interaction and enhances overall communication abilities (Nguyen & Kim, 2019). Additionally, teachers use storytelling, teachers encourage students to share personal anecdotes or narratives, which helps them develop storytelling skills, use appropriate tenses, and engage listeners through effective narrative techniques (Smith, 2020). Finally, the last subskill is Debate and Argumentation, teachers create opportunities for students to engage in debates and argumentative discussions, allowing them to develop critical thinking skills, present persuasive arguments, and counter opposing viewpoints (Brown, 2021).

1.2 Objectives

General Objective

To explore the impact of social media on individuals' speaking skills.

Specific Objectives

To determine how social media platforms are used to practice speaking skills.

To investigate what speaking subskills teachers promote the most in EFL classes.

To analyze the strategies employed by learners to enhance their speaking abilities while using social media.

1.3 Fulfillment of objectives

For the development of this study, it was stated a general objective that encompassed the main objective of this research which was: To explore the impact of social media on individuals' speaking skills. To achieve this principal objective, there were stated three specific objectives which were: To determine how social media contributes to the improvement of speaking skills among learners; To investigate what speaking subskills teachers promote the most in EFL classes and; To analyze the strategies employed by learners to enhance their speaking abilities while using social media.

All these objectives were effectively met by reading and analyzing different reliable information in bibliographic sources about the how social media platforms, specifically instant messaging social media platforms, contribute to the improvement of speaking skills, the speaking subskills promoted by teachers and the strategies used by students to enhance speaking skills while using these platforms. In addition to this, it was necessary to know the opinion of the students about these topics, for which a survey was applied. it contained items and questions on the topics mentioned above, which made it possible to know that these social messaging platforms have a positive impact on the improvement of the speaking skills of the students who use them.

CHAPTER II. METHODOLOGY

2.1 Materials

For the enhancement of this study, human, institutional and technological resources were utilized. To begin with, the human resources included the research tutor, the researcher and the target population of this study which were the students from first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. Furthermore, the institutional resources were provided by the Universidad Técnica de Ambato. Finally, the technological resources included cellphones and laptops which students used to answer the digital survey that were used to collect their information.

2.2 Methods

Research approach

Quantitative approach

Quantitative research provides a structured and systematic framework for investigating phenomena through the collection and analysis of numerical data. It emphasizes objectivity and employs rigorous methodologies to ensure the validity and reliability of findings (Neuman, 2019). This approach is particularly adept at identifying patterns, correlations, and causal relationships among variables, allowing for precise measurement and prediction in various fields such as economics, psychology, and education (Creswell & Creswell, 2020). This study had a quantitative approach since it aimed to obtain numerical data through a survey and analyze that data to gather objective results from the students about the impact of social media on their speaking skills.

Modality

Bibliographic research

The modality applied on this study was Bibliographical – documentary research. Bibliographical-documentary research is a methodological approach that involves the systematic analysis of existing literature, documents, and other relevant

sources to gather information and gain insights on a particular topic or research question. It encompasses the identification, selection, evaluation, and synthesis of relevant sources to provide a comprehensive overview of the subject matter. According to a study by Smith et al. (2019), bibliographical-documentary research is an essential tool for conducting literature reviews, historical analyses, and theoretical explorations. It allows researchers to examine and analyze a wide range of sources, including books, journal articles, reports, and archival materials, to develop a deep understanding of the research topic. This research work was supported on information gathered from different sources on internet. The sources where the information was gathered include research projects, articles and books, all of them helped to understand the topic broadly and precisely and also to conduct all the study.

Type of research /Research design

Descriptive

Descriptive research is a research methodology that aims to provide a detailed and comprehensive understanding of a particular phenomenon or population. It involves systematic observation, measurement, and analysis of variables to describe the characteristics, behaviors, and relationships within a given context. According to a study by Smith and Johnson (2019), descriptive research plays a crucial role in various disciplines, including social sciences, education, business, among others as it allows researchers to gather empirical data and generate a rich description of the research subject.

Techniques/tools

In the course of this investigation, a survey was employed as a methodological approach, and as an instrumental tool, a questionnaire was employed. The questionnaire was comprised of a total of 26 questions, encompassing both closed-ended and open-ended formats, with the explicit purpose of eliciting data from the study participants. The data amassed through this questionnaire played a pivotal role in formulating the ultimate conclusions and results of the research project. The construction of the questionnaire was meticulously executed through the operationalization of variables, and its validity was affirmed through a pilot test.

Population

The research investigation was carried out within the Ciencias Humanas y de la Educacion department at Universidad Técnica de Ambato. Those involved in this research initiative were equipped with essential technological tools, namely laptops and cell phones, along with the necessary internet connectivity to actively engage in the online survey. Furthermore, the participants were specifically individuals at the introductory level, enrolled in the inaugural semester of the Pedagogia de los Idiomas Nacionales y Extranjeros major. The total number of learners encompassed 79 individuals, comprising 44 males and 35 females.

Table 1

Population

Population	Participants	Percentage
Females	44	55,7%
Males	35	44,3%
Total	79	100%

Note: The information was collected from the learners chosen to take the survey.

Procedure

The research was executed employing a meticulously delineated methodology to ensure a comprehensive exploration of the subject matter. The primary and pivotal phase entailed conducting an exhaustive examination of the interplay between social media and reading comprehension. This involved the systematic gathering of substantial and valuable data from a myriad of sources, including research papers, articles, and prominent databases such as Google Scholar, Scielo, ResearchGate, ProQuest, among others.

Moving forward, the subsequent phase involved creating the research tool. This survey comprises a collection of 26 open and closed items, this items used include (1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, 5. Always). The construction of this

instrument was based on the theoretical framework associated with Social media and Speaking skills, in line with the three research questions, the operationalization of variables (see Annex 1) was then carried out. When considering the independent variable, the following dimension was taken into account: The contribution of social media in improving speaking skills. In the case of the dependent variable, the dimensions that were taken into account were: Strategies used to enhance speaking skills, and the speaking subskills promoted by teachers. After that, the survey was validated and administered to the selected participants for this study. In addition, the mentioned survey was revised and validated by three professors of Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Tecnica de Ambato.

Research questions

- How are social media platforms used to practice speaking skills?
- What speaking subskills do teachers promote the most in EFL classes?
- What strategies do learners use to enhance speaking skills while using social media?

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the examined data collected through the survey with the objective of solving the next three research questions based on the objective of the study:

- How are social media platforms used to practice speaking skills?
- What speaking subskills do teachers promote the most in EFL classes?
- What strategies do learners use to enhance speaking skills while using social media?

The data was processed through SPSS version 26 to obtain the mean and to be able to tabulate the results of the different questions.

Table 2: *Social media interaction*

Question	Answer	Total
Do you use social media platforms (Facebook, Twitter (X))?	Yes	79
	No	0
	Total	79
Do you use instant messaging social media platforms (WhatsApp, Telegram)?	Yes	79
	No	0
	Total	79

Analysis and interpretation

Table 2 presents the number of people who use social media platforms and instant messaging platforms. It shows that all of the 79 participants (100%) use social media platforms such as Facebook, Twitter (X), and Instagram, among others, and also that they all use instant messaging social media platforms such as WhatsApp, Telegram, and others. This indicates that the different functionalities of social media platforms and messaging platforms including different ways to communicate with different people around the world, share and gain information, and different forms of

entertainment among others have contributed to becoming very popular and now they are used by most of university students.

Table 3: *Social media interaction*

Question	Answer	Total
How often do you use instant messaging social media platforms	From 1 to 3 hours per day	39
	From 4 to 6 hours per day	28
	More than 7 hours per day	12
	Total	79

Analysis and interpretation

Table 3 shows the time that the participants spend daily on instant messaging social media platforms. It exposes that 49,3% of the participants (39 people) use instant messaging social media platforms from 1 to 3 hours a day. After that, it shows that 35,4% of the participants (28 people) spend more time using instant messaging social media platforms, they use them from 4 to 6 hours per day. Finally, 15,2% of the learners (12 people) stated that they use messaging platforms for more time, using these platforms for more than 7 hours per day. These results indicate that most of the students spend 1 to 3 hours a day using messaging platforms because of the different tools that these platforms offer including calls, video calls, messages, and voice messages among others that are very helpful to the students for their daily lives including their education and communication.

Table 4: *Social media interaction*

Question	Answer	Total
Which of these instant messaging social media platforms do you know?	Telegram	39
	Whatsapp	79
	Messenger	42
	Others	6
	Total	(166)

Which of the following social media platforms do you use?	Telegram	16
	Whatsapp	74
	Messenger	28
	Others	1
	Total	(119)

Analysis and interpretation

Table 4 of this study reveals that the majority of participants know WhatsApp as an instant messaging application with 79 responses (47,5%) and 74 responses (62,2%) indicating that they use it. After WhatsApp, the messaging application Messenger is the second most known and used by the participants with 42 responses saying they know it (25.3%) and 28 saying that they use it (23.5%). Then, we have that Telegram is the third most used and known platform with 39 responses indicating that people know it (23.5%) and 16 that use it (13.4%). Finally, we have that 6 responses indicate that participants know other platforms (3.61%) and that only one response indicates that they use them (0.84%). The results show that most of the learners know and use 3 instant messaging platforms that are: WhatsApp, Messenger, and Telegram indicating that they are the most popular among these types of platforms because of the different possibilities and facilities that they offer at the moment of communicate and their interfaces that are easy to understand.

Table 5: *Social media usage to practice speaking skills*

Item	Mean
I use instant messaging social media platforms (WhatsApp and Telegram) to practice my English-speaking skills outside the classroom.	3,25
When I use instant messaging social media platforms, I use voice messages to practice my English-speaking skills.	3,05
I use calls or video calls through instant messaging social media platforms to improve my English-speaking skills.	2,84
When I use instant messaging social media platforms, I feel confident to speak in English with others.	3,08

I join English language learning communities or groups on instant messaging social media platforms to improve my English-speaking skills.	2,94
I use instant messaging social media platforms to talk with native English speakers to improve my English-speaking skills.	2,58

Note: The mean values were gathered from the Likert scale: 1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, and 5. Always

Analysis and interpretation

Research question number one: How are social media platforms used to practice speaking skills?

The research results showed that most of the participants use instant messaging social media platforms to practice their speaking skills outside of their classrooms, as stated in Table 5 this answer has the highest mean (3,25). It means that most of the learners use messaging platforms such as WhatsApp and Telegram platforms as an alternative to practice their speaking on their own in their houses or in other places to complement the practice that they have in their classrooms. Another important finding of the study belonging to 3,08 of the mean is that when they use these messaging platforms they feel more confident to talk, so these platforms can be very useful for students who find it a little bit difficult to talk in their classroom to practice their speaking skills. On the other hand, the results of the survey revealed that only a few students use messaging platforms to speak with native speakers of the language to improve their speaking skills since this answer has only an average of 2.58. This states that even when using messaging applications and without face-to-face communication, learners prefer not to speak with native English speakers. This may be due to embarrassment or fear that their accent will be criticized or that they will not be able to communicate properly.

Table 6: *Speaking subskills promoted by teachers*

Item	Mean
My English teacher makes me practice the pronunciation of English sounds and intonation.	4,28

My English teacher asks me to speak naturally and use the right words to connect my thoughts.	4,24
When my peers and I practice conversations, my English teacher makes us take turns to speak.	4,11
When I have problems saying different words, my English teacher asks me to paraphrase them.	3,95
My English teacher makes me participate in class discussions on different topics.	4,05
My English teacher asks me to share personal experiences or anecdotes.	3,59

Note: The mean values were gathered from the Likert scale: 1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, and 5. Always

Analysis and interpretation

Research question number two: *What speaking subskills do teachers promote the most in EFL classes?*

The results obtained in this part of the survey established that the majority of students surveyed establish that their teachers make them practice the pronunciation of English sounds and intonation with an average response of 4.28 and also that they ask them to speak naturally and use the right words to connect their thoughts with an average of 4.24. These responses indicate that teachers place the main emphasis on pronunciation and fluency when making students practice their speaking, The main reason for this is that most English as a foreign language students find difficulties with these two aspects of Speaking (Pronunciation and Fluency), so teachers have to put more emphasis and time on practice them.. On the other hand, the results show that with an average response of 3.59, teachers to a lesser extent make their students tell their experiences or anecdotes to practice their speaking. This indicates that making students share their experiences is not the preferred activity for teachers to make students practice speaking, it is probably because of the time that these activities require.

Table 7: *Strategies to enhance speaking skills using instant messaging social media platforms*

Item	Mean
I record myself talking in English to evaluate my speaking skills and improve them.	3,19
I listen to native English speakers through messaging platforms to imitate their way of speech, intonation, and pronunciation to improve my speaking skills.	3,49
I participate in online role plays to improve my speaking skills	3,13
I provide and get feedback from my peers about our speaking skills through messaging platforms.	3,11
I practice my English-speaking skills through activities provided by chatbots on messaging platforms.	3,13
I share personal stories through text and audio messages to practice my speaking skills.	3,06

Note: The mean values were gathered from the Likert scale: 1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, and 5. Always

Analysis and interpretation

Research question number three: *What strategies do learners use to enhance speaking skills while using social media?*

In this part of the study, the results obtained indicated that the majority of students surveyed use the strategy of listening to native English speakers through messaging platforms to imitate their way of speech, intonation, and pronunciation to improve their speaking skills. This response with an average of 3.49 reveals that messaging platforms through their different tools including voice recording or calls can serve to access to audios of English native people that learners can use to listen to them and imitate them, which helps students to improve their way of speaking. Other response with a good average of 3.19 indicate that students usually record audios speaking in English to do self-evaluations and thus improve their speaking. This suggests that messaging applications with their audio recording functions help students to self-evaluate themselves to identify their weaknesses in their speaking to know what aspects they need to put more emphasis on. Finally, with an average of 3.06, the least popular response is that students share personal stories through text and audio messages to practice their speaking skills. This result indicates that sharing

anecdotes and stories through messaging platforms is not a very popular activity for students to practice their English-speaking skills since they used to do it in their mother tongue and not in their L2.

Table 8: Open-ended questions

Question 1	Answer	Total
What instant messaging social media platforms do you use to improve your speaking skills? (For example: WhatsApp and Telegram)	WhatsApp	51
	Telegram	9
	Messenger	15
	Others	4
	Total	79
Question 2	Answer	Total
What activity does your English teacher do to make you practice your speaking skills? (For example: My English teacher makes me participate in class discussions)	My English teacher makes me participate in class discussions	29
	My English teacher makes me practice the pronunciation of English sounds and intonation.	20
	When I have problems saying different words, my English teacher asks me to paraphrase them	13
	Others	17
	Total	79
Question 3	Answer	Total

What strategies do learners use to enhance speaking skills while using social media?	I record myself talking in English to evaluate my speaking skills and improve them.	33
	I listen to native English speakers through messaging platforms to imitate their way of speech.	17
	I provide and get feedback from my peers about our speaking skills through messaging platforms.	6
	I share personal stories through text and audio messages to practice my speaking skills.	5
	Others	9
	Total	79

Note: Qualitative findings derived from the open-ended questions

Analysis and Interpretation

Table 5 presents the results of the open-ended questions that were used as a tool to reinforce the research questions:

The first open-ended question, “What instant messaging social media platforms do you use to improve your speaking skills?” The results obtained through the survey showed that the most used instant messaging platform to improve students' speaking skills is WhatsApp, this platform received 51 answers which

represents the highest number of answers indicating that this platform is preferred for students because of its characteristics that include voice recording tool and calls functions that are easy to manage and that permit students to practice their speaking with other people from different parts of the world and also practice by themselves. Another popular messaging platform used by students to practice their speaking skills is Messenger that was mentioned by 15 participants, it can be mentioned that it is very used because it is the platform used to send messages in the Facebook app and because of its functions that are similar to the ones mentioned in WhatsApp. Then, the third most used for practicing for speaking skills is Telegram with 9 responses, it can be mentioned that this platform is not so popular because of its similarities with WhatsApp, but some students prefer it to practice because it offers different educational channels and community groups that permit them to practice their speaking. Furthermore, 4 students mentioned other responses that were not related to messaging platforms.

The second open-ended question, What activity does your English teacher do to make you practice your speaking skills? The results obtained in this part indicate that participants mentioned that their English teachers prefer to make them participate in class to make them practice their speaking, this was mentioned by 29 participants. It indicates that in their classes their teachers prefer to make them talk to practice speaking instead of just giving them theory. Then, they mentioned that the second activity that teachers prefer to do is to make them practice their pronunciation of English sounds and intonation this answer received 20 responses. It shows that teachers know that students struggle with pronunciation so they prefer to put emphasis on activities to practice it. Then, they mentioned that teachers also make them paraphrase some words that they have difficulties with, this answer obtained 13 answers. This result shows that teachers have students communicate with different words if they have problems with those that are difficult for them, so that they can get their message across with what they know instead of being silent. Finally, 17 participants mentioned other activities.

The third open-ended question, What strategies do learners use to enhance speaking skills while using social media? The results showed in this part that students prefer to record themselves talking in English to evaluate their speaking

skills and improve them, this answer was the most popular with 33 answers indicating this is the most common practice used in messaging platforms because of their function of recording and listening audio that students use to know what to improve. Then, the second most used is listening to native speakers through messaging platforms to imitate their way of talking with 17 answers this indicates that students consider it important to listen to authentic language to improve their speaking so messaging platforms are good alternatives to talk with people from other countries like the United States and learn more about their way of speaking and through the imitation improve the different aspects of speaking.

Discussion

The survey conducted had the primary objective of delving into the impact that social media exerts on the oral communication abilities of individuals. The data collection process involved participants enrolled in the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros major at the Universidad Técnica de Ambato, specifically targeting individuals within the age range of 18 to 26. The questionnaire, meticulously designed with three distinct research questions, was crafted with the intention of revealing the ways in which social media influences the speaking skills of learners in this academic context.

Question 1 focused on understanding the ways how social media platforms are used to practice speaking skills. The analysis revealed that social media messaging platforms are effectively used by learners to practice their speaking skills. The results indicate that the majority of learners use these platforms to practice their speaking outside the classroom, since these apps offer different tools to practice speaking in different places and with different devices. It is connected with Anderson and Wilson (2020), which mentioned that the asynchronous communication offered by these platforms allows learners to record and share voice messages, facilitating practice at their convenience.

The findings also pointed out that the second reason why students opt to use these instant messaging social media platforms is due to the confidence that they have when they use these platforms to talk in English. This corresponds with the discoveries of Nguyen and Tran (2023), who underscored the efficacy of WhatsApp

in enhancing both English-speaking proficiency and confidence levels among university students. The authors mentioned that students leverage these platforms as a means to overcome apprehensions related to speaking and to cultivate a heightened sense of self-assurance when engaging in public speaking activities.

The primary objective of the second research question was to investigate the specific speaking subskills that teachers promote the most in English as a Foreign Language (EFL) classrooms. The results revealed that learners indicate that their educators prioritize pronunciation as the principal speaking subskill when they teach English in the classroom, this information goes hand in hand with what Brown (2020) stated that was that teachers usually emphasize the correct pronunciation of sounds, stress patterns and intonation to enhance students 'clarity and intelligibility when speaking English.

The subskill that participants identified as the second most emphasized by their educators is fluency, according to their answers educators used to have their students practice naturally articulating ideas and selecting appropriate words to express their thoughts smoothly. This coincides with what was mentioned by Smith (2019), who mentions that several teachers encourage students to practice speaking at a natural pace, using appropriate linking words and expressions to maintain flow. The research highlights the importance attributed to fluency in effective communication, underscoring the deliberate emphasis that teachers place on this specific sub-skill.

The third research question explored the most common strategies used by learners to enhance speaking skills while using social media. The findings revealed that the most common strategy used by learners is listening to native English speakers through messaging platforms to imitate their speech patterns, intonation, and pronunciation. Jones (2020) defined this strategy as "practicing with speech shadowing," where learners mimic native speakers to enhance fluency. This study supports this strategy, indicating its prevalence among learners.

Another commonly employed strategy, the second one according to learners involves students recording themselves while engaging in English speech to assess their speaking proficiency and to identify the aspects they must practice more and

improve. This aligns with Peterson (2023), who stated that learners used to evaluate their speaking practice, learners can record themselves speaking in English, listen to the recordings, and identify areas for improvement, such as clarity, pronunciation, or grammar. The research supports this strategy as one very used by learners thanks to the tools that instant messaging social media platforms provide.

In conclusion, the study findings show the strategies and activities that students commonly employ to improve their speaking skills through instant messaging social media platforms. Additionally, it also provides the speaking subskills prioritized by teachers as crucial for developing good speaking skills. These messaging platforms hold significant potential for both teachers and learners to enhance speaking skills, for teachers it could help to give extra activities to the students that could be interesting for them and for students because they could utilize these platforms independently for self-improvement, it is why more teachers and students should try implementing these platforms in their teaching and learning. Future research could delve deeper into the effectiveness of these platforms in improving speaking skills through experimental activities inside and outside the classroom.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results of the survey, the subsequent conclusions were drawn: It can be concluded that due to the different tools that instant messaging social media platforms have they are very helpful to improve learners' speaking skills.

Participants mentioned that they use these platforms such as WhatsApp and Telegram as tools to practice speaking outside the classroom which is very useful for them to improve their speaking by themselves and to have extra practice. It is also interesting that most of them mentioned that they use these platforms because they feel comfortable talking on them which remark another benefit that these types of platforms have that is that they can be used by students who have difficulties talking in public because of their lack of experience talking in English, for their lack of vocabulary or other reasons, to practice their speaking and to gain confidence little by little and then be able to speak calmly in public. In general, messaging platforms can be used by students not only for entertainment but to improve their English-speaking skills, these platforms with their different characteristics provide tools, such as the ease of recording audios, listening to them and sending them, that can be used for speaking language improvement.

The second finding of this research work demonstrates that most of the participants mentioned that the principal subskill promoted by their English teachers is the pronunciation of words and intonation, this shows that this subskill is one of the most difficult for English learners to learn due to the difference in sounds that exist between languages, so teachers spend more time making their students practice this subskill. Several of the participants also mention that the second speaking subskill most promoted by teachers is Fluency, that is, speaking naturally and using the correct words to connect ideas, it demonstrates that teachers consider fluency as an important aspect of language, which is why they encourage students to practice this. Understanding this is very important for students since they must know that they must spend more time practicing these subskills in order to improve their speaking.

It was also possible to identify the strategies that learners use to enhance their speaking skills while using social media. They mentioned that the strategy they use most to improve their speaking when using applications such as WhatsApp or Telegram is to listen to native speakers of the English language to imitate their way of speaking, their intonation and their pronunciation, this is very interesting since thanks to the ability that offer these applications for connecting people from all over the world allow access to audios of people who speak English as their original language, which allows non-native students to analyze and imitate these people. Other students mention that they use the strategy of using these applications to record audios speaking in English to evaluate the aspects in which they have difficulties and thus improve, this strategy is very interesting since it allows students to do self-evaluations and improve on their own. Both results show that there are different ways to use messaging platforms as English-speaking improvement tools, so trying them can help students a lot.

4.2 Recommendations

Students should begin to see instant messaging social media platforms as tools that can help a lot to improve their speaking skills. These can be very useful thanks to their functions that allow a different and interesting practice than that offered in the classrooms and that can reinforce the knowledge and practice acquired with their teachers. In the case of teachers, they can also encourage the practice of speaking through these platforms, sending entertaining and different tasks through these social networks such as making students talk about what they like or about what they do on their weekends.

It is also recommended that students reinforce their pronunciation and fluency on their own since these speaking subskills greatly influence the improvement of speaking the language, for which they can use messaging platforms such as WhatsApp to carry out different activities such as calling their friends or people who are English native speakers to practice their pronunciation of different words or acquiring advice about how to speak more naturally or different words to connect ideas correctly. Teachers can also consider using these platforms to reinforce students' pronunciation and fluency with different activities such as making students

record audios pronouncing different words every day or recording roleplays to practice their fluency.

Finally, it is recommended that students consider different strategies to practice their speaking skills when using instant messaging social media platforms since these platforms give a lot of tools that can be used for practicing the language and that students can take advantage of, one of the functionalities that students do not use a lot but they must try is the practicing of speaking exercises provided by chatbots, this could help students a lot since they are chatbots that provide different interesting exercises that students can practice every day and according to the different students' level, so it is a very useful functionality for them.

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Annexes

Annex 1

Supervisor approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 14 de Septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Social media and speaking skills" propuesto por el estudiante Benavides Guamán Emanuel Alejandro, portador de la Cédula de Ciudadanía, 060431162-1 estudiante de la Carrera de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros 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,



Lcda. Sarah Jaquelina Iza Pazmiño.
Coordinadora de la Carrera
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Annex 2



UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OPERATIONALIZATION OF VARIABLES

Objective: To explore the impact of social media on individuals' speaking skills.

Instructions: For the following statements, select one of the options:

1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree.

1. Social Media	Dimensions	Indicators	Questions
<p>Social media refers to digital platforms and technologies that enable individuals to create, share, and exchange information, ideas, and content with a wide audience. Between the most common social media platforms we have Instant messaging social media platforms that are digital communication tools that facilitate real-time, text-based conversations between users, Among the best known we have WhatsApp and Telegram</p> <p>These Instant messaging social media platforms have influenced the enhancement of English language including speaking skills.</p>	<p>Instant messaging social media platforms</p>	- Usage	4
		- Practice	2
		- Voice messages.	1
		- Calls, video calls.	1
		- Confidence to talk.	1
		- Groups, communities.	1
		- Communication	1
2. Speaking skills	Dimensions	Indicators	Questions
<p>Speaking skills encompass the ability to express oneself fluently, accurately, and coherently in spoken English, speaking include different subskills that encompass different aspect of speaking and that must be learned to have a good communication, to enhance those different speaking subskills people use different strategies.</p>	<p>Speaking subskills</p>	Pronunciation	1
		Fluency	1
		Using Interactive strategies	2

		Producing different text types	2
	Speaking strategies	Audio recording and self-evaluation	1
		Shadowing strategy	1
		Listening podcast	1
		Group work activities	1
		Feedback	1
		Online websites	1

Annex 3

Cronbach's alfa validation

Reliability Statistics	
Cronbach's Alpha	N of Items
,881	18

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I use instant messaging social media platforms (WhatsApp and Telegram) to practice my English-speaking skills outside the classroom.	51,0000	244,000	,425	,877
When I use instant messaging social media platforms, I use voice messages to practice my English-speaking skills.	51,0000	242,000	,468	,876
I use calls or video calls through instant messaging social media platforms to improve my English-speaking skills.	51,0000	244,000	,425	,877
When I use instant messaging social media platforms, I feel confident to speak in English with others.	51,0000	242,000	,468	,876

I join English language learning communities or groups on instant messaging social media platforms to improve my English-speaking skills.	51,0000	290,000	-,464	,907
I use instant messaging social media platforms to talk with native English speakers to improve my English-speaking skills.	51,0000	290,000	-,464	,907
My English teacher makes me practice the pronunciation of English sounds and intonation.	51,0000	222,500	,901	,860
My English teacher asks me to speak naturally and use the right words to connect my thoughts.	51,0000	224,500	,855	,861
When my peers and I practice conversations, my English teacher makes us take turns to speak.	51,0000	228,500	,764	,865
When I have problems saying different words, my English teacher asks me to paraphrase them.	51,0000	224,500	,855	,861
My English teacher makes me participate in class discussions on different topics.	51,0000	228,500	,764	,865
My English teacher asks me to share personal experiences or anecdotes.	51,0000	224,500	,855	,861

I record myself talking in English to evaluate my speaking skills and improve them.	51,0000	224,500	,855	,861
I listen to native English speakers thought messaging platforms to imitate their way of speech, intonation, and pronunciation to improve my speaking skills.	51,0000	230,500	,719	,867
I participate in online role plays to improve my speaking skills	51,0000	230,500	,719	,867
I provide and get feedback from my peers about our speaking skills thought messaging platforms.	51,0000	228,500	,764	,865
I practice my English-speaking skills thought activities provided by chatbots on messaging platforms.	51,0000	245,500	,394	,879
I share personal stories through text and audio messages to practice my speaking skills.	51,0000	260,500	,088	,889

Annex 4

Turnitin report


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