UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE OF THE RESEARCH WORK

The social networks influence on the development of oral productive skill.

Work presented as requirement for obtaining the Bachelor's degree as:

"Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros"

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Riobamba, Ecuador. 2022.

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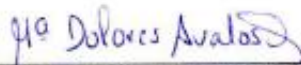
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DEDICATORY

I dedicate this research work from the bottom of my heart to my mother, Blanca Jaramillo, and my father, Italo Carrión, for always giving me their support and unconditional love in every way and for being involved in every step of my professional preparation.

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And me, for not giving up despite the current situation. *Long story short,* I survived.

Anthony Carrión Jaramillo

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RESUMEN

Carrión (2022). La influencia de las redes sociales en el desarrollo de la habilidad productiva oral. (Tesis de grado). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

La presente investigación trata de mostrar la relación que existe entre el uso de las redes sociales y su influencia en la mejora de la habilidad oral de los alumnos mediante la identificación, observación y descripción del uso y beneficios que las redes sociales poseen, ya que estos son medios digitales que presentan múltiples utilidades y funciones enfocadas a mejorar de la habilidad oral en inglés. Es por eso que mediante la recolección de datos realizada con los instrumentos y técnicas de evaluación aplicada en los alumnos de primer semestre de la carrera de los idiomas Nacionales y extranjeros de la facultad de Ciencias humanas y tecnologías se ha evidenciado que el uso de redes sociales influye de manera positiva en el aprendizaje y producción oral en inglés debido a que Tik Tok, Facebook e Instagram son medios con una interfaz fácil de usar puesto que los contenidos que allí se encuentran permiten crear una relación directa con el vocabulario; así mismo, se pudo constatar la carencia de metodologías que impulsen el uso adecuado de las mismas, y esa es una de las razones por cuales se percibe que las redes sociales solo se enfocan en el entretenimiento. Por otro lado, se pudo observar que las redes sociales se han convertido en el medio de comunicación más usado entre los jóvenes, en consecuencia, es crucial implementar herramientas que desarrollen la competencia comunicativa de los estudiantes.

Palabras clave: Redes sociales, Pronunciación, Habilidades productivas orales, Facebook, Instagram, TikTok

ABSTRACT

Carrión (2022). The social networks influence in the development of oral productive skill. (Thesis). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

This research aims to show the relationship between the use of social networks and their influence on the improvement of students' oral skill by identifying, observing and describing the use and benefits of social networks, since these are digital media that have multiple utilities and functions focused on improving oral skill in English. Thus, through the data collection carried out with the instruments and evaluation techniques applied in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Nacional de Chimborazo, it has been evidenced that the use of social networks has a positive influence on learning and oral production in English since Tik Tok, Facebook and Instagram are media with an easy to use interface since the contents found there allow creating a direct relationship with the vocabulary; likewise, the incorrect application of methodologies that promote the proper use of them could be verified, and that is one of the reasons why it is perceived that social networks are only focused on entertainment. On the other hand, it was observed that social networks have become the most used means of communication among young people, so it is essential to implement tools that develop students' communicative competence.

Keywords: Social networks, Pronunciation, Oral productive skill, Facebook, Instgram, TikTok

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CHAPTER I

1.1.INTRODUCTION

Considering what the modern world demands, it is crucial to introduce tools that develop the student's communicative competence to use English for different purposes such as studying, entertainment, work, etc.

Due to new technologies and the variety of functions they provide us with to improve our lifestyle, learning a second language has been greatly facilitated, so much so that it has developed into a contemporary necessity; that is why (Maella, s. f.) mentions that "these new forms of communication constitute a first-hand socializing agent in the stage we live in".

And that contributes to developing us as individuals who value the communicative richness of languages since speaking is the most common way to communicate our needs.

Bearing in mind the Ecuadorian school context, there are ways to overcome its limit and problem concerning oral skill. First, the use and application of social networks with an educational approach is an innovative method to establish connections among students and content, allowing students to be active in ELF lessons. Thus, the use of social networks is attractive to make students learn the language thanks to all the benefits they provide such as easy access, low cost, and easy to-use interface allowing more people to access them, and the motivation of this new generation goes hand in hand with the Internet. In addition, it allows an exchange of content generated by the users of social networks themselves, which temporarily educates and allows maximizing the exchange and knowledge even over long distances; according to Borromeo, (2016) these contents enhance the exchange and knowledge even at great distances; due to the health emergency of covid 19 the use of social networks was a productive alternative that became stronger and currently remains in force. In this regard, the purpose of this research was born to know how social networks influence the improvement of students concerning the use of Facebook, Instagram, and Tik Tok to publicize the benefits focused on improving orality in English classes and promote good use of social networks within the Ecuadorian classrooms. For this, this research was applied to first-semester students of the career of "Pedagogy of National and Foreign Languages of the National University of Chimborazo in the academic period May - October 2022".

1.2.RESEARCH PROBLEM

The social networks influence on the development of oral productive skill; a reflective study from the perspectives of the students coursing the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Nacional de Chimborazo in the academic period May - October 2022.

1.3.PROBLEM STATEMENT

Nowadays our globalized world has made learning a second language important to satisfy needs, connect with people anytime; therefore, many countries consider English as a lingua franca due to the linguistic and cultural contexts, as well as a mandatory subject at all educational levels, focusing mainly on pronunciation. Social networks are a powerful and accessible tool for their adaptive capacity towards the communicative needs of the students since their purposes go beyond mere entertainment and are adapted to the new educational demands, hence the oral ability in English is developed in an integral way capturing the attention of students, the same, the same phenomenon that allows reaching an adequate communicative level.

Moreover, according to (González Calatayud & Solano Fernández, 2013), social networks function as a means of socialization since both students and teachers make use of them to a great extent.

The use and application of social networks for educational purposes is evidenced in Latin America, with Mexican students, "Social networks can be considered a potential within higher education to be used by educational actors to support the activities that are performed in person in the classroom…" (Astudillo & Chévez, 2013) Thus, constant innovation makes it possible to encourage students towards self-learning, increase engagement and motivation, improve interrelationships with each other and with their teachers, and support active and social learning and the development of skill and attitudes such as socialization, teamwork or the importance of sharing content to expand their horizons and open communication windows to the world.

Regardless of the update of the Ecuadorian educational curriculum made in 2016, there were no significant changes in the learning of English, being the most significant example "the oral skill"; also, in the most recent report made by EF (Education First, 2021) published its ranking in 2021 that placed Ecuador in the #90 position worldwide and #18 in Latin America... This is alarming, as it shows the lack of attention and tools to promote the learning of this language and the few efforts to create a significant change.

Most of the time the teaching process makes emphasis on grammatical structures and repetition, actions that become monotonous and create demotivation in students, therefore, innovating to connect with the student is a titanic task that involves a commitment to students

and at the same time with the new ways of learning that are presented to transform the traditional system.

Consequently, this study aims to identify and describe the potential that social networks have on the process in which students can learn the contents of English with emphasis on speaking, this, is carried out in the process of teaching and learning with first-semester students of the career of " Pedagogía de los idiomas Nacionales y Extranjeros, of Universidad Nacional de Chimborazo, following a collaborative process because it was necessary to created positive references on developing the good use of social networks and how it can contribute to the development of new ways of learning, thus, avoiding that they are only overshadowed by prejudices of the society in general.

1.4. PROBLEM FORMULATION

How do social networks contribute to developing the oral skill of students?

1.5. JUSTIFICATION

Nowadays English is the lingua franca due to it is the common language or mode of communication that allows people to understand each other regardless of their cultural and ethnic background, therefore, both English educators and students must consider that the world and the way of education have changed, that is why they must allow themselves to make use of new technological tools that facilitate the learning of a second language; it is on the Internet where social networks are located, undoubtedly, they are a global phenomenon that is part of our lifestyle. Social networks have had a significant impact on education and in the case of "speaking," something particular happens, since it is one of the skills that usually has certain complications when it comes to being practiced and taught.

This research is necessary and relevant in order to show that communication is a human need that can be covered innovatively and showing that social networks can support this task and that they are more than entertainment generates great interest in seeing how this postulate can be achieved. It is necessary to encourage the good use of social networks for the benefit of improving oral skill as this is the best way to learn a second language.

In addition, there are not enough studies regarding social networks and their benefits, this is the reason why this research is beneficial for acquiring up-to-date knowledge.

On the other hand, the investigation contributes to expanding data on similar topics so that the task of identifying issues and variables will be easier for future researchers.

Consequently, this research is intended to be illustrative in a way that readers are aware of the potential of social networks in improving oral productive skill. It is important to me because I would like to see a debate about new communication technologies and their appropriate use. In addition, this research was carried out without complications since the support of the parallel and the teacher in charge were available for its realization.

1.6. OBJECTIVE

1.6.1. General objective

To analyze how the usage of social networks can contribute to improving oral skill in the English learning process in the First Semester of the Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Nacional de Chimborazo in the academic period May - October 2022.

1.6.2. Specific objectives

To identify social networks that students use to develop oral skill.
To observe the usage aims of social networks.
To describe the benefits of social networks in the English learning process.

CHAPTER II
2.1. THEORETICAL FRAMEWORK
2.2. INVESTIGATIVE BACKGROUND

It is mandatory to talk about behavorism when it comes to contemporary learning strategies, because is one of the theories that supports the idea of a more productive society regards the mutual benefit of discipline, in this case, students and social nteworks because of the boundaries that develop better problem solving and how the relationships works to create a better environment; for instance, our culture keep a model based on learning and creation of new strategies that boost the educational context. Krapfl, (2016)

Nowadays, social networks cooperate to produce new spaces that facilitates the learning sharing with the educational methodologies.

The use of social networks has spread to levels and fields that 10 years ago were not believed possible due to a lack of knowledge and lack of research related to it; it is therefore that currently, its study has expanded globally intending to publicize its benefits and new applications for these digital tools that keep us connected instantly. Also, it should be known that the research collected within the repository of the Universidad Nacional de Chimborazo is few concerning this topic.

"TEACHERS' AND LEARNERS' PERCEPTIONS TOWARD USING SOCIAL MEDIA FOR DEVELOPING ORAL PROFICIENCY"

This research was developed by (Namaziandost, Nasri, & Hossein, 2019) at Islamic Azad University, Shahrekord City, Iran. Their study was descriptive and was conducted using a self-developed questionnaire. The participants in this study were two hundred (200) university-level English language students and teachers (100 students and 100 teachers).

The authors mentioned that social networks are one of the most important sources of communication in this technological era that allows people to share their opinions and thoughts with other friends, furthermore, the result of the study showed that frequent use of social networks by English language learners and on teachers constitutes a significant impact on both users.

"IMPLEMENTACIÓN DE LA PLATAFORMA DIGITAL TIK TOK COMO HERRAMIENTA DIDÁCTICA MEDIANTE ACTIVIDADES BASADAS EN PROBLEMAS PARA EL FORTALECIMIENTO DE LA HABILIDAD ORAL EN ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA."

This study was developed by (Cujiño, 2022) and focused on students in grade 706 of the official educational institution José Joaquín Flórez Hernández in the city of Ibagué Tolima, Colombia, in which he implemented the use of the social network Tik Tok. The study showed that the students, through the use of the tool and the whole process carried out, presented great progress in terms of language management, and strengthening of oral skill. Finally, the students conclude that the new vision and knowledge they have of social networks and in particular TikTok, which was the work tool, will allow them to take advantage of it for different school projects in addition to the English subject.

"THE FACEBOOK SOCIAL NETWORK AS A TEACHING RESOURCE IN THE EXTRACURRICULAR EDUCATIONAL TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE OF THE STUDENTS OF SÉPTIMO SEMESTER CLASS "A"AT CARRERA DE IDIOMAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, CITY OF RIOBAMBA IN THE ACADEMIC TERM MARCH-JULY 2015."

This research was developed by (Iguasnia G, 2016) for the students of the seventh semester parallel A of the Languages career of the National University of Chimborazo with the intention of demonstrating that Facebook is a resource with positive influence in the process of learning English; this research also showed that students lost their fear of speaking in front of others and improved their English through videos, images and social groups. In addition, this research presented a series of methodologies and requirements previously analyzed, in order to obtain a correct evaluation of the information collected.

2.3.THEORETICAL FOUNDATION.

2.3.1. SOCIAL NETWORKS

Social networks have configured many alternatives to communicate, since that was their goal and that purpose has been achieved in ways in which various areas have benefited from their characteristics, creating cooperative relationships. According to Ormart & Navés, (2014) "A social network is a structure composed of a set of actors who are connected by interpersonal ties, which can be interpreted as relationships of friendship, kinship or learning, among others." In this way, it is understood that technology and our humanity are united by our common desire to communicate our needs and maintain relationships of all kinds.

Social networks are developed within the web and offer many facilities for users since by simply joining through public or anonymous profiles, they can become part of digital communities based on their various interests. In the words of (Castañeda, 2010), it is a kind of "educational fabric" as we are constantly learning and adding tools and concepts that allow us to grow intellectually.

2.3.1.1.Importance

Social networks are a independent form of communication that complements other daily skills, making it possible for everyone to take part indiscriminately and make use of them instantaneously. According to Naso & Balbi, (2012) social networks bring with them interactive concepts that update the methods with which they have been working repeatedly and, in addition to receiving and transmitting information effectively, they make the user an active agent of their learning.

Its importance is undeniable because social networks on the Internet are the starting point to initiate great projects accompanied by communicative advantages and mass media reach. Among them are promising businesses for small entrepreneurs who need to make their products known to large corporations, companies that need to stand out in the social sphere, artists who need to reach a changing public, media personalities who today are known as "influencers" or content creators and, above all, we have the facility to meet new people, that is, groups of people with a common interest, managing two types of asynchronous and synchronous communications, very much in line with modern work and education modalities that due to the current health emergency has pushed us to adopt without forgetting that they represent a relief to economy by not consuming a lot of monetary capital.

2.3.2. SOCIAL NETWORKS IN LANGUAGE TEACHING.

The relationship between social networks and education has become something that goes beyond concepts and puts on the table the praxis that allows us to create spaces for cooperation, which facilitate the work of communicating and learning to find information for the purposes we have in mind, for example, a researcher or professor has the need and obligation to disseminate their findings to the academy and to society in general to eliminate cognitive prejudices, and the way or means, channel that they can use is through the interface that social networks deploy in favor of collective knowledge by facilitating the exchange of experiences.

According to Jenkins, (2012) social networks are the answer to the traditionalist paradigms that education has been applying, this is due to the ease and global reach they possess while creating safe environments with accessible materials. This is how new educational models that make this educational process a safe space are achieved.

To corroborate this statement, a study dating back to 2014 conducted by Mahamat, (2014) found in students' opinions on how social media use influences their academic performance was obtained through surveys of Malaysian university students; those results showed that the majority of respondents agreed that social media has a positive impact on their academic performance.

Education has developed ways to educate and find information in an interactive way in which tasks and activities are based on fun, another factor that education must fulfill to motivate students to open up to the educational environment and allow them to collaborate and contribute ideas without feeling bored or forced. When using social networks it is easy to see how users, mostly young people, consider and use them as an alternative way to learn a language because they do not deal with grammar (which is usually taught without a correct methodology) and that is why they complement learning externally while you perform different daily activities without saturating yourself without forgetting that there are currently a large number of users around the world who use them for communication and learning in a simple way.

Within the educational digital environment, social networks such as Facebook present a communication model that allows inserting into education methodologies such as CLIL that dynamize the educational process allowing students to become the protagonist of their personal learning, this is stated by (Abaunza, Avalos, Martínez, & Rodríeguez, 2020) proposing an interesting study field.

2.3.2.1.Facebook

Currently, Facebook is the platform that has absorbed other social networks such as Instagram, Messenger, and WhatsApp, among others; in that way, we can understand that communication is the global purpose that this social network has maintained since its introduction in 2004. Therefore, it is convenient to show that research it was shown that their functions are used to improve oral skill in English.

Facebook is a total and free technological social space that presents many utilities ranging from sales, event organization, photography, text, and today the so popular short videos known as "reels" to long video tutorials of various kinds in which its interface is fluid and attractive; however its potential does not end there, it also presents educational opportunities for exploitation within the teaching and learning of foreign languages such as English and more that is focused on pronunciation due to popular content and content creators who perform the work of teaching. Facebook has a brutal media impact on our society, and it is noticeable thanks to the various studies that are carried out within educational institutions in which the interest in using social networks to improve oral skill is present.

It is known that there is a different approach that Facebook has that has not been fully exploited, but it has been analyzed due to the favorable results about improving the language skills of non-native English speakers shown as follows. For example, Muhammad, et. al, (2010) conducted a survey of more than 300 university students from a Malaysian university in 2008 where they were asked about their improvement in their English language skill which showed results where 70% of the students agreed that Facebook improved their performance and confidence in learning and speaking English. This shows that the features of this social network have great potential and do not require great expertise to improve language practice.

In the same way, the use of Facebook to learn vocabulary has favorable results because the use of multimedia content such as images, videos, and songs allows learning to be carried out fluidly and does not involve "fatigue" and that is why young people analyze the possibilities that this social network can generate when teachers become frequent users who transmit the

same motivation to the class. The research directed by Saavedra & Solís, (2016) showed that teachers realized that Facebook is a medium that supports students' learning of orality and that students preferred to practice their speaking in Facebook groups because the social network was their common element, and at the same time fostered teamwork.

2.3.2.2.Instagram

Instagram is a social network created in 2010 that was born to allow you to publish photos and videos to allow the rest to know where you are. However, this social network evolved and its purposes too, reaching the sales and business collaborations function, and therefore communicating is vital. According to data (McLachlan & Enriquez, 2022) Instagram currently has 1.47 billion users worldwide, its interface of videos, "stories" and "reels" has allowed it to capture the attention of users and assimilate content instantly.

Instagram allows you to improve your communication skill in any language through posts and videos, but English being the lingua franca has made English content creators create spaces and "accounts" in which they put their knowledge at the service of other users with a common element for you to learn vocabulary through the well-known "slangs" that are a way to start and adapt them to your life; stay motivated is paramount, and that's why when activities and vocabulary challenges are published regularly they create a friendly and understandable community since interactive activities are performed where comments are answered as a kind of "feedback" and these same questions in the comments section allow to clear language doubts.

Surveys conducted in "stories" allow users to learn while content creators receive statistical data from surveys, in this way a response is created on how users/students learn and based on that make proposals that improve or reinforce such learning. According to a study carried out by (Echevarría, 2020), the activities carried out on Instagram showed that the students learned to memorize the vocabulary and applied it with the teacher in a guided manner through weekly classes since it was more bearable and the format of "stories" allowed to keep the proper statistics for each student to make their consultation to improve the questions that were shown; it was concluded that it is advisable to make use of Instagram from the beginning of the main classes so that this methodology is better understood and or generate possible distractions, but in the end, the results were positive around the vocabulary learned. According to (Balteiro, Espinosa Z, Campos P, Sinyashina, & Sánchez F, 2019), their research showed that Instagram is a tool for learning through the lexicons of social networks since these are the starting point for the more formal lessons of oral communication in English since it generates a better familiarization between the students' productive oral skill and social networks by the fact that they feel motivated and a learning model is not created by "obligation" but becomes an implicit learning model.

2.3.2.3.Tik Tok

TikTok is one of the most viral social networks in China, and it later managed to make its way to the world novel like other social networks. In 2022 it is evident that Tik Tok is installed on most mobile devices in which users enjoy the content that videos show of various

kinds, which is a total phenomenon. The impact it has made study its potential to learn languages since the short video format is enough to memorize the learning shown. Based on the results of research conducted by (Mandasari, Kosassy, & Jufri, 2022), Tik Tok helped ESP students improve their speaking skill; evidenced by the results of surveys conducted in which 70% of the students obtained scores between 80-90, so positive results were obtained on the use of Tik Tok to improve the orality of English since its use is entertaining and motivates to practice English because it is easier for them to convey ideas without feeling judged. This is the representation of how learning should be addressed through technology. By not feeling the pressure to learn in a "forced" way, students see the learning of a second language as a simple process of communication, what's more, they become content creators and present the information learned in a fun way; This practice is invaluable in terms of the development of the four essential skills: reading and oral comprehension and written and oral production.

Students move among millions of videos looking for answers or to compare the teaching that the "tik tokers" present, either by their pronunciation, vocabulary, or how they correct phonetic errors, this is understood as a reinforcement or complementary activity to the predetermined learning model and is very positive. According to Yélamos, et. al, (2022), Tik Tok improved essential skills such as teamwork, and concerning learning English, it was concluded that not only is it practiced orally, but this social network becomes a resource to search for information that can later be very useful in projects that favor meaningful learning.

Language skills are linked to other language skills, in this regard, TikTok is useful for watching and assimilation information.

2.3.3. CONTENT CREATORS WHO CONTRIBUTE TO ORAL SKILL.

On platforms such as Facebook, Instagram, and Tik Tok, there are a large number of users with accounts that are dedicated exclusively to teaching English visually and intuitively way through videos, games, images and even surveys that content creators such as Holly Grace, Nab Darell, and Alex Bare. Their influence is a key factor for users to direct learning while having fun; content creators or "influencers" are those who contribute knowledge to their community in an alternative way.

2.3.3.1. Super holly. Facebook.

Holly Grace Marie Tuggy better known as "Superholly" is a content creator who started with her YouTube channel in which through anecdotes and funny tutorials she managed to connect with a large audience that has now expanded and dominated thanks to "Facebook watch" since the interface allows interaction through comments and links; her content within the social network Facebook went viral thanks to the "netizens" in the pandemic period in 2020, thanks to a video titled *"PRONUNCIAS MAL ESTAS MARCAS? Superholly"*, thus, her videos on Facebook helps users to want to improve their pronunciation.

2.3.3.2. @englishwithnab – Instagram

Nab is a man who owns a language center, he has traveled to many countries and in his words, this has allowed him to broaden his vision about learning English. The didactic that the "English With Nab" account is entertaining and easy to understand thanks to the dialogues where the publications or his stories on the Instagram share, in addition to the writing

emphasizes the differences in pronunciation. His community is made up of more than 1 million followers.

2.3.3.3. @alexbaretv – Tik Tok

Alex Bare is a man from Iowa who used to teach English in Venezuela and Colombia, that's why his peculiar way of teaching English. His success lies in explaining and detailing the pronunciation according to the different regions of the United States and with more than 162 thousand followers. In addition, he makes use of pop culture references to capture the attention of his followers so that they become interested in improving their English pronunciation since he comments that speaking English is often complicated for some students and that the best way to learn is through practical and fun examples.

A good dose of passion and motivation can help users to learn to communicate in English and has positive results bilaterally, the same results that are evidenced in the large community of followers who visit their social networks to learn how to improve their communication skill as an alternative extracurricular resource.

2.3.4. ORAL PRODUCTIVE SKILL

The importance of speaking in English is essential for communication since being the lingua franca this facilitates communication between speakers around the world and the growth and strengthening of various areas in which people work to maintain human relationships and personal development generating communication and assertive links.Within the classroom, speaking is a facility and an advantage to learn within other skills of the English language, as it connects the results of writing, reading, and writing.

2.3.4.1.Importance

Among the four skills that are worked on (speaking, reading, writing, and listening), speaking, according to the people who learned English, is one of the most complicated because this process usually has difficulties that range from resources and social factors such as embarrassment, etc. Learning to speak in a language other than one's mother tongue is a gradual process that involves creating communicative patterns based on interaction with media and visual content that allow us to create dialogues, responses, and opinions to communicate our desires. However, the effectiveness of speaking in English is fundamental for many purposes beyond education.

In a study Rico, et. al (2016) it was shown that it helps to promote participation, the strengthening of this skill also contributes to losing the fear of public speaking and allows the acquisition of communicative competencies within an adaptive environment.

2.3.5. STRATEGIES FOR SPEAKING

Social networks present a common format for users to reproduce the content at any time as it is stored in the cloud, this is through multimedia content ranging from videos, images, text, etc.

2.3.5.1.Shadowing/ video imitation

Shadowing was developed by the American teacher Alexander Arguelles, is a language learning technique based on having students repeat the words or phrases they hear moderately

but making the repetition accurate. It is called shadowing because your voice follows the recording like a shadow follows a person or object in motion.

Communicative improvements have been evidenced by the use of this strategy because it involves the direct practice of pronunciation. A study conducted by Wang, (2018) showed that non-English speaking university students were exposed to this strategy and before this showed improvement in their English communication skill. It was also concluded that teachers should emphasize more on this technique more as it can benefit students' learning.

Since most students learn visually, multimedia content that allows them to replicate and understand the information shown is a positive strategy that is enriched thanks to the format of videos, posts, and publications shown on social networks.

The website "My English goals", (2021) shows some tips and steps to follow to take advantage of this technique, these range from identifying words that are of our interest to incorporating them into our lexicon and also buying them with words that are unknown to us, play the multimedia content and try to replicate the expressions and what is said as accurately as possible to generate learning by association; this is the way the videos posted on social networks work.

2.3.5.2.Video recording

Currently, videos can present information with novel information that is easy to understand, with videos hosted on platforms of all kinds ranging from recordings, movies, or sketches can explain the communicative process and make it part of the speaker; explaining complex concepts with methodologies focused on influencing the attitudes of students favoring speaking, generates a brain response that allows us to understand and perform a better communicative process. How the students visualize movements and gesticulation positively influences their oral production.

According to Kusuma, et. atl, (2022), exposure to video recordings implies that aspects such as cognitive and affective aspects are beneficial since elements such as emotions and appreciation of representations generate communicative responses focused on generating an informative and persuasive discourse in the target language.

CHAPTER III

3. METHODOLOGY.

3.1. APPROACH

This research had a qualitative approach because it collected information about the opinions of the students surveyed regarding the topic of the influence that social networks have on the improvement of oral productive ability in English. (Aspers & Corte, 2019)

3.2. INVESTIGATION MODALITY

The modality was field research since it was mentioned how the use of social networks influences the oral skills of the population to be surveyed..

According to (Arias, 2012), field research consists of collecting data directly from the subjects under investigation, or from the reality where the facts occur, without manipulating the

variables so that the researcher obtains the information without altering the environment to establish its nature.

3.3. LEVEL OR TYPE OF INVESTIGATION

This research had an exploratory level. (Arias, 2012) has mentioned that exploratory research is carried out on a topic or object that has not been studied to a great extent and its results could provide a similar notion about the object of study, in addition, they constitute preliminary learning and thus these results provide new data and elements that will allow for more consolidated research with new unknown questions.

3.4. RESEARCH POPULATION

The research population was carried with the 41 students from the First Semester of the Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Nacional de Chimborazo. This parallel was chosen because the phenomenon to be studied corresponds to the current reality of the students since they are frequent users of social networks.

3.5. SAMPLE SIZE

Due to the small number of students, a sample was not necessary.

3.6. DATA TECHNIQUES AND INSTRUMENTS

"Criteria expert" was applied to validate the instrument collection data.

To respond to the proposed objectives, the **observation guide** was used as a technique and the data collection instrument was the **"survey".**

The **observation guide** was used to obtain specific information. This tool made it possible to determine how students use social networks, the same information that allowed the elaboration of the questions for the survey.

The observation guide was used to capture, as objectively as possible, what happens in the real world, to describe, analyze, or explain it from a professional perspective. (Covarrubias & Lule, 2012)

On the other hand, the **survey** refers to an instrument that seeks to obtain information on personal appreciation provided by a group or sample. Due to its nature, it is carried out with brief questions because its duration is quite short. (Arias, 2012)

3.7. TECHNIQUES OF ANALYSIS

Because it is qualitative research, **data triangulation** will be used to obtain greater quality control in the research process and guarantee validity, credibility, and rigor in the results achieved, in addition, it refers to various methodological and theoretical-methodological possibilities, from which it is feasible to address the study of a particular research problem, even while remaining within the framework of the qualitative approach. Specifically *methodological triangulation*, since the study phenomenon, which is the students and their learning of English, is related to the independent variable, which is the social networks. Similarly, questions were asked that allowed the understanding of the relationship between these two aspects, since this was an exploratory type of research, interesting data have been obtained that lead to future research with a basis based on the validity of the instruments that the data triangulation produced.

According to (Aguilar & Barroso, 2015), data triangulation refers to the use of different strategies and sources of information in data collection, which allows differentiating the information collected as a kind of filter, since the objective is to verify the authenticity of the information that was first obtained.

CHAPTER IV. RESULTS AND DISCUSSIONS.
4.1. OBSERVATION GUIDE RESULTS

Objective: To analyze how the usage of social networks can contribute to improving oral skill in the English learning process in the First Semester of the Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Nacional de Chimborazo in the academic period May - October 2022.

Social networks for educational purposes.		
ITEM	**RESULT**	**ANALYSIS**
Do students use social networks?	**Always**	It was evidenced that students have social networks on their devices where they use them not only for entertainment but also to watch videos and learn concepts in English.
Do students use social network communication groups?	**Always**	It was possible to see that students maintained communication through social networks such as WhatsApp, Instagram inbox, and Facebook to send tasks and guidelines in which they try to write and ask questions in English.
How often do you feel motivated by using social networks to learn to communicate in English?	**Always**	It was found that when they approached the topic of social networks concerning the communicative field in English, there was a better openness since they considered that social

		networks are an excellent method that enhances learning if they are used correctly.
How often do teachers apply social networks for developing discussion forums?	**Sometimes**	It was evidenced that on certain occasions teachers requested the use of social networks to discuss the class topic. This means that teachers are not as aware of social networks or that perhaps there is no adequate methodology to include them in the classroom.
How often the teacher uses social networks in the English teaching-learning process?	**Sometimes**	It was observed that participation in using social networks is how doubts or instructions are solved since it was suggested that they access their free time to some social network and observe some additional content on the class topic to strengthen knowledge because it was one of the ways that the teacher also apply.
How often do students use more than 2 social networks on their devices for educational purposes?	**Always**	According to the observation, students have an average of 4 social networks focused on communication in which English is practiced and also used to be aware of the tasks and projects assigned.

4.2. SURVEY RESULTS

The information obtained through the application of the instruments and techniques with the support of the exploratory analysis was carried out in order to respond to the objectives of this research. Additionally, the survey was designed based on the observation guide and thus the objectives presented were comprehensively covered.

To identify social networks that students use to develop oral skill.

To observe the usage aims of social networks.

To describe the benefits of social networks in the English learning process.

Table 1. first question of the survey

In the English learning process do you use social networks?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Yes	39	90,7	95,1	95,1
	No	2	4,7	4,9	100,0
	Total	41	95,3	100,0	
Total		41	100,0		

Source: survey applied to students
Design by: Anthony Carrión

Figure 1. table one percentages
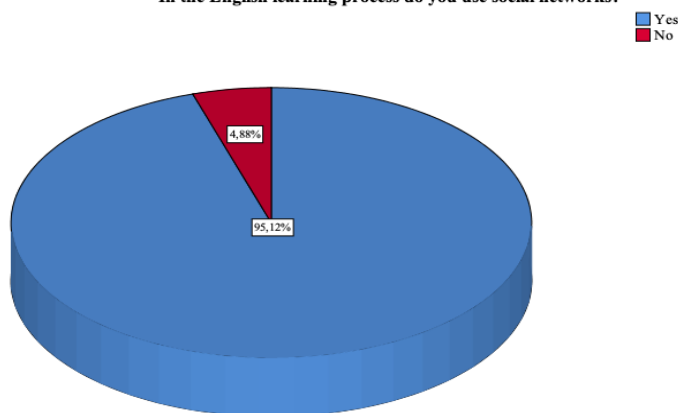
Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 1

According to 95.1% of the students responded that within the process of learning English they use social networks as support for their educational practice; on the other hand, 4.9% mentioned that they do not use social networks in this area.

Table 2. second question of the survey.

Which of these social networks do you use to learn English?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Facebook	13	30,2	31,7	31,7
	Instagram	8	18,6	19,5	51,2
	Tik Tok	20	46,5	48,8	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Source: survey applied to students

Design by: Anthony Carrión

Figure 2. table two percentages

Which of these social networks do you use to learn English?
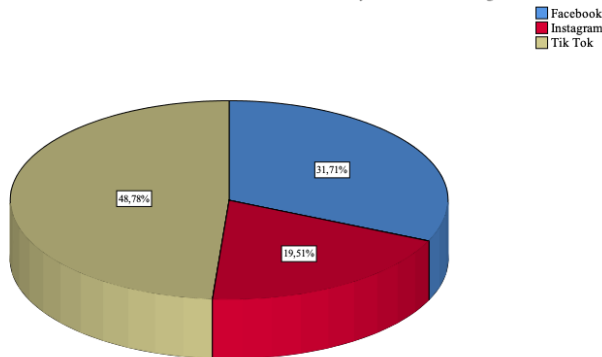
Source: survey applied to students

Design by: Anthony Carrión

Analysis and interpretation of table 2

According to the results, TikTok is the most used network within the 48.8%, while 31.7% chose Facebook, and 19.5% chose Instagram as their preferred network.

Table 3. third question of the survey.

How often do you use social networks to learn English?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Always	11	25,6	26,8	26,8
	Sometimes	29	67,4	70,7	97,6
	Never	1	2,3	2,4	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Source: survey applied to students
Design by: Anthony Carrión

Figure 3. table three percentages.
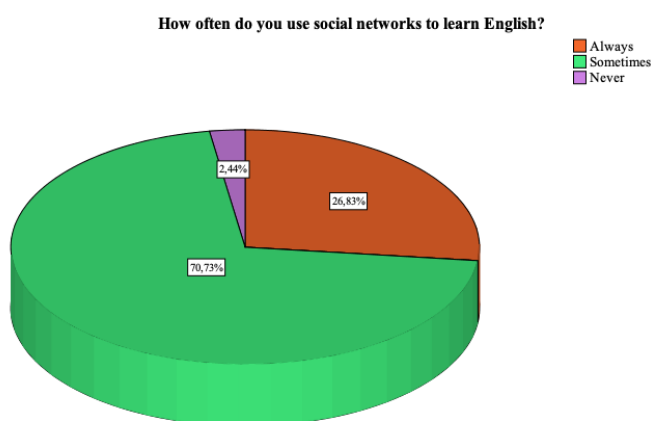
How often do you use social networks to learn English?

- Always
- Sometimes
- Never

2,44%
26,83%
70,73%

Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 3.

70.7% of the students surveyed showed that they sometimes use social networks focused on learning English, on the other hand, 26.8% reflected that always use them, but 2.4% showed that there is no interest in using social networks to learn to speak English.

Table 4. fourth question of the survey.

What extent have you improved your pronunciation by making use of multimedia content (videos, posts) that social networks display? Consider that 3 is to a great extent, 2 is not very much and 1 is not at all.

	Frequency	Percentage	Valid percentage	Accumulative percentage

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Not at all	4	9,3	9,8	9,8
	Not very much	24	55,8	58,5	68,3
	Great Extent	13	30,2	31,7	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Source: survey applied to students

Design by: Anthony Carrión

Figure 4. table percentages four.

What extent have you improved your pronunciation by making use of multimedia content (videos, posts) that social networks display?

Legend: Not at all, Not very much, Great Extent

9,76% — 31,71% — 58,54%
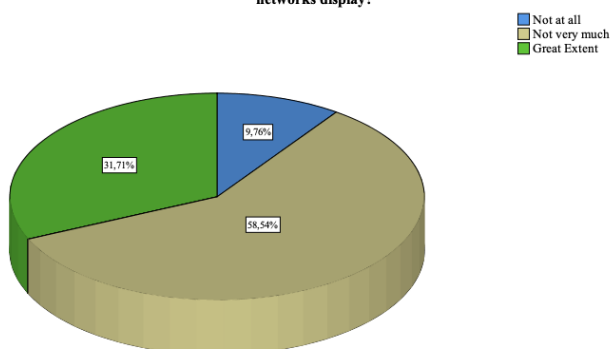
Source: survey applied to students

Design by: Anthony Carrión

Analysis and interpretation of table 4

58.5% felt that they improved their pronunciation to an average extent thanks to the content displayed within the social networks, 31.7% showed that their pronunciation improved to a great extent, while 9.8% had no significant results.

Table 5. fifth question of the survey.

Do you speak in English to establish good communication?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Yes	22	51,2	53,7	53,7
	No	19	44,2	46,3	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Source: survey applied to students

Design by: Anthony Carrión

Figure 5. table percentages five.

Do you speak in English to establish good communication?
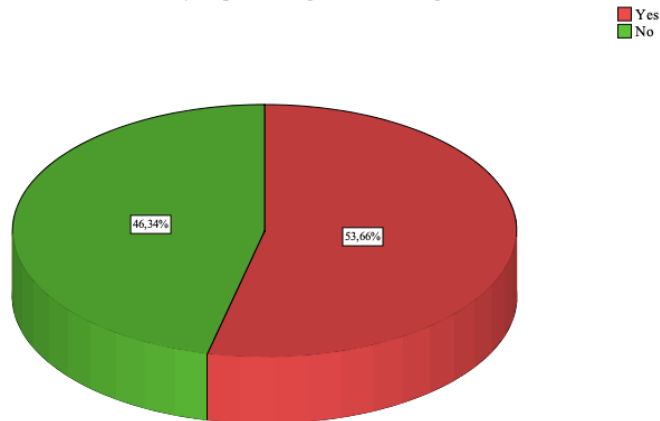
■ Yes
■ No

46,34% 53,66%

Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 5.

The 53.7% use English to communicate adequately, on the other hand, 46.3% showed that they are not good at communicating in English.

Table 6. sixth question of the survey.

Students use words in English such as: "hi, bro, cool, selfie" to communicate on social networks?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Always	22	51,2	53,7	53,7
	Sometimes	18	41,9	43,9	97,6
	Never	1	2,3	2,4	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Figure 6. table six percentages.

Students use words in English such as: "hi, bro, cool, selfie" to communicate on social networks?
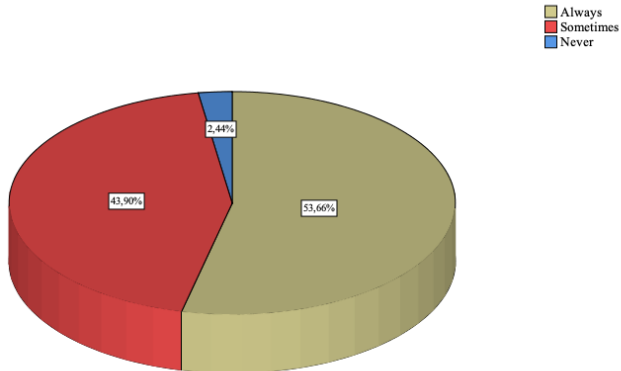
☐ Always
☐ Sometimes
☐ Never

2,44%

43,90%

53,66%

Analysis and interpretation of table 6.

53.7% of the students always make use of English expressions using social networks so they incorporate them into their lexicon, while 43.9% said that this happens sometimes, and 2.4% never do.

Table 7. seventh question of the survey.

Do you send voice messages in English, Spanish, or both?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	English	3	7,0	7,3	7,3
	Spanish	24	55,8	58,5	65,9
	Both	14	32,6	34,1	100,0
	Total	41	95,3	100,0	
	Total	41	100,0		

Figure 7. table percentages s.

Do you send voice messages in English, Spanish, or both?
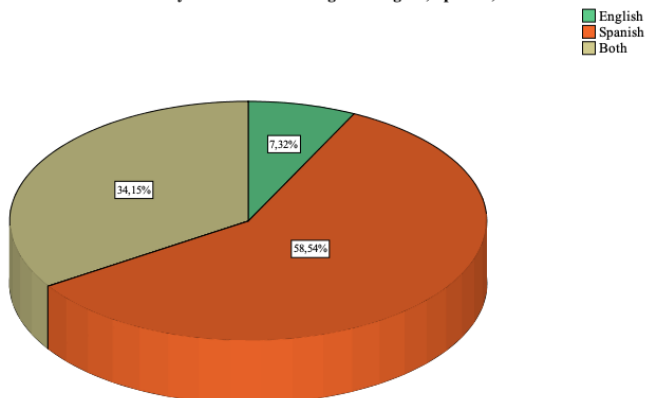
Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 7.

7, 58.5% responded that voice messages are mostly sent in Spanish, 34.1% are sent in English and Spanish, and only 7.3% are fully sent in English.

Table 8. eighth question of the survey.

Do you consider that the use of social networks benefits your pronunciation?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Yes	39	90,7	95,1	95,1
	No	2	4,7	4,9	100,0
	Total	41	95,3	100,0	
Total		41	100,0		

Source: survey applied to students
Design by: Anthony Carrión

Figure 8. table eight percentages.

Do you consider that the use of social networks benefits your pronunciation?

☐ Yes
🟩 No

4,88%

95,12%
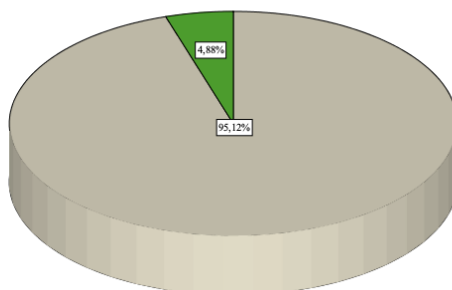
Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 8.

95.1% mentioned that social networks have benefited their pronunciation, while 4.9% responded that this is not the case.

Table 9. ninth question of the survey.

How often do you find expressions or slang through social networks that you incorporate into your lexicon?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Always	10	23,3	24,4	24,4
	Sometimes	31	72,1	75,6	100,0
	Total	41	95,3	100,0	
Total		41	100,0		

Source: survey applied to students
Design by: Anthony Carrión

Figure 9. table nine percentages.

How often do you find expressions or slang through social networks that you incorporate into your lexicon?

■ Always
■ Sometimes

24,39%

75,61%

Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 9.

75.69% of the students surveyed showed that sometimes find expressions within social networks, which are later incorporated into their lexicon, 24.4% responded that this always happens.

Table 10. tenth question of the survey.

Do you consider that one of the objectives of using social networks is to learn English?

		Frequency	Percentage	Valid percentage	Accumulative percentage
Valid	Yes	33	76,7	80,5	80,5
	No	8	18,6	19,5	100,0
	Total	41	95,3	100,0	
Total		41	100,0		

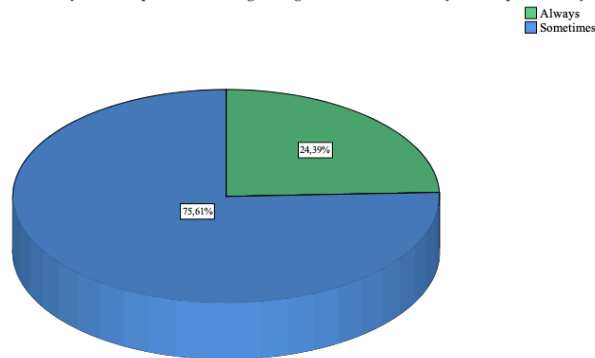**Source:** survey applied to students
Design by: Anthony Carrión

Figure 10. table ten percentages.

Do you consider that one of the objectives of using social networks is to learn English?

■ Yes
■ No

19,51%

80,49%
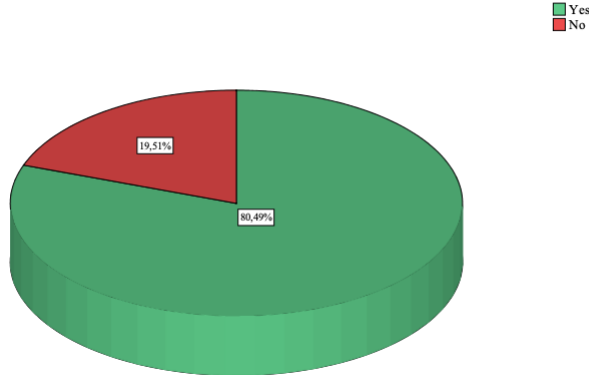
Source: survey applied to students
Design by: Anthony Carrión

Analysis and interpretation of table 10.

80.5% of the students considered that learning English was one of the objectives of social networks, while 19.5% responded that it was not.

4.3. SOCIAL NETWORK INFLUENCE ON ORAL SKILL

Objective 3: To describe the benefits of social networks in the English learning process.

There are many benefits of using social networks to improve productive oral skill in English, ranging from easy access, not involving a high economic cost, and becoming attractive and innovative tools for students, among others, however, one of the benefits that stand out is that they present an intuitive and easy to approach learning model. In this research, it was possible to prove that the contribution the influence that social networks have on the oral learning of students is positive since it not only helps to learn new ways of assimilating information but also creates an environment in which teachers are involved by knowing how social networks work and their multiple functions that allow them to perform a guided and easy to execute follow-up; on the other hand, it is essential to include lessons that involve their use since it was observed that students feel more comfortable using mobile devices.

Usually, traditional methods tend not to have the best reception, and that is why oral skill are usually considered very difficult to learn and master because they are not taught dynamically; in addition, the capabilities of students are reflected in the way they communicate either with an acceptable fluency or with problems in it, that is why enhancing oral skill is vital for better learning and that is achieved when students see possibilities in tools such as social networks. The students showed openness and interest in the topic to be investigated.

The ease of understanding concepts or slang stimulates the memory as they apply these new words to real-life contexts that are reproduced orally, in addition, the motivation to see content creators talking about academic topics creates interest in them.

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And additionally, they do not feel judged within these digital media, which helps them to continue practicing with dialogues and provide relevant information for effective communication.

4.4. DISCUSSION:

In the first semester of Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo, it became evident that most students use social networks as a support to improve their English pronunciation considerably, but despite this, not all of them are aware of their benefits, that is why it is necessary to know and analyze methods that apply this valuable tool. According to (Ibarra & Ortega, 2022), the contents that are within the social networks such as videos, music, images, and podcasts in English is very varied and allow the improvement of the orality of the English language since they configure a new didactic that adapts in a better way the ICT within the information society and with the educational demands of the new times, it is an event that configures new paradigms in favor of more flexible learning.

On the other hand, some students already understand new concepts and expand their lexicon. In addition, active participation is reflected in the way they express themselves and comment on certain data relevant to their communication.

In addition, content creators develop their videos as if they were classes, but in a dynamic way where they seek that users entertainingly grasp the teachings; this is how social networks present information to guide the practice of orality since they do not represent a high cost, are not difficult to use, nor do they create dependence, as this has been analyzed in the previously mentioned research. In addition, Yamshinskaya & Kryukova, (2022) mentions that most of the respondents were aware of the importance of using social networks to communicate and establish relationships to communicate their needs and thoughts.

To achieve better results, the use of social networks should address topics that include specific classroom aspects such as lessons and other contexts so that students can relate to their cultural environments, understand and appreciate the linguistic richness of English, and try to create intercultural environments. Moreover, in this setting, the teacher has to link culture and other aspects to encourage this type of practice in and out of the classroom. Learners have also learned that social networking has become a 21st-century trend that can improve language skill and help in the environment for naturally guided learning, as learners are allowed to connect with communities of native speakers to obtain information that can nurture their prior knowledge.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Social networks are being used productively since, according to the results shown by the students surveyed, they have a great impact and become a tool that takes into account the needs and interests of the students, in addition to offering flexibility and not implying difficulty in their use; however, teachers do not fully approve of its incorporation into educational contexts and the main reason is that there is still a lack of studies and evidence on the subject, but there is also interest in further research on the subject.

It has been concluded that even though there is a lack of correct management on social networks within the first semester of Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo, consequently, the students use words that they found in social networks in their daily life, allowing them to better understand the oral contexts since in English idiomatic expressions are used a lot.

It is concluded that the most used social network to practice and improve oral skill in English is TikTok, this is because the video format is varied which means that they can find the same explanation to the topic depending on their preference, in addition, personal interests derive part of their interest in pop culture which is mostly in English, this is a factor that has a positive impact on their oral skill.

As a key point, teachers should promote the use of social networks and monitor their proper use to create communicative spaces that encourage oral practice, because students follow the instructions given and recreate patterns to communicate with their peers, even more so in the current situation that educational institutions are going through in which technology allows them to be more aware of their learning.

5.2. RECOMMENDATIONS

It is recommended that students take advantage of the facilities and flexibility presented by social networks and propose ideas and suggestions on the use of social networks to enhance orality when talking about topics of interest to them.

It is suggested to incorporate activities that encourage teamwork in which teachers and students get involved to strengthen communication skill and thus develop social skill.

It is recommended that students prioritize speaking within the networks by sending more voice messages as this generates a communicative channel in which motivation increases.

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7. ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

Objective: To analyze how the usage of social networks can contribute to improving oral skill in the English learning process in the First Semester of the Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Nacional de Chimborazo in the academic period May - October 2022.

Author: Anthony Alberto Carrión Jaramillo

DATA: Course: _____ Date: _____				
Indicators	Always	Sometimes	Never	Observations
Do students use social networks?				
Do students use social network communication groups?				
How often do you feel motivated by using social networks to learn to communicate in English?				
How often do teachers apply social networks				

for developing discussion forums?				
How often the teacher uses social networks in the English teaching-learning process?				
How often do students use more than 2 social networks on their devices for educational purposes?				

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QUESTIONNAIRE

Objectives:
•   To identify social networks that students use to develop oral skill.
•   To observe the usage aims of social networks.
•   To describe the benefits of social networks in the English learning process.
Author: Anthony Alberto Carrión Jaramillo

Objective. To observe how oral skill are improved by using social networks.				
In the English learning process, do you use social networks?	Yes	No		Observations
Which of these social networks do you use to learn English?	Facebook	Instagram	TikTok	
How often do you use social networks to learn English?	Always	Sometimes	Never	
What extent have you improved your pronunciation by making use of multimedia content (videos, posts) that social networks display? Consider that 3 is to a great extent, 2 is	1	2	3	

not very much and 1 is not at all.				
Do you speak in English to establish good communication?	Yes	No		
Students use words in English such as: "hi, bro, cool, selfie" to communicate on social networks?	Always	Sometimes	Never	
Do you send voice messages in English, Spanish, or both?	English	Spanish	Both	
Do you consider that the use of social networks benefits your pronunciation?	Yes	No		
How often do you find expressions or slang through social networks that you incorporate into your lexicon?	Always	Sometimes	Never	
Do you consider that one of the objectives of using social networks is to learn English?	Yes	No		