UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"Social Networks to increase Learning English Vocabulary for 10th graders of Unidad Educativa Pedro Franco Dávila."

SCHOOL YEAR 2021-2022"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Advisor: Msc. Ketty Zoraida Vergara Mendoza

La Libertad – Ecuador

2022

La Libertad, January 31, 2022

Advisor´s Approval

In my role as Advisor of the research paper and title **"Social Networks to Increase Learning English Vocabulary for 10th Graders of Unidad Educativa Pedro Franco Dávila"** prepared by **Orrala Borbor William Michael,** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Firmado electrónicamente por:
KETTY ZORAIDA
VERGARA MENDOZA

………………………………………..

Ketty Vergara Mendoza.

ADVISOR

La Libertad, January 31st, 2022

Statement of Authorship

I, William Michael Orrala Borbor with ID number # 2450613720, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor´s degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "SOCIAL NETWORKS TO INCREASE LEARNING ENGLISH VOCABULARY FOR 10TH GRADERS OF UNIDAD EDUCATIVA PEDRO FRANCO DÁVILA." certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

William Michael Orrala Borbor

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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY,
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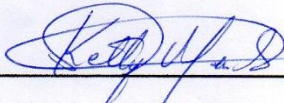
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Acknowledgment

To my family, who is an unconditional support to move forward, who always supports me to overcome the obstacles of everyday life, they always supported me during every day of university, sleepless nights, and hard work.

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Dedication

I dedicate this work primarily to God, who has given me the strength to overcome all difficulties. My mother, who was my greatest support in times of distress. To my father, who did everything to make college a dream come true. To my brother and sister who have always supported me.

To my girlfriend who helped me every day of college and has been a very important part during this process.

To teachers and authorities of our beloved university who have made this possible.

With love

William

Abstract

Today's society integrates the use of Social Networks, and it is precisely in the Educational Field where technological strategies must be used so that students consolidate the knowledge acquired with the supervision of the teacher in the teaching-learning process. English vocabulary involves several skills that must be developed with practice and dedication since it is a process that both teachers and students must follow in the educational environment. The use of Social Networks is an entertaining and interactive way of learning in the classroom and at home.

The present investigation shows the impact that the lyrical videos will have through the TikTok social network in the tenth-year students of the "Unidad Educativa Pedro Franco Dávila" located in Anconcito parish-Salinas-Ecuador to improve the skill mentioned above. The methodology used in this research project to obtain information and subsequent analysis, the following methods and techniques were used: online observation, direct multiple-choice closed-type surveys addressed to students.

KEY WORDS: *Social Network, ICTs, Vocabulary, Tenth-year.*

Resumen

La sociedad actual integra el uso de las Redes Sociales, y es precisamente en el Campo Educativo donde se deben utilizar las estrategias tecnológicas para que los estudiantes consoliden los conocimientos adquiridos con la supervisión del docente en el proceso de enseñanza aprendizaje. El vocabulario en inglés involucra varias habilidades que deben desarrollarse con práctica y dedicación ya que es un proceso que tanto docentes como estudiantes deben seguir en el ámbito educativo. El uso de las Redes Sociales es una forma amena e interactiva de aprender en el aula y en casa.

La presente investigación muestra el impacto que tendrán los videos líricos a través de la red social TikTok en los estudiantes de décimo año de la "Unidad Educativa Pedro Franco Dávila" ubicada en la parroquia Anconcito-Salinas-Ecuador para mejorar la habilidad mencionada anteriormente. La metodología utilizada en este proyecto de investigación para la obtención de la información y su posterior análisis, se utilizaron los siguientes métodos y técnicas: observación en línea, encuestas directas de tipo cerrado de opción múltiple dirigidas a los estudiantes.

PALABRAS CLAVES: *Red social, TICs, Vocabulario, Decimo Año.*

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GRAPHS

Introduction

This degree research focuses on the work that teachers have when they are preparing high school students to make deep and significant progress in the process of teaching and learning vocabulary in English. It has been analyzed that the use of the new tools of information and communication technologies (ICT) about the social network TikTok is an easier way to learn vocabulary thanks to the interaction and the scope that an Internet connection allows.

Learning vocabulary generally means that students learn new words and vocabulary through actual reading passages, rather than stand-alone lessons. A teacher using lyrical videos to teach vocabulary may choose vocabulary words for a class lesson that are found in an assignment that students are expected to read that night. Teachers can also use other platforms to allow students to highlight or identify unfamiliar words, and then use those words as the basis of a vocabulary lesson. Learning vocabulary can also allow students to practice contextual clue skills that are often helpful in identifying the meaning of unknown words based on surrounding information.

Chapter I: The statement of the problem is offered in this chapter, along with its rationale. In addition, the first chapter will address the general and specific objectives.

Chapter II: The research methodology and research type will be discussed in this chapter. Then the educational base and previous research are based on the topic. This chapter also mentions the importance of the use of ICTs through social networks.

Chapter III: In this chapter, the research methodology and the research type will be noted. The methods of investigation will also be defined, the population is noted and the research techniques that were applied to obtain information from the students.

Chapter IV: This chapter contains the proposal as well as the justification, which includes the actions undertaken to write this project.

Chapter I

The problem

1.1 Research Topic

Social Networks to increase Learning English Vocabulary for 10th graders of Unidad Educativa Pedro Franco Dávila.

1.2 Problem Statement

It takes time to master a new language. While limited and semi-functional fluency may be achieved in a few months, it is important to remember that learning a language correctly takes time and acquiring basic conversational fluency in a few months demands daily attention. Although we are aware that in order to study and comprehend an English class, it is important to have a working knowledge of particular terminology. (O'G'Li, U. Z. B., & Muzaffarovna, A. N., 2019) We refer to a student's vocabulary in an English class since it is deemed fundamental at the time of acquisition. Many young learners have a vocabulary deficit owing to a lack of interest in the topic or faults in pronunciation and writing, the absence of basic and essential vocabulary for them represents a difficulty of the subject.

Individuals who do not have sufficient vocabulary will be unable to comprehend others or express themselves, hence vocabulary in English is essential for learning and teaching the language.

Even without knowing the grammar, one may converse in a variety of languages using a few basic phrases and idioms. As students gain more fluency and expressiveness in English, they will need to expand their vocabulary to improve their communication abilities.

The English language has a large vocabulary. Learning and teaching are more than simply words; they also entail lexical phrases. Learning a second language necessitates the acquisition of vocabulary. Students should make it a habit to seek out opportunities to extend their vocabulary and to acquire new terms in context so that they can remember them and use them more often.

Given that it is the product of a process of adaptation to the media used by individuals who need to be taught, the role of digital communication in education is growing. Children

and teenagers are immersed in digital media, using computers and tablets daily, with TikTok being the most popular social media platform. According to (cocktailmarketing, 2021) some of the TikTok platform statistics show that: 20% of users are under 19 years of age mainly young people between 13 and 18 years old are more active in this application 55% of users are women and 45% are men. This makes us aware that many of the young people use this social network mentioned, so it will be used as a learning tool for the acquisition of English vocabulary in the tenth-year students of the "Unidad Educativa Pedro Franco Dávila". We can make sure that students improve their vocabulary using TikTok social network as a tool through a playlist of lyrical videos using the app and playing the videos regularly, resulting in a positive result for both teachers and students because it is easier for the teacher to describe the class topics if the student knows the language used in class.

1.3 Formulation of the problem:

What are the factors that affect the acquisition of vocabulary through tik tok in the students of the Unidad Educativa Pedro Franco Dávila?

1.3.1 Questions or specific questions:

- How often do students of tenth year of Unidad Educativa Pedro Franco Dávila use the social network TikTok?

- Do tenth graders consider the use of social networks to learn new vocabulary appropriate?

- What effect does the use of the social network TikTok have to increase vocabulary in the students of the Unidad Educativa Pedro Franco Dávila?

1.4 Justification

This research project is based on the lack of vocabulary that the students of tenth year graders of the Unidad Educativa Pedro Franco Dávila have. This research will show the use of Lyrical videos to increase the vocabulary of students, allowing them to adapt to current circumstances as we focus on a study through virtual platforms therefore, we intend to show the progress that students will have using the lyrical videos to increase their vocabulary.

The importance of vocabulary is in understanding. A student who has never studied the structures of the English language but is able to use an acceptable number of word combinations, can easily get across with a native speaker. On the contrary, if someone handles grammatical structures and his vocabulary is insufficient, his communication process will be unsuccessful.

Vocabulary is often thought of as a list of words, because of this the most used strategy is to have students memorize those words. However, the key to effective vocabulary teaching is to focus not only on the lexicon made up of a single word, but also on one made up of multiple items. A person who can use various combinations of lexical items can communicate her ideas with greater precision.

(Bosque, 2018) British linguist quite rightly establishes that "Although without grammar little can be transmitted, without vocabulary nothing can be transmitted", someone could read a text almost without using grammar, but without vocabulary they cannot reach any part.

Objectives

1.5.1 General objective

To Adapt lyrical videos through the TikTok social network to increase English vocabulary in tenth grader students from Unidad Educativa Pedro Franco Dávila.

1.5.2 Specific objectives

- To analyze through an online class, the level of English vocabulary that the 10th graders of Unidad Educativa Pedro Franco Dávila academic period 2021 – 2022 have.

- To identify the benefit that the 10th graders of Unidad Educativa Pedro Franco Dávila will have through the social networks in the Learning of Vocabulary in English in the academic period 2021 – 2022

- To propose the use of social network TikTok for the teaching of vocabulary in 10th graders of Unidad Educativa Pedro Franco Dávila, academic period 2021 – 2022.

1.6 Delimitation

The Unidad Educativa Pedro Franco Dávila is located in the Province of Santa Elena - Canton Salinas - Anconcito parish. It's a public school.

The students of the tenth year of basic education of the school year 2021 - 2022, are entirely inhabitants of the Anconcito parish and their age is between 11 and 12 years.

1.6.1 Limitation

Students who do not have access to the Internet are not eligible for this research project because it is a prerequisite for gathering data and, ultimately, implementing our proposal

CHAPTER II

Theoretical Framework

2.1. Previous Research

The emergence of the Internet a few years ago created a before and after in many civilizations, particularly because it allowed us a new type of contact between users who did not have to be in the same room: Email, online sites, and forums, for example. People's interactions grew stronger throughout time, eradicating a vast number of cultural and linguistic barriers.

According to (M., 2016) The use of Information and Communication Technology (ICT) in educational fields have been developed since the implementation of the first computers, some countries are increasing the use of ICTs in education and are implementing projects to improve the learning process. However, it is vital to note that its use has evolved greatly because of a variety of circumstances, including the advancement of the Internet.

The link between ICT and Education has previously been extensively discussed by the academia from numerous perspectives. In general, the argument that has driven and directed this research is that the infiltration of ICTs into the educational picture is reformulating what we previously knew as education and has even prompted us to carefully consider the viability of traditional educational institutions.

Social networks are a group of applications and collaboration spaces where there are social connections and information exchanges in a network environment. (Martínez-Martínez, 2020) add that in this one we can find an exchange of content generated by users of social networks, which lasts temporarily and allows maximizing exchange and knowledge even at great distances.

The use of the Internet in everyday life becomes more and more important for a society that wants to be socially connected. This is undeniable considering that more and more those who are not connected are considered excluded from a society based on the Internet for business, learning and socialization. The use of the Internet is not new to the academic context; this was its initial end (Halim, A., Wahyuni, A., & Yani, E., 2020).

2.2 Social Network

Social networks can be used as a teaching and learning tool. Its popularity stems from the tools' social openness, the enormous number of social network users, as well as their simplicity of use. "However, there are certain disadvantages to using it.". Knowledge and abilities required for ICT use, institutional rules, implementation planning, and social inequalities between instructors and students are only a few of them.

"Social networks are platforms for virtual social lives created by people over the Internet. Individuals define themselves in such networks so that they communicate with other people sharing same or different cultural backgrounds dimensions through powerful communication opportunities provided by the Internet."

In addition, on the one hand are the virtues of social networks. (Serrat), mentions the fact that these are mostly used by young students as the main advantage. And (Chugh, 2018) adds that the incursion into social networks by students has already happened, making its implementation a simpler process.

Language teaching is a discipline that relies on many tools, methods, and techniques to achieve it (Mumba, C., & Mkandawire, S. B, 2019) . Language learning and teaching processes have incorporated numerous technologies and approaches that entail the use of ICT in teaching and learning processes in a more native way in recent years, owing to the help of ICT. Specialized programs (to improve pronunciation, grammar, vocabulary, and so on), customizable language courses that can be installed on personal computers, digital books with self-tests, dictionaries and offline translators, educational games and applications, and the Internet and its derived tools are just a few examples of ICTs. The use of social networks into educational environments, and notably in language instruction is considered as an activity that is developing. Every day, language-learning social networks and functionality grow, as well as in number of users. However, if ICT integration decisions are based on economics rather than pedagogy, nothing will be done. Without proper planning, there can be no successful integration, leaving all individual efforts futile, rendering all individual efforts useless. It is clear, then, that to achieve a correct and functional fusion of education and social networks, a collaborative effort between teachers, students, and institutions is required, with teachers playing a critical role in learning and implementing the tools so that future benefits and drawbacks can be identified.

(Kim, J., & Hastak, M., 2018) In recent years, social media networks have emerged as the most important means of communication in human activity and have come to be classified as a phenomenon with no precedents when it comes to creating opportunities for people to interact online and establish a dynamic and communicative exchange, based on friendship, shared interests, common activities, or a desire to explore ties with others. It is seen as a social tool that links people with their friends, coworkers, students, and neighbors.

Social networks are defined as systems in which varied people retain romantic, friendship, or work links, expanding the locations for information, communication, and commerce in the setting of web 2.0 (Caliskan, 2019). The fact that social networks were formed and controlled by the same users is one of the unique aspects that makes them more appealing. They oversee creating and disseminating information within it; they are interactive and have a variety of options to entertain the user; allowing contact with people with whom they have not spoken in years and, as a result, allowing them to manage common interests among themselves; facilitating access to information published through a network of contacts; favoring direct communication, exchange of information, photographs, games, forums, messaging, and other forms of communication.

(Kelly, M. E., Duff, H., Kelly, S., Power, J. E. M., Brennan, S., Lawlor, B. A., & Loughrey, D. G, 2017) establishes a link between the impact of social networks and their value in the exchange of information and communication between people, resulting in a media transformation that not only affects adults, adolescents and the household's youngest members benefit as well, as they communicate more information and are more educated.

2.3 Use of ICTs

The use of didactic material and information and communication technologies (ICTs) to improve academic scope, (Ojo, O. A., & Adu, E. O., 2018) conduct a reflective analysis of the rapid progress of Information and Communication Technologies (Tics) and how they continue to modify the way knowledge is acquired and transmitted, leading to the adaptation of educational models and strategies in order to respond to an increasingly tectonic environment. Their arguments demonstrate that education has grown more competitive, resulting in the utilization of educational tools that aid students in their teaching-learning process. They emphasize that the usage of instructional materials encourages knowledge formation. The value of using didactic

content as a facilitator in training processes mediated by technology is demonstrated through various theoretical references.

The didactic use of smartphone technology through the TikTok application has significant benefits for vocabulary teaching in the classroom or virtually, because it arouses students' motivation and interest - which is determined by the unmistakable presence of this social network in their personal leisure and entertainment spaces - and opens a range of ludic-discursive and linguistic content that can be taught through immersive, creative, and active learning (Cervi, 2021). Through recommendations like the one offered, the cell phone may stop being that forbidden and requisitioned device in class and instead become a teacher's ally and accomplice.

2.4 Philosophical Basis

According to Piaget "the principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done." (McLeod, 2018) . Because education is never static and is always evolving, educators must upgrade to a new level in accordance with new demands and teach students in a variety of methods so that they can meet any obstacle.

Teachers have the social responsibility of taking advantage of the curiosity that children have developed for new devices and putting them to an influential use in education. With a wide variety of applications just a click away. The skill of correct pronunciation facilitates the understanding of the message so that it reaches the speaker clearly and conscientiously. Incorrect pronunciation will lead to misunderstandings between the speaker and the listener. (Astuti, 2016)

The processes of innovation and adaptation that have resulted from the digital age's arrival in various areas of academic life necessitate their research and registration through systematic evaluation processes, which must be carried out through the development of research lines by groups of dedicated researchers (López, 2017).

Chapter III

Methodological Framework

The quantitative method employs inquiries to elicit measurable data that may then be analyzed statistically to make conclusions (Nardi, 2018). This technique is used in this research project to examine and assess the data gathered from surveys conducted on a group of 25 students from Unidad Educativa Pedro Franco Dávila.

3.1 Type of research

Information on preferences and use of social networks as a method to acquire English. Vocabulary is gathered by conducting a survey and collecting demographic data. This can also assist in making the appropriate modifications based on the demographic group's preferences. This in-depth descriptive study aids us in organizing and analyzing the information we have gathered.

3.2 Instruments

The online survey was utilized to collect data from 10th graders from Unidad Educativa Pedro Franco Dávila since they were able to record their replies to the many questions posed using an electronic device with an Internet connection.

3.3 Survey:

A total of ten closed multiple choice questions were utilized in the survey's development and implementation for the most precise data gathering. The questions were described for simple interpretation by the students.

3.4 Population.

The population of this research is made up of basic education students in the tenth grade of Unidad Educativa Pedro Franco Dávila, it is located in the Anconcito Parish - Salinas canton next to the parish GAD.

Table 1

Population

Description	Quantity	%
Tenth Grade students	25	100%
Total	25	100%

Note. A total of 25 students are in the tenth year of Unidad Educativa Pedro Franco Dávila

Variables Operationalization

3.5 Independent variable: Social network as a tools in learning process of vocabulary in English Language.

Table 2

Independent variable

CONCEPTUALIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The use of the TikTok social network by the tenth-year students of the Unidad Educativa Pedro Franco Dávila, as part of their education, helps them increase their vocabulary.	Web sites	Vocabulary	Do students have access to the social network TikTok?	Survey
	ICTs	Audio	Are the students able to use the social network TikTok in the classroom or their houses?	Online class observation
	Specific App	Video		
	Social Network	Web site	Will the use of the social network TikTok improve the vocabulary of students?	

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3.6 Dependent variable: Learning Process of English vocabulary would be improved by the use of the TikTok social network.

Table 3

Dependent Variable

CONCEPTUALIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The use of lyrical videos in the TikTok Social Network will improve the vocabulary learning process in tenth graders.	Connection learning	Motivation	Can students learn new English vocabulary on their own?	Survey
	Acquisition ability development (Vocabulary)	Use of technology	Will the TikTok social network work effectively as a tool in the English vocabulary learning process for the tenth-grade students of Unidad Educativa Pedro Franco Dávila?	Online class observation
		Innovation		

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Survey directed to the students

Question 1: On a scale of 1 to 5 (1 is the lowest and 5 is the highest), how do you feel about your English class?

Table 4

Students like English

Alternatives	Frequency	Percentage
1	0	0%
2	2	8%
3	6	24%
4	11	44%
5	6	24%
Total	25	100%

Note. In the direct interview with the students of tenth year of the Unidad Educativa Pedro Franco Dávila picked how comfortable they felt in an English class on a scale of 1 to 5, with 3, 4 and 5 being the most often replied, resulting in an overall average of 4.

Question: Have you ever used a social network to study or practice languages?

Table 5

Students have used a social network to learn languages

Alternatives	Frequency	Percentage
Never	6	24%
Always	2	8%
Ever	9	36%
Sometimes	8	32%
Total	**25**	**100%**

Note. 24% of the students say that they have not used a social network to learn languages while 8% answered always, 36% ever and 32% answered sometimes. This means that more than half of students have used a social network to study languages.

Question: Have you used or downloaded the social network TikTok?

Table 6

Students used or downloaded the social network TikTok

Alternatives	Frequency	Percentage
Yes	14	58%
No	9	38%
I do not know what TikTok is	2	4%
Total	**25**	**100%**

Note. 58% of the students answered that they had downloaded or used the TikTok social network, on the other hand, 38% said that they had not downloaded the social network and 8% answered that they did not know what TikTok is.

Question: How do you consider your level of English?

Table 7

Self-assessment of each student in relation to the level of English.

Alternatives	Frequency	Percentage
Good	1	4%
More or less	12	48%
Bad	2	8%
Regular	10	40%
Total	**25**	**100%**

Note. 4% of the total number of students answered that they consider their level of English good, and 48% answered that their level of English is average, 8% bad and 40% answered regular.

Question: How many English words do you consider appropriate to learn per day?

Table 8

How many words students consider appropriate to learn per day?

Alternatives	Frequency	Percentage
From 1 to 5	5	20%
From 5 to 10	13	52%
From 10 to 20	5	20%
More than 20	2	8%
Total	**25**	**100%**

Note. 20% of the students consider it adequate to learn from 1 to 5 words per day, while 52% consider it adequate from 5 to 10 words per day, 20% accept from 10 to 20 and 8% answer more than 20 words per day.

Question: What do you consider to be your favorite social network?

Table 9

The favorite social network of tenth graders.

Alternatives	Frequency	Percentage
Facebook	2	8%
WhatsApp	9	36%
TikTok	6	24%
WhatsApp	8	32%
Others	0	0%
Total	**25**	**100%**

Note. 36% of the students answered that the favorite social network is Facebook, 24% answered that the favorite social network is TikTok, 32% Instagram and 8% Facebook. The students have selected that the social network TikTok and WhatsApp and Facebook are one of their favorite social networks.

Question: How much time do you spend on TikTok per day?

Table 10

The time that students spend on TikTok

Alternatives	Frequency	Percentage
1 Hour	10	40%
2 Hours	5	20%
5 Hours	0	0%
More than 5 hours	0	0%
I do not have TikTok	10	40%
Total	**25**	**100%**

Note. 40% responded that they spend 1 hour on TikTok a day, 20% spend 2 hours a day, and 40% said they do not have the TikTok social network. Nobody answered 5 hours or more than 5 hours. Students spend at least an hour a day on the social network TikTok.

Question: What is your main source of Internet connection?

Table 11

Internet connection

Alternatives	Frequency	Percentage
Own WIFI	19	76%
Mobile data	5	20%
Neighbor - friends Wi-Fi	1	4%
I do not have an internet connection	0	0%
Total	**25**	**100%**

Note. 76% of students said they have their own internet, 4% have mobile data and 20% said they have access to the internet through a friend or neighbor. All 10th graders have an internet connection.

Question: Do you think the use of vocabulary is important when learning an English class?

Table 12

Importance of English vocabulary.

Alternatives	Frequency	Percentage
Very important	19	76%
Important	6	24%
A bit Important	0	0%
Not important	0	0%
Total	**25**	**100%**

Note. 76% of the students surveyed said that English vocabulary is very important, 24% said that vocabulary is important. The students have said that English vocabulary is important when receiving a class.

Question: Where do you mainly learn English?

Table 13

Importance of English vocabulary.

Alternatives	Frequency	Percentage
At school	19	76%
At home	1	4%
In an institute	4	16%
Another place	1	4%
Total	**25**	**100%**

Note. 76% of the students said that they learn English at school, 4% answered at home, 16% in an Institute, and 4% said that they learn English in another place. The main environment where students learn English is at school.

Analysis of Data

3.7 Diagnostic Test Results

In this research project, a direct survey for the students of tenth year of the Unidad Educativa Pedro Franco Dávila with multiple-choice closed-type questions is used, to obtain information related to the use of the TikTok social network.

3.7.1 Interpretation of Results.

The following analysis shows that the tenth-grade students of the Unidad Educativa Pedro Franco Dávila consider that the vocabulary of the English language is very important when listening to a class. They have access to computers and technological devices and through the TikTok Social Network they can learn new vocabulary that will be useful in their daily lives.

3.7.2 Interpretation of The Observation

Classes are held virtually due to the pandemic caused by Covid-19. As a result, a virtual English class was observed and it was found that most of the students use an electronic device (cell phone, tablet, laptop), which indicates that they have access to the internet as well as access to social networks.

Chapter IV

The Proposal

4.1 Title

"A Video Lyrics playlist through TikTok to increase Learning English

Vocabulary for 10th graders of Unidad Educativa Pedro Franco Dávila."

4.2 Informative Data

Executing Institution

Unidad Educativa Pedro Franco Dávila

Beneficiaries

Tenth grade students at Unidad Educativa Pedro Franco Dávila

Location

Anconcito Parish - Salinas-Ecuador, Province of Santa Elena.

Responsible

Author: William Orrala Borbor

Advisor: MSc. Ketty Vergara

4.3 Background

It is no surprise that education is growing at such a rapid pace these days, therefore it is critical for instructors to be aware of the new problems they confront both inside and outside the classroom. Teachers should educate students to face a new world consisting of goal-oriented individuals.

ICTs are a component of Ecuadorian education developments; for example, public instructors now post their students' grades to a website where parents may view them. So why not use these technologies to reinforce knowledge, such as social media?

4.4 Justification

The importance of lyrical videos in the acquisition of a new language allows us to improve remarkably, thanks to the fact that it shows a brief and precise description of a word that we do not know. (Vázquez, V. M., & Vázquez, V. M. M., 2016).

At the same time, it allows us to remember each word with its meaning, giving an image and a timestamp of the video. There is no doubt that lyrical videos are a great source of vocabulary and expressions, both formal and informal, allowing to increase knowledge by constantly playing them.

The importance of implementing tools that reinforce previously acquired knowledge is important in the process of acquiring new vocabulary, especially in young learners. (Brida, 209-216.) ICTs are resources that complement the English teaching process, since social networks attract students which present new strategies, for this reason the project proposes the use of lyrical videos to increase knowledge of vocabulary in the English language in tenth year students of Unidad Educativa Pedro Franco Dávila.

Proposal Objectives

5.1 General Objectives

"To increase English vocabulary by using the social network TikTok as a tool for Tenth year Students at Unidad Educativa Pedro Franco Dávila"

5.2 Specific Objectives

- To design lyrical videos to increase students' vocabulary for Tenth year Students at Unidad Educativa Pedro Franco Dávila.

- To suggest the use of ICT during English classes to students of Tenth year at Unidad Educativa Pedro Franco Dávila.

- To promote the proper use of lyrical videos to increase English vocabulary to students of Tenth year at Unidad Educativa Pedro Franco Dávila.

5.6 Proposal Description

TikTok Social Network

This app is a tool to watch videos and interact with content creators which can be used for

educational purposes if the corresponding instructions are followed.

Graph 1

TikTok Social Network

Source. https://static1.abc.es/media/tecnologia/2020/07/02/TikTok-k7WF--620x349@abc.jpg

Material. https://www.tiktok.com/@imwilliam_16?lang=es

LiveWorksheet

This web page is a tool that allows students to put into practice the vocabulary learned

through the TikTok social network, being monitored, and evaluated by the teacher.

Graph 2

LiveWorksheet

Source. https://files.liveworksheets.com/images/logomayusculasblanco.png

Padlet

Padlet, previously known as Well-wisher, is a digital platform that allows users to collaborate on murals. It serves as a virtual collaborative whiteboard in the classroom, allowing teachers and students to work together in the same space at the same time.

Graph 3

Padlet

Source. https://es.padlet.com/

Google Sheets

Google Sheets is a web-based spreadsheet creator that eliminates the need for applications. They allow to import and transform Excel-formatted data. In this example, students may use this web site to access the spreadsheet and register the words they have learnt along with their definitions.

Graph 4

Google Sheets

Source. https://sitiobigdata.com/wp-content/uploads/2019/01/Google-Sheets-1.png

Socrative

Socrative is a free program designed to help teachers in the classroom. As a result, it may be utilized for feedback, quizzes, assessments, and increasing student enthusiasm and

Graph 5
Socrative

involvement.

Source. https://www.socrative.com/

PONS Vocabulary Trainer.

Vocabulary Coaches collects the terms students look for from PONS online dictionaries. It asks for the terminology that learners know the least, according to the student's level of study. It allows to expand even more the English vocabulary in the students of the tenth year of Unidad Educativa Pedro Franco Dávila.

Graph 6

PONS Vocabulary Trainer.

Source. https://es.pons.com/p/diccionario-en-linea/entrenador-de-vocabulario

Power Point

PowerPoint is a presentation program that may be used for business, but it can also be used for educational or casual reasons. Text, photos, and other material, such as audio samples and videos, can all be used in slides. To make the presentation more appealing, sound effects and animation transitions might be used. This will assist the instructor in reinforcing or introducing a new topic to the class.

Graph *7*

Power Point

Source. https://norfipc.com/img/tutoriales/powerpoint.jpeg

Zoom

Zoom is a cloud-based video conferencing service that allows to meet with other people remotely via video, audio, or both, while chatting live, and allows to record those sessions for later viewing. With this tool, teachers and students reinforce classes virtually, thus allowing them to be in a safe environment.

Graph 8

Zoom

Source. https://www.profesionalreview.com/wp-content/uploads/2020/04/zoom-logo.jpg

USA Learns

Four applications are included in a full gateway for learning English, each of which may be used independently or as part of an online course. Discover up to four stages, numbered 1 to 4, in USA Learns to learn any topic of the English language with varying degrees of difficulty.

Graph 9

USA Learns

Source. https://www.usalearns.org/Content/Images/USALlogo.png

Games for Kids

Educational Games for Kids is built on relatively visual content, such as drawings, with a major focus on children learning language through tiny games. It will assist students in learning fundamental terminology such as days of the week, planets, alphabet, and a variety of other topics.

Graph 10

Game for Kids

Source: https://www.educaciontrespuntocero.com/wp-
content/uploads/2017/02/EDUCATIONAL.jpg.webp
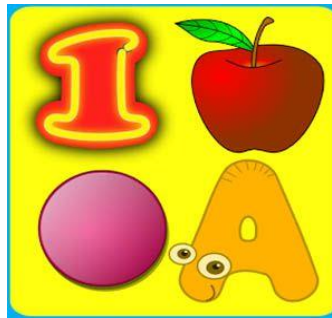
Wannalisn

"Wannalisn" is a free app in English which is considered the best. It focuses on the problem
of listening comprehension by teaching you to understand the fast casual English of native
speakers through short excerpts from popular movies, TV shows, and music.

Source. https://www.wannalisn.com/_next/image?url=%2Fimages%2Fwannalisn-
logo.png&w=256&q=75

Conclusions

- The use of different ICT tools such as the TikTok social network is important for tenth graders to increase their vocabulary of the English language.

- The tools provided to the tenth-year students of the Unidad Educativa Pedro Franco Dávila will have a positive impact on the acquisition of vocabulary.

- The lyrical videos on the TikTok social network are interactive, which allows a direct connection between the teacher and the students.

- The students of the tenth year of the Unidad Educativa Pedro Franco Dávila have knowledge about the use of the TikTok social network.

Recommendations

- The Constantly playing lyric videos will have a positive impact on 10th graders by improving their vocabulary.

- English teachers should use the interactive tools for teaching vocabulary for students in the tenth year of education.

- To promote the use of ICT tools to improve the teaching of English vocabulary.

- The daily practice of the vocabulary is essential, so a constant dedication to it is needed.

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Annexes

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "Social Networks to Increase Learning English Vocabulary for 10th Graders of Unidad Educativa Pedro Franco Dávila" elaborado por el estudiante William Michael Orrala Borbor, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Firmado electrónicamente por:
KETTY ZORAIDA VERGARA MENDOZA

Lic. Ketty Vergara Mendoza. MSc
TUTORA

Curiginal

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Unidad Educativa Pedro Franco Dávila

Online Survey Question 1

Contacts   Questions

< 1. On a scale of 1 to 5 (1 is the lowest an... ∨ >   Points: 0/0

                                                                          ...

1 On a scale of 1 to 5 (1 is the lowest and 5 is the highest), how comfortable do you feel in
. your English class?

     1   2   3   4   5   2 responses   [0] / 0 pts
     ○   ◉   ○   ○   ○   Automatically rated

     1   2   3   4   5   6 responses   [0] / 0 pts
     ○   ○   ◉   ○   ○   Automatically rated

     1   2   3   4   5   11 responses   [0] / 0 pts
     ○   ○   ○   ◉   ○   Automatically rated

     1   2   3   4   5   6 responses   [0] / 0 pts
     ○   ○   ○   ○   ◉   Automatically rated

Online Survey Question 2

Contacts   Questions

‹ 2. Have you ever used a social network t... ⌄ ⟩   Points: 0/0

•••

2. Have you ever used a social network to study or practice languages?

Sometimes   8 responses   0 / 0 pts ⑫
                                                      Automatically rated

Ever   9 responses   0 / 0 pts ⑫
                                                      Automatically rated

Never   6 responses   0 / 0 pts ⑫
                                                      Automatically rated

Always   2 responses   0 / 0 pts ⑫
                                                      Automatically rated

Online Survey Question 3

Contacts   Questions

< 2. Have you ever used a social network t... ∨   >   Points: 0/0

                                                                    ...

2. Have you ever used a social network to study or practice languages?

Sometimes   8 responses   0 / 0 pts   ②
                                                   Automatically rated

Ever   9 responses   0 / 0 pts   ②
                                                   Automatically rated

Never   6 responses   0 / 0 pts   ②
                                                   Automatically rated

Always   2 responses   0 / 0 pts   ②
                                                   Automatically rated

Online Survey Question 4

Contacts   Questions

< 4. How do you consider your level of En... ∨ >   Points: 0/0

...

4. How do you consider your level of English?

Good   1 response | 0 | / 0 pts
                                                                  Automatically rated

Bad   2 responses | 0 | / 0 pts
                                                                  Automatically rated

More or less   12 responses | 0 | / 0 pts
                                                                  Automatically rated

Regular   10 responses | 0 | / 0 pts
                                                                  Automatically rated

Online Survey Question 5

Contacts   Questions

< 5. How many English words do you consi... ∨ | >   Points: 0/0

...

5. How many English words do you consider appropriate to learn per day?

From 1 to 5	5 responses	0 / 0 pts ⑦
		Automatically rated
From 10 to 20	5 responses	0 / 0 pts ⑦
		Automatically rated
From 5 to 10	13 responses	0 / 0 pts ⑦
		Automatically rated
More than 20	2 responses	0 / 0 pts ⑦
		Automatically rated

Online Survey Question 6

Contacts   Questions

< 6. What do you consider to be your favo... ∨ >   Points: 0/0

...

6. What do you consider to be your favorite social network?

Facebook   2 responses   [0] / 0 pts
                                                           Automatically rated

Instagram   3 responses   [0] / 0 pts
                                                           Automatically rated

Other   5 responses   [0] / 0 pts
                                                           Automatically rated

Tiktok   6 responses   [0] / 0 pts
                                                           Automatically rated

WhatsApp   9 responses   [0] / 0 pts
                                                           Automatically rated

Online Survey Question 7

Contactos   Preguntas

‹ 7. How much time do you spend on TIKT... ⌄ ›   Puntos: 0/0

···

7. How much time do you spend on TIKTOK per day?

1 Hour   **10 respuestas**   0 / 0 pts   ⓘ
Calificada de forma automática

2 Hours   **5 respuestas**   0 / 0 pts   ⓘ
Calificada de forma automática

5 Hours   **0 respuestas**   0 / 0 pts   ⓘ
Calificada de forma automática

I do not have TikTok   **10 respuestas**   0 / 0 pts   ⓘ
Calificada de forma automática

More than 5 Hours   **0 respuestas**   0 / 0 pts   ⓘ
Calificada de forma automática

Online Survey Question 8

Contacts   Questions

‹ 8. What is your main source of Internet c... ∨ ›   Points: 0/0

•••

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8. What is your main source of Internet connection?

Mobile data   **1 response**   0 / 0 pts   ⑦
                                                                          Automatically rated

Own WIFI   **19 answers**   0 / 0 pts   ⑦
                                                                          Automatically rated

Wi-Fi (Neighbors-Friends etc)   **5 answers**   0 / 0 pts   ⑦
                                                                          Automatically rated

I do not have an internet connection   **0 answers**   0 / 0 pts   ⑦
                                                                          Automatically rated

Online Survey Question 9

Contacts   Questions

< 9. ? How important do you consider the ... ∨ >   Points: 0/0

                                                                    ...

9. ? How important do you consider the use of vocabulary when listening to a class in English?

Important   **6 responses**   0   / 0 pts   ②

A bit Important   **0 responses**   0   / 0 pts   ②

Very important   **19 answers**   0   / 0 pts   ②

Not important   **0 answers**   0   / 0 pts   ②

Online Survey Question 10

Contacts   Questions

< 10. Where do you mainly learn English?... ∨   >   Points: 0/0

...

10. Where do you mainly learn English?

At home   **1 response**   0   / 0 pts
Automatically rated

At school   **19 answers**   0   / 0 pts
Automatically rated

In an Institute   **4 answers**   0   / 0 pts
Automatically rated

Another place   **1 response**   0   / 0 pts
Automatically rated