PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION SCIENCES AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREING LANGUAGE CAREER

"SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO UNIFICADO "A-C"AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: RENATA ELIZABETH CEVALLOS CARRILLO

ADVISOR: LCDA. JEANNETTE ELIZABETH CEVALLOS ALCÍVAR, MSc

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UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA PEDAGOGÍA DE LOS IDOMAS NACIONALES Y EXTRANJEROS

"SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO UNIFICADO "A-C"AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022".

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Previa la obtención del título de:

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AUTOR: RENATA ELIZABETH CEVALLOS CARRILLO

TUTOR: LCDA. JEANNETTE ELIZABETH CEVALLOS ALCÍVAR.MSc

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La Libertad, September 13th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022" by Renata Elizabeth Cevallos Carrillo undergraduate student of the Pedagogy of National and Foreign Language Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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

....

Lcda. Jeannette Cevallos Alcìvar. MSc

ADVISOR

ID: 0907928089

La Libertad, September 13ᵗʰ, 2021

STATEMENT OF AUTHORSHIP

I, Renata Elizabeth Cevallos Carrillo with ID number # 0931150411, student from Peninsula of Santa Elena State University, Faculty of Education Sciences and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS FOR STUDENTS OF THIRD BACHILLERATO GENERAL UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022" certify that this work is of my authorship, except for the citations used in this research paper.

_____

Renata Elizabeth Cevallos Carrillo

ID: 0931150411

GRATITUDE

I must thank God because for all the many blessings that I received and for being the fundamental piece in my life and studies. He has guided every step in my entire life helping me to make decisions that at the end of my high school journey leaded me to choose this major.

I also would like to thank my husband and son for being my primary engine and being my inspiration every day. I love you boys with all my heart, and I am so grateful for having such an amazing and loving family.

Furthermore, I thank my families the Carrillo´s and Cevallos´s for being my biggest supporters and always cheer me up when I most needed to. To my mother for being my biggest fan, my brothers, sister, and cousins for always having my back and always being there for me.

To Francisco Xavier for being the most amazing friend I could ever ask for. Thank you for everything you have done for me. I would not be here without your help and support.

And finally, to all my English teachers from elementary school until university because every single one of them contributed to lead me where I am now.

DEDICATION

This work represents the end of a journey and the begging of new academic challenges and my professional life. During this journey there have been fundamental and important people who have been part of this achievement. Therefore, I would like to dedicate this work to:

My son, Emiliano, and my husband, Josué, who have been my inspiration and my strength to fight to fulfill my dreams.

To my mother Carmen, and my siblings for supporting me and being part of my development in my academic and personal life.

I also want to dedicate it to my grandparents Lauro and Gloria, I will never be grateful enough for all they have done for me. This achievement is as much mine as theirs.

To my shinning stars, Eddie Carrillo and Carmen Sosa.

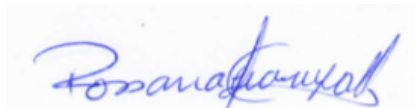And finally, I would like to dedicate this project to God.

ABSTRACT

The necessity of communication between people from several nations of the world have been raising due to changes in diverse aspects, such as, businesses, science, technology, academic studies, and others. The problem is that people speak different languages. Consequently, it increased the need of having a common international language. This place is occupied by English since is one of the most spoken languages around the world. However, lots of people have problems at the moment of speaking it. In Ecuador, people need to use this language since it is a touristic country which is visited by English native speakers every year. The proposal is to potentiate Social Medias as a teaching tool for improving the speaking skills to implement at Unidad Educativa Salinas Innova School, located in Salinas, from the Santa Elena Province. Furthermore, it is necessary to consider different methods, techniques, and instruments focused on quantitative research to gather truthful information based on the real necessity. Lastly, the proposal design englobes a series of activities to promote the development of the oral communication worldwide.

Keywords: English language learning, speaking skills, oral communication, technology, social media.

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INTRODUCTION

In the globalized society we are living, people around the world have the necessity of communicating with each other by using a language. English is one of the most spoken languages around the globe and it has gained popularity to finally become the mainly used language for international communication. The ability of speaking is a fundamental part in the acquisition process of English language. The mastering of this skill is a priority for the learners since the principal goal of learning a new language is to transmit and communicate ideas or information. (Miller, 2003)

Speaking as any of the four English skills needs to be frequently practiced for students to master it. The goal of teaching the speaking skill is the development of efficient communication and to achieve this goal, it is necessary to add tools and strategies for motivating students to use the oral language (Jalkute, 2021). Hence, the creative use of Information and Communication Technologies (ICTs) inside the education has the capability to increment the motivation of students by upgrading teaching and learning.

The main purpose of this investigation is to establish the benefits and advantages of using a social media application during the teaching process of the English language speaking skill. It is also known that adolescents are more involved in the use of technological tools for different purposes, most of them for entertainment or for educational goals. Therefore, the application of social media as a teaching tool, promotes the development of students speaking skill since it allows students to access to the many features that it offers for developing the oral language.

CHAPTER I

THE PROBLEM

1.1 PROBLEM STATEMENT

English is the dominant language of the global communication, around 1.35 billion inhabitants speak English and 360 million speak it as first language (Babbel Magazine Statistics, 2021). Which means that English is one of the most commonly language spoken, and the most commonly foreign language studied. English has become a fundamental connection between people from around the globe in areas such as: business, commerce, entertainment, international relationship, and education.

In Latin America, English has been gaining territory in each country since this language is used for business purposes. Which means that the countries have been trying to develop and improve in this language to change their status. In 2020, 19 countries from Latin America were part in the EF EPI 2020 (Education First English Proficiency Index) which showed a significantly improvement from 12 of these countries, placing Argentina, Costa Rica, and Chile in the first third places and Mexico and Ecuador in the last ones, placing Ecuador in the last one. According to Education First (EF) – English Proficiency Index EF EPI, (2020) Ecuador obtained 411 points, this demonstrates an extremely low English level, being the speaking skills the one with less development and improvement, which is the reason why it is needed to take actions immediately.

Through the combination of technology and education is possible to look forward to take advantage of it and elevate the English level in Ecuador. Technology has a fundamental role in our civilization and the development of it. Which is the reason that the peak of social

media has reached extremely high levels thanks to the contributions denominated web 2.0. From a strategic point of view users are more likely to spend more time in social media when they use any electronic device than any other web page, and this should be used as tool to potentiate the teaching- learning process. It means that it is fundamental for the educational institutions of any level take on the responsibility of the teaching and learning process in new environments.

The digital view has evolved because of the Covid-19 pandemic, which raised the social media users in a 10% in the last year (Chiorboli 2020), along with the exponential growing of the social media during the pandemic, Mobile applications emerged being available in over 150 countries having 500 million active users and more than 1.000 million of downloads Zhu et al. (2020). This application allows the users to create, share and watch videos of any type, the user can create musical, educational, entertaining, interactive videos, etc. For instance, those digital platforms are used for educational purposes to maximize the learning process of the students by creating interactive educational videos where they can learn English in a dynamic, fun, and modern way.

1.2 PROBLEM FORMULATION

How to improve the speaking skills of students from Third Bachillerato General Unificado "A-C" at Unidad Educativa Salinas Innova School. Salinas, Province of Santa Elena, school year 2021-2022?

1.3 QUESTIONS OR SPECIFIC QUESTIONS

1.2.1   What problem are the students from Third Bachillerato General Unificado "A-C" at Unidad Educativa Salinas Innova School facing up to improve their speaking skills?

1.2.2   Is it possible to take advantage of the social media for educational purposes, teaching English in high school students?

1.2.3   How the implementation of Tik Tok as a teaching tool would improve the speaking skills from the students from Third Bachillerato General Unificado (BGU) "A-C" at Unidad Educativa Salinas Innova School?

1.4 RESEARCH OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To potentiate the English level of the third BGU "A-C" students of Unidad Educativa Salinas Innova School through the combination of social media as a teaching tool for improving the speaking skills.

1.4.2 SPECIFIC OBJECTIVES

To gather bibliographic information referring to the problem.

To develop a methodological process to find out truthful information.

To design a proposal which provides support for the research project.

1.5 JUSTIFICATION

The present research project is the result of the experience of being a student and an English tutor. During these periods it was observed that the speaking skills was one of the most affected abilities in the development of the students' English skills. Enclosed by the high influence of technology and ICTs in almost every aspect of society, the emerging necessity of managing mobile media had been modified and influenced by many phases in daily life; especially in the teaching – learning process at different educational institutions which are looking for new innovative strategies and techniques to engage the students and motivate to develop the English skills.

The Unidad Educativa Salinas Innova School is one of the pioneers who implemented updated digital resources in their educational systems. A new alternative for their teaching-leaning process is the use of electronic devices and applications that are already in the learner's daily life, who use them most of the time in their personal life outside the learning environment, could result them as an innovative, and interesting experience to develop the strategies of the learning process to motivate the active participation of the students promoted by social media to improve the speaking skills.

The importance of the oral ability is reflected by the need of the communication to express thoughts, feelings, and ideas. It allows to pass information between each other and a to create connections with infinitive of different purposes such as: economical, educational, or cultural. Nowadays, is fundamental to develop the speaking skills to succeed inside the professional field and look for better opportunities which is the reason of the present research project.

1.6 DELIMITATION

Chart #1: Scope and Delimitation

Field:	Education
Area:	English
Appearance:	Speaking skills using social media as a teaching tool.
Title:	SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022.
Problem:	Lack of ability for the English speaking skills.

Spatial Delimitation:	Third Bachillerato General Unificado "A-C" students from Unidad Educativa Salinas Innova School.
Temporal Delimitation:	School year 2021-2022

Source: Directed investigation
Author: Renata Elizabeth Cevallos Carrillo.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

The implementation of the mobile technology in the education process has some difficulties. The lack of knowledge in this topic has been an issue for the research and investigations about the topic and the misinformation generating contradictory attitudes and opinions about the m-learning (Mobile learning). This learning system consist in a blended learning style that incentives a user profile capable of managing the learning time and potentiate the environment of the teachers inside the online learning (Salica-Almiron, 2020).
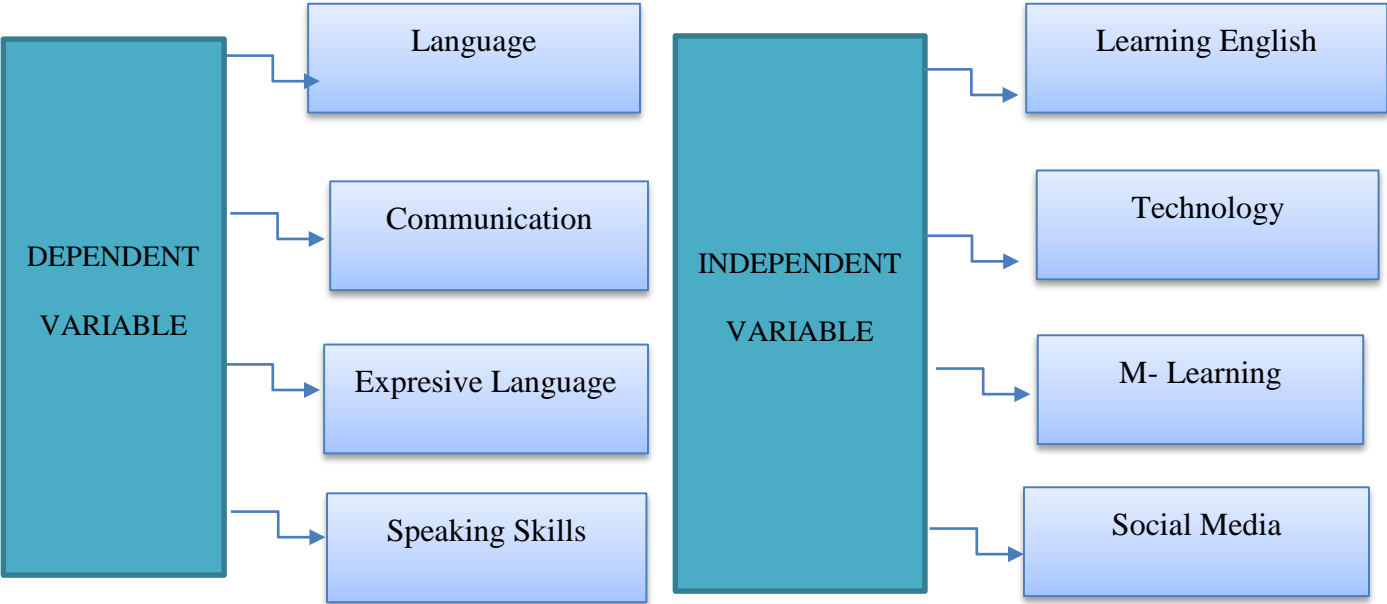
The interactions that are stablished through a mobile device offers a bigger potential in the learning process because it is constantly developing. The interaction stablished though smartphone or computers makes possible new ways of expression and knowledge in the educational area. As advantages of this learning modality are the flexibility in the space-time, the versatility, easy to handle but the fundamental one is the self- interest that the combination of the technology and education generates.

The study as itself let open ways to discover the necessity to explore and potentiate the m-learning modality to open new paths to the education with the aim to have a variety of options for the English teaching-learning process. "Although English is not the language with the largest number of native languages speakers, it has become a lingua franca" (Harmer, 2001). The lingua franca is the language that has been accepted for speakers all over the globe that are non-native speakers with different native languages for communication. Because of English becoming a lingua franca the knowledge of this language is indispensable nowadays. In the field of

education, countries are developing programs and adding English as a main subject in the

teaching syllabus to prepare the students for future challenges that may require the mastery of the

language.

2.2 FOUNDAMENTAL CATEGORIES

Illustration #1: Categorization

DEPENDENT VARIABLE		INDEPENDENT VARIABLE	
	Language		Learning English
	Communication		Technology
	Expresive Language		M- Learning
	Speaking Skills		Social Media

Source: Direct Investigation
Author: Renata Elizabeth Cevallos Carrillo

2.3 THEORETICAL BASES

2.3.1 Dependent Variable Conceptualization

Learning English is a fundamental necessity because through this language we can attract benefits in the personal and professional level (Ricoy, 2015). Based on the reality in the English area that nowadays students from basic and advanced levels from public and private schools, it is necessary to improve the teaching- learning process to get better results, not only to prepare the students with the traditional techniques and tools but also to train the teachers for improving and developing innovative strategies for the teaching- learning process.

John McWhorter said "…while the Norsemen and their English counterparts were able to comprehend one another in a manner of speaking, the Norsemen's inability to pronounce the endings of various words ultimately resulted in the loss of inflectional endings". This takes to rewind the beginning of the English language in its oldest centuries, and it takes to wonder how the speech has been developing into different accents, contractions, slangs, and abbreviations until the modern 21st century English language.

The birth point of communication is the human voice about 3,200 BC and writing was invented in Iraq and Egypt and about 1,500 BC in China. Other civilizations in central America like the Mayans also invented systems of oral abilities. The first appearance of telephone exchange was in British territory in 1879, as well as the telephone directory in 1880. The first transatlantic telephone line opened in 1927. In 1930 a telephone link from Britain to Australia was established.

Illustration #2: Process of Communication
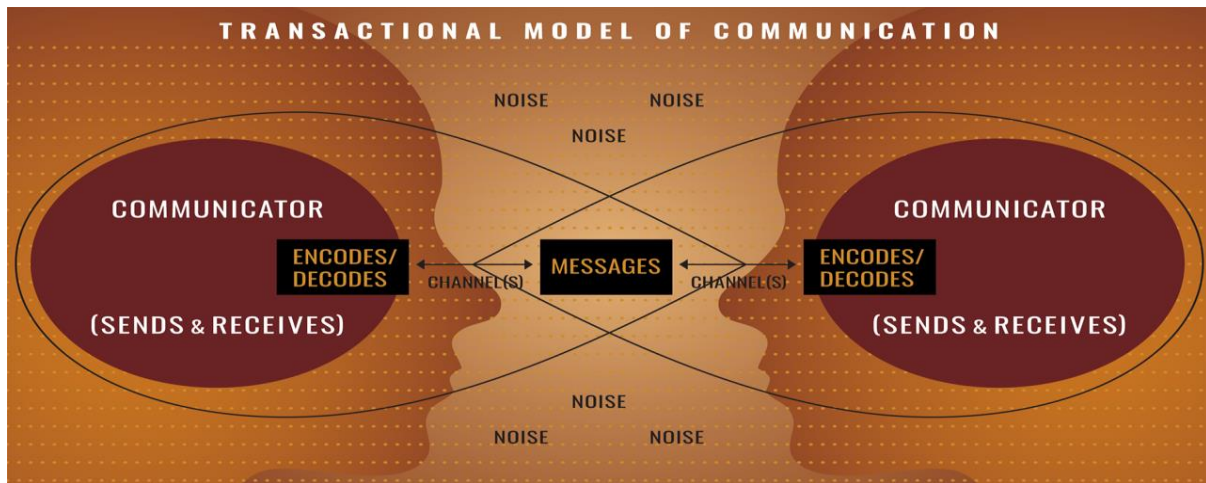
The main goal of learning a new language is communication, which is why the speaking skills is the most important skills to acquire among the four key language skills, speaking is deemed to be the most important skills in learning a foreign or second language (Srinivas,2019). Speaking is an interactive process of making meaning that involves receiving and processing information which often occurs when the speaking desire to express an idea or thought to one or more participants. As any other skills it requires to be constantly practiced to mastery and become good speakers. The main aim of teaching these skills is to develop an efficient communication.

In a global context, communication influence the duties in a human being's society. For effective techniques of communication, it is necessary to focus on the social interaction between the speaker and the listener. In a particular situation, the speaker tries to explain something, and the listener tries to decode and interpret the message. Interaction not only involve oral communication, and paralinguistic features of speech such as pitch, stress, and intonation. Also, it embraces nonlinguistic elements such as body language, facial expression, and gestures Richards et al. (2002).

Drilling and repetition are techniques that have been used in English classroom to teach the speaking skill where the teachers take the principal role by making the students repeat sentences. The learners need to practice by making exercises where they talk about their lives and real situations. "When we talk about speaking, we mean using language for a purpose" (Baker and Westrup, 2003). Which means that the students need to give meaning of what they are saying, not repeat what others say, they need to construct their responses about topics related to real life and make their own sentences.

2.3.2 Independent Variable Conceptualization

Nowadays, learning English has become indispensable since it is the most spoken language around the world. It is important for the students to acquire a second language which will bring them benefits to develop a successful professional life. Speaking more than one idiom is also a requirement inside of most workplaces. The importance of motivating and creating interest to the students in learning a new language has create the necessity to develop new academical and innovative resources to achieve the goal.

Technology is an important tool that has been constantly improving and developing which purpose is to make a connection between the people around the modernized globe that we live in. Technology nowadays is symbol of communication due to the facilities that it offers to the users (Bailey, 2019). It is also used for educational purposes because technology gives the students an opportunity to self- direct interaction, actions, privacy, and a safe environment which making mistakes becomes a chance to get corrected and receive feedback that contains wide explanations and references.

The m-learning (Mobile learning) takes place on mobile devices. It is a learning system across multiple contexts, through social and content interactions. The m- learning focuses on the mobility of the learner, interacting with portable technologies. It supports the learning process and brings the opportunity for multimedia content delivery and creation option inside platforms. Naismith and Corlett (2006) developed different aspects about the design of a mobile learning likewise, create quick and simple interactions, prepare flexible materials that can change according to the needs of learner, design access of device and interaction by considering the different devices and standards, contribute to the learning experience using the characteristics and constraints of mobile devices, use mobile technologies as a learning facilitator not a tool for only distributes learning contents, design materials with learner-centered approach.

Social media is the term often used to refer to new forms of media that involve interactive participation (Manning J, 2014). Social media is a computer – based technology that makes sharing ideas, thoughts, and information easier through virtual networks and communities. The main objective of social media is to connect with anyone or with many people simultaneously. Inside the social media there is a variety of tech-enabled activities like blogging, social gaming, business, and others which can be performed through digital platforms.

The facilities of creating content in this digital platform has allowed it to become popular for the teenagers making it a tool and a target for the educational field (Mathias, 2019). The application will provide the teacher the opportunity to create engaging videos for the students to watch and duet to enhance their speaking skills and pronunciation by recording themselves reading dialogues between them and have the opportunity to play the recording video back.

2.4 HYPOTESIS

Social media as a teaching tool will improve the speaking skills in students of 3rd Bachillerato General Unificado "A-C" at Unidad Educativa Salinas Innova School. Salinas, Santa Elena Province, School year 2021-2022.

2.4.1 VARIABLES

2.4.1.1 DEPENDENT VARIABLE

Speaking Skills

2.4.1.2 INDEPENDENT VARIABLE

Social Media

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH APPROACH

For the development of this research, it is necessary to apply the quantitative approach. The application of the quantitative method allows to collect specific information needed based on a questionnaire to apply a survey focus on the field of the problem for the strengthened of the beneficiaries on the investigation who are the students from the third bachillerato general unificado at Unidad Educativa Salinas Innova School. The information gathered by the researcher is presented in the present work by using statistical graphics.

3.2 TYPE OF RESEARCH

3.2.1 BIBLIOGRAPHIC RESEARCH

The investigation presented is based on the bibliographical research that helps to gather information that is published in the following resources such as journals, books, online publications, articles, and others since it allowed to do an exhaustive search of different kind of scopes and theories in the English language about the main purpose of the project. The information taken followed a process where the researcher analyzed, interpreted, and summarized all the data for the investigative work.

3.3 RESEARCH DESING

3.4 POPULATION AND SAMPLE

The population of the research project is composed by 32 students of third bachillerato

general unificado "A-C" from Unidad Educativa Salinas Innova School.

Chart #2: Population Chart

DESCRIPTION	QUANTITY	PERCENTAGE
Students of third BGU "A-C" at Unidad Educativa Salinas Innova School	32	100%
TOTAL	**32**	**100%**

Source: Unidad Educativa Salinas Innova School.
Author: Renata Elizabeth Cevallos Carrillo.

3.4.1 SAMPLE

Since the size of the population was practicable, the 100% of population will be incorporated

in the development of this research. This means that no sample size formula was applied.

3.5 DATA COLLECTION PLAN

Chart #3: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. **What for?**	To improve the speaking skills.
2. **For which people?**	Third Bachillerato General Unificado "A-C" students from Unidad Educativa Salinas Innova School.
3. **About what aspects?**	Social media, Tik Tok videos and speaking activities.
4. **Who?**	Renata Elizabeth Cevallos Carrillo.
5. **Whom?**	Students from Unidad Educativa Salinas Innova School.
6. **When?**	School year 2021-2022
7. **Where?**	At Unidad Educativa Salinas Innova School located in Salinas, Santa Elena Province.
8. **What data collection techniques?**	Questionnaire, Survey
9. **With what?**	Google forms and electronic devices.

Source: Unidad Educativa Salinas Innova School.
Author: Renata Elizabeth Cevallos Carrillo.

**3.6 PROCESS AND ANALYSIS PLAN**

The project is based on a quantitative approach with a bibliographic perspective in which, quantitative instruments such as surveys are applied to gather the necessary information for the development of the investigation. As a result of the survey applied to the students of Third Bachillerato General Unificado "A-C" at Unidad Educativa Salinas School it obtained valuable information that is represented and analyzed in the following graphics.

3.7 ANALYSIS OF THE RESULTS

3.7.1 STUDENTS SURVEY

Question #1: In a scale from 1 to 3 being 3 the highest, Rate your interest in learning English.

Illustration #3: Interest in learning English
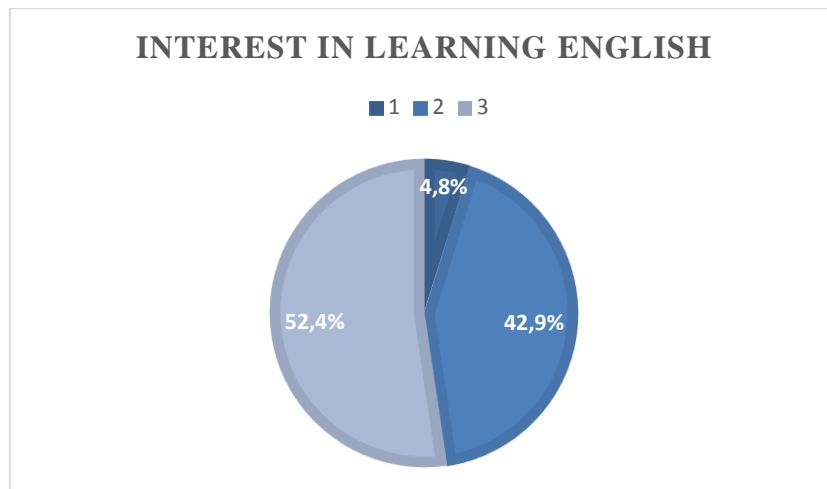
Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed, in which 11 (52,4%) of them chose the number 3 proving a high interest of learning English, 9 (42,9%) of them chose the number 2 as a medium interest and 1 (4,8%) chose the lowest option proving almost any interest in learning English.

Question #2: In a scale from 1 to 3 being 3 the highest, Rate your English level. (skills)

Illustration #4: English Level (skills)
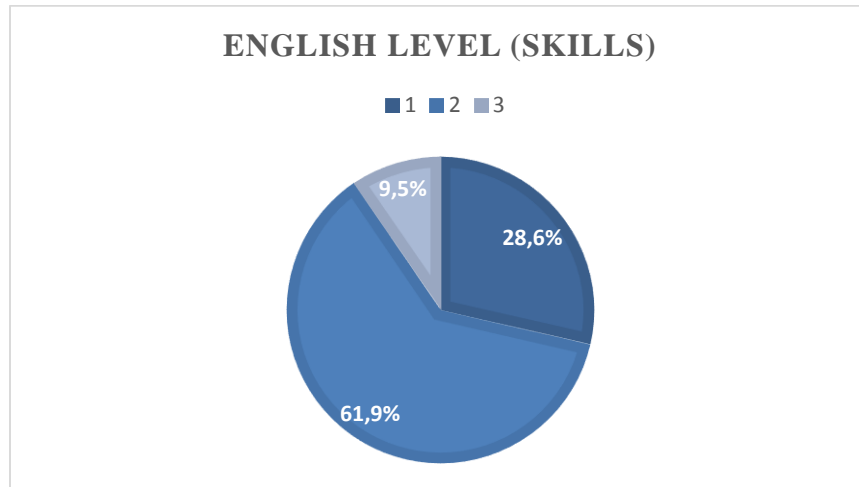
From the 32 students, 21 were surveyed, in which 13 (61,9%) of them chose the number 2 proving a medium level of English skills, 6 (28,6%) of them chose the number 1 as the lowest level of English skills and 2 (9,5%) chose the highest option of English skills.

Question #3: In a scale from 1 to 3 being 3 the highest, Rate the teaching level of the institution in the English Area.

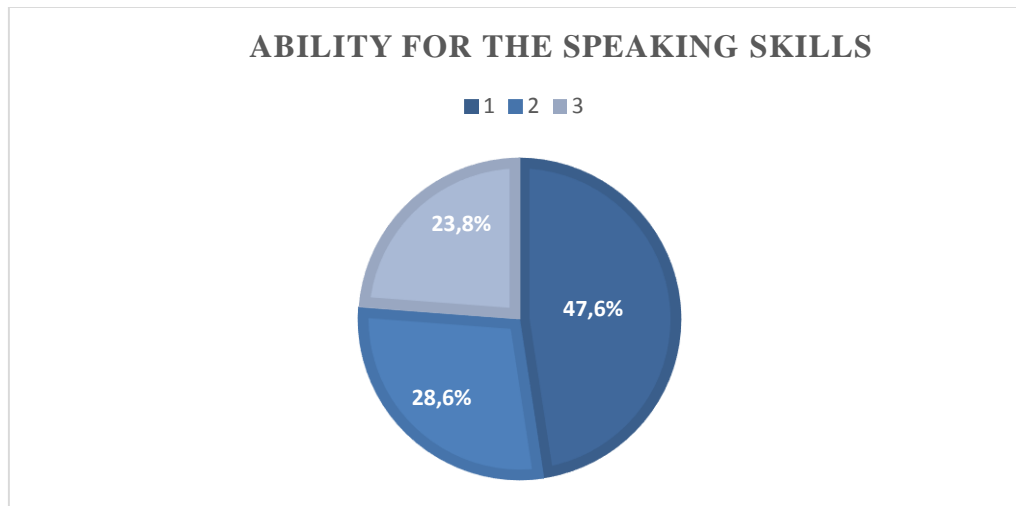**Illustration #5: English level of the Institution**
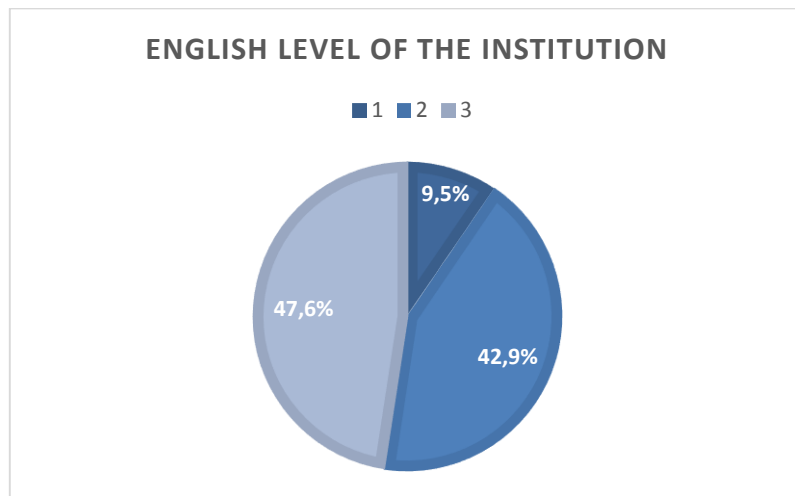
Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed in which 10 (47,6%) of them chose the number 3 demonstrating a high level in the English area of the institution, 9 (42,9%) of them chose the number 2 as a medium level and 2 (9,5%) chose the lowest option.

Question #4: In a scale from 1 to 3 being 3 the highest, Rate your ability for the speaking skill.

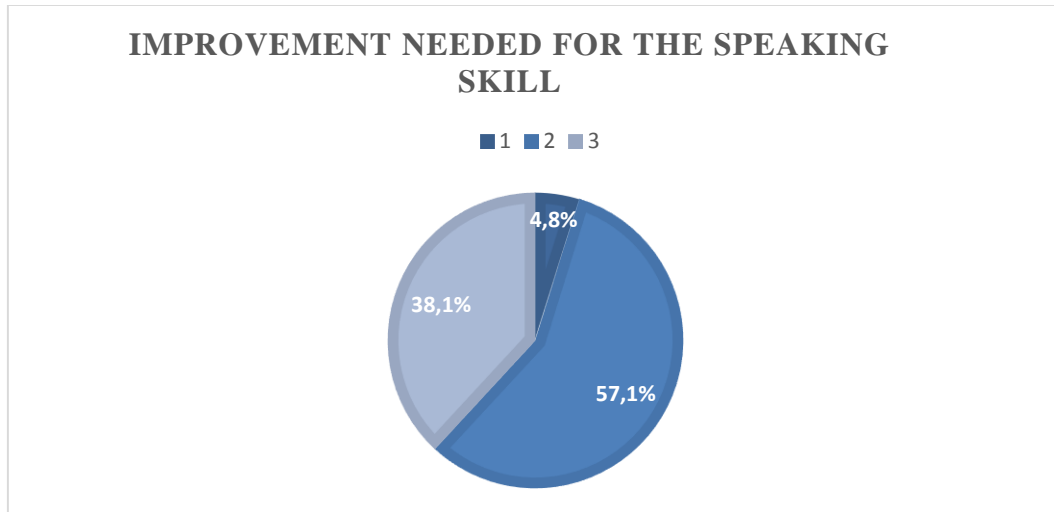**Illustration #6: Ability for the speaking skill**

ABILITY FOR THE SPEAKING SKILLS

■1 ■2 ■3

23,8%

47,6%

28,6%

Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed, in which 10 (47,6%) of them chose the lowest ability for the speaking, 6 (28,6%) of them chose a medium level and 5 (23,8%) chose the highest option to demonstrate a high ability for the speaking.

Question #5: In a scale from 1 to 3 being 3 the highest, how much improvement do you believe you need in the speaking skill.

**Illustration #7: Improvement needed for the speaking skill**

IMPROVEMENT NEEDED FOR THE SPEAKING SKILL

■1 ■2 ■3

4,8%

38,1%

57,1%

Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed, in which 12 (57,1%) of them chose a medium need of improvement for the speaking, 8 (38,1%) of them chose a high need of improvement and 1 (4,8%) chose the lowest option meaning that there is no need for improvement.

Question #6: Do you have an electronic device if you do choose which one do you own?

Illustration #8: Electronic Devices
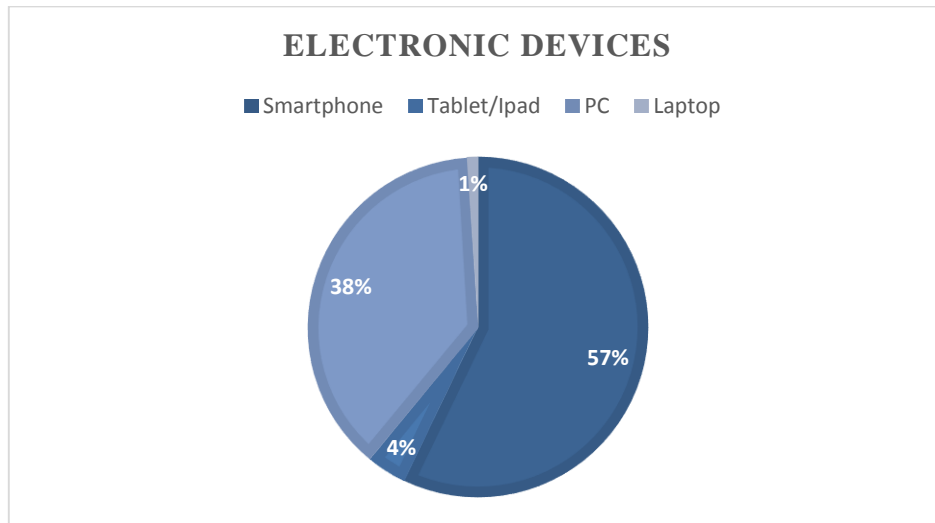
ELECTRONIC DEVICES

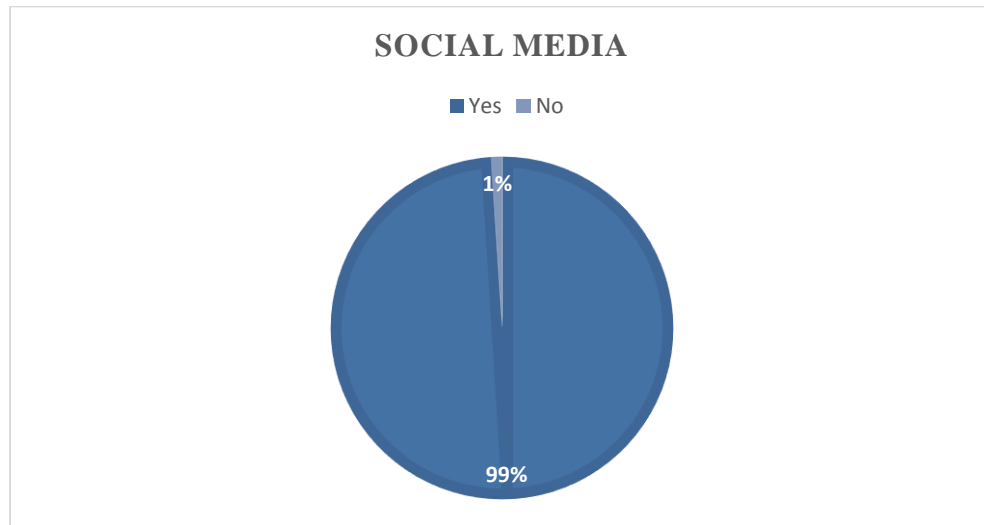■Smartphone ■Tablet/Ipad ■PC ■Laptop

1%

38%

57%

4%

Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed, in the following question each student chose more than 1 option with the following result: 15 (71,4%) of them owns a smartphone, 11 (52,4%) have a laptop, 10 (52,4%) owns a PC and 1 (4,8%) have a tablet/iPad.

Question #7: Do you use social media (Twitter, Facebook, Whatsapp, Tik Tok,etc) ?

Illustration #9: Social Media
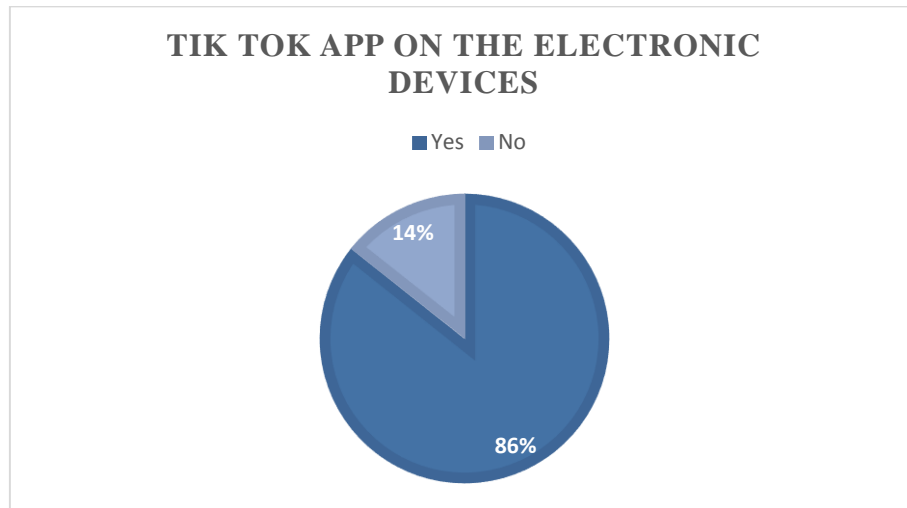

SOCIAL MEDIA

Yes ■ No

1%

99%

Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed, the question previously showed has the following result: 20 (95,2%) use social media and 2 (9,5%) do not use it.

Question #8: Do you have the Tik Tok App downloaded on your electronic device?

Illustration #10: Tik Tok App on the electronic devices

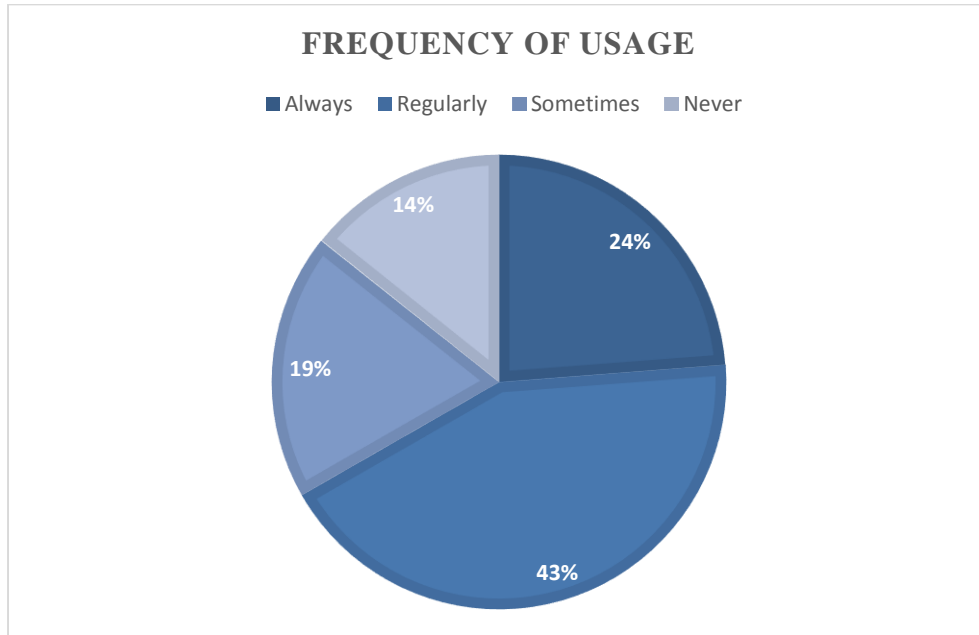TIK TOK APP ON THE ELECTRONIC
DEVICES

■ Yes ■ No

14%

86%

Source: Students's Questionnaire Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 answered the questionnaire in which 18 (85,7%) have the Tik Tok

App downloaded on their electronic devices and 3 (14,3%) do not have it.

Question #9: If you do, how often do you use the Tik Tok App?

Illustration #11: Frequency of usage

FREQUENCY OF USAGE

■ Always ■ Regularly ■ Sometimes ■ Never

24%
43%
19%
14%

From the 32 students, 21 were surveyed with the following result: 9 (42,9%) of the students use the app regularly, 5 (23,8%) use it daily (always), 4 (19%) sometimes and 3 (14,3%) do not use it.

Question #10: Would you be interested in learning English and improving the speaking skill through the Tik Tok App?

Illustration #12: Interest in learning English and improving the speaking skill through Tik Tok

INTEREST IN LEARNING ENLGISH AND IMPROVING THE SPEAKING SKILLS THROUGH THE TIK TOK APP

■ Yes ■ No

19%

81%
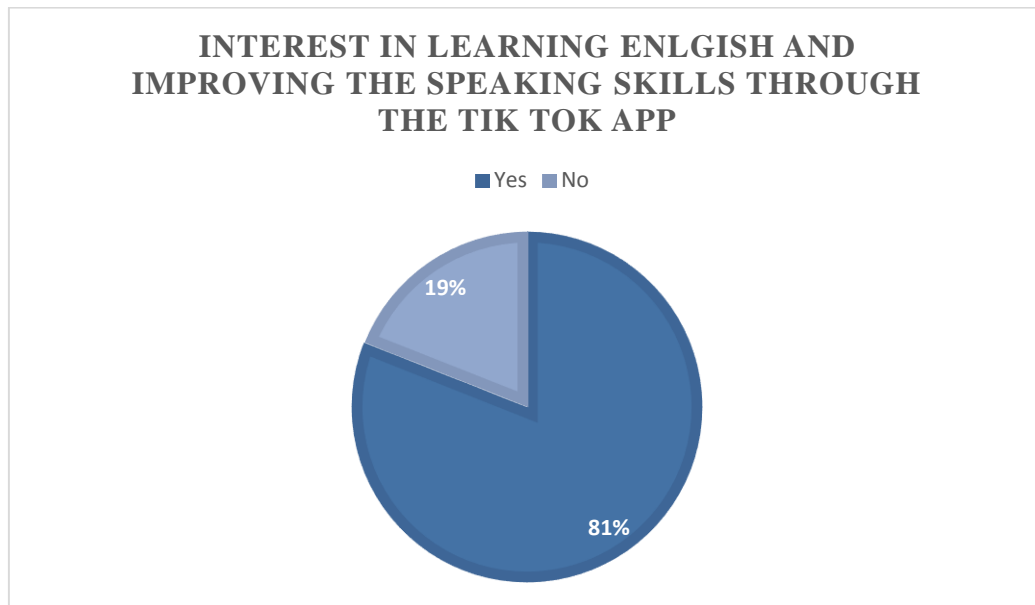
Source: Students's Survey Google Forms
Author: Renata Elizabeth Cevallos Carrillo

From the 32 students, 21 were surveyed and obtaining the following result: 17 (81%) are interested in learning English and improving the speaking skill through the Tik Tok App and 4 (19%) are not interested.

CHAPTER IV

PROPOSAL

"TIK TOK AS A COLLABORATIVE TEACHING TOOL TO IMPROVE THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO GENERAL UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022"

4.1 INFORMATIVE DATA

Illustration#13: Unidad Educativa Salinas Innova School

Source:https://www.google.com.ec/maps/place/Unidad+Educativa+Salinas+Innova/@-2.2287572,-80.9236609,225m/data=!3m1!1e3!4m5!3m4!1s0x902e0ee721e7545b:0x7f01dadf4b2029ef!8m2!3d-2.2288054!4d-80.9233659?hl=es

4.2 INFORMATIVE CHART

Chart#4: Informative Chart

INSTITUTION	UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL
Country:	Ecuador
Province:	Santa Elena
City:	Salinas
Section:	Morning Section
Genre:	Male and Female
Characteristic of the community:	Middle class
Responsibles of the project:	
Author:	Renata Elizabeth Cevallos Carrillo
Tutor:	Lic. Jeannette Elizabeth Cevallos Alcívar,MSc.
Institution Principal:	Ing. Julio Guamantica Suárez
Institution English Area Department:	Lic. Lisbeth Reyes Lindao,MSc.
Beneficiares:	Third Bachillerato General Unificado "A-C"

Source: Direct Investigation
Author: Renata Elizabeth Cevallos Carrillo

4.3 PROPOSAL BACKGROUND

The importance of technology in people daily life have been raising over the years in almost every aspect. Consequently, of this, teachers should have a proper knowledge or the mastery in technological tools to motivate the students to achieve the educational goal. Although it is complicated to have an effective internet connection learners can benefit from this project.

Speaking skills are fundamental for a successful future career of a student, in a competitive world. Nevertheless, from the moment in which the man felt the need of learning a second language, whether for cultural, business, research, educational or scientific purposes, studies have emerged about which strategies, or methodologies should be incorporated to learn a second language (Alderson and Bachman, 2004).

Therefore, the speaking skill has been one of the less emphasized skills in Ecuadorian context due to the lack of exposure to English language, in our country, students might not get the scope to develop and improve their speaking skills.

The increased necessity of implementing new strategies to develop the English language and the speaking skills, lead the institution Unidad Educativa Salinas Innova School to search for new teaching and collaborative tools that were innovative for their students like the Tik Tok App, due to the facilities that the application offers for recording videos in order to improve speaking skill and pronunciation as well.

4.4 SIGNIFICANCE

In a society where globalization has manifested noticeable and significant changes in different aspects, it has emerged the inclusion of technology (ICTs) into the educational field as a pedagogical support for the teaching and learning process. Recently, educational institutions have been developing different platforms, software's or any other technological tool in order to reshape the way in which students are being taught.

The implementation of Tik Tok as teaching tool is focused on the improvement and development of speaking skills of third bachillerato general unificado "A-C" since it represents an innovative solution for the English language speaking skill practice. Hence, the use of this mobile application is significant for the beneficiaries of this research project since it is considered as an interesting tool for students who are living in this digital era where the use of electronic devices is common and frequently by children, teenagers, and even adults.

Tik Tok is a very didactic video recorder and editor for being used in synchronous and asynchronous hours. Its application promotes dynamism because students like and are used to using electronic devices and other technological tools while they are being taught. Moreover, it is relevant to point out that this free mobile application (Tik Tok) has not been implemented in any educational institution from the province of Santa Elena. Consequently, it increased the necessity of showing the benefits of this application to other teachers to encourage them to apply it in order to innovate their teaching strategies and get their students more interested to learn and practice using this didactic and easy to use application.

4.5 OBJECTIVES

4.5.1 GENERAL OBJECTIVE

To improve the speaking skills based on the Tik Tok App and speaking activities for students of Third Bachillerato General Unificado "A-C" at Unidad Educativa Salinas Innova School. Salinas, Santa Elena Province.

4.5.2 SPECIFIC OBJECTIVES

To promote innovative strategies in the Tik Tok App for improving the English language speaking skills for students of Third Bachillerato General Unificado "A-C" at Unidad Educativa Salinas Innova School. Salinas, Santa Elena Province.

To socialize the benefits of the proposal to implement it in the future for practicing the speaking ability.

To create activities practicing the speaking ability by using the Tik Tok App.

4.6 DEVELOPMENT OF THE PROPOSAL

Tik Tok emerged being available in over 150 countries having 500 million active users and more than 1.000 million of downloads Zhu, et al (2020). This application allows the users to create, share and watch videos of any type, this Asian app let the user create musical, educational, entertaining, interactive videos, etc.

The Tik Tok App, which has over 689 million active users worldwide (DataReportal,2021) and over 2,6 million Ecuadorian subscribers (Ecuador Usuarios Digitales, 2020). Becomes a good option to bring technology and education together and take advantage of this social media to educate our students in the English area and be fully capable to manage the speaking skills. For instance, this application can also be used educational purposes to maximize the learning process of the students by creating interactive educational videos where they can learn English in a dynamic, fun, and modern way.

The use of Tik Tok Application improves pronunciation with speaking English, and it help students speak better and correct mistakes if necessary. Mobile applications like these are available for anyone for entertainment, cultural or educational purposes. Tik Tok has many functions to use such as duet with others, recording yourself, editing the recordings, like and comment section, sharing with in other social media such as: Facebook, Instagram or Whatsapp. The research considers that one good way of improving your pronunciation is recording oneself and listening to others to improve speaking ability and the best of all, Tik Tok is free of charge and can be installed on most operating systems and electronic devices like smartphone, laptops, PC's, iPad, tablets, etc.

Tik Tok is a free and easy to use social media platform, which is a video-sharing application that allows it users to create and share videos. Tik Tok was launched in 2016 by a Chinese corporation called ByteDance.

The mobile application has some features basic and advanced which makes it an interesting application for being used for students that attempt to achieve the speaking improvement. As basic features Tik Tok offers it users to upload videos, as well as editing them, use filters and effects, social sharing is another of the basic features of Tik Tok, as well as like and commenting, and it sends notifications to the electronic device where the App is installed. For the advanced features Tik Tok allows users to duet and react to oneself or other users' videos, use hashtags, live video streaming, QR Code Scanner, Geolocation, Real - time analytics, and video preview are more of the advanced features that the app offers to the users.

4.7 COURSE DESING

Chart #5: Course Design

Topic	Description of the Activity
Pronounce the Words	Students must duet the video and pronounce the words that appear on the screen before the teacher and then listen if they pronounced them correctly.
Introduce yourself	Students must interact with the teacher by filming an answer video in which they will introduce themselves.
Guess the past tense of the verbs	Students will duet the teacher video and guess the past tense of the verbs that appear on the screen.
Name the objects Bathroom version	The teacher will show things that are in a bathroom and students will have to name them in a video.
Guessing Game Family members	The teacher will provide the definition of family members and students will have to name them.
Name the objects Everyday things version	The teacher will show things that are used every day and students will have to name them in a video.

Create a story	The teacher will show 3 pictures and the students will have to duet and create a story with the images they saw.
Tongue twister	One day per week the teacher will provide a tongue twister. Students must duet the teacher and try it.
Word of the week	Every week the students will choose a word which its pronunciation and meaning was complex for them. The teacher will film a video explaining the meaning and correcting the pronunciation.
Dreamed vacations	Students will have to explain where they would like to go on vacations and why.

Source: Direct Investigation
Author: Renata Elizabeth Cevallos Carrillo
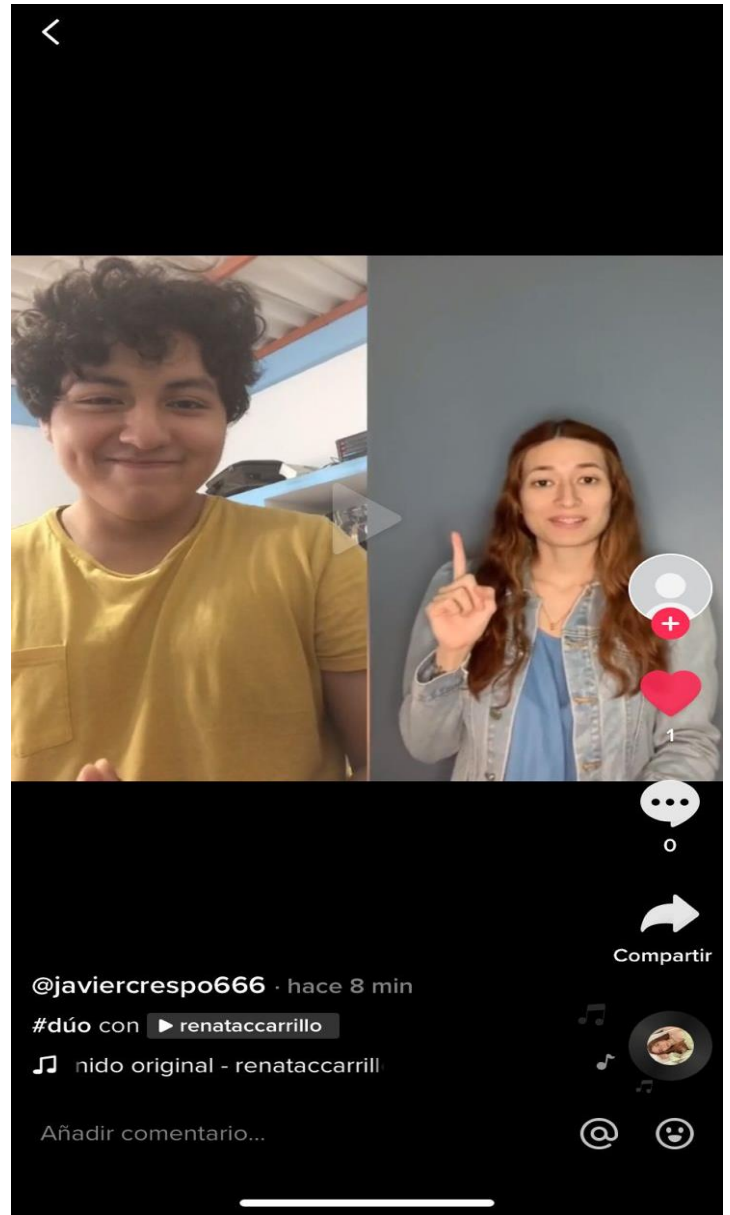
Illustration #14: Pronounce the words
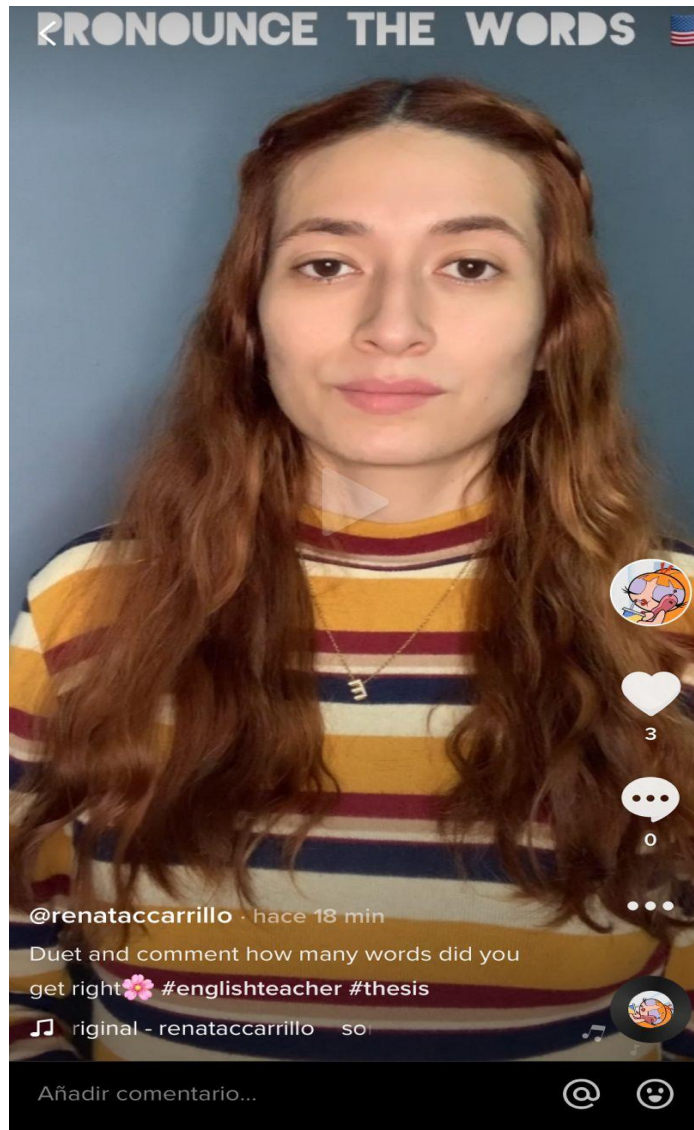
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRACnPk9/

Illustration #15: Introduce yourself
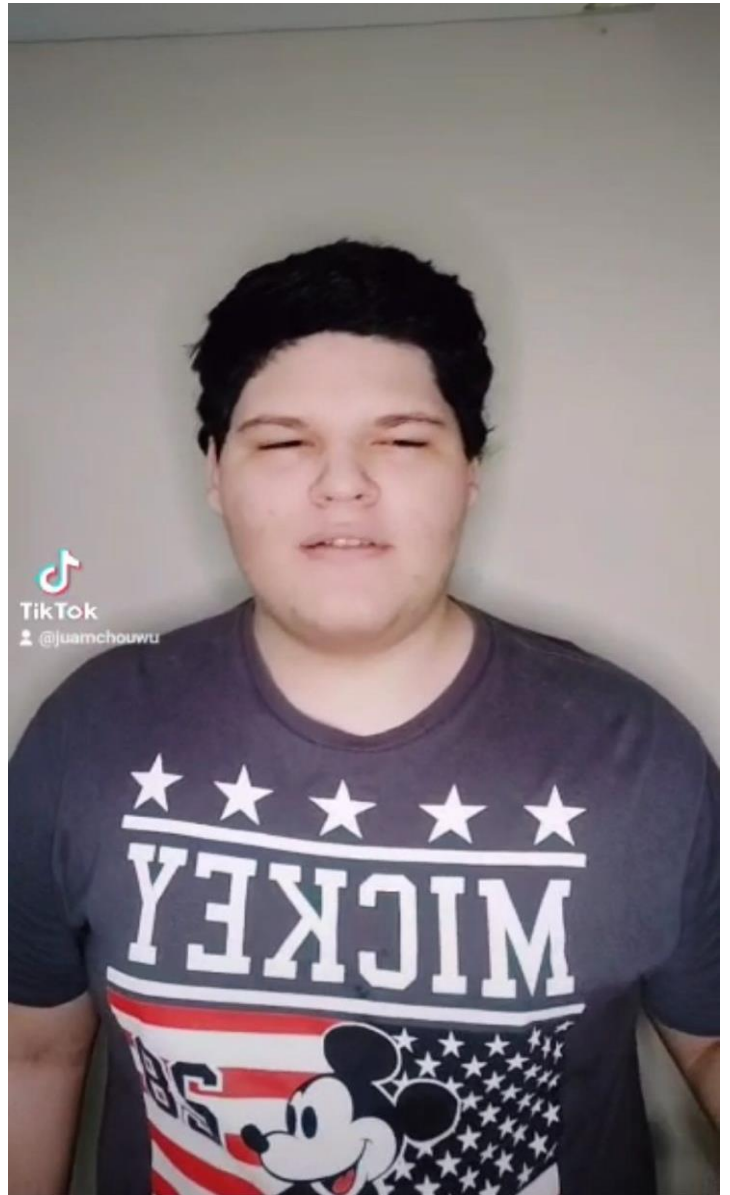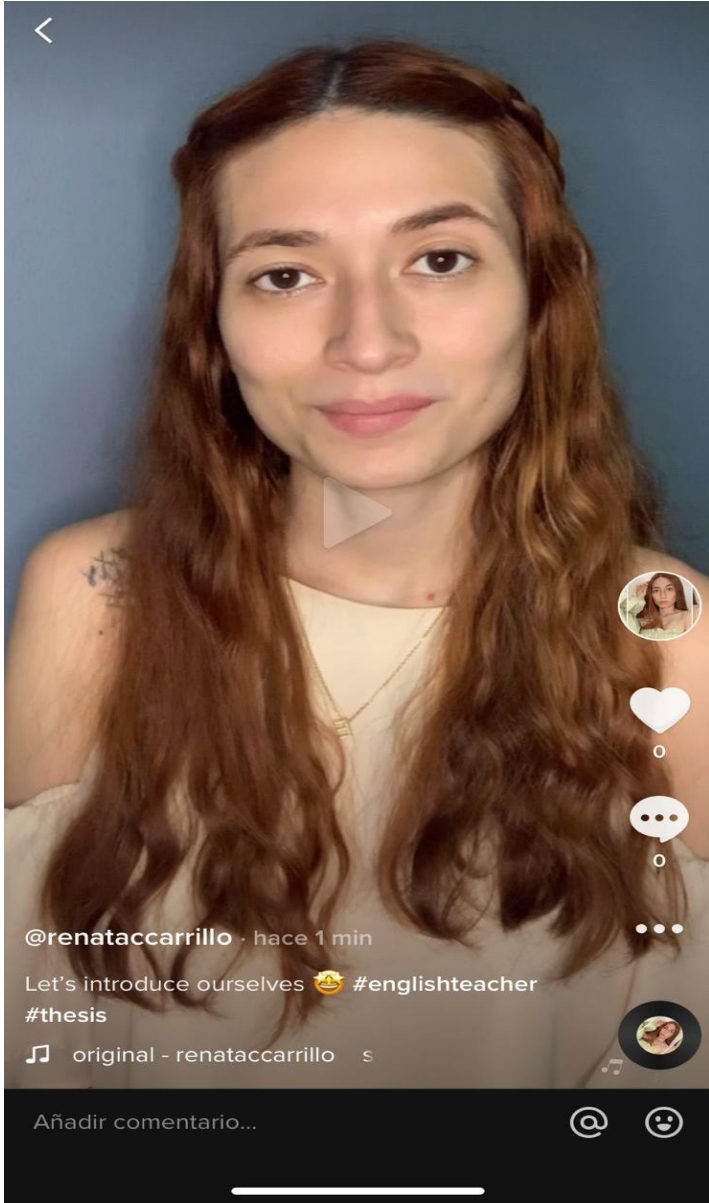
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRfUfHg1/

Illustration #16: Guess the past tense of the verbs
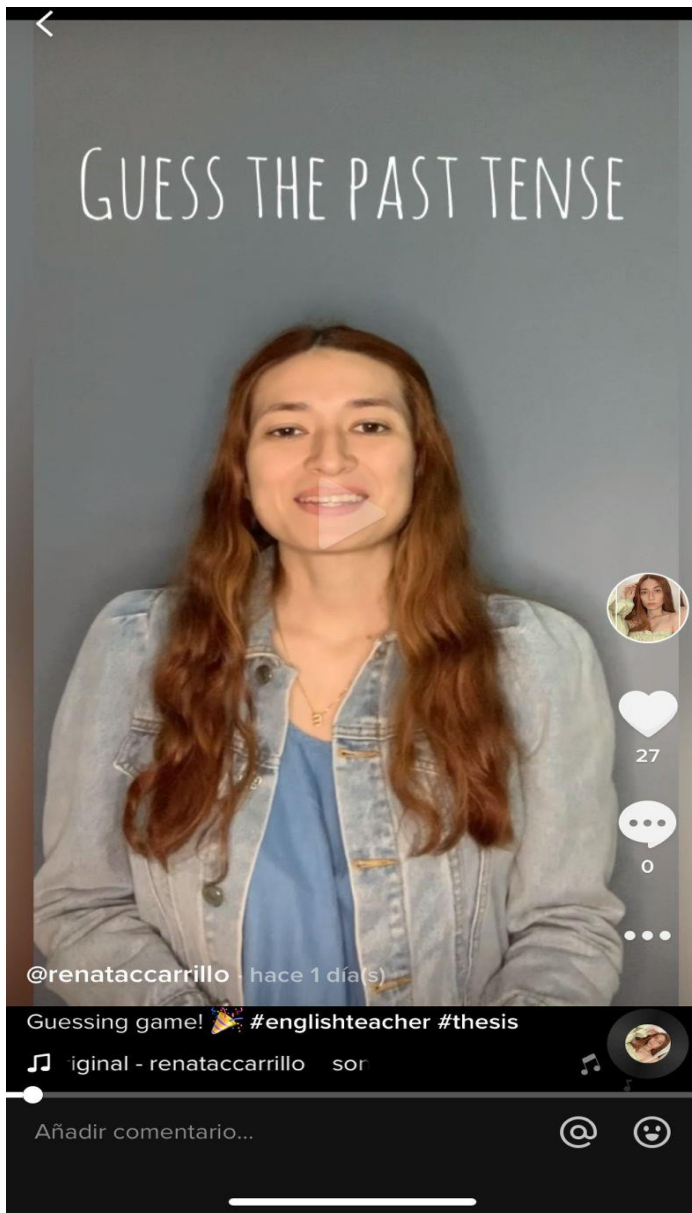
Illustration #17: Name the objects "Bathroom version"
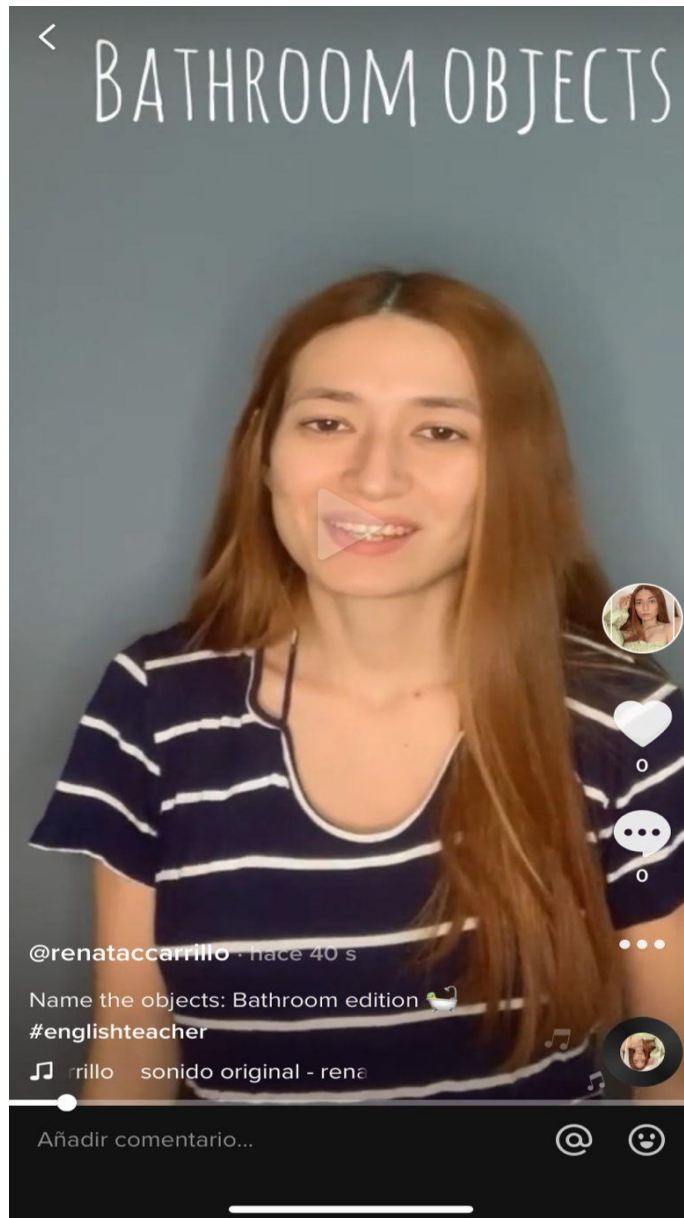
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRu5Lxxn/

Illustration #18: Guessing game "Family members"
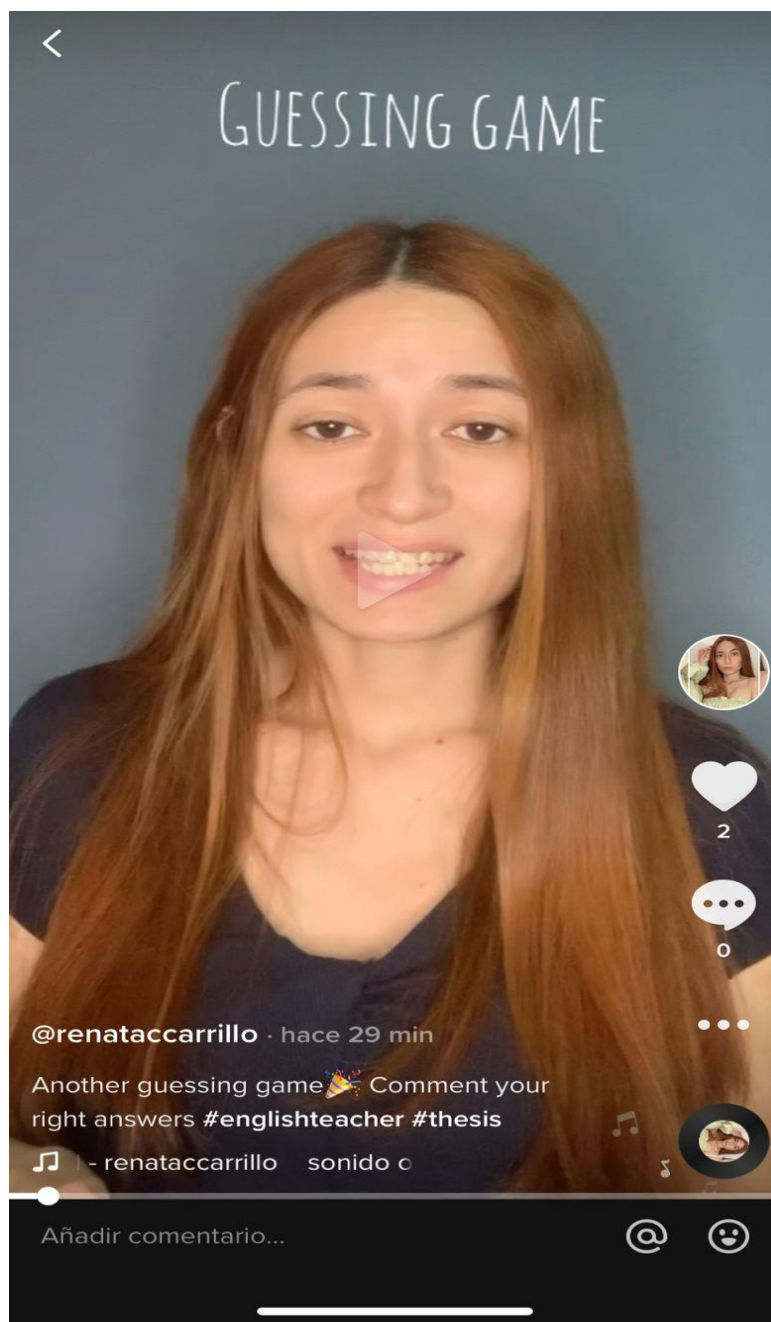
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRuPTKgu/

Illustration #19: Name the objects "Everyday version"
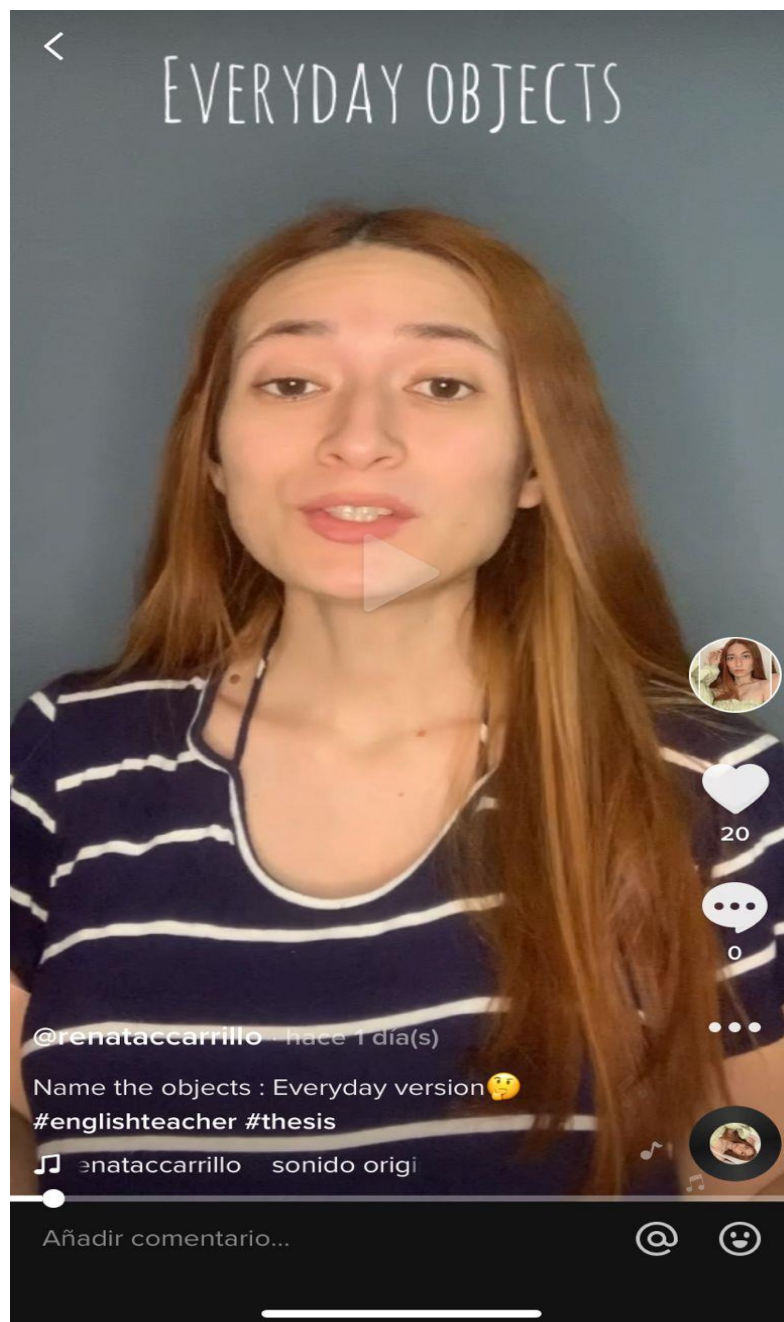
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRu5eK5H/

Illustration #20: Create a story
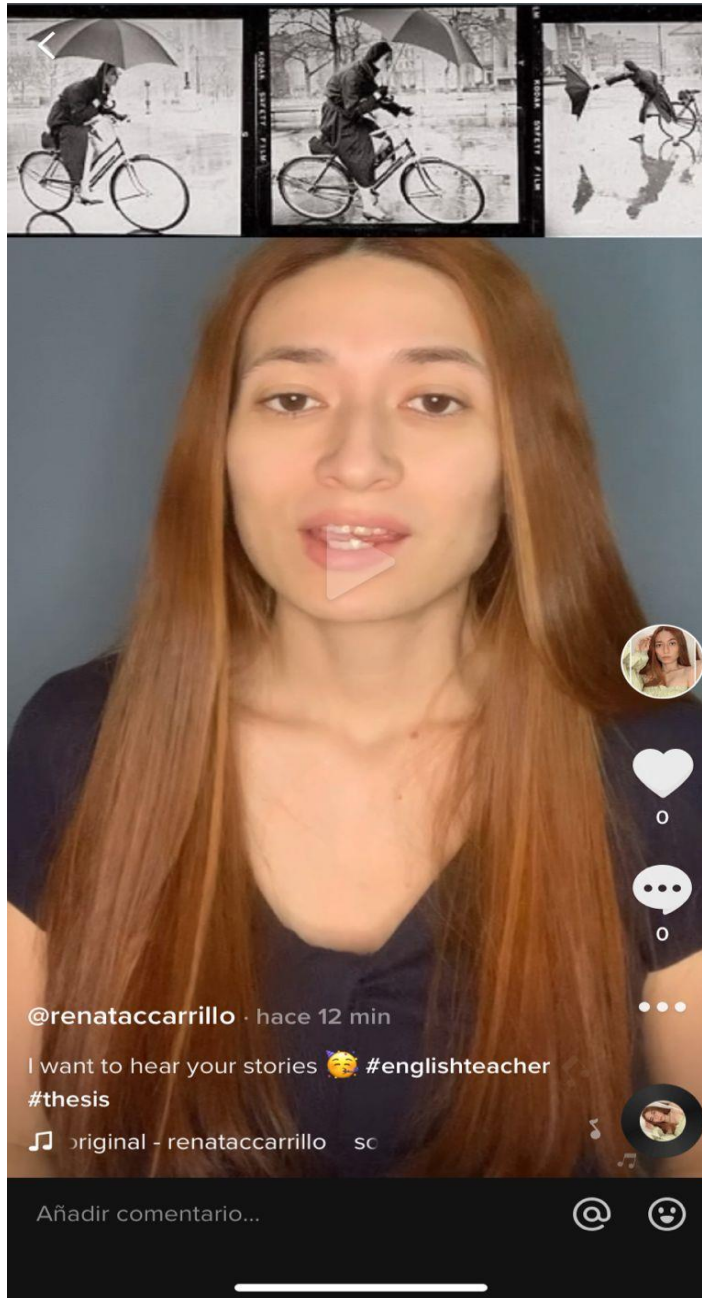
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMR5Dnvhp/

Illustration #21: Tongue Twister
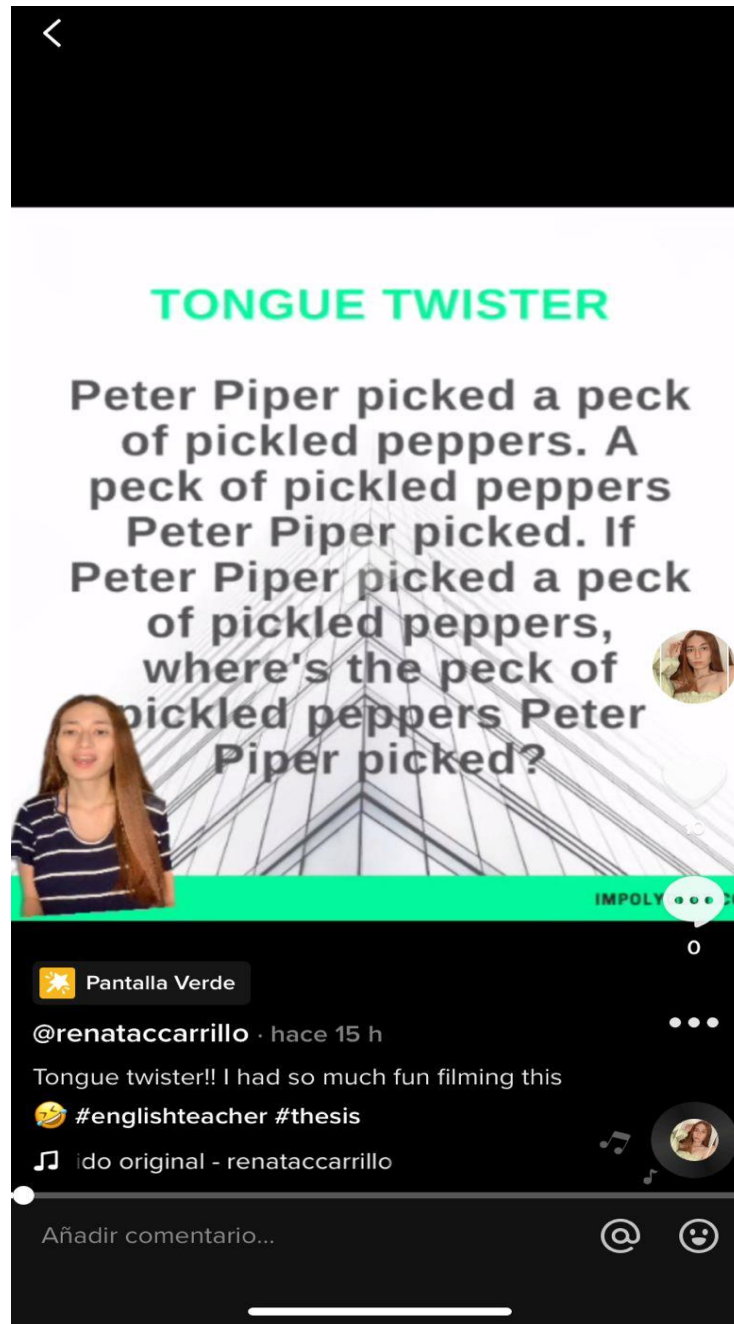
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMR5UNm5q/

Illustration #22: Word of the week
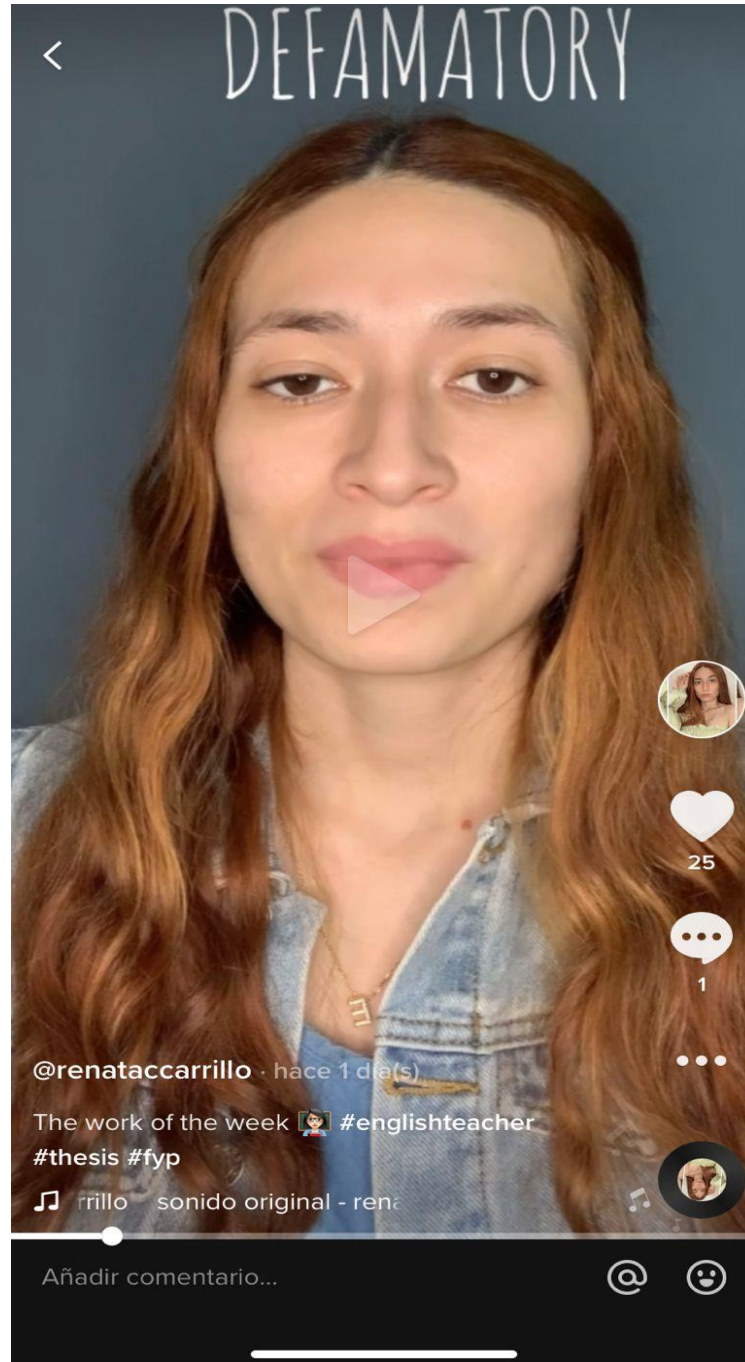
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMR5Ud2bH/

Illustration #23: Dreamed vacations
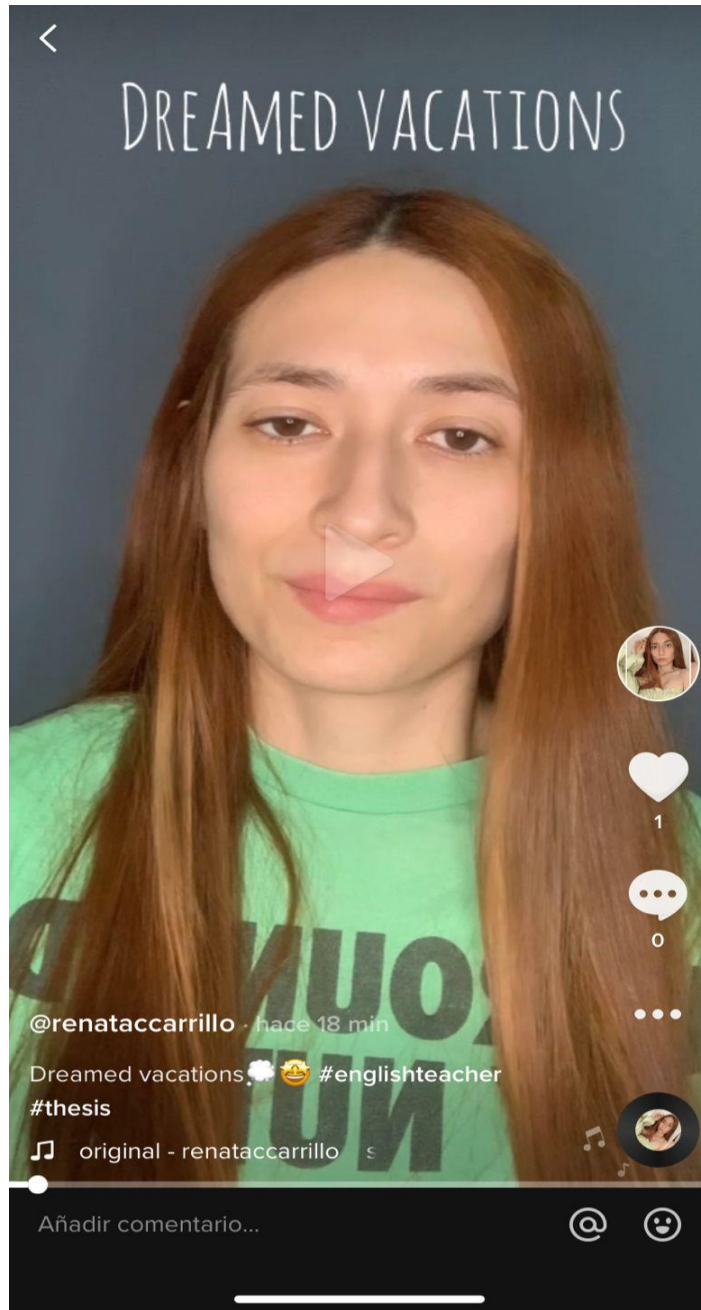
Source: Tik Tok / renataccarrillo
Author: Renata Elizabeth Cevallos Carrillo
Link: https://vm.tiktok.com/ZMRu5ubdc/

CONCLUSIONS

It is concluded that using technology as a teaching tool to improve the speaking skills must be a fundamental part when it comes to teach the oral ability because it should be according to the necessities of the learners.

It is important to gather information focus on research paper or scientific papers to analyze, contrast and reaffirm about the problem that is faced in the daily life of the teaching-learning process.

Through the methodology applied in the research project, it stablishes the necessities of the students of third bachillerato general unificado "A-C" to improve and develop an effective and successful way of learning through social media that must be innovative and entertaining for the learners to strengthen the speaking ability.

Once the videos and content are created, it is pretended to introduce the Tik Tok App to the teacher and students with the aim to be applied during their classes of the English language.

RECOMMENDATIONS

It is recommendable to potentiate the use of social media as a teaching tool for improving the speaking skills because it is a good way to motivate the learners for the increasement of the oral ability.

It is recommendable for the future investigations to maintain updated bibliographical references focused on the variables of the main problem.

It is recommendable to gather truthful information through surveys to know about the impact of social media and any kind of problem inside the learning process.

To set up innovative activities per week to engage the students to keep practicing to improve the speaking skills.

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https://www.businessinsider.com/how-technology-is-shaping-the-future-of-education-2017-12#technology-is-providing-a-way-for-learning-models-to-become-increasingly-personalized-1

APPENDIX

Appendix #1: Students Survey

Students Questionnaire

Descripción del formulario

1. In a scale from 1 to 3 being 3 the highest, Rate your interest in learning English. *

        1   2   3

        ○   ○   ○

2. In a scale from 1 to 3 being 3 the highest, Rate your English level.(skills) *

	1	2	3
	○	○	○

3. In a scale from 1 to 3 being 3 the highest, Rate the teaching level of the institution in the English Area. *

	1	2	3
	○	○	○

4. In a scale from 1 to 3 being 3 the highest, Rate your ability for the speaking skill. *

	1	2	3
	○	○	○

5. In a scale from 1 to 3 being 3 the highest, how much improvement do you believe you need *
in the speaking skill.

	1	2	3
	○	○	○

6. Do you have an electronic device if you do choose which one do you own? *

☐ Smartphone

☐ Tablet/Ipad

☐ PC

☐ Laptop

7. Do you use social media (Twitter, Facebook, Whatsapp, Tik Tok,etc) ? *

☐ Yes

☐ No

8. Do you have the Tik Tok App downloaded on your electronic device? *

☐ Yes

☐ No

9. If you do, how often do you use the Tik Tok App? *

☐ Always

☐ Regularly

☐ Sometimes

☐ Never

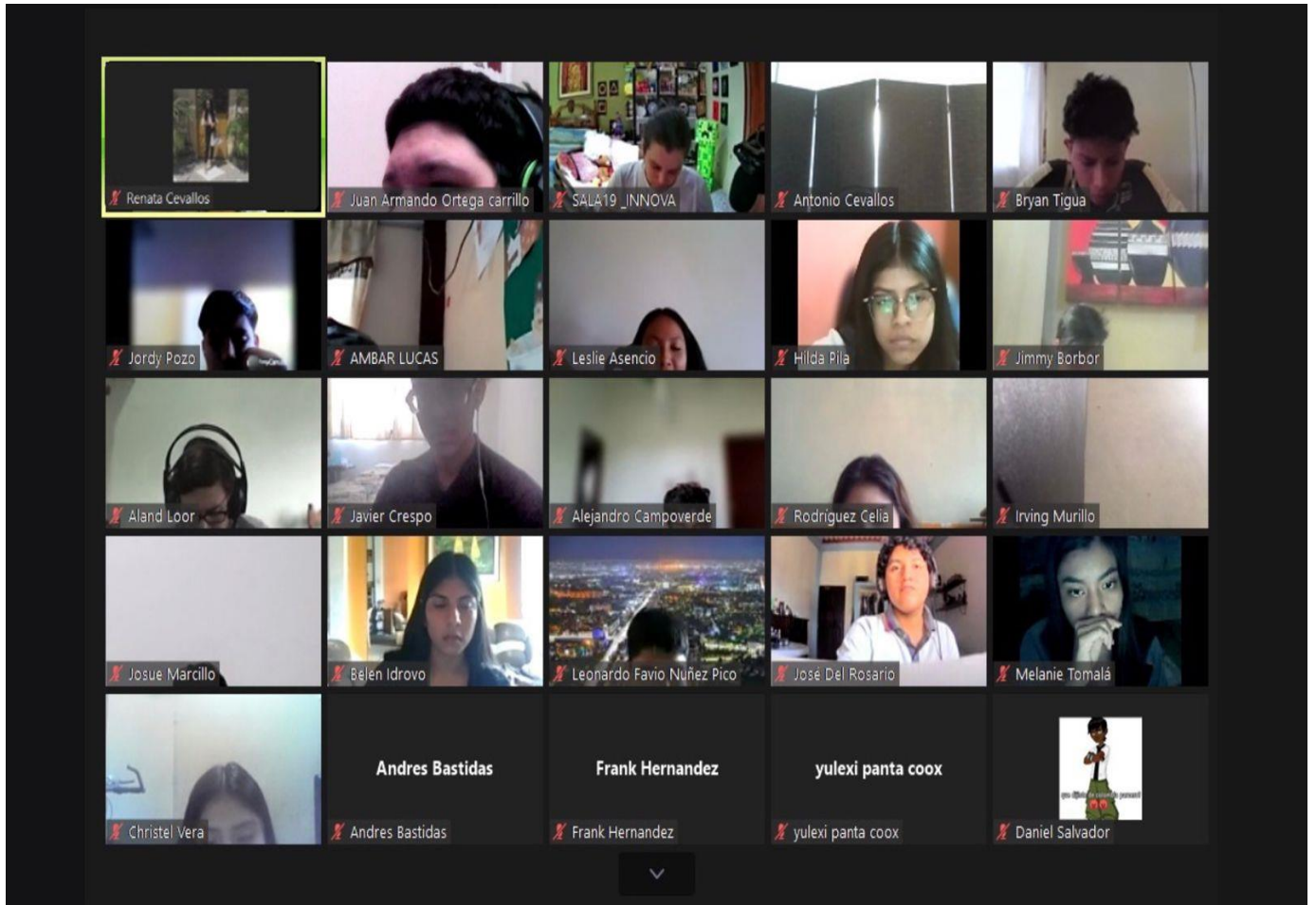10. Would you be interested in learning English and improving the speaking skill through the Tik Tok App? *

☐ Yes

☐ No

Google forms link: https://forms.gle/qJJ24NCPTN2GbjUk7

Appendix #2: Zoom Meeting

Appendix #3 Approval Letter

La Libertad, 19 de Agosto del 2021.

ING. Julio Guamantica Suarez

RECTOR DE LA UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL

En su despacho,

Yo, RENATA ELIZABETH CEVALLOS CARRILLO, con cédula de identidad 0931150411, estudiante del Octavo Semestre de la Carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS de la Universidad Estatal Península de Santa Elena con matrícula 12017521250 solicito su consentimiento y aprobación para aplicar una encuesta por medio de la plataforma GOOGLE FORMS a los estudiantes del TERCER AÑO DE BACHILLERATO GENERAL UNIFICADO paralelos A-C con la finalidad de realizar un análisis para la realización de mi proyecto de titulación "SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILL OF STUDENTS OF THIRD BACHILLERATO GENERAL UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022."

Adjunto el cuestionario para su respectiva aprobación.

Sin más por el momento, agradezco de antemano la atención prestada a la presente carta de compromiso. Reciba un cordial saludo.

Cevallos Carrillo Renata Elizabeth

C.I 093115041-1

renata.cevalloscarrillo@upse.edu.ec

Students Questionnaire

1. In a scale from 1 to 3 being 3 the highest, Rate your interest in learning English.
2. In a scale from 1 to 3 being 3 the highest, Rate your English level.(skills)
3. In a scale from 1 to 3 being 3 the highest, Rate the teaching level of the institution in the English Area.
4. In a scale from 1 to 3 being 3 the highest, Rate your ability for the speaking skill.
5. In a scale from 1 to 3 being 3 the highest, how much improvement do you believe you need in the speaking skill.
6. Do you have an electronic device if you do choose which one do you own?
   - Smartphone
   - Tablet/ iPAD
   - PC
   - Laptop
7. Do you use social media (Twitter, Facebook, Whatsapp, Tik Tok,etc) ?
   - Yes
   - No
8. Do you have the Tik Tok App downloaded on your electronic device?
   - Yes
   - No
9. If you do, how often do you use the Tik Tok App?
   - Always
   - Regularly
   - Sometimes
   - Never
10. Would you be interested in learning English and improving the speaking skill through the Tik Tok App?
    - Yes
    - No

Appendix #4 Urkund Report

Curiginal

Document Information

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Submitter email	renata.cevalloscarrillo@upse.edu.ec
Similarity	3%
Analysis address	jcevallos.2.upse@analysis.urkund.com

Appendix #5 Antiplagiarism Certificate

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA LENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

La Libertad, Septiembre 13 del 2021

CERTIFICADO URKUND

En calidad de tutor del trabajo de titulación denominado "SOCIAL MEDIA AS A TEACHING TOOL FOR IMPROVING THE SPEAKING SKILLS OF STUDENTS OF THIRD BACHILLERATO UNIFICADO "A-C" AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL. SALINAS, SANTA ELENA PROVINCE, SCHOOL YEAR 2021-2022" , elaborado por RENATA ELIZABETH CEVALLOS CARRILLO, egresada 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, previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 3% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,

Lcda. Jeannette Cevallos Alcívar. MSc
ADVISOR
ID: 0907928089