UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS."

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Advisor Approval

In my role as Advisor of the research paper under the title "THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS" prepared by Jennifer Stefania Sanchez Mujica and Stephany Nicole Tomala Salinas, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
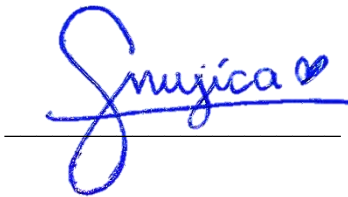
Sincerely,

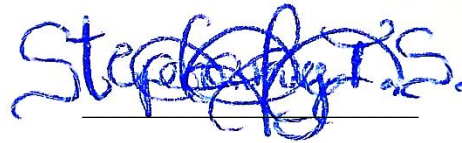Carabajo Romero Italo, MSc.

Advisor

Statement of authorship

We, JENNIFER STEFANIA SANCHEZ MUJICA, with ID number 2450294927 & STEPHANY NICOLE TOMALA SALINAS, with ID number 2450310715, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS", certify that this study work is of our authorship, except for the quotes, statements, and reflections used in in this research paper.

JENNIFER STEFANIA SANCHEZ MUJICA   STEPHANY NICOLE TOMALA SALINAS
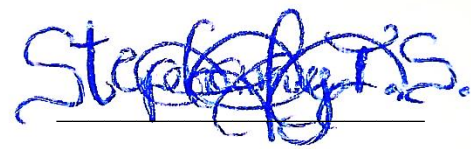
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Declaration

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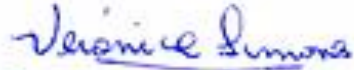**Author**

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First I want to thank God for allowing me to live all the experiences I have had, followed by my mother Rocio Mujica and my father Carlos Sanchez, who supported me not only financially but also emotionally throughout my life and my college career was no exception, my great friend and mother of my beautiful niece Samira, and nephew Dante, Geraldine Melendres, who was with me in the moments when I thought I could no longer, to my friends "Los perdidos" with whom I spent unforgettable and incredible moments, they made my time at the university wonderful, I thank my professors and authorities for all the lectures given, to my puppy Luna who accompanied me in many sleepless nights, and last but not least I want to thank me, because without all the effort, desire and dedication that I have put in every step I take, none of this would be possible.

-Jennifer Stefania Sanchez Mujica.

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-Stephany Nicole Tomala Salinas.

Dedication I

This project is dedicated to my parents, niece, and nephew, who have believed in my potential at all times, and have supported me in the decisions I make every day, they have taught me that I should go step by step and that sometimes I should relax, take a break, and smile. Also, to those friends from other faculties who were with me in difficult times and gave me their unconditional support, to my professors who trusted me and my commitment to the degree, who advised me on many occasions, and to my research project partner, with whom I spent early mornings working, despite all the bitter moments we try to do a great job.

With love, Jennifer Stefania Sanchez Mujica.

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This project is dedicated to my parents who throughout my life have encouraged me to achieve my goals with effort, dedication and love, to my grandparents who have recognized my achievements with pride, and I would like to give special recognition to my uncle Vicente Tomala, who was the source of inspiration that made me decide to become a teacher, It is evident that the passion for teaching grows and develops gradually over time, and the transformation that I have had as a student I attribute to my teachers who have contributed their knowledge and have trusted in my potential, to my research project partner Jennifer with whom I have shared beautiful moments as friends to finally fulfill the promise of sustaining our research project together.

With love, Stephany Nicole Tomala Salinas.

Abstract

TikTok is an engaging social media platform that has infiltrated multiple areas of society, such as education, in which users can enhance their expressive skills by creating captivating short materials in a compact style. Using a cohort of 30 pre-university students from Playas as the main group, this research project explores the influence of TikTok to enhance the speaking skills among pre-university students. Focus groups, and questionnaires were employed to collect in-depth data from a sample of twenty students. Using a phenomenological lens and a qualitative technique, the study investigated students' real-life experiences using TikTok to improve their speaking skills.

The findings show that TikTok exerts a beneficial influence on pre-university students' speaking skills, offering insight into the role of technology in education and indicating that TikTok can be used as an effective tool for improving language proficiency. The insights from this study have implications for teachers, who should consider the potential benefits of incorporating cutting-edge digital platforms such as TikTok into language learning environments. This will help educators adapt their pedagogical strategies to the evolving demands of student use and engagement with technology.

KEY WORDS: TikTok, Speaking skills, Technology, Pre-university students, qualitative research.

Resumen

TikTok es una atractiva plataforma de medios sociales que se ha infiltrado en múltiples ámbitos de la sociedad, como la educación, en la que los usuarios pueden mejorar sus habilidades expresivas creando cautivadores materiales breves en un estilo compacto. Utilizando una cohorte de 30 estudiantes preuniversitarios de Playas como grupo principal, este proyecto de investigación explora la influencia de TikTok para mejorar las habilidades de expresión oral entre los estudiantes preuniversitarios. Se emplearon grupos focales y cuestionarios para recoger datos en profundidad de una muestra de veinte estudiantes. Utilizando una lente fenomenológica y una técnica cualitativa, el estudio investigó las experiencias reales de los estudiantes utilizando TikTok para mejorar sus habilidades de expresión oral.

Los resultados muestran que TikTok ejerce una influencia beneficiosa en las destrezas orales de los estudiantes preuniversitarios, ofreciendo una visión del papel de la tecnología en la educación e indicando que TikTok puede utilizarse como una herramienta eficaz para mejorar la competencia lingüística. Las conclusiones de este estudio tienen implicaciones para los profesores, que deberían considerar los beneficios potenciales de incorporar plataformas digitales de vanguardia como TikTok a los entornos de aprendizaje de idiomas. Esto ayudará a los educadores a adaptar sus estrategias pedagógicas a la evolución de las demandas de uso y compromiso de los estudiantes con la tecnología.

PALABRAS CLAVES: TikTok, Expresión oral, Tecnología, Alumnos preuniversitarios, Investigación cualitativa.

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Introduction

Social media platforms have evolved into important learning and skill-development tools in today's digitally connected world. Analyzing how TikTok influences pre-university students to enhance their speaking skills is the main part of this qualitative research project. This research attempts to investigate how this particular group uses TikTok, a well-known platform for exchanging brief videos, as a means of enhancing their spoken communication skills.

TikTok is becoming more acknowledged as an excellent tool for developing the speaking skills of pre-university pupils. Several studies have been conducted to investigate the impact of TikTok on students' speaking abilities, particularly in the setting of English as a foreign language (EFL) such as Chen and Kang (2023) asserted that TikTok can play a significant role in improving students' proficiency in the English language. Likewise, Yang (2020) referred to the majority of individuals engaged in TikTok-based learning engaged in discussions about the pros and cons of using TikTok as a tool for English language learning.

In order to provide an in-depth understanding of the platform's impact on language learning, the objectives to be defined are to investigate the benefits and drawbacks, assess student perspectives, and highlight potential challenges associated with using TikTok to improve speaking skills. Through this exploration, the study would be enriched with beneficial information for professionals and investigators browsing the ongoing interconnection of technology and education.

Chapter I

The Problem

1.1. Research Topic

TikTok and Speaking skills.

1.2. Title of project

The Influence of TikTok to enhance the speaking skills at pre-university PINE major students.

1.3. Problem Statement

Currently, English reigns as a vehicular language in the world of business, culture, communication, and the Internet. Timbila (2020) said that English nowadays has a global diffusion occupying the third place worldwide in the number of native speakers and the first place as a second language. The ability to communicate with individuals who live in other world areas, nations, and territories is made possible because English is regarded as a universal language and is spoken worldwide. Language is used as a tool for communication. Perfect communication is not possible for people without using a language.

Studies in the field of education and technology have revealed that technology is now often used in educational contexts. Based on UNESCO (2023) education and technological innovation are intrinsically interlinked. Therefore, innovative ideas lead to digital transformation, which feeds back in turn to help us improve education systems. Social media is growing promptly among younger generations, improving resource management, enhancing learning, nurturing communication, and improving students' knowledge and skills, leading to greater satisfaction with educational experiences.

According to Brennan (2021) the network's content is amusing, practical, and conveyed in a simple consumable way, but the networking site also has an established reputation, and TikTok understands its goal of assisting people in distributing and producing distinctive visual material that engages with audiences. Nowadays in a globalized and technological world, TikTok has become a valuable instrument rather than merely a scroll-worthy amusement application, because of some educational aspects that have been released in these times which will be discussed in the research. A revolution is taking place behind the scenes of attractive challenges and popular performances, English learning is being improved by the use of this application.

This is in accordance with Haleem et al., (2022) stated that learning through social media has advanced significantly. Both teachers and students regularly use social media, which is essential to the broader e-learning process. They are now a crucial scenario for the transfer of information on relevant subjects. Together, education and technology can lead to holistic system-level quality improvement and greater equity. Therefore, it is intended to explore the influence of TikTok as a digital platform that aids in enhancing the speaking skills of pre-university PINE students. Rao (2019) described speaking skills as one of the most essential skills for all learners who wish to study English to advance their business, increase their confidence, and gain better employment prospects.

To carry out aspirations and perform activities, it is necessary to exchange opinions and concepts with people who reside all over the world. The platform allows users to engage in real-time communication with a global audience, providing opportunities for practicing and refining their speaking abilities. Rao (2019) mentioned the importance of Speaking Skills in the present global world, therefore communication plays a vital role in getting success in all fields.

Diko (2022) affirmed that TikTok can inspire the students to practice their speaking skills when they utilized it because there is so much interesting content there. Moreover, through challenges, duets, and collaborative content creation, students can actively participate in dialogues, presentations, and debates, thereby developing their confidence and fluency.

The influence of TikTok on speaking skills aligns with the constructivist learning theory, Piaget (1977) emphasized the importance of active engagement and social interaction in the learning process. By actively creating and sharing videos, pre-university students are constructing their own knowledge and refining their speaking abilities. Thus, pre-university students actively construct their own knowledge and boost their speaking skills by making and sharing videos. TikTok's social component, which provides a platform for collaboration and peer-to-peer learning, reinforces this idea.

1.4. Problem question

1.4.1. General question

- How does using TikTok influence the pre-university PINE students' speaking skills?

1.4.2. Specific questions

- What types of TikTok content are found to be most beneficial for enhancing speaking skills?

- In what aspects of speaking skills do pre-university students perceive that TikTok helps to improve?

- What obstacles do students face when utilizing TikTok to boost their speaking skills?

1.5. Objectives

1.5.1 General Objective

- To analyze the influence of TikTok to enhance the speaking skills at the pre-university PINE major students.

1.5.2. Specific objectives

- To determine the advantages and disadvantages of utilizing TikTok for the pre-university students.

- To analyze the pre-university students' perception about TikTok to boost their speaking skills.

- To examine potential challenges or limitations associated with using TikTok as a tool for speaking skills improvement.

1.6. Justification

During academic life, as well as in the preparation to become English teachers, the influence of recent technologies and social media is notorious, being these key elements for academic, labor, technical, and scientific accomplishment. Agreeing to Namaziandost (2019) EFL teaching and learning has been influenced by the technological innovation, and many tools have been added to the English class so as to facilitate the process of teaching/learning.

Over time, numerous social media apps have become quite popular. TikTok, a prominent platform that prioritizes videos of short duration, offers audiences an intriguing and enjoyable means of vocal expression. Yang et al., (2019) mentioned that short videos are rich and engaging. It rejects the unique forms and logic of traditional videos in the past and presents simple and interesting features to the audience.

Through the production and distribution of videos that require a verbal dialogue, this digital platform provides users with different profits. Herlisya and Wiratno (2022) claimed that using TikTok as a learning tool has a number of benefits, including an increase in creativity for students and the development of a dedicated following that is open to providing feedback. Students can use TikTok in a variety of ways, including making videos with dialogues, taking part in speech challenges, and having dynamic discussions with other users. This digital platform provides pupils with a simple and engaging way to express themselves verbally. Nevertheless, employing TikTok in educational settings has multiple drawbacks. In accordance with Herlisya and Wiratno (2022) in case a student does not have an Internet connection, the learner will not be able to use this application. Tik Tok also has a tendency to become slow if the cell phone or device being used is not the right one. Likewise, Zhaoying (2021) assured that users become instinctively immersed in brief video material because it is unpredictable, and full-length viewing mode makes it difficult to manage their time.

In the beginning, TikTok provides an intuitive design that promotes involvement and interaction. Herlisya and Wiratno (2022) stated that a lot of individuals downloaded it for their amusement because of its humorous nature. Furthermore, this platform has a considerable user base, mostly targeting a young population looking for content that captures their attention using interactive features, such as duets and collaborations. Yusoff and Mohd (2023) mentioned that TikTok's material is incredibly entertaining and aimed at young people who remain inventive and adventurous.

Finally, it should be noted that this research will focus on pre-university students, a great contribution to the educational community, since the advance of technology allows both teachers and students to have knowledge about modern education and its benefits such as increasing interest in learning through social media, preparing for the digital future and making it easy to manage. Indeed, the research will be beneficial in the field of English at the University, in direct support of the current teachers of this major, PINE, as well as students at the University.

Chapter II

Theoretical Framework

2.1. Previous resources

In order to support the theories and studies the researchers have selected studies that help to understand the current studies that have been developed during these years, due to the novelty of the application. TikTok has been a pop culture phenomenon, which has garnered one million active users per month worldwide (Doyle, 2023); Demmy and Fathul (2018) mentioned that TikTok is an emerging and widely liked social media platform that enables users to craft captivating videos and participate in private conversations. It is a trending focus that has leverage to become an application that taps across the globe, nevertheless, its educational potential has not been widely investigated for language development.

Ibrahim (2023) while TikTok is primarily known for its entertainment value, it possesses unexploited potential as a resource for facilitating language learning. Beyond its recreational aspects, TikTok can serve as a valuable platform that empowers learners to enhance their language skills in innovative and engaging way. The application needs supplementary scientific research in order to urge its educational to being used in Institutions and so forth educational related. Chen and Kang (2023) asserted that TikTok can play a significant role in improving students' proficiency in the English language. The platform provides a unique and engaging way such as challenges, choreographies and more, this can immerse themselves in the English language and its practical learning style. For this reason, TikTok allows users to consume and create content in English; moreover, from watching videos to engaging in conversations with people this is translated in practice and study to be able to perform its features.

Ufairah and Sopiah (2021) employed TikTok as a creative tool for teaching English pronunciation. This unconventional approach leveraged TikTok's short video format and widespread its usage for different purposes like the immersion of students in authentic spoken English. TikTok's video editing and communication features allowed learners to record, share, and receive feedback on their pronunciation attempts, fostering a sense of community and support. In despite of this outcome positions the application as an extra support or homework which improves memorization and metacognitive development is utilized for discussing topics.

Furthermore, TikTok is an engaging and interactive environment for improving English pronunciation. Pratiwi et al., (2021) stated that exploring the innovative use of TikTok as a platform for facilitating English pronunciation learning. This approach signifies a departure from traditional language learning methods, moving on dynamic and interactive form of nature TikTok to engage learners in improving their pronunciation skills. By the engagement of the application, this way of learning will be useful for improving students' proficiencies in high schools and universities, making students capable of passing modules and tests.

According to Adnan et al., (2021) TikTok is employed as an educational tool to convey information by converting it from an auditory format to a visual representation. The researchers highlighted that TikTok's incorporation of music and entertaining elements renders it a more captivating option compared to the conventional approach of using mind maps or old dynamics for learning. To extend this statement Novitasari and Addinna (2022) related that students feel that TikTok is a good resource for acquiring English, and they also think it gives learners chances to get better at the language. Using TikTok to learn English is fun, stress-free allowing them to enjoy learning journey, also the students are quite attached and identify to these so therefore it can increase their learning motivation.

The big impact of Covid forced education to look new ways to teach, this global event push to fully immerse technology into Education. Xiuwen and Razali (2021) conducted an investigation into the possibilities and consequences of using TikTok for acquiring competence in English language communication. This examination took place against the backdrop of the COVID-19 pandemic, during which online learning was necessitated, with support from computer technology and Web 2.0 tools. Nowadays, technology has been forcefully rooted into education, universities and schools implemented platforms and also, they switch online classes when it is necessary.

Agreeing to Hasiholan et al., (2020) the utilization of TikTok challenges within a speaking class, aligning it with the preferences and requirements of students. The objective was to employ the TikTok platform as a means of teaching speaking skills. By exploring this unique intersection of technology, social media, and language education; the study sought to provide valuable insights into how emerging digital platforms like TikTok can be harnessed to create engaging and effective learning experiences for students, especially in the realm of language acquisition.

Agting et al. (2022) stated the examination of the potential of incorporating TikTok as a tool for teaching speaking to senior high school students. The findings overwhelmingly supported the idea, with an 85% consensus on the necessity and viability of using TikTok in speaking classes. The study's conclusions emphasized that TikTok empowers students to independently enhance their speaking skills, offering a flexible online platform that aligns with their needs in today's digital age. Furthermore, there is a strong recommendation to further develop TikTok applications specifically tailored for practicing speaking skills for the whole student spectrum.

Zaitun et al. (2021) carried out a research project titled "TikTok as a Tool for Improving the Speaking Proficiency of English as a Foreign Language (EFL) Students". The authors affirmed that this study employed a descriptive qualitative approach and incorporated classroom action research techniques to assess students' speaking abilities. Various speaking exercises, including tasks like narrating stories about objects or places, were integrated with the TikTok application and its functionalities.

TikTok can indeed be a useful tool for learning and developing speaking skills, but it should be approached with discernment and used as part of a broader learning strategy. Its popularity and engaging format make it a valuable resource for those looking to enhance their speaking abilities and gain exposure to diverse cultures and knowledge. However, it's important to be mindful of privacy and content quality while using the platform.

2.2. Pedagogical Basis

2.2.1. Constructivism

Schulz and Schultz (2002) cited by Siddiquei and Khalid (2017) stated that "Currently constructivist paradigm is acknowledged by e-learning developers. It is observed that most of the e-learning programs are focused on constructivist theory of learning nowadays". The idea behind the constructivist learning theory is that students absorb and perceive the knowledge, combining it according to their unique perceptions. By assigning an individual significance to the material, students have a greater opportunity to learn.

As per Piaget's (1964), the process of learning involves a dynamic interplay between modeling, transformation, and comprehension of how objects are structured. Through our engagements with the surrounding environment, we undergo a continuous process of reshaping

our internalized perspectives of the world. What's fascinating is that our views on distinct constructs can undergo alteration through diverse and unique pathways.

This perspective on learning places a strong emphasis on the learner's autonomy, encouraging them to explore and make sense of the world around them. It acknowledges that people are not mere recipients of knowledge but are, in fact, architects of their own learning. The importance of constructivism in education is paramount. It promotes critical thinking, problem-solving, and the ability to apply knowledge in real-world contexts. It encourages students to question, experiment, and seek solutions, fostering a deeper and more enduring comprehension of subjects. By actively engaging with material and constructing their knowledge, learners not only remember facts but also gain a deeper, conceptual understanding of the subject matter.

2.3. Theorical framework

2.3.1. ICT and EFL

Barreno and Egüez (2020) mentioned that since English courses are being taught using digital tools like Skype and wikis and technological educational software like Blackboard and Moodle, which expand discovering above the educational setting, the conventional confines of instruction in the language have become ambiguous in the modern era. Hussain (2018) cited by Raval (2014) ICT is defined as a scientific, technological and engineering-based management techniques which are used in information storage and communication mechanism with optimal time and space utilization in comparison to other traditional methods adopted for the same.

The relationship between Information and Communication Technology (ICT) and language learning is transformative, offering a wide array of benefits. ICT provides easy access to online language resources, interactive learning tools, virtual classrooms, and language learning apps. It enhances language learning through multimedia content, language exchange platforms,

and real-time communication with native speakers. Learners can immerse themselves in authentic target language content and assess their progress easily.

Teachers and researchers have focussed on innovative methods to facilitate vocabulary learning, switching from passive to active learning, and ensuring that students are engaged and motivated to expand and retain their new vocabulary range (Kohnke et al., 2021). According to Hussain (2018) mentioned by Kopinska (2013) elaborated that there is a widespread recognition of the potential benefits of using technologies in English as a Foreign Language (EFL) classrooms, which has led to a surge of interest from both teachers and learners. As such, technologies are increasingly being utilized in EFL classrooms around the world.

Technology provides students with increased opportunities for individualized and self-paced learning, as well as access to a vast array of online resources for vocabulary development. This can be particularly beneficial for students who struggle with vocabulary acquisition and require additional support.

2.3.2. TikTok

According to Omar and Dequan (2020) there are three distinct roles identified in the context of TikTok usage: consumers, participants, and creators. TikTok's integrated video editing features and communication functions significantly ease the constraints on content creation and consumption. Additionally, its vertical screen format is well-suited for mobile phone viewing. The primary goal of this short video platform is to enable individuals to share and document their daily experiences. Given its inherently entertaining nature, TikTok emphasizes a lighthearted and enjoyable atmosphere, encouraging creators to adopt more dramatic or humorous presentation styles when crafting their videos.

2.3.2.1. Advantages and disadvantages

Most TikTok learning participants discussed the advantages and disadvantages of utilizing Tik Tok to study English, they stated that developing and enhancing English learning interest. Yang (2020) referred to the majority of individuals engaged in TikTok-based learning engaged in discussions about the pros and cons of using TikTok as a tool for English language learning. They emphasized that the primary advantage was the ability to foster and elevate their interest in learning English. However, they also pointed out a significant drawback, which was the fragmented nature of the knowledge acquired through this medium.

Besides, the app also addresses potential drawbacks, such as limited speaking time, informal language usage, and the risk of learning inaccuracies from unreliable content. Furthermore, it emphasizes the importance of maintaining privacy, avoiding distractions, and not relying exclusively on TikTok for language learning. Overall, the text underscores the need for a balanced approach, combining TikTok with more structured and reliable methods to effectively improve speaking skills.

It is worth noting that TikTok is not designed as an educational platform, and there exists a substantial gap between short video-based learning and traditional classroom instruction. Consequently, the scope of TikTok's effectiveness for educational purposes is limited, and it places certain demands on the psychological resilience of the students involved.

2.3.3. Speaking Skills

Agreeing to the point of view of Brooks (2009), the act of speaking encompasses a multifaceted interplay of social, cultural, and linguistic elements that shape the formation, reception, and comprehension of messages. The one-on-one speaking program is specifically crafted to foster the enhancement of listening and speaking abilities within a cooperative setting.

According to Harris (1974) outlined the elements that constitute speaking proficiency, encompassing aspects like understanding, grammatical knowledge, vocabulary, pronunciation, and the ability to speak fluently. In educational contexts, the development of speaking skills holds foremost importance for facilitating effective communication and frequently takes center stage in language acquisition initiatives.

Within these learning environments, students are afforded the chance to refine their language abilities by participating in conversations with both peers and instructors. In addition, this provides a dynamic and supportive environment for students to develop their communicative competence, enhance their vocabulary and grammar, and refine their ability to understand and express meaning effectively.

Learning to speak in a foreign language can be one of the most challenging aspects of language learning. In addition, this necessitates a thorough grasp of both grammatical structures and vocabulary, as well as the capacity to articulate one's thoughts precisely and effortlessly. This can pose a significant hindrance for individuals who are not accustomed to employing the target language frequently or who have limited prior exposure to it.

2.4. Legal Basis

2.4.1. Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE, 2008, Art 26).

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (CRE, 2008, Art 27).

Art. 343.- El sistema nacional de educación tendrá como propósito el desarrollo de las capacidades y potencialidades individuales y colectivas de la población, facilitando el aprendizaje y la generación y uso de conocimientos, técnicas, saber hacer, arte y cultura. El sistema estará centrado en el aprendiz y operará de manera flexible y dinámica, inclusiva, efectiva y eficiente. El sistema nacional de educación integrará una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de comunidades, pueblos y nacionalidades (CRE., 2008, Art 343).

Consejo de Educación Superior (CES)

CAPITULO III

DE LA ESTRUCTURA CURRICULAR

Art. 31.- Aprendizaje de una lengua extranjera. - Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes;

y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera.

La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad. En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas. En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las instituciones de educación superior, en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de exámenes con reconocimiento internacional. Las instituciones de educación superior, además de sus propios profesores, podrán contar con personal académico no titular ocasional 2 para la realización de cursos de idiomas regulares, que sirvan a los estudiantes en el propósito de aprender una lengua extranjera. Las mismas condiciones se podrán aplicar para el aprendizaje de una segunda lengua. La presente disposición no se aplicará para las carreras de idiomas. En los programas de posgrado, las universidades y escuelas politécnicas definirán, en función del desarrollo del campo del

conocimiento, el nivel de dominio de la lengua extranjera requerido como requisito de ingreso a cada programa (Consejo de Educacion Superior, 2017).

Capitulo IV

Modalidades De Estudios O Aprendizaje

Art. 39.- Ambientes y medios de estudios o aprendizaje.- El aprendizaje puede efectuarse en distintos ambientes académicos y laborales, simulados o virtuales y en diversas formas de interacción entre profesores y estudiantes. Para su desarrollo, deberá promoverse la convergencia de medios educativos y el uso adecuado de tecnologías de información y comunicación. Las formas y condiciones de su uso, deben constar en la planificación curricular y en el registro de actividades de la carrera o programa. Independientemente de la modalidad de aprendizaje, toda carrera o programa debe desarrollar niveles de calidad educativa.

Art. 40.- Modalidades de estudios o aprendizaje.- Las IES podrán impartir sus carreras y programas en las siguientes modalidades de estudios o aprendizaje: a. Presencial; b. Semipresencial; c. Dual; d. En línea; y, e. A distancia.

Art. 41.- Modalidad presencial.- Es aquella en la cual los componentes de docencia y de práctica de los aprendizajes, se organizan predominantemente en función del contacto directo in situ y en tiempo real entre el profesor y los estudiantes. Las horas del componente de docencia deberán ser implementadas en al menos tres (3) días a la semana con un máximo de seis (6) horas por día. (Artículo reformado mediante Resolución RPC-SE-03-No.004-2016, adoptada por el Pleno del Consejo de Educación Superior en su Tercera Sesión Extraordinaria, desarrollada el 22 de marzo de 2016).

Art. 42.- Modalidad en línea.- Es la modalidad en la cual, el componente de docencia, el de prácticas de los aprendizajes, y el de aprendizaje autónomo están mediados fundamentalmente por el uso de tecnologías informáticas y entornos virtuales que organizan la interacción educativa del profesor y el estudiante, en tiempo real o diferido. En esta modalidad, las IES deben garantizar la organización, ejecución, seguimiento y evaluación de prácticas preprofesionales, a través de los respectivos convenios y de una plataforma tecnológica y académica apropiada. Podrán reconocerse acuerdos y certificaciones de trabajos prácticos realizados en las condiciones académicas determinadas en la Normativa para el Aprendizaje en Línea y a Distancia que expida el CES.

Art. 43.- Modalidad a distancia. - Es la modalidad en la cual el componente de docencia, el de prácticas de los aprendizajes y el de aprendizaje autónomo están mediados por el uso de tecnologías y entornos virtuales, y por la articulación de múltiples recursos didácticos (físicos y digitales). Para su desarrollo, es fundamental la labor tutorial sincrónica y el respaldo administrativo-organizativo de centros de apoyo. En esta modalidad las IES deben garantizar la organización, dirección, ejecución, seguimiento y evaluación de las prácticas pre profesionales, a través de los respectivos convenios y de una plataforma tecnológica y académica apropiada, mediante los centros de apoyo coordinados por la sede matriz. Obligatoriamente se deberá contar con una plataforma tecnológica integral de infraestructura e infoestructura, y una asistencia de alta calidad del profesor, gestionada principalmente por personal académico titular. Los requisitos y procedimientos de esta modalidad serán definidos en la Normativa para el Aprendizaje en Línea y a Distancia que expida el CES.

Art. 44.- Modalidad dual.- En esta modalidad, el aprendizaje del estudiante se produce tanto en entornos institucionales educativos como en entornos laborales reales, virtuales y

simulados, lo cual constituye el eje organizador del currículo. Su desarrollo supone además la

gestión del aprendizaje práctico con tutorías profesionales y académicas integradas in situ, con

inserción del estudiante en contextos y procesos de producción. Para su implementación se

requiere la existencia de convenios entre las IES y la institución que provee el entorno laboral de

aprendizaje. Los requisitos y procedimientos de esta modalidad serán definidos en la Normativa

para el Aprendizaje en modalidad dual que expida el CES**.**

      Art. 45.- Modalidad semipresencial o de convergencia de medios. - En esta modalidad, el

aprendizaje se produce a través de la convergencia de medios, es decir, la combinación

equilibrada y eficiente de actividades in situ y virtuales en tiempo real o diferido con apoyo de

tecnologías de la información y de la comunicación para organizar los componentes de docencia,

de prácticas de aplicación y experimentación de los aprendizajes y aprendizaje autónomo. En esta

modalidad las actividades de aprendizaje requieren un eficiente acompañamiento tutorial del

personal académico. Esta modalidad cumplirá con las disposiciones de la normativa para carreras

y programas académicos en modalidades en línea, a distancia y semipresencial o de convergencia

de medios expedida por el CES (Consejo de Educacion Superior, 2017).

CHAPTER III

Methodological Framework

3.1. Method

3.1.1. Qualitative Methodology

This research project has a qualitative method in students of the English pre-university of the Universidad Estatal Península de Santa Elena, whose goal is to analyze the influence of TikTok on their speaking skills.

In agreement with Creswell's (2012) perspective, qualitative research provides a way to investigate and comprehend the significance that people or groups attribute to a particular social or human issue. Qualitative research methods involve collecting and analyzing non-numerical data, such as interviews, observations, and textual or visual materials, to gain a rich and nuanced understanding of the social context and the complexity of human behavior.

A qualitative technique can benefit a study project employing an interactive platform like TikTok on students learning a second language like English since it can help researchers better comprehend participants' experiences, opinions, and attitudes. Using focus groups and open-ended questions, researchers can explore the multifaceted nature of students' learning experiences in the TikTok digital world.

Based on Agustianingsih and Mahmundi (2019) mentioned that Students are not limited to exploring their distinctive thinking competencies to answer open-ended questions. Therefore, using open end questions allows students to expand their ideas and find different ways to explain them, through their participation to make the learning process more active, and finding varied

answers allows the level of research on the influence of TikTok on speaking skills to increase with their contributions.

3.2. Type of research

3.2.1. Phenomenological Studies

Lynne M. (2010) described Phenomenology, as a philosophical movement, that examines lived experiences through anecdotes, interviews, or direct observation, focusing on the characteristics or substance of these experiences. Therefore, phenomenology is based on the belief that each individual's interpretation of an experience defines reality, focusing on the examination of specific opinions and areas to uncover their potential meanings.

Phenomenological studies require an in-depth understanding of participants' subjective experiences, thus this type of research aims to investigate the influence of TikTok on speaking skills. One of the most important aspects of phenomenological studies is the identification of common patterns and themes in participants' experiences, which would enrich this study and provide important information about the impact of TikTok on speaking skills enhancement.

3.3. Data collection techniques

3.3.1. Focus Group

Rabiee (2004) mentioned that Focus groups might reveal the disparities in viewpoints among different categories of people and offer details about a variety of opinions and sentiments that people have regarding particular subjects. Thus, interaction between the participants often leads to stimulating and innovative discussions that provide a better understanding of their perspectives.

These discussions are frequently semi-structured, with open-ended questions that encourage participants to express their ideas freely. Therefore, performing a focus group interview in a qualitative research on how this interactive platform TikTok influences speaking skills will provide valuable information and support the tentative nature of the project.

3.4. Instrument

3.4.1. Questionnaire

In accordance with Bhandari (2021), a questionnaire is a set of questions or data intended to elicit information from responses regarding their beliefs, encounters, or viewpoints. Hence, focus groups are an increasingly common method in qualitative research for gathering information from a wide range of participants on ideas and opinions on a specific issue.

In order to gain further insight into how students view TikTok, an official questionnaire consisting of five questions will be completed in Spanish as part of the in-depth study. On average, it comprises a pre-written set of straightforward, detailed, and open-ended questions meant to help participants comprehend the needs of the study. Given that the participants are using Zoom, the focus group will be held virtually in a Zoom meeting. The pre-university students will participate in semi-structured in-depth questioning as part of the focus group strategy for this study.

3.5. Type of question

3.5.1. Open-ended questions

The participant responds in the way they prefer, rather than being confined by a predetermined list of permissible responses. Based on Bhandari (2021) participants may respond to open-ended, or long-form, questions using their own language. Individuals are free to provide

answers in a manner that investigators might not have thought of otherwise since there are no constraints on their options.

The questions in this questionnaire are specifically related to the topic of the influence of TikTok on the improvement of pre-university students' speaking skills, which aims to reveal the fundamental perceptions of this population. The data obtained from a focus group with open-ended questions will help the researchers to better understand the life experiences of pre-university students in the context of English as a foreign language through the progressive use of TikTok.

3.6. Data collection processing and resources.

In Creswell's (2014) view, data collection is a critical aspect of research that involves gathering relevant data to address research questions or problems. The type of data collected is influenced by the research design and methods employed. Once collected, the data must be processed and analyzed to make sense of it.

The students who were chosen to participate in the focus group will be informed and booked via Zoom meeting. The procedure will be explained through a questionnaire with five open-ended questions. After the focus group, the data will be analyzed and summarized to determine their impression of the influence of TikTok on speaking skills.

3.6.1. Population and sample

The study's demographic of interest will be students attending Universidad Estatal Península de Santa Elena (UPSE) in the period 2023-2, situated in the province of Santa Elena. Although there are a considerable number of pre-university students who are preparing to enter higher education, the population concerned in this research is composed of 30 students of the morning session of the Playas pre-university, therefore the sample was selected by choosing 67%

of the students from this focus group, which are 20 students. The choice of this sample should

follow representative selection methods to ensure the validity and reliability of the results in the

experiences and perspectives of the broader student population. Furthermore, it is important that

the sample has adequate size to provide statistically significant results

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings

In the interpretation of the data, the participants' responses yielded favorable results that enriched the research on the influence of TikTok in improving speaking skills, taking into account that it was developed through a Zoom meeting. Thus, the focus group included 20 participants from Playas pre-university, which are under the online modality and in the morning session, it was divided into 4 rooms of 5 students, allowing the responses of the participants to be varied.

The participants discussed their experiences and offered insightful comments on how they saw TikTok as an interactive learning tool. Through the use of their own words to respond 5 open-ended questions in Spanish, focus group participants were able to freely share their perspectives and firsthand knowledge.

4.2. Interpretation of data from the one-on-one interview

Room #1

1. **Have you used TikTok for educational purposes, such as learning English? How?**

The comments from participants indicate that most of them utilize TikTok for various language-learning purposes such as practicing speaking and vocabulary. By communicating with people who offered language classes, including native speakers, participants claimed to use the platform to learn English.

Furthermore, a few of them utilize TikTok as a means of entertainment. One recurring theme was that viewers were using movie clips to broaden their vocabulary and improve their

speaking skills by learning to pronounce different words. The findings demonstrate the diverse function that TikTok plays in language learning, including both recreational and instructional aspects.

2. **Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?**

Most participants emphasized TikTok's impressive progress in pronunciation, attributing it to the platform's rich and varied grammar instruction material, which improves English proficiency. Appreciating the participation of TikTok trainers and native speakers, the majority of the participants recognized warmly the enormous potential of the platform for language learning. Some respondents also highlighted the importance of TikTok as a very useful tool, mentioning important learning opportunities they had on the platform.

3. **What do you think about listening to other users teaching English through TikTok from an educational perspective?**

Those who participate prefer TikTok to regular classes because of its practicality and deeper understanding. A great part of the participants also emphasizes its innovative nature, which aids in comprehending different methods of learning and enhances pronunciation skills through exposure to accents. Through captivating conversations, the platform's dynamic and enjoyable features also help in fulfilling homework assignments and reinforcing recently learned language. TikTok has a significant effect on language learning, particularly in the English language, demonstrating its diverse role in enhancing language proficiency and knowledge.

4. **What kind of videos on TikTok can improve your speaking skills?**

The entire participants notably mention how much they like videos recommending series, movies and books. Thus, it appears that some categories of TikTok content are clearly preferred

by participants for language learning. It seems that language learners find videos on the meaning and pronunciation of words very useful and recommendable, indicating a strong desire to improve their vocabulary and speaking skills. They also highlight the significant advantages of watching videos focused on word correction and differentiation, emphasizing their beneficial effects on speaking skills.

5. **How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?**

By examining the participants' responses, it is evident that TikTok outperforms other platforms when it comes to helping users communicate with native speakers without sacrificing its primary objective. More specifically, an important component that contributes to improved speech is the ability to distinguish between various accents, American or British.

Overall, participants highlight how TikTok can help users to improve their communication skills by providing them with content that outlines the differences between formal and informal language and contextual needs, and participants' confidence in interacting with others is greatly influenced by TikTok, according to most of them.

Room #2

1. **Have you used TikTok for educational purposes, such as learning English? How?**

The data analysis shows that TikTok is regularly used as a language learning tool for learning English. More than half participants often used this platform to acquire instructional materials, with a special emphasis on words with similar sounds, spelling, and pronunciation. They emphasized how movies with subtitles in both Spanish and English helped them understand concepts more easily and helped them learn things more quickly.

Multiple-choice questions and quizzes were also valued for their interactive qualities, which promoted retention and active learning. The user indicated a strong desire to improve their English language skills, expressing a preference for videos that facilitate learning and comprehension and highlighting the importance of repetition in their quest for language proficiency, even though they acknowledged a small percentage of people who haven't used TikTok.

2. **Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?**

The examination of the information demonstrates how TikTok is used as a teaching tool, especially for language learning, spelling, and pronunciation areas that traditional translation systems might not fully address. The best part of participants believed that the platform's customized material guarantees relevance to users' searches even though it acknowledges its broad nature, particularly for intellectual endeavors like university studies.

They attest to the efficacy of specialized profiles that are just concerned with language acquisition and provide ongoing videos that assist with pronunciation and other subtleties of the language. Repetition of relevant material improves comprehension and ear tuning, which improves learning.

3. **What do you think about listening to other users teaching English through TikTok from an educational perspective?**

The findings of this question highlights TikTok's creative role in educating today's youngsters by utilizing a well-liked social media platform. A greater number of participants mentioned that TikTok is widely used by the general public, and it is also a powerful educational tool that sparks a lot of interest. Some of them agreed that firsthand accounts suggest that

exposure to a variety of material types, such as music and movies showcasing new vocabulary together with pronunciation cues, can facilitate successful language acquisition.

They also receive positive feedback from instructors who use TikTok as a teaching tool for English, highlighting the app's efficiency in helping students learn the language and expressing interest in people joining the community's language education endeavors.

4. **What kind of videos on TikTok can improve your speaking skills?**

The review of the data shows that music videos have a major influence on language acquisition because people are drawn to them and want to learn more about the songs, which prompts them to investigate pronunciation and meanings. Furthermore, a few participants mention that younger learners are effectively engaged by the usage of AI-generated films containing characters, which facilitates language acquisition by holding their interest.

They also consider that videos concentrated on pronunciation are generally appreciated, particularly those that promote repetition for improved memory. The reference to singing videos with subtitles facilitates understanding and memory retention by providing simultaneous exposure to Spanish and English, improving comprehension and meaning learning.

5. **How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?**

The information collected in this question demonstrates how TikTok may be a valuable resource for language learners, especially when it comes to content that features non-native speakers pronouncing words, encouraging curiosity, and making it easier to learn from influencers who speak different languages. The entire respondents highlighted how followers and influencers play a crucial role in forming speech habits, as practice sessions are motivated by a particular piece of information.

They also indicated that the provision of classes, exercises, and interactive sessions by native speaker profiles is known to enhance language acquisition, especially when it comes to speaking and repetition exercises, speaking with native English speakers is seen as having a significant impact because of their fluency in the language, which stimulates interest in looking for people who are multilingual for learning and pronunciation reasons.

Room #3

1. **Have you used TikTok for educational purposes, such as learning English? How?**

According to the data analysis, participants indicated that they are exposed to songs and educational materials in various languages, including English, Spanish and Korean, as part of the platform's multifaceted language learning strategy. Watching videos starring English teachers can help users improve their use of the language and their pronunciation, even if their main reason for accessing TikTok is to listen to music in English.

However, a few respondents consider that they focus on learning French and use TikTok to increase their fluency in both French and English, and most notably, compared to their enthusiasm for other languages, there is very little engagement with specific educational materials related to learning English.

2. **Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?**

The majority of respondents indicate that there is a mix of entertaining and instructional content for English language learners on TikTok's platform. Although the platform offers a wide variety of language study resources, its fanciful algorithm can result in an even distribution of captivating and entertaining videos that are both humorous and instructional. In addition, the usefulness of instructional videos and influencer suggestions for linguistic progress, especially in

speaking skills, varies among users depending on their needs and tastes, as each person benefits differently from the experience based on their ability to focus and select what is important for learning.

3. **What do you think about listening to other users teaching English through TikTok from an educational perspective?**

The entire of participants underlines how important it is for educational institutions to work together to internationalize their offerings, with a particular focus on encouraging students to learn English. This is especially important now that language learning has been transformed by online platforms such as TikTok. Unlike previous restrictions, the emphasis is on the ease of learning English with this new medium.

Few participants believe that one of the main advantages of TikTok videos is their short length, which allows users to share useful strategies and briefly explain important elements of language learning. This is true not only for English, but also for other languages, which increases the usefulness of the platform as a language learning aid.

4. **What kind of videos on TikTok can improve your speaking skills?**

Most participants emphasized that music is a vital component of language acquisition, especially on platforms such as TikTok. They also emphasize that they prefer to study primarily through song lyrics, which can be found on TikTok and often include pronunciation, translations and lyrics in the original language.

Language learning is greatly enhanced by this method, as it allows participants to enjoy content created by native speakers such as conversations, duets and assignments. Pronunciation

and English practice are the main areas of concentration of this useful and entertaining language training method, especially those that show real-life interactions.

5. **How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?**

Some of those who participated prefer to visit profiles on TikTok for language learning finding accessibility to personalized page links. Social networks have a clear impact because WhatsApp chats are often conducted in English, forcing translation and gradual progress in the language. On the other hand, a minority mentioned that English news videos have a particularly strong effect as they demonstrate a holistic approach to language learning through Internet platforms, but also offer an immersive language experience. Users can listen to the information in English and use Spanish subtitles for greater comprehension.

Room #4

1. **Have you used TikTok for educational purposes, such as learning English? How?**

Analysis of this question indicates that the TikTok application is widely used by participants as an educational tool for learning English. The main benefits reported include improved pronunciation and acquisition of new vocabulary. Notably, a small percentage of participants self-perceive themselves as having a lower level of English, although they find TikTok's ability to save videos useful, allowing them to re-watch them and reinforce the content. This highlights the role of the platform not only in facilitating language learning, but also in providing a valuable resource for those seeking additional reinforcement to improve their English language skills.

2. **Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?**

Feedback from most participants highlights TikTok's ability to provide in-depth descriptions in video format, helping users understand content step-by-step. Participants remark a trend away from using Google for quick searches and towards TikTok due to its wide variety of content options. They recognize TikTok's potential as a useful tool for English language learners, highlighting the platform's ability to support English language learning and skills development.

3. **What do you think about listening to other users teaching English through TikTok from an educational perspective?**

The whole group mentions that TikTok has the opportunity for several users to share their own content, however, it usually becomes a doubt because they do not know if the people who make the videos in English are really professionals, and that what they are learning may generate future confusion.

Nonetheless, they stress that TikTok's draw for users stems from the volume of views and comments on the videos, and that watching and hearing other English-speaking native speakers teaches and converse in the language gives them the courage to learn more. This holds true for other languages as well as English, making the platform a more valuable tool for language learners.

4. **What kind of videos on TikTok can improve your speaking skills?**

Most participants highlighted the role of music in language learning, especially when it comes to platforms like TikTok. Most of the time, they learn through song lyrics, which are easily accessible on TikTok and often contain things like pronunciation, vocabulary, subtitles, and the lyrics in the original language.

Exposing participants to content generated by native speakers such as conversations to improve pronunciation and practice English are the main objectives of this effective and

entertaining language teaching method, which places special emphasis on the real-life interactions illustrated in the material.

5. **How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?**

Through an analysis of the participants' answers, it becomes clear that TikTok outperforms other platforms in terms of facilitating user-to-native speaker communication without compromising its main goal. To be more precise, being able to tell different American or British accents apart is a key factor in better communication.

The majority of participants affirm that TikTok has a significant impact on their confidence when interacting with others and increasing their potential as students due to the different English content that the platform offers. This varies according to the level you have, whether basic, intermediate or advanced.

Chapter V

5.1 Conclusion

In recent years the use of technology applied to education has generated the opportunity for users to use more frequently social networks for educational purposes, one of these social networks is TikTok, which is reaching its peak as an educational tool. The aim of this qualitative study is to analyze the impact of TikTok on speaking skills. The demographic group used was Playas pre-university students, and focus groups were conducted virtually with a sample of 20 students.

From the foregoing, various benefits of using TikTok to boost speaking skills were discussed. These benefits include accessibility, a user-friendly interface, and diverse educational content that provides a rich and dynamic language learning experience. Nonetheless, the algorithm of this platform becomes a drawback due to the variety of entertaining content that manages to distract pre-university students.

This study indicates that pre-university students consider TikTok to be a beneficial and effective way to improve their speaking skills. Positive opinions are related to the interactive elements and engaging style of the platform, which provide a comfortable and immersive environment for practicing languages.

Despite the fact that TikTok has been shown to have a good impact on speech enhancement, the study has also identified certain drawbacks and obstacles, such as the authenticity of language use in user-generated content, distractions, and content reliability issues.

5. 2 Recommendations

To maximize the effectiveness of TikTok in addressing speaking proficiency, instructors are advised to consider implementing learning paths on the platform and provide activities such as independent work, challenges and material recommendations based on the needs of the learners, thus combining social networks such as TikTok within the classroom but with a didactic approach.

It is advised that educators participate in professional development programs in light of TikTok's educational potential in order to gain a better understanding of how to successfully use TikTok into their teaching strategies. This entails staying current with the platform's educational trends, comprehending its privacy and security features, and formulating plans to optimize learning outcomes while lowering risks.

Encourage peer-to-peer cooperation as a crucial component of language acquisition with TikTok. Urge language learners to organize language learning communities in which they can produce and exchange content, offer helpful criticism to one another, and take part in group speaking exercises. Peer engagement not only improves the educational process but also creates a community of support for each other's speaking competence progress.

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Annexes

Annex A: Certified Anti-plagiarism System.

La Libertad, 5 de diciembre de 2023.

Certificado Sistema Anti- Plagio

En calidad de tutor del Trabajo de titulación denominado "THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS" elaborado por las estudiantes Sanchez Mujica Jennifer Stefania y Tomala Salinas Stephany Nicole, 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 Licenciadas en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema de anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

_____

Italo Carabajo Romero, MSc.

C.I: 0920688876

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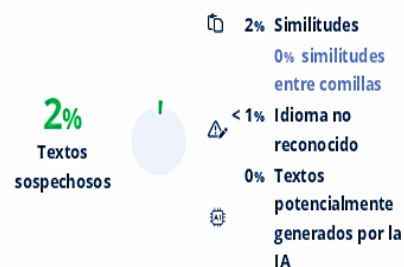
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Annex B: Questionnaire

**THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS**

The purpose of conducting a focus group through 5 open-ended questions is to analyze and determine the influence of TikTok to enhance the speaking skills at pre-university PINE Major students, which integrates learning with technology in education. Appreciate you for taking part in our focus group and sharing your thoughts and insights with us.

1. Have you used TikTok for educational purposes, such as learning English? How?

2. Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?

3. What do you think about listening to other users teaching English through TikTok from an educational perspective?

4. What kind of videos on TikTok can improve your speaking skills?

5. How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?
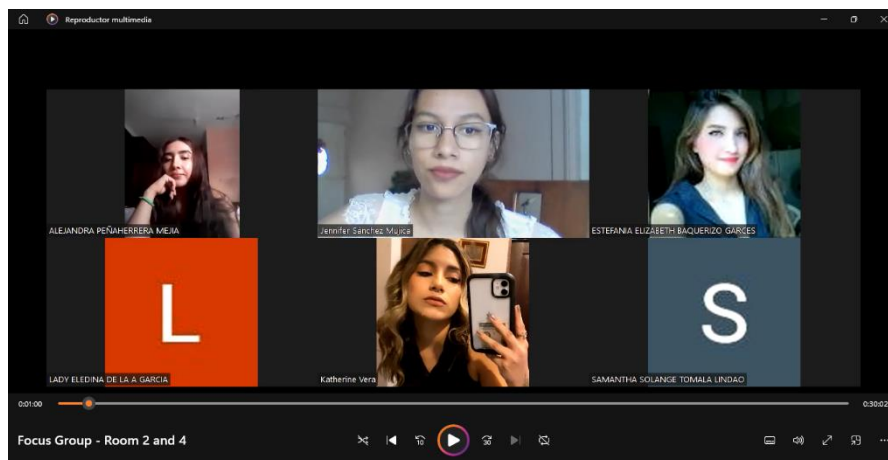
Annex C: *Focus group evidence*

Figure 1

First focus group with the students of the Playas pre-university. Evidence taken from the Zoom meeting
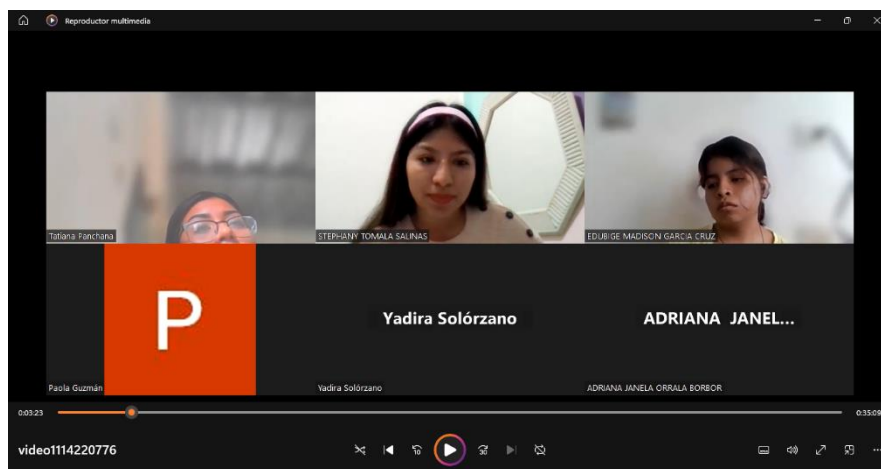
Note. The project researchers introduced the questions, and the students' responses were kept confidential.
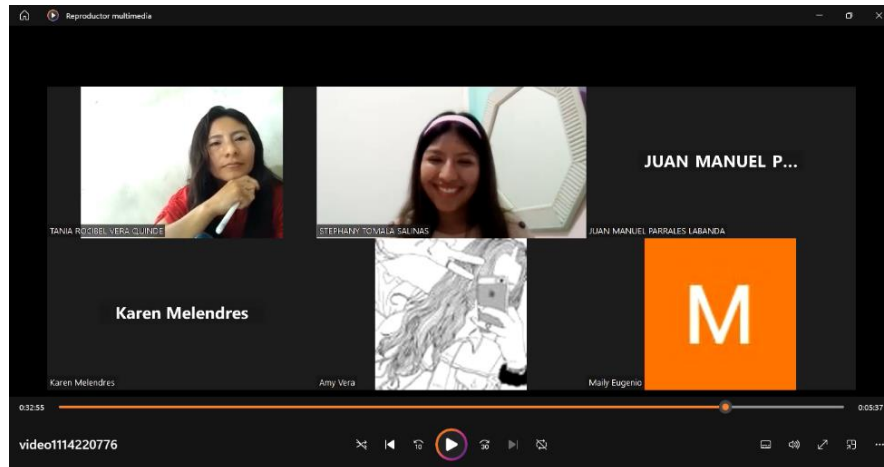
Figure 2

Second focus group with the students of the Playas pre-university. Evidence taken from the Zoom meeting

Note. The project researchers introduced the questions, and the students' responses were kept confidential.

Figure 3

Third focus group with the students of the Playas pre-university. Evidence taken from the Zoom meeting

Note. The project researchers introduced the questions, and the students' responses were kept confidential.
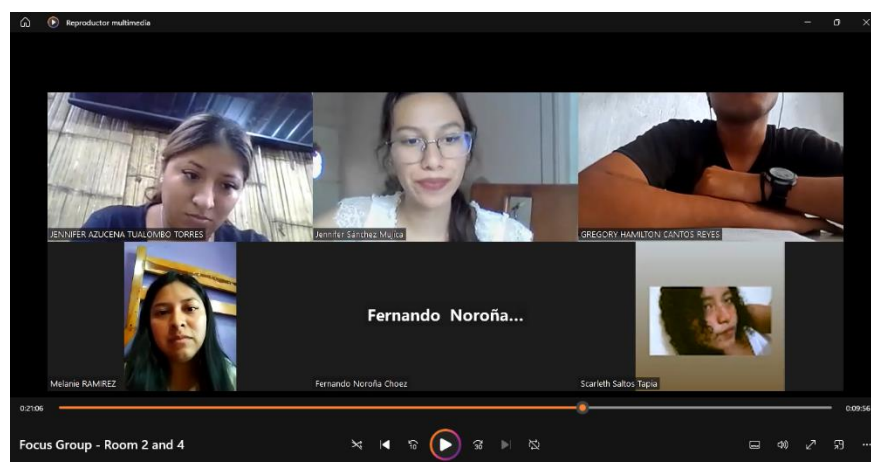
Figure 4

Fourth focus group with the students of the Playas pre-university. Evidence taken from the Zoom meeting

Note. The project researchers introduced the questions, and the students' responses were kept confidential.

Annex D: Questionnaire transcripts

Annex D.1 Respondent's answers

THE INFLUENCE OF TIKTOK TO ENHANCE THE SPEAKING SKILLS AT PRE-UNIVERSITY PINE MAJOR STUDENTS

The purpose of conducting a focus group through 5 open-ended questions is to analyze and determine the influence of TikTok to enhance the speaking skills at pre-university PINE Major students, which integrates learning with technology in education. Appreciate you for taking part in our focus group and sharing your thoughts and insights with us.

QUESTIONS

1. **Have you used TikTok for educational purposes, such as learning English? How?**

   Yes, in my case I find a lot of videos in the page "For you" for example: English teachers, songs with subtitles and I have learned a lot of vocabulary, grammar and improved my pronunciation with frequent and new words, also I think it is a very nice platform for the ease of use it has and the amount of content for educational purposes that we can learn as students.

2. **Do you think TikTok has the potential to be a valuable resource for improving your speaking skills? Why yes, why not?**

   Yes, I reckon it can be valuable, it depends on each person, to look for the content they want, in this case, to look for classes, foreign teachers or even influencers sometimes give some explanations or teach us some words or how we can express ourselves in English.

3. **What do you think about listening to other users teaching English through TikTok from an educational perspective?**

It seems to me that this type of content through dialogues between native speakers is a good idea to improve speaking skills, because as the videos on TikTok are short, then other users have the ability to summarize and have the most important parts or tips to learn the language, not only English, but also other kinds of languages.

4. **What kind of videos on TikTok can improve your speaking skills?**

In my case it would be listening to music, since in many cases I see on TikTok that they put the lyrics of the song in its original language, which would be English, the translation and pronunciation, I mean, the three things, plus videos of teachers and people who teach the language.

5. **How can TikTok influence your ability to interact with native English speakers and improve your understanding of the language?**

For me it has a lot of influence because I realize that in certain content of making duets, people come out saying a conversation and on the other side they put a little square with conversations for you to repeat, simulating a real discussion. I think that through TikTok we can also meet people who are native speakers and we can start interacting with them.