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Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

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Heredia, Costa Rica

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San José, 04-01-2023

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Estimado señor

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

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DEDICATORY

I dedicate this thesis to my angel in heaven, my father, who was always so proud of me and I know he still is from up there. Also, to my mother who has always encouraged me to keep going no matter the difficulties. And of course, to God who has given me strength and wisdom throughout this process.

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I thank God for supporting and guiding me throughout this long-awaited goal because without his strength this would not have been possible. Besides, I thank my family for encouraging me to always give the best version of myself.

ABSTRACT

The purpose of this paper is to take advantage of social media as didactic tools to improve the speaking and writing skills of ninth graders in Taller Pedagógico Montebello, located in Mercedes Sur, Heredia. These applications are very engaging for them, but at the same they caused a lot of distraction in the development of a class. Thus, it is aimed to focus their attention by using these networks in a pedagogical way, and instead of seeing them as a threat in the lesson, exploit their potential to enhance the English language proficiency of the students. Specifically, TikTok will be used to strengthen the speaking skill and Instagram to strengthen the writing skill and see if there is an improvement in both skills when compared to a traditional class that does not use social networks.

Keywords Social media / Didactic tools / Speaking / Writing / Distraction

RESUMEN

El propósito de esta investigación es aprovechar las redes sociales como herramientas didácticas para mejorar las habilidades de habla y escritura de los estudiantes de noveno año del Taller Pedagógico Montebello, ubicado en Mercedes Sur de Heredia. Estas aplicaciones son muy atractivas para ellos, pero a la misma vez causan mucha distracción en el desarrollo de una clase. Por lo tanto, se tiene como objetivo centrar su atención usando estas redes de una manera pedagógica, y en lugar de verlas como una amenaza en la lección, explotar su potencial para mejorar el dominio del idioma inglés de los estudiantes. Específicamente, se usará TikTok para fortalecer la habilidad de habla e Instagram para fortalecer la habilidad de escritura y ver si hay una mejora en ambas habilidades en comparación con una clase tradicional que no usa las redes sociales.

Palabras clave Redes sociales / Herramientas didácticas / Habla / Escritura /
Distracción

CHAPTER I: RESEARCH PROBLEM

1.1 Introduction

Now we are living in a globalized world which is constantly changing in many aspects, and therefore the new generations grow up with different thoughts and attitudes. One important component of this new era is the fast and constant advancement of technology. As Miah & Omar (2012) explain, “the digital age has played an important part in shaping modern society through rapid global communications and networking” (p. 31). People have built such a dependency on technology to the extent that many daily activities are done with the help of it, making many tasks easier and faster to fulfil. The current society feels the need to be steadily connected to each other, to know the national and international reality, to access different services in an effective and simple way and make new ties between people from various places.

As it is known, technology has a lot of advantages, but many other disadvantages at the same time if it is not well used. It has come to revolutionize the world in various ways, and its effects are seen in many areas. “In most cases the technology has positive effects on education, infrastructure, healthcare, social and economic development, as well as positive growth and developmental rates” (Miah & Omar, 2012, p. 38). Therefore, both edges must be analyzed to make good use of technology, and get the most out of it that benefits people in different areas of their lives. The technological era advances as time passes by, and proposes new challenges that must be taken responsibly to exploit the benefits it brings.

Education is one of these areas where technology has taken an important role for both students and teachers:

The role of technology in the field of education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process. (Raja & Nagasubramani, 2018, p. 34)

Some years ago, it was very usual that classes were taught with just traditional materials and very monotonous methods. However, today it is even tough to visualize one class without technology since there is a close link between both. In addition, just as everything evolves, the learning style has also changed over the years due to the rise of technology and the great influence it exerts on the field of education, providing new learning alternatives to the students.

For this reason, the professionals in this field have had to adapt their classes and apply new strategies that include technology. Nevertheless, there are some aspects that interfere with the execution of the lesson, which have been detected by teachers. As a clear example of this situation is the distraction due to several electronic devices used by the students during the lesson, especially the mobile phone. Raja & Nagasubramani assure (2018), “being ever-connected to the online world has resulted in lack of focus and concentration in academics and to some extent, even in sports and extracurricular activities” (p. 35). Undoubtedly, today many of the students have their own cell phone, whose functions allow them to carry out several school tasks, but at the same time it distorts the atmosphere of the class because it ends up being a major distraction. Despite this, these electronic devices should not be considered as a threat, but as a potential tool from which the students can learn by making use of technology, as long as there is an accurate supervision throughout the lesson and with pedagogical purposes only.

Directly linked to the cell phone use is the spread of social networks, which are a great source of distraction for students nowadays. According to Vural (2015), “students’ attention can be distracted by statements, messages or announcement sent by others that disrupt students’ motivation and prompt them towards social network websites while studying a course material” (p. 1154). Just by walking around the classroom, the weight that social networks have on them is notorious, because they feel the need of being connected with other people through these applications. It is even interesting to observe that many of them are often checking out their devices to see if there are new notifications.

Thus, this is a situation that current teachers have to deal with in their classes, but many of them do not know how to accurately take control of it. As teachers, it is important to remember that we are and will keep on working with technological generations, that is why it is essential to know and set the limits in the classroom regarding the implementation of technology and its edges. This means that there must be a balance: it is neither prohibiting the use of technology nor overusing it.

Regarding the spread of social media, this is an important component to take into consideration. Since all these platforms are very appealing to the students, they could be used as a didactic resource during the class, instead of forbidding their use totally. “Explaining students that their assignments would be shown on social networks might cause students to prepare assignments that are better, devoted and have a developed content” (Vural, 2015, p. 1160). The students would find the lesson way more engaging if social networks are implemented in their learning process. Moreover, their motivation and interest towards the lesson could rise.

Therefore, the implementation of social media could bring a lot of benefits during an English class, because there would be diverse options for the students to put into practice their knowledge and improve the four language skills by making use of it. These applications have several features that are awesome for them to practice the language in a creative, different, and attractive way. This means that the distraction caused by social networks can be redirected as a didactic tool to take advantage of its potential throughout the English class to enhance their proficiency in the language.

1.1.1 Background

Education is one of those fields that evolve constantly because of the globalization; in fact, technology has changed a lot the way the new generations learn. “Thanks to the application of technology, living has changed, and it has changed for better. Technology has revolutionized the field of education”. (Raja & Nagasubramani, 2018, p. 33). Many years ago, a class was taught by using the traditional strategies and technology was almost imperceptible. In contrast, the new teachers during their formation process are being taught further about the importance of implementing technology in the classroom. This demonstrates that education in the present and future cannot be visualized without it, and therefore it is essential that university centers adjust their study programs with more technological approaches, so that educators can apply different strategies that diversify the class.

Regarding the learning process of a foreign language, technology becomes a tool to enhance the mediation strategies used throughout the lesson since it offers a great variety of resources that are easy and appealing for the students, and this could help them acquire more accurate language skills. “Interactive, multimedia content provides a great advantage

of modern learning over traditional learning. With the application of educational technology, we get feedback between the teacher and the student” (Lazar, 2015, p. 112). Nevertheless, the implementation of technology requires a profound analysis to be used in the development of a class because it has many advantages, but it can also bring several disadvantages if there is no proper management of it (Raja & Nagasubramani, 2018).

Closely related to this topic is the rise of social networks, and therefore, the constant use that students make of them during classes. Rahman et al. (2016) claim that social media are a meaningful component in the daily life of students because it is a means to build connections with others. Besides, whereas they are socializing and communicating, they are also acquiring knowledge (p. 50). Due to this specific situation, it is essential to analyze the implementation of social media during the English class, and its impact on the students. In other words, social networks should be perceived as current tools from which great advantage can be taken to improve the educational system. With adequate planning that has clear objectives to achieve, many positive outcomes can be reached.

There are several research that have been carried out about the use of social media in the class. Thus, it is important to analyze their findings, so that these applications can be implemented as pedagogical tools in the process of a second language acquisition.

An investigation by Vural (2015) was conducted in Turkey and aimed to find out the perception that teachers had about social media, the learning methods that can be implemented in class, and the positive and negative aspects of the use of social media in higher education (p. 1147). The author mentions that some of the negative aspects stated by the participants are the following: waste of time, being asocial, distraction, disturbing, privacy, gossiping, plagiarism, misunderstanding of the idea by the opponent and no

respect to the teacher (p. 1151). Also, the researcher highlights the positive aspects, such as: access to the course announcements, easy to communicate and discuss, motivation, available resources, enabling restudying, self-evaluation and easy to reach (p. 1159). In investigations whose focus is related to virtual environments, it is essential to be aware of the two scenarios, so that the researcher can visualize the class, think about the necessary curricular adaptations to the contents, and organize the lesson in such a way that there is very little possibility for something negative to happen in the development of the class activities. Therefore, the educator must be clear about the activities to be carried out, the objectives to be achieved, and above all, define the rules for the students to understand that the use of social networks is for educational purposes, besides that they must use them responsibly and ethically.

Vural (2015) concludes that using social media in the class implies many positive aspects, but also some negative ones that cannot be ignored. However, teachers can reduce these negative factors if they apply accurate educational approaches, in which cooperative learning has been identified as the most significant because the students interact and help each other. (p. 1162) Although thinking about social media implies to identify both advantages and disadvantages, it is clear that there are more benefits than drawbacks, as long as these applications are used responsibly for educational purposes, and always with the supervision of the teacher in charge. For this to be possible, it is necessary for current teachers to modernize at the rate at which pedagogy evolves, so that in this way teachers leave aside the stigma that social networks cannot be mixed with education, and on the contrary, they open spaces where students can have that technological contact to improve their language skills.

Another investigation by Rahman et al. (2016), was executed in Malaysia with 235 undergraduate students, whose aim was to identify the activities using social media that could contribute to the learning of the students and find out their vision about the potential of various social networks for teaching and learning. Moreover, these researchers propose a conceptual framework that suggests that these applications affect students positively (p. 49). The authors claim that there is a positive effect of social media in both active learning and teaching and learning, causing an improvement in the students' abilities when learning a foreign language, especially their written and oral skills. These virtual sites promote collaboration and interaction, which increases the engagement and creativity in the students because there are some characteristics that make these applications attractive; for instance, students perceive social media as easy to access, stable availability and affordability. (p. 50) So, there is a notorious enhancement in the teaching and learning process when teachers come up with new strategies by making use of social media. The pupils perceive these platforms as innovative and engaging spaces, which creates a lot of expectations around the class activities, improving the active learning since the students start building connections among them, and maintain the learning process actively when receiving and providing feedback, as well as adding new information to their prior knowledge.

Rahman et al. (2016) conclude that a great part of the students was able to identify academic benefits due to social media, and educators realized that those platforms could function as a teaching instrument to improve the students' performance. (p. 56) Definitely, education is changing constantly, and social networks are one of the elements that have come to add more dynamism to the lessons. These platforms have become very valuable

tools for both lecturers and students, so that the teaching and learning process advances properly, including the requirements and features that every student will need in the future.

A third investigation by Wells (2017), was carried out in Louisiana, United states, with all the students of five groups in eleventh grade. The study aimed to analyze the effects of social media in the English class, compare them with a traditional class, and explore how these platforms affected the academic performance and engagement of students (p. 3). A traditional class is boring for many students of this new era because it does not offer any interesting stimulus to learn the language, yet if social networks are introduced in the classroom, this adds a lot of dynamism and interaction that increase their engagement. Through the comparison of the traditional class with one that includes social media, it is possible to realize the importance that technology plays in the current generations, and how it affects their interest and motivation towards the language.

Wells (2017) assures that the participants point out positive and negative effects of social media in the English class. For instance, some advantages were: ease of access, possibility to attend the class outside the classroom, comfort for shy and anxious students because they could interact more easily through social networks. On the contrary, some disadvantages were: issues with the internet connection, preference towards written assignments, distraction, and bullying (pp. 66-67). With these two perspectives, it is important to be conscious that social media may bring some disadvantages, but lecturers need to implement an appropriate approach that contributes to minimize those negative details to take full advantage of the educational features these platforms offer.

Finally, Wells (2017) expresses that the major conclusion was that social media increased motivation and engagement in the participants, and that could improve their

academic performance. Social networks should become a necessity and not an option in the classroom as students enjoy fulfilling further their academic tasks through these applications, which increases their engagement. (p. 93) This demonstrates that if students feel motivated, they are more likely to succeed academically. Thus, social media can become a pedagogical ally because it can help to improve all the language gaps that many students face when learning English.

1.1.2 Justification

Education has evolved significantly over time around the world. This evolution related to the field of education has been caused mostly by the rise of technology, where the traditional class has been gradually replaced by more dynamic classes that use technology. “It was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases” (Raja & Nagasubramani, 2018, p. 33). With the increase in technology, a change in the atmosphere and lesson development is noticeable, since most students have very good skills with different electronic devices, applications, platforms, and others. This also contributes to increase interest, motivation, and participation on the part of the students.

As a result, this can help teachers to prepare more interactive lessons, and this way the students will get the benefits because their engagement and participation with the class will increase significantly. According to Raja and Nagasubramani (2018), “the reliance and dependence of such an innovation, that simply makes life an easy, smooth journey is completely unavoidable these days even in schools, universities and colleges” (p. 33). The previous statement depicts a clear example that education is a complex area since teachers must innovate constantly their didactic strategies, so that students can show an

improvement, and technology can be a resource to achieve this aim. Consequently, this portrays a challenge in terms of constant innovation, not only for those teachers whose training is distant from the current technological boom, but also for all the ones who are beginning, and whose purpose must also be to come up with new learning strategies.

Thus, technology has taken an important role when learning a foreign language. The learners can complement their prior knowledge with many options available such as videos, audios, online practices, readings, games, and many other options.

Regarding the situation explained above, social media have become an essential tool for students nowadays. Nevertheless, there is still some resistance to the use of social networks because many teachers consider that these applications are a focus of distraction in the development of the class. In compliance with this, Orlanda and Ventayen (2017) claim, “despite the number of studies conducted on the use of social media, there are no visible guidelines for its use in the field of education because of the distraction it causes in the learning process” (p. 3). However, if the teachers start using these applications with pedagogical purposes, that distraction can be redirected and become a learning tool in the class. This refusal or insecurity towards the implementation of social media in the classroom can be caused by the lack of training on this area. Nonetheless, for this situation to change, teachers should move forward, and give social media the opportunity to explore to their fullest the academic potential that these platforms offer.

At the same time, lecturers know the importance of these technological tools not only for the students, but also for their own growth as professionals. Usually, teachers make use of social media during their training to share information about it, and they employ them in both professional and private area (Caneva, 2021). Therefore, if they as

professionals have used these platforms during their training process, they can also implement their use as didactic resources in the classroom with the corresponding supervision.

Of course, Costa Rica does not escape from this reality because most of the students are increasingly attracted to social networks. According to Sánchez (n.d) this is the reason why the teachers should take advantage of these applications to increase the learners' motivation towards the lesson and use them with pedagogical purposes. Likewise, with implementation of the ICT (information and communications technology), learners feel more confident since they are familiarized with many social networks, and this causes that they demonstrate more willingness to participate actively throughout the lesson (p. 6).

This research aims to implement the use of social media such as Instagram and TikTok as pedagogical tools to enhance the students' English proficiency in their speaking and writing skills, and to demonstrate that the distraction caused by these applications can be directed towards educational purposes if they are well monitored during the class.

New knowledge and findings may arise from this investigation. As Orlanda and Ventayen (2017) explained,

These outcomes could contribute to the preparation of learning materials to make learning much more creative and encourage students to collaborate and come up with new ideas. The findings could also motivate teachers and help them connect with students regardless of time, location, and circumstances. (p. 2)

It is known that there are several studies on social networks as educational tools, but with very different objectives than those proposed for this investigation. In addition, most of the existing studies on the subject are at the international level, but there is very little research carried out in Costa Rica. Therefore, this could provide more information in this regard, and serve as a basis for future research at the national level. The information obtained cannot be generalized since this will vary depending on the strategies applied and the objectives set for each research, but it can contribute to reinforcing theories already proposed on this theme. Moreover, it is expected to know the real impact of these two applications, and how they can help the students enhance their speaking and writing skills.

1.1.3 Problematization

Nowadays, technology has become an ally in the teaching and learning process because of its impact on people's lives. All these technological tools have changed the way people live because it offers a lot of options that facilitate many daily tasks, such as the process of communication, receiving and transmitting information, expanding knowledge through valuable resources, among others.

Indeed, in the field of education, technology has been recognized as an excellent tool to enrich the learning experience of the students:

With the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed immediately get results and track their progress. (Lazar, 2015, p.112)

However, despite the awareness of the importance of technology in the classroom, it may also bring some drawbacks if the teachers do not know how to implement it appropriately. Due to the technological boom, one of the main distractions in the classrooms is the constant use of cell phones by the students, which is a behavior that annoys teachers a lot because the students do not pay enough attention to the class since they are constantly getting distracted by these electronic devices.

For example, Obringer and Coffey (2007) explain that many American high schools have policies regarding the use of cell phones in schools because the institutions, teachers and parents believe that these ones represent a distraction in the class since the students are often sending and receiving text messages and calls, taking pictures, and even cheating on exams (p. 41). This is nowadays the reality that educators face every single day since the class begins because the new generations have created a dependency on these electronic devices, and they feel the need to relate to their friends, relatives and new people whom they meet through virtual environments.

Besides, another aspect that is linked to the use of cell phones is the rise of social networks. Today, many students are constantly tempted to be checking out what is happening in the world, their favorite artists, and the people around them. Of course, these platforms allow them to have access to all this information quickly and efficiently.

Therefore, social media have revolutionized the modern world to the point that students see it as a necessity to be connected through them. This is the reason why many teachers prohibit the use of cell phones in the execution of a class because the combination of these electronic devices with social media is the main distraction they have noticed in their lessons.

Nevertheless, social networks do not necessarily have to represent a threat to the class. If the teachers are trained to use social networks as a pedagogical resource, these ones can bring many benefits to the teaching and learning process. As Rahman et al. (2016) state in their journal, “the integration of social media tools used by instructors or lecturers will be able to improve student learning and facilitate students on the development of lifelong skills such as collaboration, creative thinking and generating knowledge” (p. 51).

Taking the aspects mentioned above, the teaching and learning process has been affected in the last years because technology has come to modify the way people behave and think. Thus, this will have a direct impact on students. While it is true that the importance of technological advance is recognized, there are certain features highlighted by teachers that are seen as a problem to carry out the lesson. This happens because many of the current students spend a lot of time on social networks and get easily distracted from the main activities that should be done in class.

As a possible outcome of the overuse of social media during the lesson, some pupils may get low scores, may not show interest in the subject, may not submit tasks, and may not have an accurate language proficiency.

To illustrate a little bit more this situation, a survey conducted in the Philippines, showed that:

Social media could play a vital role in education and help both teachers and students maximize the use of social networking, despite the finding that it was a source of distraction for students and was unsuitable for the setting of examinations and quizzes. (Orlanda & Ventayen, 2017, p. 6)

Undoubtedly, social media are a significant challenge in the classroom because it depicts a distraction for many learners, which is derived from lack of awareness about social networks, since there is a perception that they are only for social and entertainment purposes. This causes that those students and even teachers are not able to realize the great potential that social networks have, and the advantages that might be obtained if they use them as a pedagogical tool.

Regarding the process of learning a foreign language, if these applications are well used, they can be transformed into an awesome didactic resource to enhance the students' English proficiency.

This research idea arises because of the observation about the constant use of social networks that ninth grade students of Taller Pedagógico Montebello, located in Mercedes Sur, Heredia, do during the English class, resulting in a source of distraction. For this reason, it would be very functional if instead of forbidding the use of cell phones, these students can use them to access some social media, and this way they can strengthen their English language skills.

For this investigation, TikTok and Instagram are the two social networks that students will be accessing to perform various class activities, with the purpose of practicing and enhancing two important skills: speaking and writing.

1.2 Problem statement

Social networks are a source of distraction in class because their potential as a didactic tool has not been exploited appropriately.

1.2.1 Research question

What is the impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022?

1.2.2 Hypothesis

The implementation of social media such as Instagram and TikTok enhances the speaking and writing skills in ninth grade students during the English class at Taller Pedagógico Montebello.

1.3 General and Specific Objectives

1.3.1 General objective

To analyze the impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

1.3.2 Specific objectives

1. To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

2. To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

3. To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

4. To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

1.4 Scope and limitations

1.4.1 Scope

This investigation will be carried out in a private high school named Taller Pedagógico Montebello, located in Mercedes Sur, Heredia, during the third quarter of 2022. Based on this scenario, there are three sectors that will get the benefits of the research.

The first target public will be the students in ninth grade because they will be using some social media sites in the English class as a didactic resource to improve the speaking and writing skills.

The second group will be other English teachers, as well as the ones who teach other subjects because if the implementation of social media in the class displays positive outcomes, other teachers in the same institution can start using these applications as useful pedagogical tools in their classes.

Also, another beneficiary will be the high school. This private institution has very strict policies regarding the use of the cell phone and social networks in the class; therefore, this investigation can help this high school to have a wider perspective about the usage of

social media, and to understand that these platforms can bring several advantages with an accurate management in the lesson.

1.4.2 Limitations

Technology and social media are very important components in our current society. In the field of education, these elements have a major influence on students. However, even though students use a lot these social platforms, there is still a great resistance towards them by institutions and teachers.

Taking that information into account, one possible limitation can be certain resistance or fear related to the implementation of these networks during the class by the institution, or even some parents of the students.

Another factor that can interfere with the investigation might be that some students can feel a little uncomfortable using the selected social networks, since perhaps some of them are shy, and do not want their classmates to see them on those platforms.

Moreover, to perform different activities in the class by using social media, it is essential to have an excellent Internet connection. If the red behaves unstable, this can also become a limitation during the research.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter contains important information to understand the purpose of the investigation. The first one contemplates the historical context that displays a brief description of the institution and community where it is located. The second section encompasses definitions of key concepts that are directly related to the research topic, such as approaches, theories, and other relevant details.

2.1 Historical context

2.1.1 Background of the institution and community.

Taller Pedagógico Montebello is a private institution, which offers education in three stages: preschool, school, and high school. It is in Mercedes Sur, Heredia. Besides, it is an institution recognized by the Ministry of Public Education.

Mercedes Sur is a district that belongs to the province of Heredia, and it is around 10 minutes away from the city downtown. This district is an urban area where there are several public and private institutions, so the students who live in this place have several options to choose from.

This institution has changed a lot over the time. First, it began to work in Mercedes Norte in 1994 with only 60 students. Then, in 2000 the new building was moved to Mercedes Sur together with Jardín Infantil Mi Tallercito, and the high school started to function sometime later. Currently, the section of high school has 76 students in total. For this investigation, ninth grade is the group selected with 18 students.

2.1.2 Mission of Taller Pedagógico Montebello

According to a printed document provided by the institution, its mission is: “generate the best resources and the most stimulating experiences to focus on the needs and interests of students and seek the development of all their intelligences”.

2.1.3 Vision of Taller Pedagógico Montebello

Taller Pedagógico Montebello (2022), has a vision that recognizes students as an integral being who requires academic training, but also values and principles that contribute to their formation as relevant students and citizens for the future,

establish itself as a leader in academic training - bilingual within globalization, creating in each student a being with ethical, moral, spiritual, and civic principles, providing them with the necessary tools and preparation, so that, with their use, they can transcend in all areas of life, breaking traditional patterns and reaching new goals that give education its real role as an instrument of social transformation, mainly through solid training in personal virtues. (para. 3)

2.2 Theoretical-conceptual context

2.2.1 Social Media

“Social media sites are the latest online communication tool that allows users to create a public or private profile to interact people in their network” (Rahman et al., 2016, p. 50). Currently, people build connections through different social media, which allow them to socialize, and share aspects of their lives in a virtual way. Of course, the students

do not escape from this reality because this sector of the population gets attracted a lot by these applications.

Although these platforms offer a lot of appealing features, it also implies a major distraction in the class as many students are constantly checking their social networks while the lesson is being developed. However, this is a situation that many teachers face due to the lack of knowledge about social media, which means that they consider it only as a source of distraction, but they have not gone beyond to explore their use as a potential pedagogical tool. Orlanda and Ventayen (2017) state that it is well known that these sites somehow distort the concentration of the students, yet educators and learners can obtain many benefits if their use is maximized as an educational source (p. 6).

To reach the maximum potential of social media, firstly the teachers must be aware of the positive and negative perspectives that these applications entail because this allows them to execute a good plan that ensures that students acquire, and benefit from the positive aspects that social media can provide. In other words, teachers must take that first step in expanding their viewpoint and giving social networks the opportunity to take on the role of pedagogical resources that promote student learning with a striking and modern approach. To see progress in this area, educators must progressively experiment with different social networks, always seeking significant learning in the student population.

For this reason, this investigation aims to find out the use of two popular social networks: Instagram and TikTok as pedagogical tools to be implemented during the English class and enhance the speaking and writing skills of the students.

Instagram is a very popular application among people and especially teenagers who are its main target audience. Purba et al (2021) reveal that the number of users on this platform quickly rises each quarter and works as a brand marketing for millennials. Even, the number of likes received can be perceived as social status that leads to marketing purposes (p. 85).

The second platform is TikTok, which according to Kaur (2020) has reached its peak of popularity in recent years, especially among teenagers. It is a Chinese application established in 2012, but it was launched for IOS and Android until 2017. Moreover, it is used to shoot short videos with funny situations, satire, trends, memes, and many other features (pp. 4194-4195). Due to all these interesting features, TikTok has become of the favorite and more downloaded applications, causing that teenagers spend a lot of time on this network.

2.2.2 Role of social media in the classroom

With this scenario, it is essential to identify the role that social media have in the classroom for both teachers and students, besides analyzing their perceptions and implications within a lesson.

Focusing on teachers, Orlanda and Ventayen (2017) mention that some educators assure that social media can be very useful for academic activities because it promotes the interaction among students, and this also increases the collaborative learning. Nevertheless, these professionals also mention that there are certain activities in which social networks do not function as expected, such as examinations and quizzes since they are not suitable

platforms for those purposes (p. 4). This reveals that many teachers consider social media as an academic tool nowadays, and they have even identified which tasks can be carried out with them, and which ones do not fit appropriately. Nonetheless, there is still a lot of hesitation about their use in the classroom, causing that their potential as a pedagogical resource has not been fully explored.

Vural (2015) describes that the perception that students have about social media is mainly for entertaining reasons as they use it to play games, socialize, and relax (p. 1154). So, basically the pupils look at these applications as resources where they can have fun, showing as well that they are not being conscious at all the great impact these applications can represent as a learning tool in the development of a class.

Thus, the implementation of social media as didactic resources is a relevant topic of discussion among teachers, and many of them have attempted to include it in the class gradually. In many studies carried out in different countries around the world, it has been detected that these networks have a great impact in education. Rahman et al. (2016) state that social media have an exceptional contribution in students who are learning a foreign language because it helps them to improve their written and oral skills. Also, it increases essential aspects in students that provoke a positive change in their learning process, such as interaction, motivation, collaborative abilities that promote the elaboration of new course material, along with others (p. 50).

2.2.3 Social media in an active teaching and learning process

Social networks bring different opportunities that foster creativity, engagement, and the quality of assigned tasks in active learning environments. Opposite to the traditional

class, what the active learning method implies is that the students take an engaged role along the lesson; this means that they are not only simple recipients of information, but are constantly reflecting on what they are doing, and building their own knowledge by making connections with previous and recent information provided. According to Zayapragassarazan and Kumar (2012), “active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject” (p. 3). There are various activities that can encourage active learning throughout the lesson, for instance: collaborative writing, brainstorming, scenarios or case studies, problem solving, panel discussions, role plays, simulations, and others.

Therefore, social media become accurate tools if they are used in an active learning environment because it gives the students the opportunity to interact with other peers, write opinions on different themes and reply to others, immerse themselves to real-life situations, propose solutions to current issues, and many other activities that enrich the English class and the learning process of the students.

Furthermore, there are some terms that must be addressed since they form the basis of the educational process, and whose main objective is to provide a quality education. The first one is learning. This concept refers to the way that students acquire knowledge, and how they apply it to various situations of their lives. Niemi (2009) defines it as, “active individual process, where learners construct their own knowledge base. Learning is also increasingly seen as a process based on sharing and participation with different partners in a community” (p. 2). The learning process varies in every student since there are certain factors that shape their development. On the one hand, the methodology applied during the

lesson, comprehensible explanations, and feedback provided are components which have a direct impact in this process. On the other hand, a successful learning will be largely determined by the commitment and dedication of the students.

Besides, it is not only strictly related to the complex processes that the brain carries out, but there are also external elements that form the human being emotionally, which also influence the learning process. “Individuals are in very different positions regarding the willingness and volition to learn. We must acknowledge that the capacity to learn is not only a cognitive phenomenon. It is also an emotional and social process” (Niemi, 2009, p. 3). Regarding the concept explained above, it is also important to highlight that all the students do not learn the same way or at the same speed. In a classroom, everybody carries their learning process differently from the rest, and teachers must be aware of this aspect to ensure that all of them can build the necessary knowledge, in addition to promoting spaces in which learners feel comfortable and included.

The second concept is teaching. Lecturers must be aware of the teaching methods applied in the class because the pupils must be lead through a path where they can get, but also construct their own knowledge. Thus, teachers have the liability to vary the pedagogical mediation constantly, so that everyone in the class can be able to lean with different strategies and tools. Niemi (2009) states, “teachers should have a thorough understanding of human growth and development, including brain development, and they need knowledge of the methods and strategies that can empower learners at different age levels and in different life situations” (p. 10). This is the reason why teacher training should be a requirement, since these professionals must constantly update their teaching methodology, and ensure that each student acquires quality education.

The teaching and learning process is of paramount importance in the field of education, and therefore it is essential to know different learning approaches to ensure that students learn meaningfully. Focusing on social media, which is the main theme for this investigation, there are several approaches that can be integrated with these technological platforms.

2.2.4 Pedagogical approach

There are some suggestions of learning approaches than can be linked to social media. Vural (2015) provides a list with several approaches that have been proven in other investigations because they show accurate outcomes regarding social networks, and it contributes to reduce the negative effects these applications may bring (p. 1162). Nonetheless, from the list submitted, the cooperative learning approach will be applied for this study since it is a method that implies collaboration among peers, adjusting perfectly with the nature of social media, which is related to interaction and partnership.

According to Davidson and Major (2014), cooperative learning promotes collaboration among the students because they are divided into groups with the aim of helping each other to fulfill a specific task assigned. The main characteristic of this approach is that teachers do not give specific instructions, which allows the students to share ideas to complete the assignment by using different resources. This means that the students take an active role in building their own knowledge through cooperative work (p. 12). This shows that individuals acquire more significant learning when it comes from the interaction with other people who complement their ideas. When the students review the class material individually, their learning process may be slower, and it could even present some inconveniences to fully understand all the subjects studied in the lesson. On the

contrary, when they are allowed to get in groups to accomplish an assignment, there is more engagement from all the members, and it helps those ones who are having doubts to improve their understanding.

To further understand the objective of this strategy, Davidson and Major (2014), as cited in Davidson and Worsham (1992) explain that this approach gives each student an important role because they must work together to reach the objective of the assessment, which symbolizes that the success of the whole group depends on everyone,

The class is then divided into small groups, usually with four members apiece... Students work together cooperatively in each group to discuss ideas, clarify their understanding, think, and reason together, solve problems, make, and test conjectures, and so forth. Students actively exchange ideas with one another and help each other learn the material. (p. 13)

This approach is immersed in the constructivist theory since both encourage students to build their own knowledge by interacting and sharing information with others. Marinana (2014) claims that when working in groups, the pupils participate actively and feel committed because they are given more freedom to perform the tasks based on their personality, interests, and needs (p. 4). By working individually, the students keep only their own perspective and there is no opportunity to exchange opinions about the topic studied, making their learning process very monotonous all the time. On the contrary, when the students work in small groups, their learning improves considerably through the interaction and help they give each other, and because they find in their peers more diverse perspectives and strategies to comprehend a subject.

Additionally, Marinana (2014) explains that there are defined roles for both teachers and students so that this method functions accurately. This methodology consists of student-centered teaching, which means that pupils take an active role in the classroom, and they become the most important part in it. They are not just listening to instructions and receiving information, but instead they must synthesize, analyze, compare, create, and design (p. 7). With this approach, the students stop being just simple recipients of information, and become active participants throughout the whole class. In a traditional class with a behavioral style as it was very common many years ago, the student participation was not outstanding because they were expected to follow instructions, besides the fact that the students were taught equally without any type of curricular adaptation, as if everyone learned in the same way. Of course, cooperative learning has a very different perception, and makes all learners realize how essential their participation is.

Marinana (2014) also mentions the function of teachers is that of guiding the groups and boosting them to keep an active participation along the process (p. 3). The role of the teacher continues to be of great importance in guiding students and constantly monitoring their responsibilities, but the students take the leadership along the lesson.

Moreover, Marinana (2014) highlights that it is important to differentiate between a group with different members, but they are working individually, with a group which is really using this approach, since cooperation and interaction among all the members of the group is noticeable to accomplish the main objectives of the assignment (p. 8). In other words, the fact that there is a group of students together does not necessarily mean that this method is being used. Cooperative learning is effectively used when there is teamwork, all

members understand the subject, talk to each other, exchange valuable information to undertake tasks, and provide feedback to enhance collaboratively.

According to Marinana (2014), this methodology brings a lot of benefits to the educational system because it prepares the students with essential skills that are required in this current society, such as: ownership, social interaction, conflict resolution, strengthening relationships, and tools to express disagreement, but work out the differences to reach the common objective (p. 4).

“Students work cooperatively in small teams with individuals of different talents, abilities and background to accomplish together a common task” (Marinana, 2014, p. 9). Therefore, the first step a group must take is make sure that there is understanding of the contents by all individuals and assist those who have not reached the necessary level. This means that group success depends on the effort and work that each participant does, which motivates students because they feel that their function is vital to fulfill the common aim. Besides, this approach has a great relevance in education because it gives the opportunity to advance for all those students who struggle with different contents, since they work with other classmates and contribute each other to build useful knowledge; scenario that would be very different if they had to do it individually in a traditional class.

2.2.5 Learning theory

Having analyzed the approach that can be quite functional in the development of a class through digital technologies, it is also necessary to understand the theory that best adapts itself to the implementation of social networks in class. Bates et al. (2015), as cited in Wells (2017) assure that Social Constructivism is one of the theories that has shown

more positive outcomes when it has been applied with social networks (p. 16). Thus, this theory takes an important role in this investigation since it has been proven in previous studies, showing pertinent results regarding the use of social media in the class.

According to Kalina and Powel (2009), social constructivism, whose founder is Lev Vygotsky, states that the students learn meaningfully when there are collaboration and social interaction because the individual knowledge can be complemented with that of their classmates (p. 243). Vygotsky assured that students build more significant knowledge when they interact with other classmates because he thought that social environments in the classroom set appropriate spaces where collaboration is promoted, and therefore the learning process benefits from it.

Kalina and Powel (2009) describe one of Vygotsky's theories named zone of proximal development (ZPD), which explains that every child has a zone where learning is promoted through the interaction with others. Another theory is called scaffolding, and claims that children learn easier with the collaboration and support from peers, teachers, or other adults since the ZPD is stimulated with social interaction and helps the children advance to more complex levels because they acquire better internalization of knowledge through this process (p. 244). On the one hand, ZPD consists of the specific zone where learning is developed due to the interaction with others from the simplest to more complex stages. The pupils start working on a class activity by themselves with some guidance from the educator, and once they can properly achieve the objective of that first stage, they can continue with the other stages that add more complexity, thus their knowledge broadens as they progress with the help of other individuals who get involved in their learning process. On the other hand, scaffolding ensures that the learning of individuals is much more

strengthened when the prior knowledge that everyone possesses is complemented with the new expertise that other individuals provide. In other words, this theory encourages the ZPD since there must be assistance for the students to advance to other levels, not only from the lecturers, but especially from classmates. Also, it does not matter if the assignment requires a high level of understanding because the students are able to accomplish it with the assistance given.

According to Kalina and Powel (2009), “students should not only work with teachers one-on-one, but they should also work with other students. Students have a lot to offer one another” (p. 244). This displays the main perception that Vygotsky assures in his theory and explains that the students can have a more meaningful understanding because they share different ideas and get new ones from others, which expands their knowledge. Summing up, they are all constructing knowledge in a cooperative way.

Regarding the focus of this research that attempts to implement two social networks in the English class, social constructivism can be a great ally to get accurate outcomes. As this theory encourages cooperation among peers to build new knowledge, these platforms offer environments where the pupils can feel motivated, comfortable, and willing to take challenges when working on different assignments. Kalina and Powel (2009) highlight the importance that, “teachers and learners develop trust and openness in the classroom for all students to become engaged and attentive. When students are not engaged, an ineffective classroom can be subject to disruptive students, and learning will not occur” (p. 248). Therefore, the use of social media will grab the attention of the students, and they will see them as new spaces to broaden their understanding through social, interactive, and appealing resources that allow them to get in contact with current and real-world situations.

In addition, social constructivism encourages a positive environment in the classroom because the students can interact in groups, exchange opinions, receive and help, and especially build knowledge together, which is way more thrilling than working alone. Furthermore, this theory combined with social media becomes a perfect tool to encourage even more the motivation of the students since both imply constant interaction, highlighting this as a great advantage because it is well known that motivated students are more likely to enhance their school performance.

2.2.6 Features of TikTok to improve the speaking skill

At this point, it is significant to assess the two language skills that this investigation aims to strengthen in the students with the help of social networks. Firstly, speaking is considered a very important skill because it involves essential components such as fluency, pronunciation and some others that are key aspects to express ideas in a foreign language, and so that other people can understand the message.

Nazara (2011) explains that speaking is the skill that many students focus on the most because there is a common belief that the mastery of English is demonstrated when speaking with good fluency, and this is the reason why some of them consider this skill the most important of all (p. 29). Taking into account this pattern, it is pertinent to point out that all the skills have an essential function; however, it is also understandable that learners acquire this perception because perhaps speaking is the skill they will face in real life most of the time, and they will have to show their ability to communicate successfully in

circumstances, such as daily conversations with native speakers, or with people who have a good mastery of the language.

Besides, Nazara (2011) notes that speaking implies more than just saying words or phrases because it involves three areas of knowledge. First, mechanical factors including pronunciation, grammar and vocabulary that facilitate the flow of the conversation. Second, speaking functions that embrace transaction and interaction, which refers to sending and receiving information. Third, the sociocultural norms that encompass the purpose and context of the conversation (p. 31). Speaking refers to a complex skill that is highlighted as an essential one when studying a foreign language since it is the ability to convey a message clearly and fluently in an oral way. There are many factors that make this skill difficult for many students because speaking entails to communicate all the ideas in the exact moment when the conversation flows without any previous preparation, as it happens for example in written production in which the students have many attempts to apply all the necessary corrections in the text before submitting it. This adds a lot of pressure on the students since they have to take control of many details to transmit effectively a message, and it is one of the main reasons why they feel the necessity to master this skill.

There are many attempts to define what speaking is; however, it is tough to find a definition that includes all the necessary elements to make speaking possible. Thornbury and Slade (2006), as cited in Nazara (2011) define it as, “social, multisensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains, and modifies social identity, and involves interpersonal skills” (p. 30). In other words, speaking implies to send a message orally, and receive a reply from the recipients to establish a fluent and clear conversation about a specific matter.

TikTok is the application with which this study aims to enhance the speaking skill. Yang (2020) remarks that this popular platform among teenagers offers a lot of interesting features that catch the attention of this population, such as brief videos, memes, trends, duets, tunes and others (p. 4195). Due to the characteristics of this platform, whose main function is the creation of short videos, TikTok is an application that fits perfectly to encourage students to practice their oral skills. Therefore, it becomes a target tool that can be integrated in the English class since this is an appealing social network that can contribute to intensify the encouragement and commitment of learners. It also implies investing time on the part of educators to properly guide students during the process with each of the assigned tasks, and thus ensure that there is significant learning in them.

TikTok contains a lot of content that can be used along an English class:

Introducing TikTok into EFL classroom can be an effective way of dealing with this issue as TikTok contains abundant oral English learning materials. If these video materials can be utilized effectively in-class by EFL teachers, students may achieve significantly progress in oral English skills, remedying the defects of classroom English teaching. (Yang, 2020, p. 176)

Thereby, this investigation intends to strengthen the speaking skills of the students through TikTok. As it was mentioned before, these characteristics displayed by this social network help the students to rehearse their oral production. For example, if the pupils record a short video talking about a specific theme, they will be working at the same time on important aspects such as fluency, pronunciation, grammar, vocabulary, content, and command of the topic. Nazara (2011) addresses the previous criteria that are essential to assess in speaking activities and divides it in different areas. First, the mechanical aspects

that include pronunciation, grammar, and vocabulary. Also, it includes the transaction and interaction process, which emphasizes the importance of a clear message to exchange information fluently. Another crucial component is the sociocultural norm that provides the context of the conversation and its purpose (p. 31). Related to these mechanical aspects, they take an important role because it allows the students to use accurate wording related to the topic that is being discussed, appropriate use of grammatical structures that demonstrates understanding of word order and tenses, besides a suitable utterance of all the sounds including vowels and consonants. In terms of fluency, this is the ability to share the message confidently and without hesitation. Moreover, the content and command of the topic can be related to the sociocultural norms since both imply to express significant details regarding the theme and show comprehension of what the topic is about.

Although the importance of this skill is recognized, at the same time it generates certain inconveniences in the students. There are issues that pupils encounter when speaking, some are aspects related to the language itself, for instance: fluency, pronunciation, vocabulary, and so forth; but there are other external factors that interfere in their oral proficiency concerning the feelings or emotions that they experience when speaking in public, such as: nervousness or anxiety. “This fear is often accompanied by a variety of physical and emotional reactions that can significantly interfere with a person's ability to successfully give a speech or presentation” (Malisuwan et al., 2015, p. 1022).

However, all these drawbacks can be reduced if students try it in different environments where they do not feel the pressure of public speaking. This is not to suggest avoiding public speaking, but rather to use social networks as a means of honing students' oral skills, which will help strengthen their confidence and proficiency on this area later. Thus, this is

the main reason why this study attempts to improve the speaking skill regarding oral presentations by making use of TikTok.

Malisuwan et al. (2015) propose a model that can help to improve the oral performance of students. This model displays the following five stages: “problem identification, cause analysis, positive feedback, summary and planning” (p. 1023). First, problem identification, which consists of a self-reflection to distinguish the main issues that interfere negatively when speaking. Second, cause analysis that embodies to recognize the origins of the issues identified in the previous stage. Third, positive feedback refers to the conversation between peers to discuss about the problems and causes recognized prior to this in order to try to enhance those matters. The objective is to exchange polite comments to each other that contribute to reinforce their confidence and correct the mistakes. Fourth, summary that functions as a brainstorming about all the aspects analyzed previously to work on them. Finally, planning, which involves taking all the aspects of the earlier steps into account, analyze the weaknesses, and begin to plan the oral presentation.

This model fits the cooperative approach and the constructivist theory because it proposes a series of steps to achieve a common goal. All the group members have an important function, there is collaboration and teamwork continually, feedback among individuals is constant, and the success will depend on the effort and commitment of every student. Moreover, since TikTok is a very popular platform for interaction and socialization, it provides several features that generate a captivating space, which at the same time encourages students to publish videos in which they speak about various themes and receive comments and feedback from their classmates.

Another pertinent side is the role of the different individuals who perceive the effects of social media regarding TikTok and the speaking skill. Malisuwan et al. (2015) describe that the role of the students is to participate actively in all the class activities, analyze their weaknesses and strengths, make corrections, and organize the oral presentations. The teacher's role is crucial to guide the students along the assignment, provide feedback, foster participation, set due dates for all the tasks, and show the rubric for the students to know what criteria will be assessed. Also, parents have an important role because it is necessary that they get involved and observe their children's assignments and offer comments that motivate them in this learning process (p. 1023). Implementing the use of social networks in the classroom goes beyond the technological and pedagogical part, but also requires an interconnection between teachers, students, and parents in order to have a correct manipulation of these applications, constant supervision and feedback from different parties, as well as the scope of the proposed objectives.

2.2.7 Features of Instagram to improve the writing skill

Secondly, the writing skill is the other area that will have an important role in this research. For many students, this is not an easy skill to develop since it involves several aspects to create a logic, concise and clear piece of writing. "Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form" (Yulianti et al., 2019, p. 714). All these elements make writing a difficult task for many students, and that is the reason why this skill must be toughened because it gives them tools to express their messages and viewpoints in a written way, through important pieces of

writing such as letters, essays, stories, statements, and some other documents that are useful in their school assignments, but also for their future careers.

Besides, Yulianti et al (2019) cite that certain weaknesses have been found in some students not only because of the mistakes regarding the aspects mentioned above, but also because many pupils have a great difficulty to express their thoughts and organize them in a logical form. However, this liability falls on many educators who do not dedicate enough time to strengthen this skill, and do not provide suitable guidance in their process, causing students to have deficiencies when writing. Also, the students require different techniques that help them to enhance their writing proficiency, for example by using brainstorming, which is an excellent strategy to think of diverse subtopics and arrange them along the written task (p. 715). Unfortunately, writing is a skill that many teachers leave aside, or do not spend enough time to put the students to work on it, which causes that many pupils have several deficiencies on this area. Therefore, this is a situation that must be addressed to identify the weaknesses that students are facing and seek possible solutions.

Analyzing the features that Instagram offers the users, it would be very functional to utilize it to enhance the students' writing skills. As it has been explained throughout this chapter, the implementation of social media provides the teachers many alternatives to have dynamic and innovative lessons where the learners feel more engaged with the class, especially in a second language classroom, in which interaction and elaboration of different assignments are constantly required. In fact, Wahyudin and Sari (2018) mention that this brings advantages for both students and teachers. Related to the instructors, it allows them to vary their pedagogical mediation; and referring to the students, it increases their motivation and commitment towards the subject. As a result, their productivity improves

significantly, and they will show themselves eager to fulfill the learning objectives (pp. 6-7).

This application has some characteristics that can be adjusted to writing:

Two features of Instagram that might possibly affect the students' writing ability is photo sharing and social networks. Photo sharing feature is used as the media to write a description towards the pictures the students have uploaded. Whereas, social network features such as loves, share, and comments, are used to provide feedback from the peers. (Wahyudin & Sari, 2018, p. 2)

Therefore, teachers can ask the students to use this platform to upload a picture and write a description of it. This way, the pupils are encouraged to think about various details to depict, and the other classmates can reply to them. This would be a very captivating and innovative class activity to put into practice and reinforce their writing skills, whereas they are being evaluated with aspects such as: organization and content, grammar, spelling, mechanics, and vocabulary. Jayanti (2019) depicts writing as a method to communicate into words feelings and ideas that individuals have in in their minds (p. 74). This definition is related to components such as organization and content since writing requires an appropriate command of the topic to organize all the ideas coherently, and with important data that display examples, facts, descriptions, and opinions about the subject. The same author mentions that accurate grammar and vocabulary are important criteria because it makes writing understandable and enjoyable to the reader (p. 75). Therefore, the students have to pay special attention to all the grammar rules that include aspects such as: subject-verb agreement, tenses, order of the sentence and others. Also, vocabulary is another

essential component because the writer must make use of suitable words that accurately describe the matter being developed. In other words, whether the vocabulary is limited, or the words chosen are not the most precise, the text may not be understood. Regarding mechanics and spelling, this author explains that mechanics involve the use of different punctuation marks and capitalization, and spelling deals with the way each word is written (p. 81). Thus, the students have to understand the use of different punctuation marks, capitalization, and apply appropriate spelling because all these components make writing comprehensible. It is necessary to mention that just one letter that can be omitted in a word, or missing punctuation marks can change the meaning of the whole text.

Also, Wahyudin and Sari (2018) explain that one technique that can be truly effective is to apply “a process writing that involves prewriting, drafting, editing, revising, and publishing” (p. 4). These steps can be perfectly adjusted to Instagram. Firstly, the students post their drafts on the network. After that, some other classmates can review those drafts and provide feedback. Once the students check the feedback provided, they can revise and edit again their text to have the final version of it. This process of receiving proper feedback encourages the pupils to improve their writing and makes them more conscious of the mistakes made.

Wahyudin and Sari (2018) declare, “social media in language teaching in higher education has importantly played a significant role in triggering the students’ interest and confidence in writing. Instagram might be one of the alternative media to support the practice of teaching writing” (p. 7). This demonstrates that educators can take advantage of this social network to increase the motivation of the students and polish their writing mastery in a different way. Switching traditional resources such as notebooks or books for

Instagram to carry out different written assignments would be much more fun, engaging, and interesting for the students since it provides a virtual environment where they can share a photo and describe it in detail. Besides, it changes the perspective that students have built throughout many years in the traditional class, and instead affords a dynamic space where they can receive “likes” and comments about their postings, increasing their motivation and commitment to writing.

In this way, Instagram also adjusts itself to the cooperative approach and the constructivist theory because students will work together following different stages, starting from the most basic as it is the organization of ideas, to the final publication that must go through several filters. Along this process, the students will help each other by giving feedback that contributes to enhance their writing skills, with guidance and feedback from the educator as well. It is important to highlight that due to the features this platform offers, the learning process becomes a very social and cooperative task because the pupils are constantly exchanging valuable observations with the aim of revising the common mistakes. “Photo sharing feature is used as the media to write a description towards the pictures the students have uploaded. Whereas, social network features such as loves, share, and comments, are used to provide feedback from the peers” (Wahyudin and Sari, 2018, p. 2). The fact that other classmates give a like to their posts and exchange a comment increases their encouragement, showing that they are socializing as they normally do with their personal profiles, but at the same time the students are learning and building new knowledge.

Applying the cooperative approach with Instagram, Wahyudin and Sari (2018) depict that the role of the students consists of participating actively, interacting, and

collaborating with other classmates, besides completing assignments to achieve the learning goals (p. 2). Learners get many benefits with an active participation because it helps them to carry out all the steps proposed in the writing model, provide feedback to peers, and correct the mistakes based on the comments given by their classmates and teacher. Also, the authors explain that the role of the teacher is firstly to motivate the students, clearly explain the instructions, monitor the advancement of their assignments, provide feedback, and help the pupils with the inconveniences they might encounter in the writing process (p. 7). Although the role of the student with the use of social networks and the application of the approaches and learning theories is very autonomous due to the dynamism with which they interact with other peers, the role of the teacher remains of great importance in terms of monitoring and guiding the pupils whereas they work on their duties.

2.2.8 Impact of social media regarding motivation and participation

Having analyzed the features of the social networks chosen for this study, the methodology and other details about them, it is pertinent to examine whether these two platforms certainly help the students to increase their motivation and participation throughout the lesson. In previous investigations in which Instagram was used, there were findings related to these aspects. Wahyudin and Sari (2018) assure that, “by applying social media such as Facebook, Instagram, Blogs and Twitter in teaching and learning process, undergraduate learners will be highly motivated to interact socially with their peers to accomplish the assigned tasks and achieve the designated learning objective” (p. 2). As it is noticeable, there is a significant change in the attitude of the students when social media is introduced to the class because this represents a different and innovative manner to put into

practice their language skills and build fresh knowledge. As a result, the motivation towards the subject will rise, which also contributes to boost the participation along the lesson.

In previous investigations, TikTok has also displayed advantages regarding motivation. “TikTok can be utilized as supplementary video aids to complement traditional in-class English teaching, enriching classroom activities, enhancing their learning motivation and improving their basic English skills” (Yang, 2020, p. 179). Therefore, this application that has become very popular among teenagers can play an important role in the classroom since it enhances the motivation in the students, and this represents a great benefit because a motivated student will participate more actively in the class. Even, for those pupils who are usually shy or afraid of speaking in English, this application can be an ally for them because it gives a virtual space where they can put into practice their oral skills by making use of an engaging network in an entertaining way.

One of the objectives of this investigation is to diagnose whether TikTok and Instagram encourage the motivation and participation in the students to practice their speaking and writing skills in the English class. Thus, these two important concepts must be addressed to be aware of all the aspects that contribute to seeing an improvement in them. In terms of participation, Graham (2014) highlights that student engagement is notorious when learners invest a lot of time and endeavor to carry out the tasks and fulfill the academic purposes. Feedback and collaboration are also good signs because these aspects help students to broaden their knowledge and understanding of different subjects studied during the lesson (p. 17). Thus, social networks are great resources to foster students’ participation, and lecturers should pay attention to certain behaviors or attitudes

that lead to the success of social media use in the classroom. For instance, the investment of time and commitment of students to complete assignments because these emerging applications provide an innovative and more appealing learning environment, compared to the traditional resources such as books where students might spend a lot of time, but without enjoying and even understanding the topics. Moreover, feedback and collaboration are essential components to exchange information between peers, expand their understanding and correct usual mistakes. It means that these two concepts function as active elements to increase the participation because these virtual environments are way more interesting, rather than receiving feedback only from the teacher with the common monotonous methodology that consists of writing the comments and corrections in a notebook, which does not guarantee that students really pay attention to it. Instead, students can acquire more meaningful feedback through social media because they are eager to log in the networks to check what their classmates and teacher have commented.

Related to motivation, Graham (2014) assures that direct contact with peers increases motivation and interest in the subject since learners create stronger bonds with each other while learning together (p. 20). Interaction is a must in the field of education, and especially in a classroom where a foreign language is taught. When the students can interact with one another, they feel more enthusiastic to keep practicing, and their motivation rises even more if that interaction is through social networks. This author also remarks that the innovative process around social media helps a lot to increase motivation, and they reflect thoroughly on their learning evolution (p. 22). It cannot be denied that social networks catch the attention of the students due to their technological and appealing features, and this makes the students more motivated because those applications that they

usually use in their daily lives, now can be used in the classroom with pedagogical purposes.

2.2.9 Perception about social media as educational tools after using them in the class

Besides, the perception of the students about social media varies significantly after using them as learning tools in the classroom. According to Den Beemt et al. (2020), “studies asked students how they perceived specific applications as learning tools. Respondents reported social media as user-friendly [...] social media were reported as interactive and easy to use for communication and discussion” (p. 43). Beforehand, it was explained that students usually associate social networks with entertainment and socialization, yet this vision is expanded when the lecturers introduce them in the classroom as pedagogical instruments where they can fulfill different tasks that were mostly carried out in a traditional form. This helps the students to have a wider notion on social media because they understand that these platforms provide many advantages when learning a foreign language; besides it becomes more interesting since they continue using them to socialize and entertain, but this time with an educational approach. Their vision changes significantly because the students realize that social media can have a very important function in the development of a class, which helps them to enrich their language skills due to the innovative and engaging features that these applications offer.

As it is noticeable, these two social networks have a lot of features that can be very beneficial to improve their speaking and writing skills. This gives a more innovative and fresh touch to the English class since technological tools are being used as didactic

resources. Moreover, the students will show more motivation and participation because the traditional activities such as writing only on books and notebooks, or common oral presentations in front of the class can be complemented with some other ones that use social networks, which they will find way more entertaining and appealing to keep enhancing both skills.

CHAPTER III: METHODOLOGICAL FRAMEWORK

In this chapter, the author explains the methodological part of the investigation. While in the second chapter the researcher focused on the theory related to the topic of this investigation, and definition of crucial concepts such as approaches and theories, in this new chapter the author aims to clarify the necessary methods to accomplish the objectives of this study, for example: the type of research, which includes the purpose, temporal dimension, framework, nature, character; subjects and sources of information, sampling, and instruments to collect data.

3.1 Type of investigation

3.1.1 Purpose

Setting the purpose is very important in an investigation. De Gooyert and Größler (2018) claim that, “their outcomes are evaluated in the light of what the research intends to achieve” (p. 575). This means that the purpose attempts to bring a positive impact in the population involved in the study.

There are two types of investigation: theoretical and applied. Babbie (2013), as cited in Gooyert and Größler (2018) noted that, “the purpose of theoretical research is to increase understanding (ideally, by developing new theory or scrutinizing existing theory), while applied research is deliberately intended to bring about social change and to solve concrete real-world problems” (p. 575). Therefore, this investigation is applied because the researcher is trying to solve a common problem in the English classroom through recommendations and techniques that can help to smooth that issue.

3.1.2 Temporal Dimension

In this section, it is necessary to mention that there are two temporal dimensions: transversal and longitudinal. Both refer to observational studies that address different types of problems with the objective of giving answers to research questions. According to Hernández et al. (2018), “transversal research collects data in a single moment, in a single time” (p. 154). So, this type of investigation is carried out in a limited period to analyze its variables in a very specific moment.

Hernández et al. (2018) also refer to longitudinal research as, “the interest of the researcher is to analyze changes over time in certain categories, concepts, events, variables, contexts or communities” (p. 159). This means that the researcher conducts the study over a long period of time to analyze changes o relations of the variables over time.

Thus, this investigation is established by a transversal dimension since the researcher intends to analyze the theme in a very specific period of time and suggest useful strategies and recommendations about the topic that are supported by the theory and approach described in the previous chapter.

3.1.3 Framework

It is important to analyze the size and range of the research that is divided in three parts: mega, macro, and micro framework.

An appropriate definition of framework is the following:

The magnitude and extension of the organization, areas, subject matter that is meant to be investigated. This refers to how much the research will cover, which depends on the existence of economic resources, time, number of

researchers and the amount of knowledge of the subject matter. (Ariñez, 2018, p. 28)

Consequently, this investigation covers a micro framework because the researcher studies only one group from the whole high school due to recommendations provided by the principal of the institution, and availability of time.

3.1.4 Nature

Regarding the nature of an investigation, this refers to the different ways to gather information or data. There are three types: quantitative, qualitative, or mixed. In simple words, quantitative involves numbers, qualitative is related to descriptions, and mixed is a combination of both. McLeod (2019) defines qualitative as, “the process of collecting, analyzing, and interpreting non-numerical data. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality” (para. 2). This means that in a qualitative research, numbers or percentages are not part of it.

On the other hand, according to McLeod (2019), “quantitative research involves the process of objectively collecting and analyzing numerical data to describe, predict, or control variables of interest” (para. 31). In this type of investigation, the researcher collects numbers or statistical percentages.

Also, the mixed model combines both types explained above, but there is always one that has more predominance than the other. Thus, this study is mixed, qualitative predominant since the investigator attempts to observe deeply the problem identified, and bring recommendations and possible solutions to solve it, which implies mainly

descriptions of behaviors and attitudes of the population. However, the researcher can also obtain some numbers since one of the objectives of the study is to enhance the speaking and writing skills of the students. To know if there is an improvement in these two areas, some tests need to be applied to compare the initial level with the one attained when the investigation finishes, which will be revealed with concrete numbers.

3.1.5 Character

The character refers to the way the investigator collects the information and then displays it. There are several types; nevertheless, the one that covers mostly this investigation is going to be described in this section.

Firstly, Marlow (2005), as cited in Strydom (2013) defines exploratory as, “a form of research that generates initial insights into the nature of an issue and develops questions to be investigated by more extensive studies” (p. 151). Thus, this study is mainly exploratory because the researcher pretends to analyze the problem and introduce different strategies to explore the outcomes that can be obtained from the implementation of social media into the classroom.

3.2 Subjects and Sources of Information

3.2.1 Units of analysis (objects or subjects of study)

In this section, the investigator describes the population involved in the research project. However, the population can be very large. Therefore, it can be categorized in the universe and the sample.

“The elements of the universe or set of individuals in which are measure or study the variables or topics of interest of the research” (Ariñez, 2018, p. 37). According to

Ariñez, the population that has a relation with the study is the universe, but since it can be very large, the researcher applies the sample selection.

Ariñez (2018) explains the sample in the following way:

The sample is according to the total of individuals by which the practical research was made, the ones were not part of the study are not considered, because they did not want or would not be able to give information or the data is not enough; even though when they were filled. (p.37)

With the previous definitions, it can be concluded that the universe of this study is all the students of Taller Pedagógico Montebello. Even though not all of them are chosen to participate in the investigation, the outcomes from it can reach the entire population in the future. Also, the sample is all the ninth-grade students of this institution, which are the specific part of the population that is directly affected.

3.2.2 Firsthand sources

Table 1

Firsthand sources used in the research process

Author or authors	University or organization	Country	Year
Christiane Caneva	University of Costa Rica and National University	Costa Rica	2021

Caren Orlanda- Ventayen and Randy Magno	Pangasinan State University	Philippines	2017
Nur Rahman	Universiti Teknologi	Malaysia	2016
Omer Faruk Vural	University of Gaziantep	Turkey	2015
Angela Wells	University of New England	United States	2017

Source: Developed by Josué David Solano Alfaro (2022)

3.2.3 Secondhand sources

Table 2

Secondhand sources used in the research process

Author	Book Title	Year
Lazar, S.	The importance of educational technology in teaching	2015
Miah, M. & Omar, A.	Technology advancement in developing countries during digital age.	2012

Source: Developed by Josué David Solano Alfaro (2022)

3.2.4 Thirdhand sources

Table 3

Thirdhand sources used in the research process

Author	Article	Year
Ariñez, C.	GUIDE, FINAL GRADUATION WORKS, TESINS AND THESIS IN SOCIAL SCIENCES. Costa Rica: DIRECTION OF METHODOLOGICAL INVESTIGATION	2018
Raja, R., & Nagasubramani, P.	Impact of modern technology in education.	2018

Source: Developed by Josué David Solano Alfaro (2022)

3.3 Sample selection

3.3.1 The population

Ariñez (2018) explains that the population, “constitutes the total universe in which the research is made and can be shaped by communities, groups, people, situations, and organizations” (p.40). This means that the population of this study is all the students enrolled in secondary at Taller Pedagógico Montebello, which is made up of 73 pupils.

3.3.2 Sample

The sample is a small portion of the whole population:

It is a representative subgroup of the population, identical in their extremes, the size does not imply that research is better because is held with large groups, the quality of the research is determined by the characteristics of the sample this with the purpose of, do not have ambiguities and confusions.

(Ariñez, 2018, p. 41)

Thus, the investigator uses the sample because it is tough to cover the whole universe, and this represents a saving of resources and time by not having to wrap the entire population. For this research project, the sample is the only group of ninth grade at Taller Pedagógico Montebello, which is made up of 18 students: 10 women and 8 men. This sample is chosen especially because all the sections in the institution receive English classes in the same schedule, which makes it impossible for the researcher to go classroom by classroom at the same time. In this case, it is more accurate to stay only with one group so that it is done carefully, ensuring that the objectives are achieved.

3.3.3 Non-probabilistic

This investigation applies the sampling method called non-probabilistic because the researcher decides to select only one portion of the whole population. “Sampling procedure that will not bid a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample” (Etikan & Bala, 2017, p. 1). The reason is based on convenience for the researcher due to willingness of the students, schedule availability and recommendations of the principal. “The sampling design is based on the judgement of the researcher as to who will provide the best information to succeed for the objectives study” (Etikan and Bala, 2017, p. 1). This sampling methodology is more suitable for the researcher especially because of the suggestions provided by the principal. In a meeting with the aim of discussing about this investigation, she indicated that from all the sections, ninth grade was the most stable group in terms of behavior and academic performance, besides the fact that they had always shown a lot of openness and interest towards technology.

3.4 Techniques and Instruments to Collect Data

In this part, the researcher describes the techniques and instruments used throughout the study to collect essential data that will lead to the conclusions.

Before describing the instruments, it is of great importance to explain the dynamic in which the collection of data will be carried out. This investigation will be developed in eleven sessions distributed in the following form: the first session will cover the introduction of the investigation, and the students will be discussing their viewpoints on social media as didactic resources and their prior experience with them. In this first class, a close-response questionnaire will be applied. Later, five sessions will be for the students to use TikTok as a resource to put into practice their speaking skills. From these five sessions, the pretest will be applied in the first one, and the posttest in the fifth one. Then, five more sessions will be for the students to use Instagram as a tool to put into practice their writing skills. From those sessions, the first one will be to make the pretest, and the fifth one to make the posttest.

3.5 Operationalization of Variables

In this section, the researcher displays a chart with the operationalization of variables to explain the procedure that the investigator follows to analyze the variables and the instruments that will be applied to the sample involved in the investigation.

Therefore, it is essential to identify the general objective, the variables of each specific objective, the conceptual definition, instruments, and techniques to collect information, and an operational definition. In simple words, the investigator aims to prove the validity of the variables involved in the research problem. Besides, this chart is added in the annexes section.

Table 4

Title: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

VARIABLES CHART

General objective: To analyze the impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Specific Objectives	Variable	Conceptual Definition	Instrumental definition	Operational Definition
To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at	The importance of the implementation of social media by the students.	The perception that the students have about social media as a didactic tool in the English class.	Instrument: Questionnaire. The questionnaire is a closed response option, which means that it has a limited set of possible answers. Its purpose is to analyze the perception that students have	In the questionnaire, the variable is valid if 50% respond that social networks can function as didactic resources during the English class.

Taller Pedagógico
Montebello during the
third quarter of 2022.

about social media as
didactic resources during the
English class, and the
importance that they can
point out to enhance their
speaking and writing skills.

To determine the
advantages of using
TikTok to enhance the
speaking skill in the
English class of ninth
grade at Taller
Pedagógico Montebello
during the third quarter
of 2022.

The advantages of
using Tik Tok to
enhance the
speaking skill.

The improvement related
to the speaking skill that
the students acquire
through Tik Tok.

Instruments: Oral pretest and
oral posttest with a rubric.
I- In the oral pretest each
student has to speak about a
topic given and will be
evaluated with a rubric that
contains essential criteria
related to the oral
production, for instance:

The variable is valid if
the general average
obtained in the posttest
is higher than the one
obtained in the pretest.

pronunciation, intonation, vocabulary, fluency, among others. The aim is to evaluate the level that the students have without the influence of social media.

II- In the oral posttest, the student develops a topic and will be evaluated with the same rubric applied in the pretest. This way, the researcher can determine the initial level of the students, and the level obtained after using Tik Tok, which will

<p>To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.</p>	<p>The advantages of using Instagram to enhance the writing skill.</p>	<p>The improvement related to the writing skill that the students acquire through Instagram.</p>	<p>show if there is an improvement in this skill.</p> <p>Instruments: Written pretest and written posttest with a rubric.</p> <p>I- In the written pretest each student has to write about a topic provided, and will be evaluated with a rubric that contains essential criteria related to the written production, for instance: grammar, spelling, vocabulary, development of the topic, among others. It</p>	<p>The variable is valid if the general average obtained in the posttest is higher than the one obtained in the pretest.</p>
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aims to evaluate the level that the students have without the influence of Instagram.

II- In the written posttest, the student writes about a topic provided. This will be evaluated with the same rubric applied in the pretest. This way, the researcher can determine the initial level of the students, and the level obtained after using Instagram, which will show

<p>To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.</p>	<p>Effect of TikTok and Instagram in the motivation and participation of the students.</p>	<p>The positive impact that social networks can cause on the students' motivation and participation.</p>	<p>Instrument: Observation. The observation is aimed to determine if the students feel more motivated to participate and use their speaking and writing skills with the implementation of social networks during the development of the English class. There will be four observations to students in different classes while using both social networks to</p>	<p>if there is an improvement in this skill.</p> <p>The group will be observed four times (two with TikTok and two with Instagram) in order to diagnose whether there is an encouragement of motivation and participation in the students while using these social networks.</p>
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analyze their motivation and
participation.

Source: Own creation.

CHAPTER IV: RESULTS AND ANALYSIS OF DATA

In this chapter, the researcher displays the instruments applied to collect the necessary data from the population selected. It is essential to emphasize that each instrument is linked to its respective specific objective set for this investigation.

Moreover, the researcher shows the results obtained in each instrument, and makes an analysis of the data according to the specific objective.

4.1.1 Diagnostic of the situation

The analysis of data is a very important stage in an investigation because it helps the researcher to build interpretations about the findings obtained from all the instruments that were applied along the investigation process. Besides, it contributes to obtain a clear vision of the situation regarding the population selected for this study.

Therefore, the research made with ninth grade students in Taller Pedagógico Montebello shows very interesting results in relation to the perception that these pupils possess about social media as pedagogical resources, the impact that these technological applications can have on their academic training, strictly related to their speaking and writing skills, and also the contribution that these social networks can provoke to encourage their motivation and participation during the English class in 2022.

This analysis and interpretation of data considers the following instruments:

The first instrument is related to the first specific objective: to identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade.

This first instrument is a questionnaire through which the researcher wants to know the viewpoint of the students regarding the use of social networks in the English class, if they consider that these platforms can be applied as didactic tools, and the role that these applications can have with specific language skills such as speaking and writing.

The questionnaire is a closed response option, which means that it has a limited set of possible answers. It is related to the variable of social media and its purpose is to analyze the perception that students have about social media as didactic resources during the English class, and the importance that they can point out to enhance their speaking and writing skills.

In relation to the second specific objective, which is to determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade, the investigator created two instruments related to the variables of TikTok and speaking. The first one is an oral pretest with a rubric to assess the speaking skill of the students without the use of this social media. In the oral pretest each student has to speak about a topic given and will be evaluated with a rubric that contains essential criteria related to the oral production, such as: fluency, pronunciation, grammar, vocabulary, content and command of the topic. All these criteria will be assessed in the same pretest. The aim is to evaluate the level that the students have without the influence of social media. The second instrument is an oral posttest with a rubric to assess the speaking skill of the students after the implementation of this social media. In the oral posttest, the student develops a topic and will be evaluated with the same rubric applied in the pretest. This way, the researcher can determine the initial level of the students, and the level obtained after using TikTok, which will show if there is an improvement in this skill.

Related to the third specific objective, which is to demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade, the investigator created two instruments that respond to the variables of Instagram and writing: a written pretest and a written posttest with a rubric to assess their writing and be able to compare the initial level of the students and the level obtained after the implementation of Instagram. In the written pretest each student has to write about a topic provided and will be evaluated with a rubric that contains essential criteria related to the written production, such as: organization and content, grammar, spelling, mechanics, and vocabulary. It aims to evaluate the level that the students have without the influence of Instagram. In the written posttest, the student writes about a topic provided on this platform. This will be evaluated with the same rubric applied in the pretest. This way, the researcher can determine the initial level of the students, and the level obtained after using Instagram, which will show if there is an improvement in this skill.

Finally, the last instrument is an observation related to the variables of motivation and participation that will be applied to the fourth specific objective: to diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade. The observation is aimed to determine if the students feel more motivated to participate and use their speaking and writing skills with the implementation of social networks during the development of the English class. There will be four observations to students in different classes while using both social networks to analyze their motivation and participation. The researcher will write comments in each observation about the attitude of the students towards social

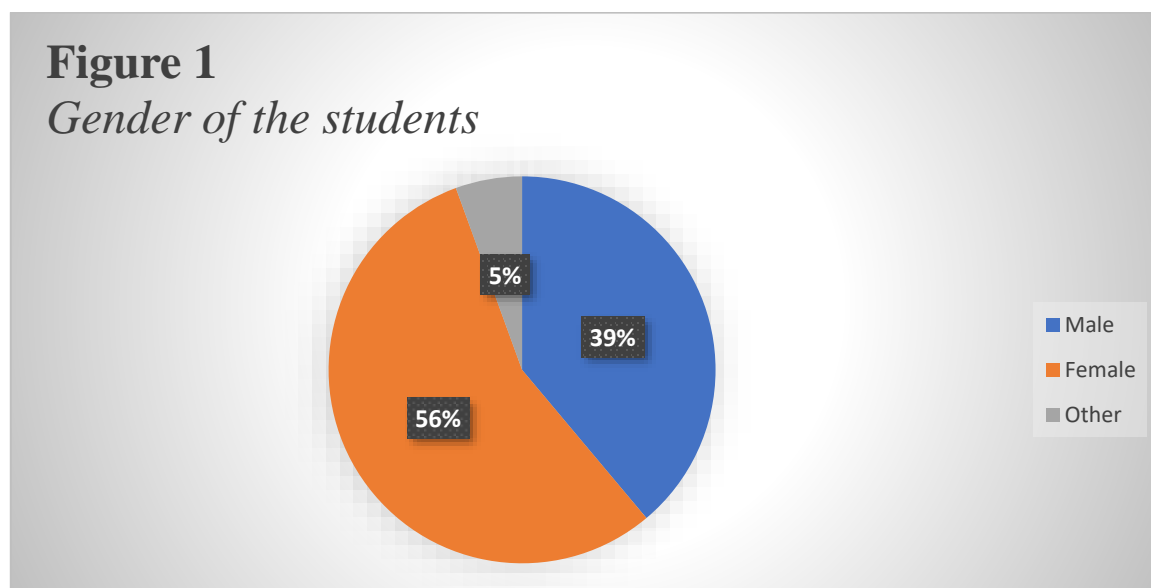
networks to find out if there is an increase in their motivation and participation while using these applications.

4.1.2 Description of data

For the first specific objective: To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, a closed-response questionnaire was used to ask the students about various aspects of social media as didactic resources.

The first section of the questionnaire was personal information, in specific about their gender, in which the students could choose among three options: male, female or other in case there were some who did not identify themselves with one of the two previous genders. Their answers are shown in the following graph:

Figure 1



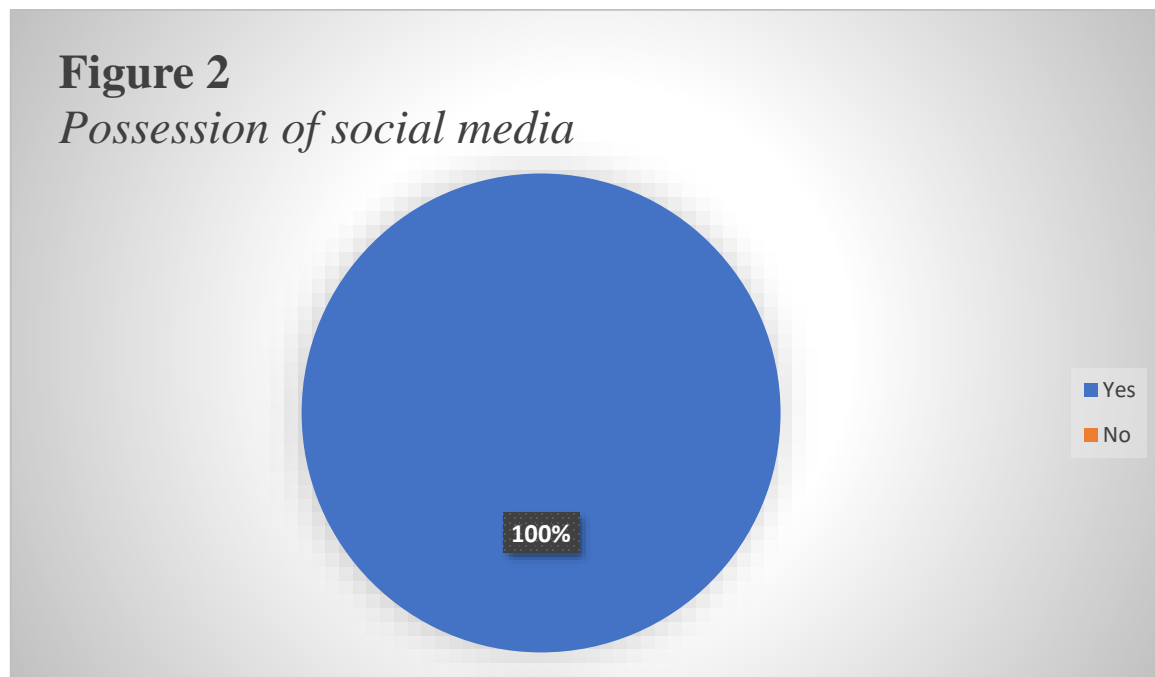
Note. The survey item read as follows: Choose your gender.

Source: Taken from the Students' Questionnaire.

As it is seen in the graph above, 10 students are female (56%), 7 students are male (39%), and only one student (5%) answered other.

Going to the questions, the first one was: Do you have any social network? Their answers are shown in the following graph:

Figure 2



Note. The survey item read as follows: Do you have any social network?

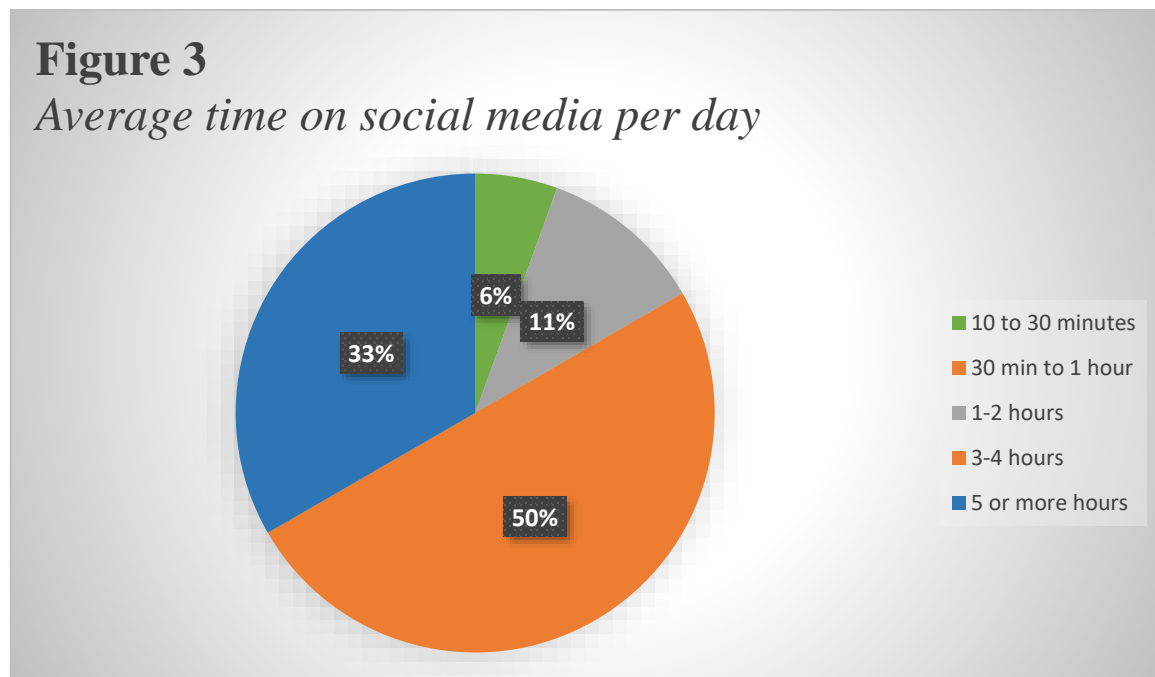
Source: Taken from the Students' Questionnaire.

The graph above displays that from 18 students in ninth grade, all of them have any social network. This is of great importance since it shows the reality of the new generations, and it also shows how engaging social media are for teenagers. Besides, it is a

crucial question because it exhibits a general picture of the group that reveals that everyone is familiar with certain social networks.

The second question was: What is the average that you spend on social media every day? Their answers are shown in the following graph:

Figure 3



Note. The survey item read as follows: What is the average that you spend on social media every day?

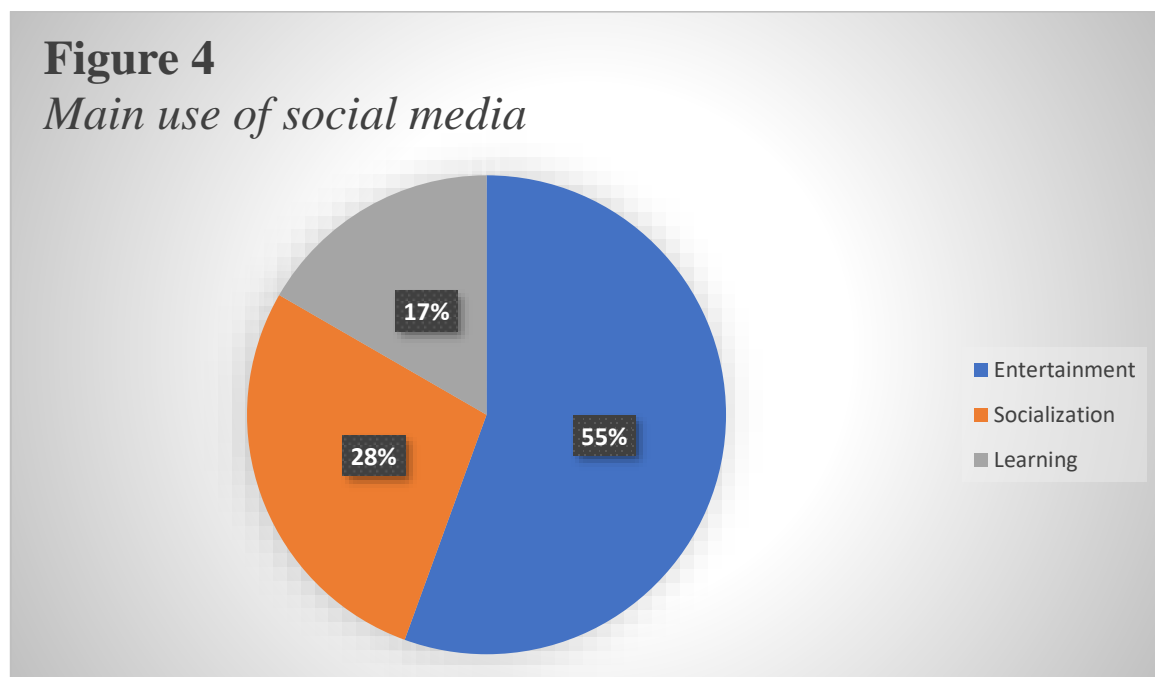
Source: Taken from the Students' Questionnaire.

Related to that question, it can be concluded that the average of time that they spend on social media varies significantly in the whole group. For instance, 50% that represents 9 students assured that they spend from 3 to 4 hours per day on social media; 33% that represents 6 students claim to spend 5 or more hours per day; 11% that represents 2

students say they spend from 1 to 2 hours per day, and only one student that represents the 6% selected the average from 30 minutes to 1 hour per day. With these results, it is evident that social media take a very important role in the students' life since most of them surf these networks for several hours.

The third question was: What do you use social media for? In this query, the pupils had to select the option that was more important for them. Their answers are shown in the following graph:

Figure 4



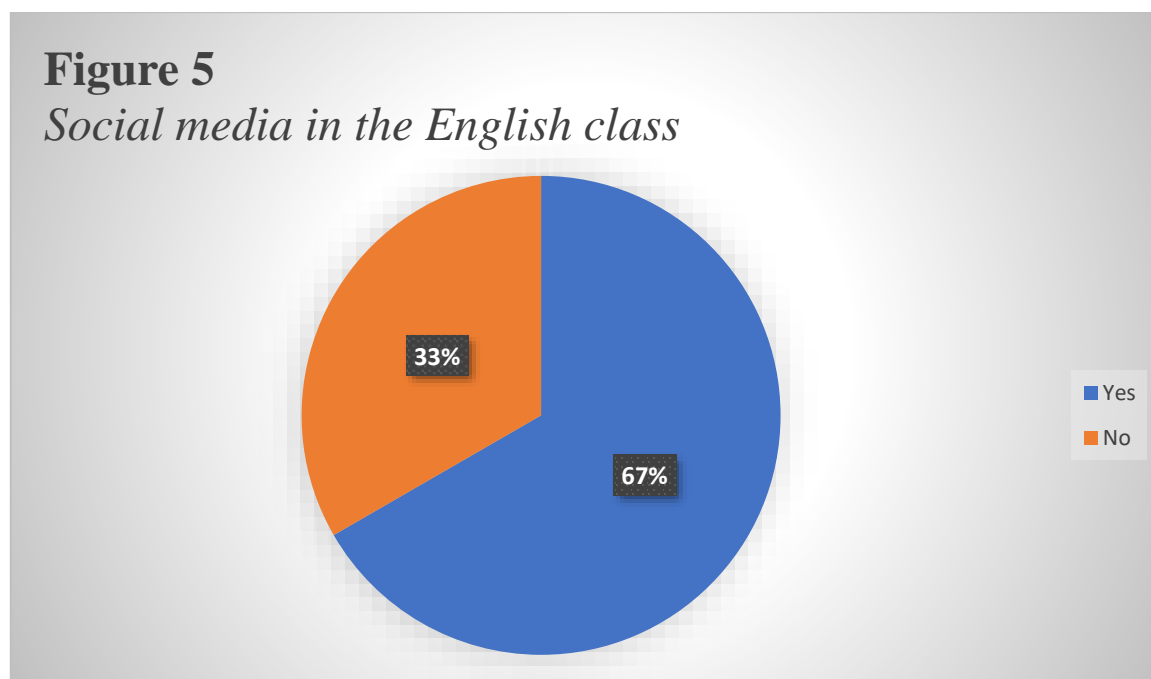
Note. The survey item read as follows: What do you use social media for? Select the one that is more important for you.

Source: Taken from the Students' Questionnaire.

By looking at the previous graph, it can be seen that 10 students (55%) use social media for entertainment, 5 students (28%) for socialization, and 3 students (17%) for learning. It is noticeable that entertainment and socialization are the most common reasons by which the pupils use social networks, and learning is the least common. Therefore, most of these students have not explored the pedagogical potential that social networks can have to enhance their academic performance.

The fourth question was: Have you ever used any social media as a learning tool in the English class? Their answers are shown in the following graph:

Figure 5



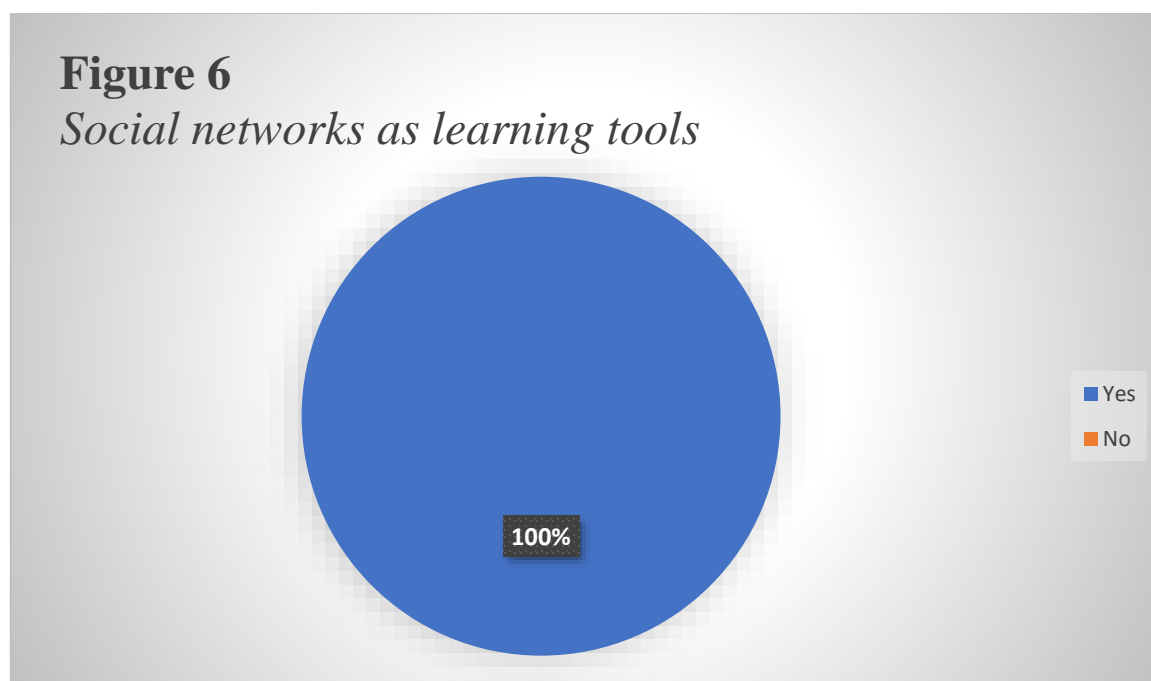
Note. The survey item read as follows: Have you ever used any social media as a learning tool in the English class?

Source: Taken from the Students' Questionnaire.

According to the previous graph, 12 students (67%) have used any social media in the English class, and 6 students (33%) have never used social networks during an English class. This means that even though social media are not popular spaces for them to learn, the pupils have already had an approach to certain platforms during some classes time ago.

The fifth question was: Do you consider that social networks can also function as learning tools? Their answers are shown in the following graph:

Figure 6



Note. The survey item read as follows: Do you consider that social networks can also function as learning tools?

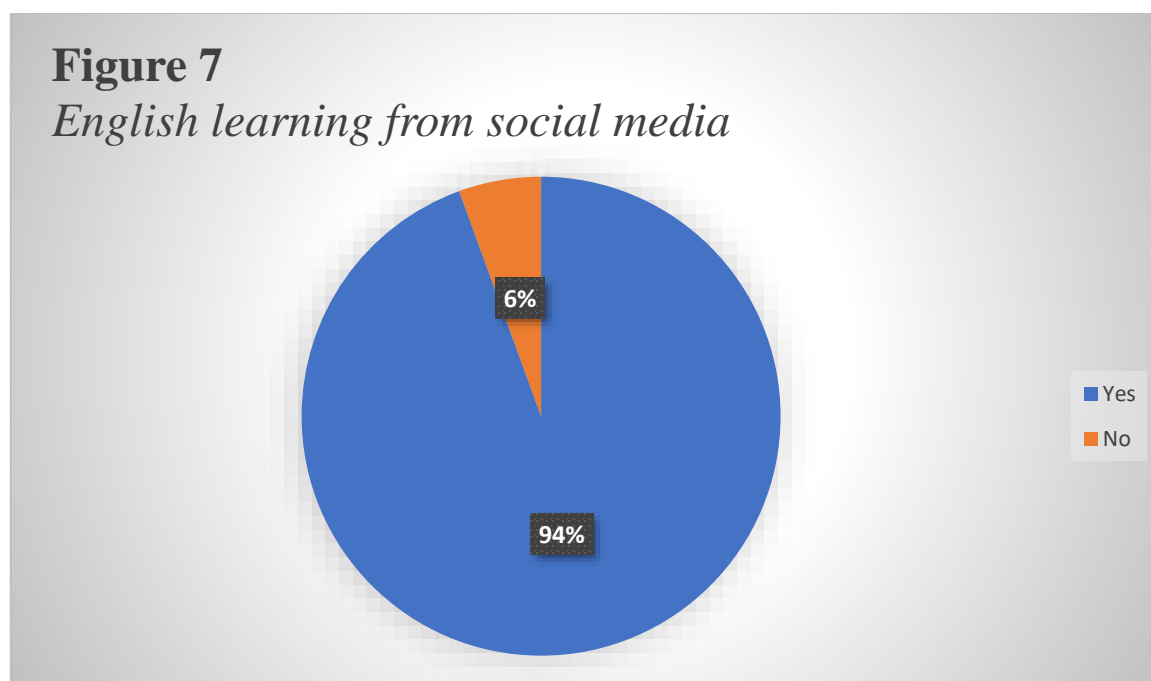
Source: Taken from the Students' Questionnaire.

According to the graph above, all the students agree that social media can perfectly function as learning tools. Therefore, this result is very interesting at this point of the

investigation because although these platforms are not common for the students to encourage their own learning, they all are conscious that social networks have a lot of potential to be used in the classroom as resources that can contribute to many positive outcomes in their learning process.

The sixth question was: Have you ever learned something about the English language from social media? Their answers are shown in the following graph:

Figure 7



Note. The survey item read as follows: Have you ever learned something about the English language from social media?

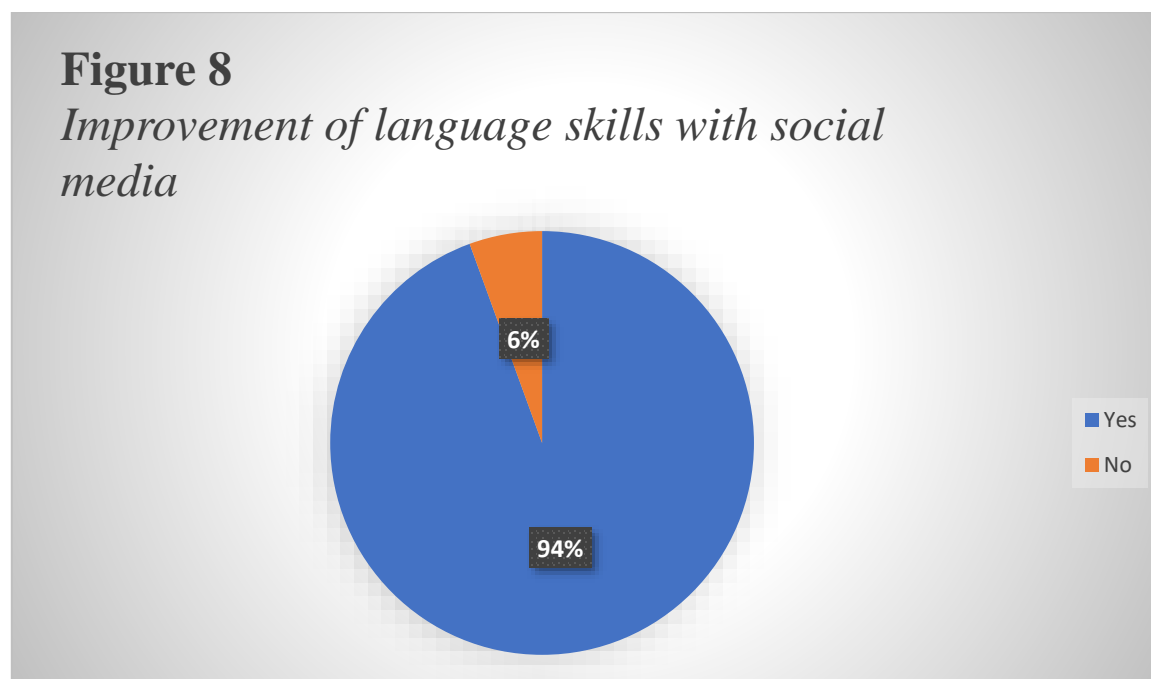
Source: Taken from the Students' Questionnaire.

The previous graph displays that 17 students (94%) assure to have learned something about the English language from social media, against only one student (6%)

who claims the opposite. Thus, it is perceptible that in this technological era, social networks exert a great influence on students. This means that while they have been using these platforms in their spare time, they have also acquired randomly new knowledge about the English language. So, it is meaningful to realize the fact that perhaps many pupils entered one social network to simply spend time, but they ended up learning something important while scrolling down on their phone screens.

The seventh question was: Do you think that social media can help you improve your English language skills? Their answers are shown in the following graph:

Figure 8



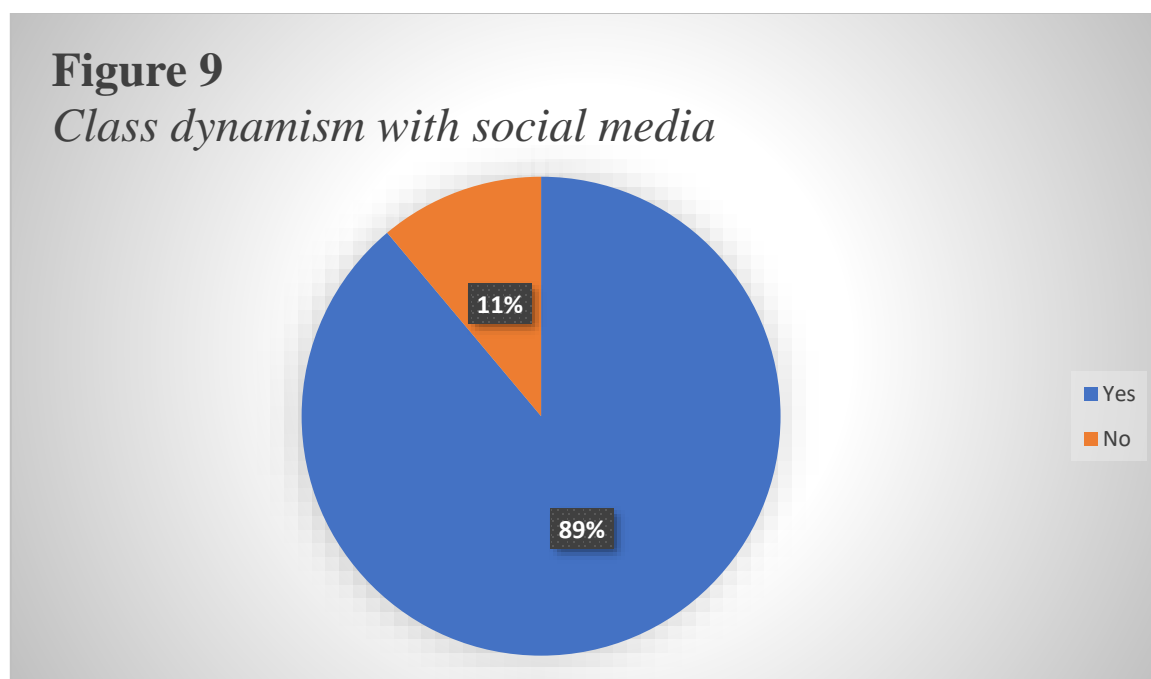
Note. The survey item read as follows: Do you think that social media can help you improve your English language skills?

Source: Taken from the Students' Questionnaire.

Respecting the graph above, 17 students (94%) claim that social media can help them enhance their English language skills, against only one student (6%) who thinks the opposite. Again, with these results it is evident how aware the students are about the potential that social media must help them improve their language proficiency.

The eighth question was: Do you think that social networks add more dynamism to the class? Their answers are shown in the following graph:

Figure 9



Note. The survey item read as follows: Do you think that social networks add more dynamism to the class?

Source: Taken from the Students' Questionnaire.

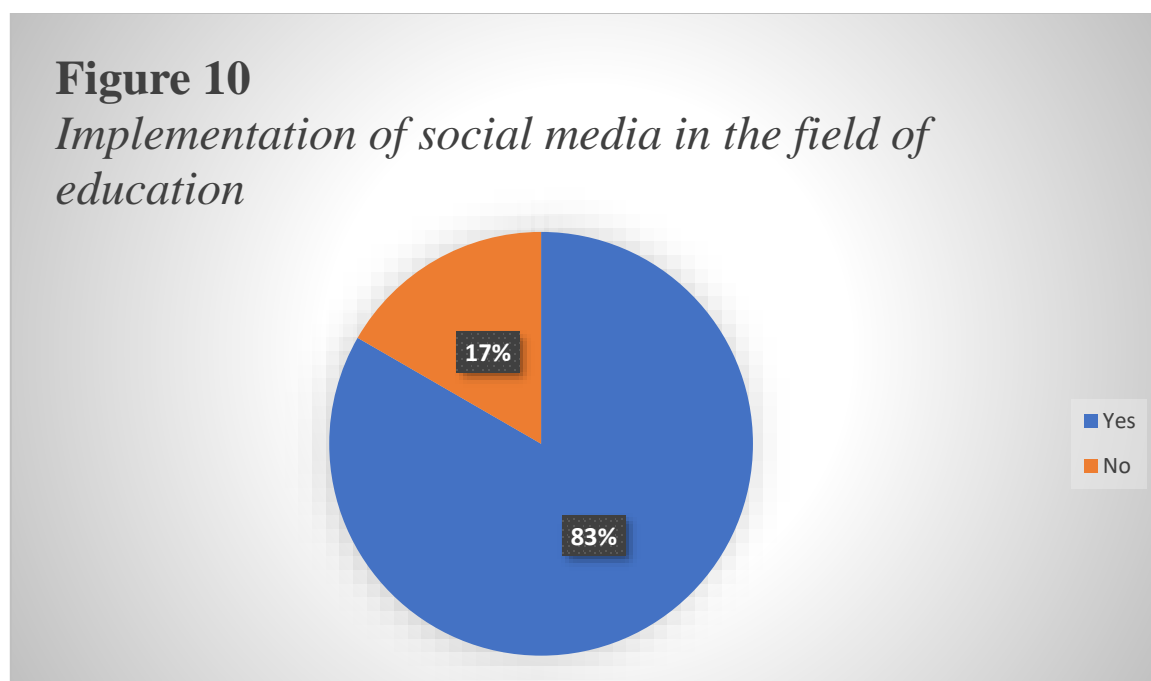
According to the previous graph, 16 students (89%) assert that the class becomes more dynamic when social networks are introduced in the lesson, and 2 students (11%)

believe that these applications do not contribute to the dynamism of the class.

Consequently, the majority agree that the class can be more dynamic and engaging if social media are used in the learning process, so both schools and educators should pay attention to these viewpoints because it can lead to a more enjoyable atmosphere for the students.

The ninth question was: Do you believe that social media should be implemented as tools in the field of education? Their answers are shown in the following graph:

Figure 10



Note. The survey item read as follows: Do you believe that social media should be implemented as learning tools in the field of education?

Source: Taken from the Students' Questionnaire.

The graph above exposes that 15 students (83%) believe that social media should be implemented in the field of education, and 3 students (17%) believe that is not necessary.

Therefore, it is again noticeable that most of the students assure that social media can function as didactic resources that can help them to acquire more knowledge, and in this way expand the perception of social networks so that they can be used as teaching tools that foster their learning.

For the second specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, an oral pretest with a rubric was used to measure the initial level of the students' speaking skill in a traditional way, which means that nonsocial network was utilized at this point.

The results obtained in this oral pretest are displayed in the chart below. It shows the grade obtained by each student:

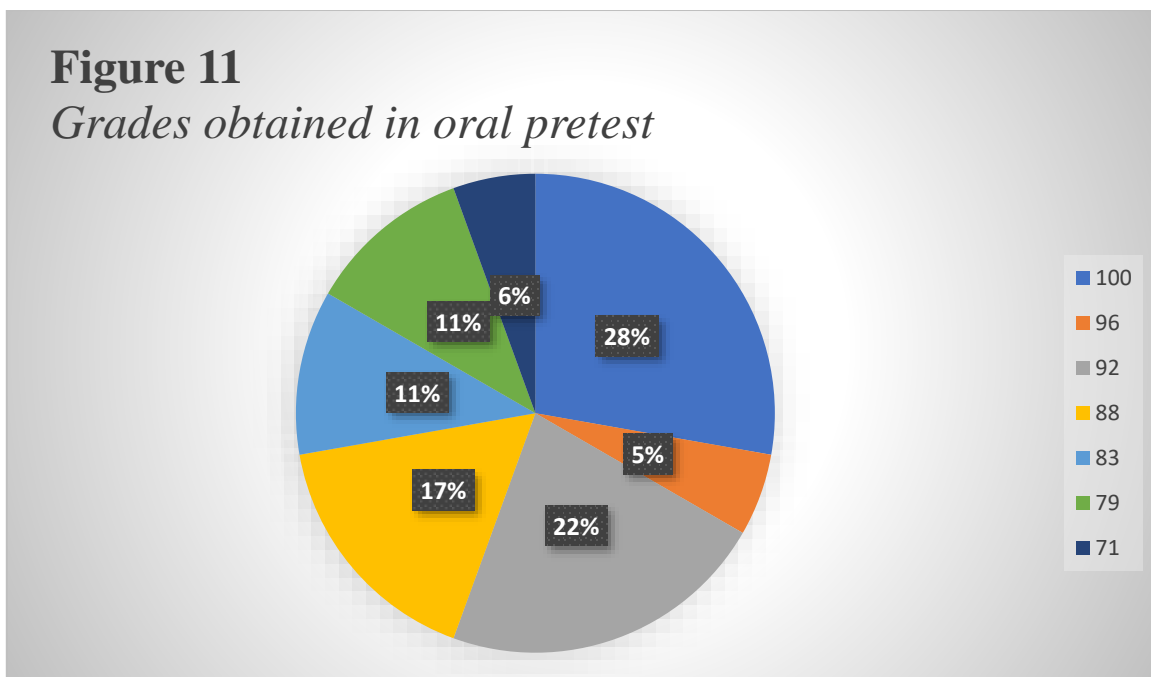
Table 5

Grades obtained by each student in the oral pretest

Student	Grade obtained
Student 1	100
Student 2	100
Student 3	92
Student 4	88
Student 5	92
Student 6	79

Student 7	92
Student 8	79
Student 9	96
Student 10	88
Student 11	100
Student 12	83
Student 13	88
Student 14	83
Student 15	92
Student 16	100
Student 17	100
Student 18	71
Group average	90,16

Note. The survey item read as follows: Grades obtained in the oral pretest, and group average.

Figure 11

Note. The survey item read as follows: Percentage of students that obtained each grade.

Source: Taken from the students' pretest.

The chart above shows the score obtained by each student in the oral pretest. They were evaluated with a rubric that contained the following aspects: content and organization, grammar, vocabulary, pronunciation, fluency, and command of the topic. Each student received the rubric with feedback and the final score. Moreover, the average obtained by the whole group in this pretest was 90,16. This average is provided at the end of the chart.

The graph also displays those 5 students (28%) got 100; 1 student (5%) got 96; 4 students (22%) got 92; 3 students (17%) got 88; 2 students (11%) got 83; 2 students (11%) got 79; and 1 student (6%) got 71.

As it can be observed, most of the students got very good grades in their oral performance. It is important to highlight that from the criteria evaluated; content, vocabulary and command of the topic were the easiest aspects for the students along the presentation, whereas grammar, pronunciation and fluency were the components in which they made more mistakes.

Also, the group average shows that learners are very good at the speaking skill since they are able to express themselves about different themes in a very accurate and understandable way. Although they made some common mistakes, those details can be perfectly enhanced during their learning process.

Then, an oral posttest with the same rubric was used to measure the level of the students' speaking skill when using TikTok. The results obtained in this oral posttest are displayed in the chart below. It shows the grade obtained by each student:

Table 6

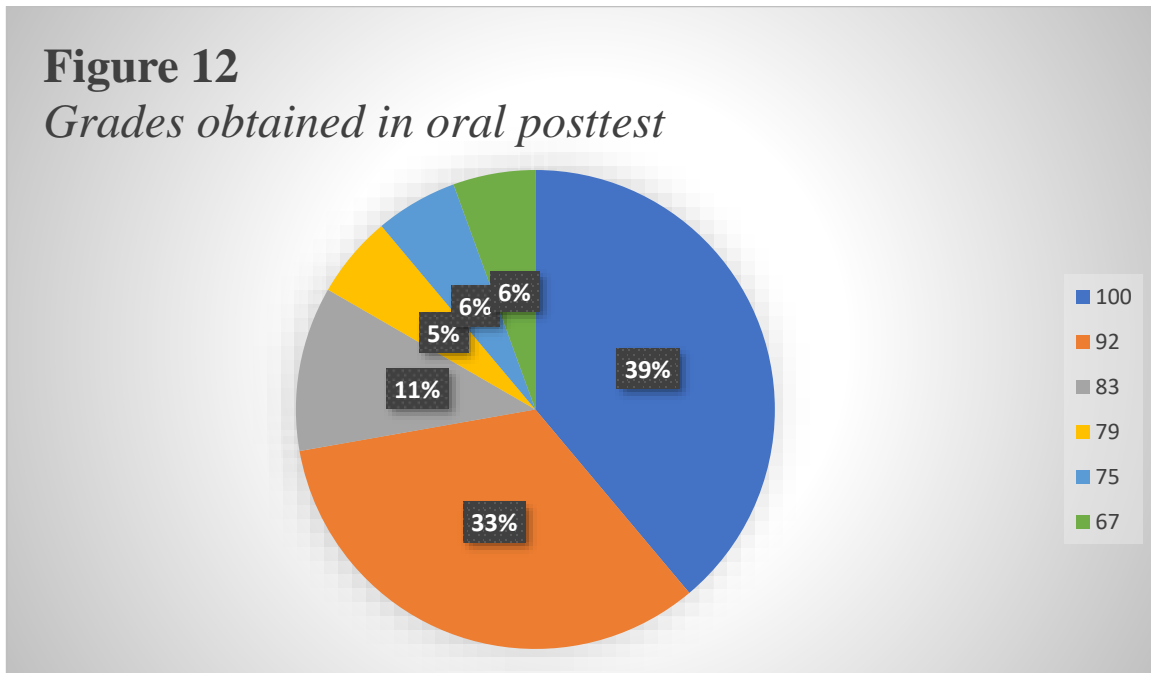
Grades obtained by each student in the oral posttest

Student	Grade obtained
Student 1	92
Student 2	100

Student 3	83
Student 4	92
Student 5	100
Student 6	83
Student 7	100
Student 8	79
Student 9	100
Student 10	92
Student 11	100
Student 12	92
Student 13	92
Student 14	67
Student 15	92
Student 16	100
Student 17	100
Student 18	75
Group average	91,05

Note. The survey item read as follows: Grades obtained in the oral posttest, and group average.

Figure 12



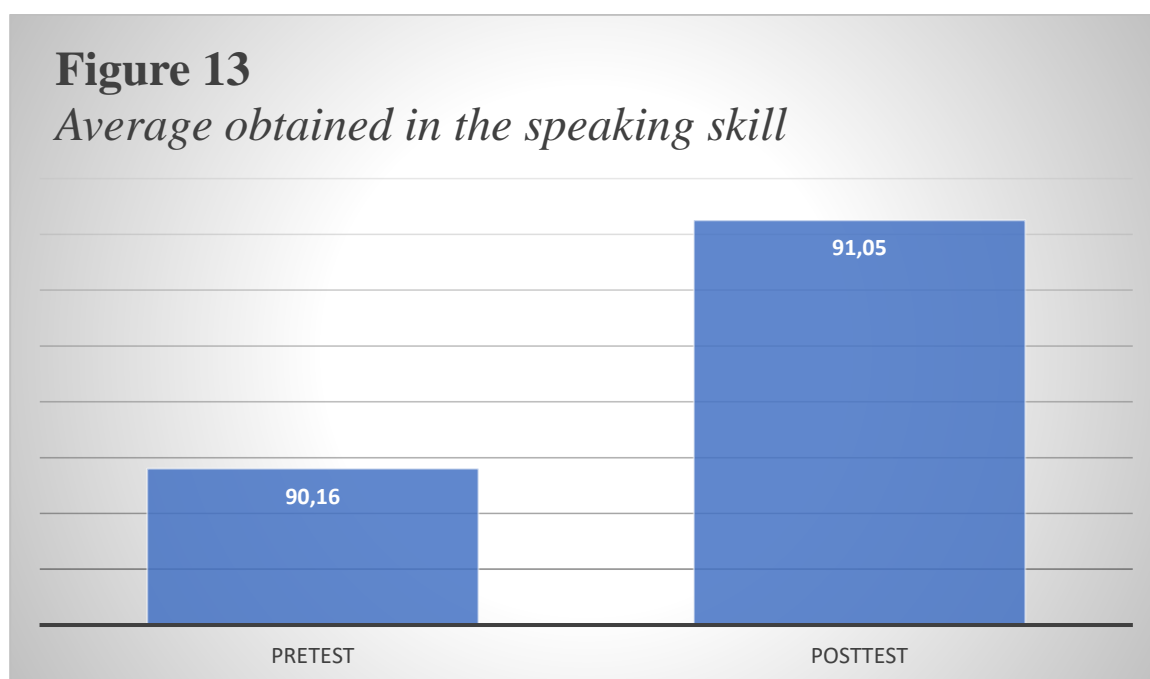
Note. The survey item read as follows: Percentage of students that obtained each grade.

Source: Taken from the students' posttest.

The chart above shows the score obtained by each student in the oral posttest. They were evaluated with the same rubric applied in the pretest, so the students were evaluated with the same criteria. Each student received the rubric with feedback and the final score. Moreover, the average obtained by the whole group in this posttest was 91,05. This average is provided at the end of the chart.

The graph also displays those 7 students (39%) got 100; 6 students (33%) got 92; 2 students (11%) got 83; 1 student (6%) got 79; 1 student (6%) got 75; and 1 student (6%) got 67.

Figure 13



Note. The survey item read as follows: Group average obtained in the pretest without social media, and group average obtained in the posttest while using social media.

Source: Taken from the students' pretests and posttests.

In the graph above, it can be observed that regarding the speaking skill, there was an increase of 0,89% in the oral posttest, which shows that there was a slight improvement in this skill after using social media. It should be noted that although it is a very slight increase, it is an important improvement that shows that the use of these platforms did contribute in a certain way to strengthening this ability.

For the third specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, a written pretest with a rubric was used to measure the initial level of the students' writing skill in a traditional way, which means that none social network was utilized at this point.

The results obtained in this written pretest are displayed in the chart below. It shows the grade obtained by each student:

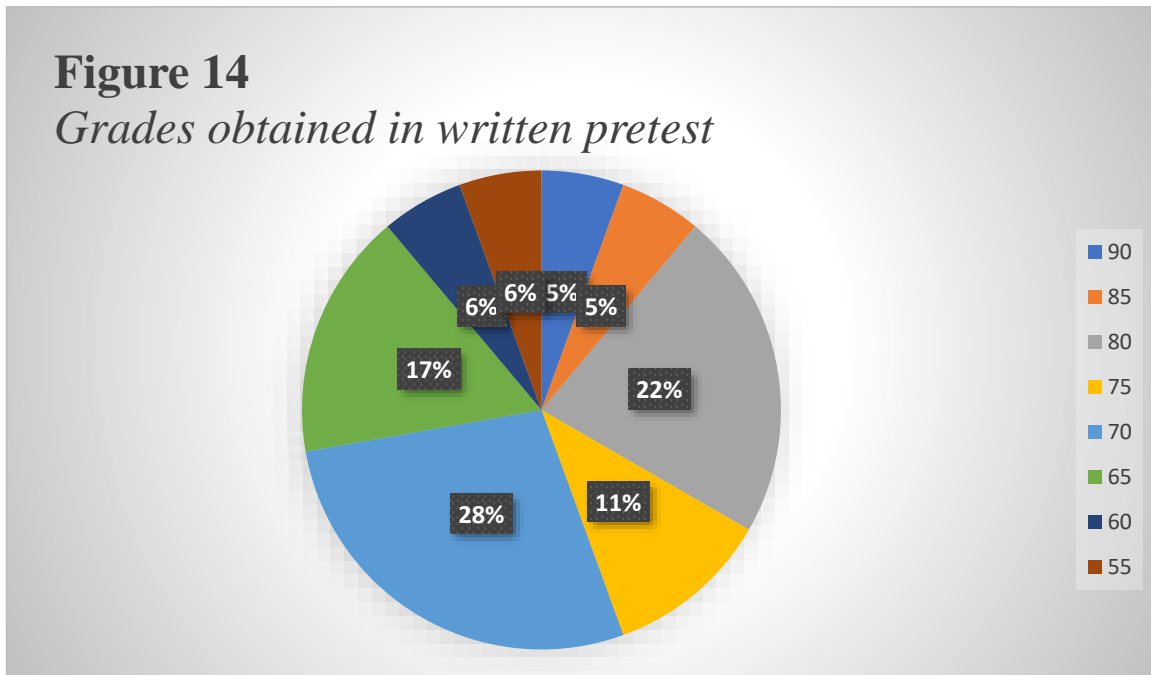
Table 7

Grades obtained by each student in the written pretest

Student	Grade obtained
Student 1	80
Student 2	80
Student 3	70
Student 4	65
Student 5	80
Student 6	70
Student 7	65
Student 8	55
Student 9	75

Student 10	70
Student 11	85
Student 12	75
Student 13	70
Student 14	70
Student 15	65
Student 16	90
Student 17	80
Student 18	60
Group average	68,05

Note. The survey item read as follows: Grades obtained in the written pretest, and group average.

Figure 14

Note. The survey item read as follows: Percentage of students that obtained each grade.

Source: Taken from the students' pretest.

The previous chart displays the score obtained by each student in the written pretest. They were evaluated with a rubric that contained the following aspects: organization and content, grammar, spelling, mechanics, and vocabulary. Each student received the rubric with feedback and the final score. Moreover, the average obtained by the whole group in this pretest was 68,05. This average is provided at the end of the chart.

Also, the graph shows that one student (6%) got 90; one student (6%) got 85; four students (22%) got 80; two students (11%) got 75; five students (28%) got 70; three students (17%) got 65; one student (6%) got 60; and one student (6%) got 55.

It is noticeable that there is a wide variety of scores from low to good ones regarding their written performance. Also, from the criteria evaluated; organization and content, as well as vocabulary were the aspects the students developed better along the task, whereas grammar, spelling and mechanics were the components in which they made more mistakes.

Comparing the average obtained in the speaking skill with the average obtained in the writing skill, it is perceptible that students are having more difficulties in developing their ideas in a written form rather than orally. Nevertheless, those aspects can also be enhanced during their learning process.

Then, a written posttest with the same rubric was used to measure the level of the students' writing skill when using Instagram. The results obtained in this written posttest are displayed in the chart below. It shows the grade obtained by each student:

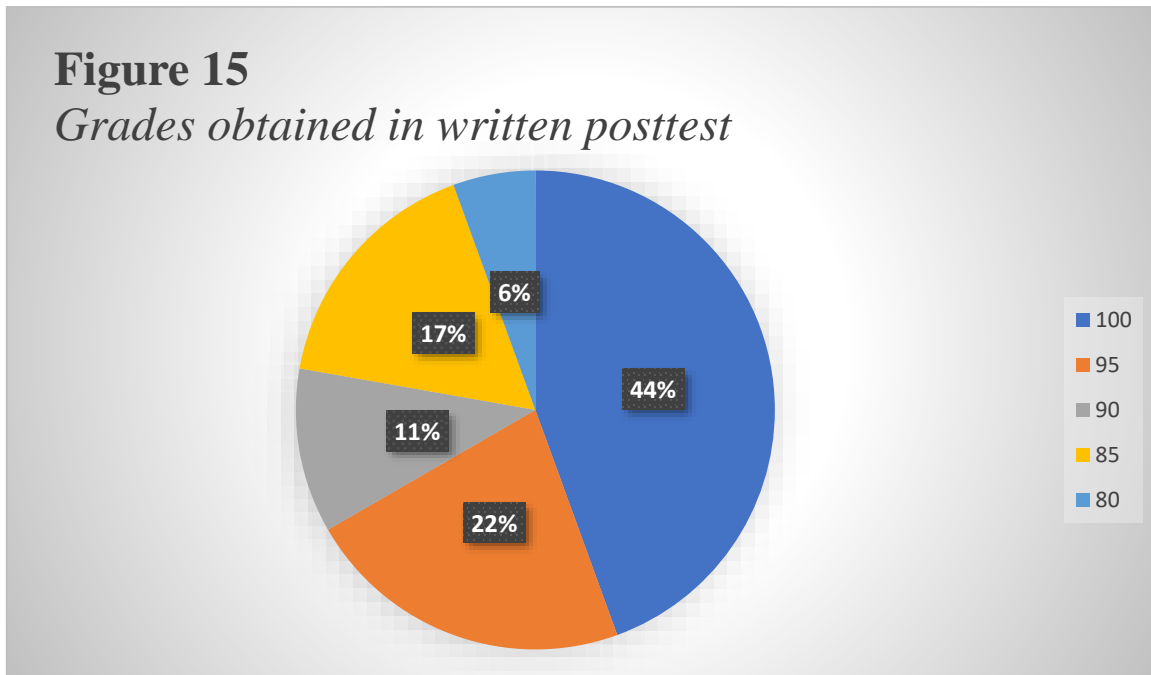
Table 8

Grades obtained by each student in the written posttest

Student	Grade obtained
Student 1	90
Student 2	100
Student 3	85
Student 4	90
Student 5	85

Student 6	95
Student 7	100
Student 8	100
Student 9	100
Student 10	100
Student 11	95
Student 12	100
Student 13	95
Student 14	95
Student 15	85
Student 16	100
Student 17	100
Student 18	80
Group average	94,16

Note. The survey item read as follows: Grades obtained in the written posttest, and group average.

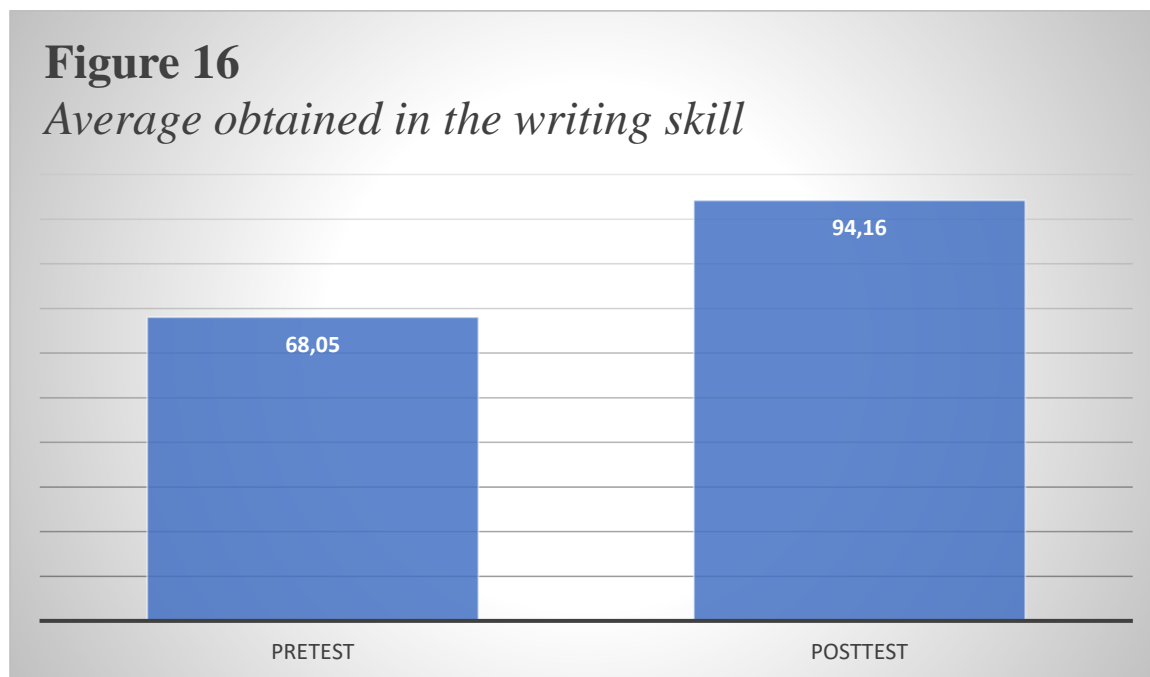
Figure 15

Note. The survey item read as follows: Percentage of students that obtained each grade.

Source: Taken from the students' posttest.

The chart above shows the score obtained by each student in the written posttest. They were evaluated with the same rubric applied in the pretest, so the students were assessed with the same criteria. Each student received the rubric with feedback and the final score. Moreover, the average obtained by the whole group in this posttest was 94,16. This average is provided at the end of the chart.

Also, the graph shows that eight students (44%) got 100; four students (22%) got 95; two students (11%) got 90; three students (17%) got 85; and one student (6%) got 80.

Figure 16

Note. The survey item read as follows: Group average obtained in the pretest without social media, and group average obtained in the posttest while using social media.

Source: Taken from the students' pretests and posttests.

Related to the writing skill, there was an increase of 26,11% in the written posttest, which shows that there was a major improvement in this skill after using social media. This important improvement demonstrates that the use of these platforms, following the cooperative learning approach immersed in the Constructivist Theory, contributed significantly to strengthening this ability.

For the fourth specific objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during

the third quarter of 2022, four observations were applied along the process (two with TikTok and two with Instagram). The results obtained in these observations are displayed in the forthcoming tables:

Table 9*Observation #1*

Category: Speaking skill with TikTok

Objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort, and confidence.

Question	Answers	Analysis of the answers
#1 Do the students show a positive attitude at the beginning of the class?	All the students showed a very positive attitude to start using the application and do the task.	Social media represent a striking resource for students nowadays, therefore their attitude becomes more positive. It is always a challenge for educators to catch the attention of the students and ensure that they maintain a positive attitude from the beginning. However, social

#2 Do the students participate actively in the whole class by investing sufficient time for the assignment?

The whole class participated actively throughout the lesson by investing sufficient time to carry out the task.

networks are awesome resources to stimulate a good disposition in students, and capture their awareness not only at the beginning, but along the lesson.

Participation raised significantly during the lesson since all learners were very committed with the assignment, because of using this application. Bringing new educational tools and especially if they are related to technology, motivates a lot the students to the point that their participation remains active in the whole lesson. In a classroom, there are always students who participate constantly, and others who barely do it when they are directly asked by their teachers;

		thus, these technological strategies contribute to reduce this issue.
#3 Do the students have any inconvenience when using the application?	Only two students faced minor inconveniences with the application: one student who claimed himself as a not very technological person and needed the assistance from a classmate to open the profile step by step; besides another student who was having some issues related to the settings, since the platform did not let her follow any classmates. So, she had to delete the account and open a new one, and she could solve the issue successfully.	Although there were a few inconveniences, the current generation of students is very technological, and knows how to handle all these applications very well. Besides, when someone encounters an issue, they help one another and solve the problem easily and quickly. This is the result of this globalized world we are living in because these students have been part of the advancement of technology and have been using lots of technological devices and platforms, which is an advantage since they know in advance how to manage them.

#4 Do the students feel comfortable using the platform?	Almost everyone felt comfortable while using this social network, but there were only three students who were a bit reluctant. However, it is important to mention that they felt that way due to the fact of adding a profile picture, but not in terms of using the platform.	Since it is an attractive platform and they know how it functions, the students feel comfortable, especially because the application offers lots of features such as background effects, text, sounds, among others. Therefore, this can be an excellent alternative for the students who usually feel a little bit uncomfortable when they must speak English, since they can apply their oral skills in a virtual environment where they do not feel the pressure of being in front of all their classmates.
#5 Do the students feel confident using the platform?	Taking about their confidence, only one student was a little bit nervous to record and post the video since he struggles a lot with the language, and it took him more time than usual. Nevertheless, he fulfilled the task accurately.	Confidence is one of the most noticeable characteristics within the students because many of them have used the platform before and know how to use it appropriately. This soft skill is also enhanced due to the close relationship they have

#6 Does the direct contact with peers through the platform help the students to engage more with the class assignment?

They helped one another, liked, and commented their videos, which it helped them to be more engaged with the assignment.

with social networks, and the constant use they make of them. Moreover, it brings a positive outcome to the English class because the pupils leave certain feelings aside such as fear or insecurity, and instead they increase a lot their confidence with the language.

Social interaction is an essential component among the students, and this platform allows them to have this direct contact, which undoubtedly helps to increase their engagement. The fact of learning a foreign language requires a lot of interaction among peers, and social media represent a different environment where they can learn from each other and keep an active

<p>#7 Do the students look more motivated with the English class when using social media as an innovative process?</p>	<p>All the students looked much more motivated as a result of an innovative process.</p>	<p>communication, causing their engagement to increase.</p>
<p>#8 Are feedback and collaboration effective ways for students to correct mistakes and increase participation?</p>	<p>They commented each other their videos and provided feedback regarding the language, which fostered their participation along the lesson.</p>	<p>Technology and social networks catch the attention of the students; thus, their motivation increases remarkably. Nowadays, teachers can make use of these attractive platforms to encourage the motivation of the students during the English class and vary all the traditional strategies that are repetitive and uninteresting for many pupils.</p>
<p>#8 Are feedback and collaboration effective ways for students to correct mistakes and increase participation?</p>	<p>They commented each other their videos and provided feedback regarding the language, which fostered their participation along the lesson.</p>	<p>Participation increases a lot with this platform because all the students are very excited to see what other classmates have written to them as feedback, and to reply. With this collaborative work, they are learning together through social</p>

media, and they realize that this essential process can also be carried out in virtual environments provided by these networks.

Table 10

Observation #2

Category: Writing skill with Instagram

Objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

Question

Answers

Analysis of the answers

#1 Do the students show a positive attitude at the beginning of the class?

All the students were eager to use another social network, so they demonstrated a very positive attitude since the beginning of the class.

Instagram is one of the most popular social networks among teenagers, and it was not the exception with these students. Their attitude was very positive since they were expecting to know how to use this platform to boost the writing skill. Although they have used this application and know how it functions, it was captivating for them to use it as an educational tool, and this enhances their positive attitude from the introduction of the lesson.

#2 Do the students participate actively in the whole class by investing sufficient time for the assignment?

Their participation was active during the class activity, and all of them invested sufficient time to write their posts in the most accurate way.

This platform contributed to the active participation of the students throughout the class because it was very attractive for them to post photos or videos of the assigned topic, and describe them in detail. Introducing a new tool in

<p>#3 Do the students have any inconvenience when using the application?</p>	<p>The learners did not encounter any inconvenience; only one student required guidance from a classmate to open the profile, but he did it successfully.</p>	<p>the lesson represents a change in the routine of the students, which arises their curiosity and encouragement, and as a result their participation increases.</p> <p>Currently, social media management is one of the greatest strengths of students. Thus, it turns out to be quite easy for them to make use of these platforms, as well as all the features they offer. Due to the technological environment, they have been surrounded by, many students find easy to manipulate different platforms, and even help those who might not be that good in this area.</p>
<p>#4 Do the students feel comfortable using the platform?</p>	<p>Everyone felt comfortable using the platform, which made the activity flow precisely.</p>	<p>Since this was a very different space where they could write, rather than using traditional</p>

materials such as books or notebooks, it helped the students to feel very comfortable. Making use of an application like this helps dynamize the lecture, and this is one of the main reasons by which they feel comfortable accessing the platform to perform the task.

#5 Do the students feel confident using the platform? All learners looked confident while using the platform.

Since the students are good at using social networks, this aspect contributed to increase their confidence, not only when making use of the application, but along the class in general. The fact that the pupils have used this platform before with their personal profiles makes them feel confident, besides that they feel interested in the task because they are given the opportunity

<p>#6 Does the direct contact with peers through the platform help the students to engage more with the class assignment?</p>	<p>The direct contact among peers throughout the writing process, and comments from their classmates contributed to increase their participation way too much.</p>	<p>to apply their writing skills in a different and innovative space.</p> <p>Social media and the direct contact that these networks offer are components that help the students feel more engaged with different class assignments. Social media offer a lot of advantages that can bring positive outcomes to the lesson, and the interaction through the application is one of the main reasons that contribute to encourage the participation of the students.</p>
<p>#7 Do the students look more motivated with the English class when using social media as an innovative process?</p>	<p>All the students looked much more motivated because of an innovative process included in their English class.</p>	<p>Social networks are great resources to add more dynamism to the lesson, and to boost the students' motivation notably. Educators must constantly update their teaching strategies to</p>

maintain the attention and interest of students, and social networks are tools that help reach this objective because it is noticeable how motivated the students become when these platforms are used as pedagogical resources.

#8 Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

As it happened with the other social network, feedback took a very important role because everybody was looking forward to seeing their classmates' comments to correct the mistakes they could identify.

Feedback is an important aspect along the process of learning a foreign language, which can be strengthened with the help of social media because the students provide each other comments as part of collaboration among peers. This process also dynamizes the lesson and encourages the motivation and participation of the students because they take an important role of providing suggestions for their peers, which makes them feel that their participation is

essential in the final stage related to the correction of common mistakes.

Table 11

Observation #3

Category: Speaking skill with TikTok

Objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort, and confidence.

Question

Answers

Analysis of the answers

#1 Do the students show a positive attitude at the beginning of the class?

Since the beginning of the class, all the students showed a positive attitude, and were very excited to know the new topic that they had to speak about on this platform.

Since the students had used this application before, they already knew the dynamic and were expecting positively to start practicing their speaking skills with this platform. One aspect that helps to strengthen a positive reaction in the students is the usage of new didactic strategies to vary the lesson, and this is the reason why the learners were very enthusiastic because they could manage a tool that they like a lot, but this time with a pedagogical purpose.

#2 Do the students participate actively in the whole class by investing sufficient time for the assignment?

Once the theme was said and the guidelines were delivered, all the pupils invested enough time on the creation of the video and participated actively.

The fact of using this network for the second time in the class, and the attractive options it offers contribute to encourage their participation and time invested to fulfill the task. TikTok is an application that has grown a lot in recent years

#3 Do the students have any inconvenience when using the application?

In this occasion, no one had any issue with the application since they had already got used to this social network, and the class dynamic when they made the first task.

and is currently at a very high point of popularity, especially among teenagers. Thus, this aspect motives the students outstandingly all over the lesson, and this causes students to submit quality assignments due to the effort they put into them.

Students nowadays handle technology very well, and social media are not the exception. They are linked to this globalized world, and these applications are part of their daily lives. This is a great advantage for them because as time passes by, technology improves even more and provides better resources; therefore, from now on they are getting ready for the new technological challenges that the future will bring.

#4 Do the students feel comfortable using the platform?	Related to their comfort, it increased more than the first time because many of them were using some effects and editing their videos in a fun way, which caused that they really enjoyed the activity.	This platform is very striking for them due to all the features that they can apply, which makes the pupils feel very comfortable, and spend a fun time while practicing their speaking skills. Moreover, many students are very sociable and like technology a lot, so both aspects are a good combination for them to feel comfortable and willing to take new challenges regarding this field.
#5 Do the students feel confident using the platform?	Everybody was very confident with this platform along the whole assignment.	This network encouraged their confidence since they were talking in a very different environment, where they could it at their own pace and in a creative way. This is an interesting detail because this platform can help those students who usually feel ashamed or afraid to

#6 Does the direct contact with peers through the platform help the students to engage more with the class assignment? They interacted constantly by providing comments to one another, and this contact stimulated their engagement with the class assignment.

speak English in front of the class, but recording themselves on this application can be an alternative to strengthen their security, and leave aside those feelings that affect them whereas speaking.

Social interaction is an essential stage when studying a foreign language because the students expand their knowledge from their peers, besides that this encourages their participation. This contact in the platform through different reactions and comments is another feature that encourages their participation along the lecture because the students experience an innovative method to interact among them, changing the

traditional strategy of receiving feedback from the teacher only.

#7 Do the students look more motivated with the English class when using social media as an innovative process?

All learners were quite motivated, and it could be heard from many of them very positive comments regarding the activity, and how much they were enjoying it.

Introducing a new strategy to the lesson, especially if it is related to technology, helps to spark the students' motivation to a higher level. This is one of the greatest challenges that current educators have, since this field should evolve constantly to provide quality education. Hence, social networks can be an ally to motivate students, and make them willing to participate actively.

#8 Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

All the students were willing to provide feedback to their classmates. Moreover, when they were reading the comments, they realized the importance of this stage because they were

Feedback was a way to promote collaboration among the students, and it turned to be a very effective strategy because the students were really interested in correcting the errors for

told about mistakes that they had not even noticed before.

future presentations. Also, this represents a distinctive methodology to boost cooperation in the classroom because they give recommendations to their classmates, receive back the same, and fix mistakes that help them to enhance their English level.

Table 12

Observation #4

Category: Writing skill with Instagram

Objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

Question	Answers	Analysis of the answers
#1 Do the students show a positive attitude at the beginning of the class?	Their excitement and positive attitude were outstanding since the beginning of the lesson.	Changing the traditional strategy of using a notebook or book to write down about a topic and introducing a new one that offers them a virtual space to put into practice the writing skills, rises the positive attitude of the students. Innovation is a key element in education because many students perceive that several classes are very repetitive, and that the same strategies are used but with different topics. This is the reason by which learners notice a major difference with the use of this platform because the common

<p>#2 Do the students participate actively in the whole class by investing sufficient time for the assignment?</p>	<p>All the students participated actively throughout the class, and accomplished the task assigned.</p>	<p>cycle of the lesson changes, and as a result their positive attitude is encouraged.</p> <p>Participation intensifies notoriously when the students are given the opportunity to use technological resources, since they feel that the lecture takes a different turn in which they continue to learn, but in an innovative way. In the case of Instagram, the students were very excited because some of them expressed that the writing skill is normally taught in a monotonous manner, referring to the traditional task of writing about something in their notebooks. Nevertheless, with the use of this network as a platform to practice the writing skill, the students</p>
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participated actively due to the change in the usual routine.

#3 Do the students have any inconvenience when using the application?

No one faced any issue because they had already got used to this social network, and the class dynamic when they made the first task.

Technology and modern applications are aspects that students handle effectively. Indeed, if something happens, they find the method to solve it quickly. Besides, this is also an advantage for teachers since overall, there are not issues with the use of social networks, and this represents more effective time for the students to carry out the tasks. This also leads to more independent work in the students, in which the teacher has more time to monitor their assignments.

#4 Do the students feel comfortable using the platform?

All the students looked very comfortable while using the platform, especially because the posts

Providing spaces where the students feel comfortable is essential because they acquire

had to be about their pets, and this caught their attention significantly.

meaningful knowledge, and their productivity enhances much more. This application was quite captivating because it was a combination of visual aids with their written production, besides the fact of using it for the first time as a learning tool, which they perceived as an innovative change in the lesson. Consequently, all of them were very comfortable.

#5 Do the students feel confident using the platform?

Everyone felt very confident, and many of them expressed out loud positive comments about the activity whereas they worked on it. It was also interesting because they did not select one single picture, but several images and even videos, demonstrating that they were really into it.

When the students are learning a foreign language, it is crucial to guarantee spaces where they can feel confident, and social media achieve that aim. Another aspect that promoted their confidence was that this application is easy to access and gives them the opportunity to write a long text if desired, so they are not limited to

<p>#6 Does the direct contact with peers through the platform help the students to engage more with the class assignment?</p>	<p>They exchanged comments about their pets, and feedback about their pieces of writing. The pupils looked very satisfied with this interaction through the platform.</p>	<p>typing a certain number of characters like on other platforms.</p> <p>A dynamic class where learners can interact among them, help, and learn from each other encourages them to participate more along the lesson. Instagram, as any other social media, provides several ways of interaction, which at the same time encourages the participation of the students at a higher level. Therefore, this is an alternative that educators can consider regarding the writing skill, so that the students can use a different space, and their outcomes can be improved compared to the traditional methodology.</p>
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<p>#7 Do the students look more motivated with the English class when using social media as an innovative process?</p>	<p>All the students were rather motivated writing their posts and looking at their classmates’.</p>	<p>Innovative strategies that imply the use of technological resources catch the attention of the students and boost their motivation. Students know perfectly how these social networks work because they use them daily but changing their mindset to explore the features of these applications as learning tools foster the motivation in them. This means that lecturers have the responsibility of changing the class methodology often, so that pupils always encounter a reason to keep learning with motivation and commitment.</p>
<p>#8 Are feedback and collaboration effective ways for</p>	<p>Feedback contributed to the aspects mentioned before because the students were enthusiastic to receive a new notification in which their peers</p>	<p>Collaboration among the students in which they can exchange feedback one another must be included more often in the English class because</p>

students to correct mistakes and increase participation? had commented on their posts, and this also helped them to correct mistakes.

through this process, they become aware of the importance of identifying errors, and it will help them to improve their English proficiency. Furthermore, giving the students the opportunity to provide and receive feedback from their peers makes them enjoy the process more, and helps to have a variation in the way they receive feedback, since it is normal for them to receive these comments only from the teacher. Through this social process, there are several advantages such as: cooperation increases among them, they become more conscious of the mistakes pointed out by others, and participation is encouraged remarkably.

Summing up, strictly referring to whether social media encourage the motivation and participation of the students, it can be perceived from the four observations that these platforms are great tools to increase these positive feelings and attitudes along the English class.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In this chapter, there are concise conclusions based on the objectives set for this research, and the results obtained from the instruments applied throughout the investigation process. The aim of this section is to describe the scope of this research, the benefits obtained for the chosen population, as well as for other individuals who are around this population, such as other teachers and the institution itself. Besides, some recommendations are also provided for future researchers to avoid limitations, and so that the investigation can be taken to other school scenarios where it can bring positive outcomes to the field of education.

Related to the first specific objective:

To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, based on the questionnaire that the students answered, it is notorious the impact that social media have on the students since the answer to each question was mostly in favor of social networks. In this population, all of them have different social networks, the average of time they spend on these platforms is around 3-4 hours daily, especially for entertainment purposes.

Nonetheless, there is an important perception among students regarding social networks as teaching tools because all of them have used social media in an English class time ago, and everyone considers that these applications can function as learning tools. Besides, the majority have learned something related to the English language from these virtual spaces, think that their language skills can improve with social networks since they

add more dynamism to the lesson, and believe that these platforms should be used constantly in the field of education.

Therefore, there is a major awareness among the students about the role of social media in education because even though the majority use them for entertainment, they are quite conscious of the many benefits that these applications can bring to the English class. This means that even though the most common of these networks are for entertainment and socialization purposes, the students assure that they can also learn and improve their language skills with the help of social media. At the same time, this shows that the learning strategy with social networks must be exploited further in education to take advantage of the positive aspects that they entail.

Regarding the second specific objective:

To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, according to the results obtained from the pretest and posttest, there was a slight improvement in the speaking skill. It is important to remember that the students took an oral pretest in which they had to speak about a topic without the use of any social network, obtaining an average of 90,16. After using this platform during some lessons, they took an oral pretest by using TikTok, and the average obtained was 91,05.

Thus, it is essential to highlight that although there was a small enhancement between the pretest and posttest, TikTok still helped the pupils improve their speaking skill. The fact of changing the traditional strategy of speaking in front of the class to a different methodology, in which they were allowed to use a social network to record themselves

while developing a topic orally, contributed positively since the students felt more relaxed, enjoyed way too much using this application as a learning tool to put into practice their speaking, and the interaction among them when carrying out the assignment. Moreover, it can be added that using social media within the Social Constructivism theory promoted an improvement in the speaking skill of learners.

Linked to the third specific objective:

To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, based on the results obtained in the pretest and posttest, there was a significant improvement in their writing skill. First, the students took a written pretest in which they had to write about a topic, obtaining an average of 68,05. After using this platform during some lessons, they took the written posttest by using Instagram, and the average obtained was 94,16.

Therefore, the students enhanced a lot their writing skill while using social media because they changed the repetitive strategy of writing in a notebook or book, for a social network where they could write more creatively. Besides, they really enjoyed the interaction among them when they were doing the assignment, as well as the features this network offers. Here, it is remarkable one more time that social media within the Social Constructivism theory, and the writing process proposed for this research, contributed to enhance the writing skill of learners.

Finally, according to the fourth specific objective:

To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022, based on the four observations that the investigator fulfilled, it is perceptible that the students relished both social networks, and worked accurately to carry out the different assignments.

The four observations have a detail in common, which is the fact that all the students showed a very positive attitude towards these platforms, and the activities required by the researcher. There were minor issues when opening the profiles, but they were fixed quickly and did not interfere with the learning process. Additionally, their openness, willingness and enjoyment towards social media as pedagogical resources remained in all the lessons. The students were always excited to use both social networks, to interact with their classmates through these applications, to provide and receive feedback, and were looking forward to the moment when they could perform a task in both platforms.

Consequently, the motivation and participation on behalf the students were encouraged by social media significantly due to the change in the routine of the lesson, the features these applications offer, and the ease that students have to use these digital tools. Furthermore, it changed the atmosphere of the class since all the students were very glad to perform the activities on these networks. It also helped a lot those students who usually feel nervous or afraid of speaking or writing in English because they looked more confident and comfortable whereas using social media.

5.2 Recommendations

Respecting the institution, this high school has very strict policies about the use of cell phones in the class. It is not forbidden at all, but its use is quite limited due to the distraction that causes in the development of a lesson. Nevertheless, the institution made an exception with this investigation to give the students the opportunity to access these social networks. Besides, it is important to mention that although the permission was given, the principal expressed her concern about the project in terms of the comments or actions that the students could perform in both platforms, especially because it is a group in which there has been some cases of bullying. However, before opening the profiles a document with essential guidelines was displayed to the pupils to avoid problem of this nature, and at the end everything went well without any inconvenience. Therefore, this institution should show more openness to the use of these electronical devices to access social media as learning tools, always with the supervision of the teacher in charge.

In relation to other English teachers, sometimes many of them stay in a comfort zone with the same class activities, causing the lesson to be monotonous and boring for the students. Also, some educators prefer not to use them due to the fear of what may happen, however with clear guidelines and supervision always, the planned activities succeed. Hence, teachers must vary their didactic strategies and try the application of social media to foster the learning process of the students in an engaging way.

With reference to the study programs of the Ministry of Public Education, it is necessary to update the contents and strategies suggested to make use of more technology and everything that is linked to it, such as social media. These applications have a lot of

interesting features that can be very useful in an English class to help the students improve their language skills; thus, they should be taken into consideration in the curriculum to make it more dynamic and stimulating for the students.

Finally, it might be suggested to future researchers to keep trying the positive outcomes that social media bring to an English class, but also to introduce other social networks that can catch the attention of the students and apply them with the other two language skills: listening and reading. This way, there will be a wide variety of platforms to use, which allows to explore diverse features that can enhance notably the language proficiency of the students.

CHAPTER VI: PROPOSAL

6.1 Name of the proposal

Workshop about social media as learning tools in the English Class.

6.1.1 Place of development

The workshop will be implemented in Taller Pedagógico Montebello, which is located in Mercedes Sur, Heredia.

6.1.2 Population

The participant population will be twelve students from eighth grade, the English teacher in charge of that group, the English coordinator, and the principal of this high school.

6.1.3 General objective

a. To analyze the positive outcomes the social media bring to an English class in terms of the speaking and writing skills.

6.1.4 Specific objectives

- a. To show the assignments done in class to the participant population.
- b. To discuss the experience when using social media as a strategy to enhance the speaking and writing skills.
- c. To elaborate a workshop where the population chosen can use the applications to carry out oral and written tasks.

6.1.5 Description of the proposal

The population will participate in a workshop where ninth grade students will display some of their assignments in both social networks, and explain their personal experience of using these two applications to potentiate their speaking and writing skills. Besides eighth grade students, there will be other important guests, such as the teacher in charge of that group, the English coordinator and the principal, so that they can witness the results of this investigation. Moreover, eighth grade students will have the opportunity to open a profile in both platforms to perform similar activities like the ones ninth graders did, with the supervision and guidance from students of ninth grade. Finally, the workshop will finish with a class discussion where eighth grade students can exchange opinions about the experience of utilizing social media in the English class to potentiate these important language skills.

This proposal will be implemented at the beginning of the school year 2023.

6.1.6 Timeline

There will be four sessions to develop the workshop as follows:

Session #1

Date: Monday, March 06th, 2023

Time	Contents	Teaching activities	Student learning activities
07:30 to 07:50 am	1. Introduction	1.1 The researcher introduces the topic of social media through a video. https://www.youtube.com/watch?v=h2_VPRO7IH0 1.2 The researcher asks for comments about the video.	1.1.1 The students watch attentively the video. 1.2.1 The students share their comments.
07:50 to 08:30 am	2. Video samples	2.1 Ninth grade students show some samples of activities carried out on both social media.	2.1.1 Eighth grade students watch the videos.
08:30 to 08:50 am	3. Closure	3.1 Ninth grade students provide a space for questions and comments.	3.1 Eighth grade students express comments and questions about the experience that ninth graders had with those social media as learning tools.

Session #2

Date: Wednesday, March 08th, 2023

Time	Contents	Teaching activities	Student learning activities
07:30 to 07:40 am	1. Introduction	1.1 The researcher introduces TikTok as a new tool to use in the English class.	1.1.1 The students pay attention to the explanation.
07:40 to 08:00 am	2. TikTok	2.1 Ninth grade students explain the instructions to open a profile on TikTok with educational purposes.	2.1.1 Eighth grade students pay attention to the instructions and open a profile on this platform. This profile has to be different from the one they already have.
08:00 to 08:30 am	3. Implementation of TikTok	3.1 Ninth grade students with guidance from the researcher ask eighth graders to use TikTok to record their oral presentation about a topic provided.	3.1 Eighth grade students record their oral presentation on TikTok.
08:30 to 08:50	4. Video samples	4.1 Ninth grade students give the opportunity to eighth graders to display some of their videos.	4.1 Eighth grade students show their videos and share their experience about doing this task.

Session #3

Date: Friday, March 10th, 2023

Time	Contents	Teaching activities	Student learning activities
07:30 to 07:40 am	1. Introduction	1.1 The researcher introduces Instagram as a new tool to use in the English class.	1.1.1 The students pay attention to the explanation.
07:40 to 08:00 am	2. Instagram	2.1 Ninth grade students explain the instructions to open a profile on Instagram with educational purposes.	2.1.1 Eighth grade students pay attention to the instructions and open a profile on this platform. This profile has to be different from the one they already have.
08:00 to 08:30 am	3. Implementation of Instagram	3.1 Ninth grade students with guidance from the researcher ask eighth graders to use Instagram to write a description about a topic provided.	3.1 Eighth grade students write their description on this platform.
08:30 to 08:50	4. Writing samples	4.1 Ninth grade students give the opportunity to eighth graders to display some of their writings.	4.1 Eighth grade students show their writings and share their experience about doing this task.

Session #4

Date: Monday, March 13th, 2023

Time	Contents	Teaching activities	Student learning activities
07:30 to 08:30 am	1. Group discussion	1.1 The researcher leads a group discussion about the experience of using social media in the English class to encourage the speaking and writing skill.	1.1.1 Eighth and ninth grade students exchange their opinions and perspectives about their experience with these two social networks as learning tools.
08:30 to 08:50 am	2. Conclusions	2.1 The researcher asks for the main conclusions from the previous group discussion related to social media as learning tools in the English class.	2.1.1 Eighth and ninth grade students express their main conclusions on social media as tools to improve their English language skills.

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APPENDIXES



Appendix A

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: social media, didactic resources.

Indicators: entertainment, socialization, academic purposes.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #1

Date: Monday, September 26th, 2022

Time	Contents	Teaching activities	Student learning activities
12:20 to 12:50 pm	1. Introduction	1.1 The researcher introduces the topic of social media through a video. https://www.youtube.com/watch?v=h2_VPRO7IH0	1.1.1 The students watch attentively the video.

		1.2 The researcher asks for comments about the video.	1.2.1 The students share their comments.
12:50 to 01:10 pm	2. Questionnaire	2.1 The researcher shares a Google form questionnaire with questions about social media to analyze the perception that students have on these applications.	2.1.1 The students answer the questionnaire individually.
01:10 to 01:40 pm	3. Closure	3.1 The researcher makes small groups randomly.	3.1 The students exchange their opinions about social media with the group assigned: use, advantages and disadvantages, etc. 3.2 Each group shares the final thoughts with the whole group.

Appendix B

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: social media, didactic resources.



Indicators: entertainment, socialization, academic purposes.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of questionnaire applied: _____

Questionnaire for students

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To identify the importance that students give to the implementation of social media as didactic resources in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: social media, didactic resources.

Indicators: entertainment, socialization, academic purposes.

Instructions: With the investigator's help, read carefully and answer the following questions by selecting the option that best describes your situation in each question.

Gender: Male Female Other

1. Do you have any social network? If your answer is "no", go to question #4.

Yes No

2. What is the average that you spend on social media every day?

10 to 30 minutes 30 min to 1 hour 1-2 hours per day 3-4 hours or more 5 or more hours

3. What do you use social media for? You can select more than one option.

Entertainment Socialization Learning All of them

4. Have you ever used any social media as a learning tool in the English class?

Yes No Sometimes

5. Do you consider that social networks can also function as learning tools?

Yes No

6. Have you ever learned something about the English language from social media?

Yes No Sometimes

7. Do you think that social media can help you improve your English language skills?

Yes No

8. Do you think that social networks add more dynamism to the class?

Yes No

9. Do you believe that social media should be implemented as tools in the field of education?

Yes No

Appendix C

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #2

Date: Wednesday, September 28th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 07:45 pm	1. Introduction	1.1 The researcher introduces the concept “speaking skill” and asks for words or ideas	1.1.1 The students go to the board and write words or ideas about “speaking skill”.

that come to their minds when they think about it.

2.1.1 The students get in groups, and start preparing their oral presentation based on the topic given: **My favorite outdoor space**.

07:45 to
08:10 am

2. Organization

2.1 The researcher divides the class into small groups. The groups will be assigned a topic to make an oral presentation.

08:10 to
08:50 pm

3. Oral
presentations

3.1 The researcher asks each group to display their oral presentation in the traditional way (without any social network).

3.1.1 All groups go to the front and present their topics orally.

3.2 The researcher uses a rubric to assess the presentations (oral pretest)

3.2.1 The students pay attention to the feedback.

Appendix D

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.



Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of pretest applied: _____

Oral pretest

The **purpose** of this pretest is to evaluate the oral English proficiency of the students with an **oral presentation** carried out **in a traditional way** **(without any social media)**.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

Instructions: In groups of three, the students prepare an oral presentation about a topic assigned by the investigator. They present it in a traditional way (standing in front and without the use of any social network). Even though the students work in groups, each will be evaluated individually.

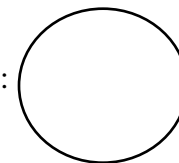
Student's name: _____

Topic to develop in the oral presentation: _____

Total points: 24

Points obtained: _____

Grade:



Criteria / Performance	<u>Rubric</u>			
	1 Needs improvement	2 Fair	3 Good	4 Excellent
Content/ Organization	It does not clearly define subject and purpose: provides weak or no support of topic, gives insufficient support for ideas.	It attempts to define purpose and subject: provides weak examples, facts, descriptions, ideas, which do not adequately support the topic.	It has somewhat clear purpose and subject: some examples, facts, descriptions. It includes some data to support the ideas.	It provides clear purpose and subject: pertinent and many examples, facts, descriptions, ideas.
Grammar	The oral presentation has more than ten grammar mistakes.	The oral presentation has from six to ten grammar mistakes.	The oral presentation has from one to five grammar mistakes.	The oral presentation has no grammar mistakes.
Vocabulary	The oral presentation has been developed with weak vocabulary that requires improvement.	The oral presentation has been developed with very basic vocabulary.	The oral presentation has been developed with good vocabulary; however, more advanced language could have been used.	The oral presentation has been developed with varied and technical vocabulary needed for the theme.
Pronunciation	There are more than twelve pronunciation mistakes along the oral presentation.	There are from seven to twelve pronunciation mistakes along the oral presentation.	There are from one to six pronunciation mistakes along the oral presentation.	There are no pronunciation mistakes along the oral presentation.
Fluency	The student speaks with a lot of difficulty and hesitation, and the message is quite tough to be understood.	The student shows several moments of hesitation, but the message is still understandable.	The student speaks with little hesitation but the message is quite understandable.	The student speaks without hesitation and the message is clearly understood.

Command of the topic	The student shows neither understanding nor coherence throughout the oral presentation.	The student shows understanding of the topic, but the ideas are quite weak throughout the oral presentation.	The student shows understanding of the topic in most of the oral presentation.	The student shows understanding of the topic throughout the whole oral presentation.
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Appendix E

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #3

Date: Friday, September 30th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 07:40 am	1. Introduction	<p>1.1 The researcher introduces TikTok as a new tool to use in the English class.</p> <p>1.2 The researcher shows the rules about the use of social media during the English class.</p>	<p>1.1.1 The students pay attention to the explanation.</p> <p>1.2 The students pay attention to the rules.</p>
07:40 to 08:00 am	2. TikTok	<p>2.1 The researcher explains the instructions to open a profile on TikTok with educational purposes.</p>	<p>2.1.1 The students pay attention to the instructions and open a profile on this platform. This profile has to be different from the one they already have.</p>
08:00 to 08:30 am	3. Group analysis	<p>3.1 The researcher asks the students to get in groups of three, and assign the general topic of <u>“Importance of English in their lives”</u>.</p>	<p>3.1.1 The students get in groups, and exchange comments about issues they encounter when speaking, factors that cause those issues, provide positive feedback to overcome the inconveniences, make a summary of the aspects discussed, and finally start planning the oral presentation by taking into account all the previous information.</p> <p>3.1.2 After the reflection on the speaking skill, the students discuss about the topic provided and share key ideas to be developed in the oral presentation.</p>

08:20 to 8:50 am	4. Implementation of TikTok	4.1 The researcher asks the students to use TikTok to record their oral presentation about the topic provided.	4.1.1 The students record their oral presentation on this platform and publish it. 4.2.1 The students watch other classmates' presentations on this platform, and provide comments that help them improve certain aspects for future presentations.
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Appendix F

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: motivation and participation.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro



Site: Heredia

Date of observation applied: _____

Classroom observation

The purpose of this observation is to diagnose the impact that Instagram and TikTok have on the students regarding the motivation and participation to practice their speaking and writing skills in the English class. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe

Observations

1. Do the students show a positive attitude at the beginning of the class?

2. Do the students participate actively in the whole class by investing sufficient time for the assignment?

3. Do the students have any inconvenience when using the application?

4. Do the students feel comfortable using the platform?

5. Do the students feel confident using the platform?

6. Does the direct contact with peers through the platform help the students to engage more with the class assignment?

6. Do the students look more motivated with the English class when using social media as an innovative process?

7. Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

Appendix G

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia



Session #4

Date: Monday, October 03rd, 2022

Time	Contents	Teaching activities	Student learning activities
12:20 to 12:35 pm	1. Introduction	1.1 The researcher introduces the concept “writing skill” and asks for words or ideas that come to their minds when they think about it.	1.1.1 The students go to the board and write words or ideas about “writing skill”.
12:35 to 01:20 pm	2. Organization	2.1 The researcher divides the class into small groups. The groups will be assigned a topic to write about.	2.1.1 The students get in groups, and start writing based on the topic given: <u>Should or not schools ask the students to wear an uniform?</u>
01:20 to 01:40 pm	3. Group analysis	3.1 The researcher asks the whole class about their experience when writing. 3.2 The researcher uses a rubric to assess their writing (written pretest).	3.1.1 The students share comments. 3.2.1 The students pay attention to the feedback.

Appendix H

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of pretest applied: _____

Written pretest

The **purpose** of this pretest is to evaluate the written English proficiency of the students carried out **in a traditional way (without any social media)**.

Instructions: Individually, each student writes about a topic assigned by the investigator. They have to write it on a sheet and deliver it to the teacher. A rubric will be used to assess the written assignment.

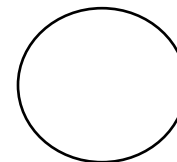
Student's name: _____

Topic to develop in the written assignment: _____

Total points: 20

Points obtained: _____

Grade:



Rubric

Organization and content	The assignment presents disorganization and some parts lack a lot of content.	Some parts of the assignment present minor errors regarding the sequence, and there are details missing.	The written work presents a logical sequence, but some details could have been developed more widely.	The written work presents a logical sequence and all the details are developed widely.
Grammar	The assignment has more than ten grammar mistakes.	The assignment has from six to ten grammar mistakes.	The assignment has from one to five grammar mistakes.	The whole assignment has no grammar mistakes.
Spelling	The assignment has more than ten spelling mistakes.	The assignment has from six to ten spelling mistakes.	The assignment has from one to five spelling mistakes.	The entire assignment has no spelling mistakes.
Mechanics	There are more than ten errors regarding capitalization and punctuation.	There are from six to ten errors regarding capitalization and punctuation.	There are from one to five errors regarding capitalization and punctuation.	There are no mistakes related to capitalization and punctuation in the entire assignment.
Vocabulary	The written work has been developed with weak vocabulary that requires improvement.	The written work has been developed with very basic vocabulary.	The written work has been developed with good vocabulary; however, more advanced language could have been used.	The written work has been developed with varied and technical vocabulary needed for the theme.

Appendix I

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #5

Date: Wednesday, October 05th, 2022

Time	Contents	Teaching activities	Student learning activities
7:30 to 7:40 am	1. Introduction	1.1 The researcher introduces Instagram as a new tool to use in the English class.	1.1.1 The students pay attention to the explanation. 1.2 The students pay attention to the rules.

		1.2 The researcher reminds the rules about the use of social media during the English class.	
07:40 to 8:00 am	2. Instagram	2.1 The researcher explains the instructions to open a profile on Instagram with educational purposes.	2.1.1 The students pay attention to the instructions and open a profile on this platform. This profile has to be different from the one they already have.
01:20 to 01:40 pm	3. Group analysis	3.1 The researcher divides the class into small groups (the same groups created to use the other network).	3.1.1 The students get in the same groups. Each student in the group is asked to post a picture of their family , and write a description of it. The members of the group apply the writing process that involves pre writing, drafting, editing, revising, and publishing, so that they can post their final version after following the previous stages together with their other classmates.
	4. Implementation of Instagram	4.1 The researcher asks the students to use Instagram to publish their description about the topic provided.	4.1.1 The students write their description on this platform and publish it. 4.2.1 The students watch other classmates' descriptions on this platform, and provide comments that help them improve certain aspects regarding the writing skill.

Appendix J

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: motivation and participation.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of observation applied: _____

Classroom observation

The purpose of this observation is to diagnose the impact that Instagram and TikTok have on the students regarding the motivation and participation to practice their speaking and writing skills in the English class. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe**Observations**

1. Do the students show a positive attitude at the beginning of the class?
2. Do the students participate actively in the whole class by investing sufficient time for the assignment?
3. Do the students have any inconvenience when using the application?
4. Do the students feel comfortable using the platform?
5. Do the students feel confident using the platform?
6. Does the direct contact with peers through the platform help the students to engage more with the class assignment?
6. Do the students look more motivated with the English class when using social media as an innovative process?
7. Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

Appendix K

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #6

Date: Friday, October 07th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 08:00 am	1. Group analysis	3.1 The researcher asks the students to get in groups of three, and assign the general topic of <u>“advantages and disadvantages of migration”</u> .	3.1.1 The students exchange opinions about the topic, search for information if needed, and provide each other feedback following the oral strategy proposed.

3.1.2 After the reflection on the speaking skill, the students discuss about the topic provided and share key ideas to be developed in the oral presentation.

08:30 to 08:00 am	2. Implementation of TikTok	2.1 The researcher asks the students to use TikTok to record their oral presentation about the topic provided.	2.1.1 The students record their oral presentation on this platform and publish it.
08:30 to 08:50 am	3. Feedback	3.1 The researcher asks everyone to watch the presentations of other classmates on this platform and provide feedback.	3.1.1 The students watch other classmates' presentations on this platform, and provide comments that help them improve certain aspects for future presentations.

Appendix L

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.



Specific objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: motivation and participation.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of observation applied: _____

Classroom observation

The purpose of this observation is to diagnose the impact that Instagram and TikTok have on the students regarding the motivation and participation to practice their speaking and writing skills in the English class. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe

Observations

1. Do the students show a positive attitude at the beginning of the class?

2. Do the students participate actively in the whole class by investing sufficient time for the assignment?

3. Do the students have any inconvenience when using the application?
4. Do the students feel comfortable using the platform?
5. Do the students feel confident using the platform?
6. Does the direct contact with peers through the platform help the students to engage more with the class assignment?
6. Do the students look more motivated with the English class when using social media as an innovative process?
7. Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

Appendix M

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.



Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #7

Date: Monday, October 10th, 2022

Time	Contents	Teaching activities	Student learning activities
12:20 to 12:50 pm	1. Group analysis	1.1 The researcher divides the class into small groups (the same groups created to use the other network).	3.1.1 The students get in the same groups. Each student in the group is asked to post a picture of a pet , and write a description of it. The members of the group apply the writing process that involves pre writing, drafting, editing, revising, and publishing, so that they can post their final version after following the previous stages together with their other classmates.
12:50 to 1:20 pm	2. Implementation of Instagram	2.1 The researcher asks the students to use Instagram to publish their description about the topic provided.	2.1.1 The students write their description on this platform and publish it.

01:20 to 01:40 pm	3. Feedback	3.1 The researcher asks everyone to watch the descriptions of other classmates on this platform and provide feedback.	3.1.1 The students watch other classmates' descriptions on this platform, and provide comments that help them improve certain aspects regarding the writing skill.
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Appendix N

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To diagnose whether TikTok and Instagram encourage the motivation and participation in students to practice their speaking and writing skills in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: motivation and participation.

Indicators: time investment, feedback, collaboration, direct contact with peers, innovative process, positive attitude, comfort and confidence.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of observation applied: _____

Classroom observation

The purpose of this observation is to diagnose the impact that Instagram and TikTok have on the students regarding the motivation and participation to practice their speaking and writing skills in the English class. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe

Observations

1. Do the students show a positive attitude at the beginning of the class?

2. Do the students participate actively in the whole class by investing sufficient time for the assignment?

3. Do the students have any inconvenience when using the application?

4. Do the students feel comfortable using the platform?

5. Do the students feel confident using the platform?

6. Does the direct contact with peers through the platform help the students to engage more with the class assignment?

6. Do the students look more motivated with the English class when using social media as an innovative process?

7. Are feedback and collaboration effective ways for students to correct mistakes and increase participation?

Appendix O

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia



Session #8

Date: Wednesday, October 12th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 08:00 am	1. Group analysis	3.1 The researcher asks the students to get in groups of three, and assign the general topic of “My expectations for the future” .	3.1.1 The students exchange opinions about the topic, search for information if needed, and provide each other feedback following the oral strategy proposed. 3.1.2 After the reflection on the speaking skill, the students discuss about the topic provided and share key ideas to be developed in the oral presentation.
08:30 to 08:00 am	2. Implementation of TikTok	2.1 The researcher asks the students to use TikTok to record their oral presentation about the topic provided.	2.1.1 The students record their oral presentation on this platform and publish it.
08:30 to 08:50 am	3. Feedback	3.1 The researcher asks everyone to watch the presentations of other classmates on this platform and provide feedback.	3.1.1 The students watch other classmates’ presentations on this platform, and provide comments that help them improve certain aspects for future presentations.

Appendix P

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #9

Date: Friday, October 14th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 08:00 am	1. Group analysis	1.1 The researcher divides the class into small groups (the same groups created to use the other network).	3.1.1 The students get in the same groups. Each student in the group is asked to post a picture of a trip they can't forget , and write a description of it. The members of the group apply the

writing process that involves pre writing, drafting, editing, revising, and publishing, so that they can post their final version after following the previous stages together with their other classmates.

2.1.1 The students write their description on this platform and publish it.

3.1.1 The students watch other classmates' descriptions on this platform, and provide comments that help them improve certain aspects regarding the writing skill.

08:00 to 08:30 am 2. Implementation of Instagram 2.1 The researcher asks the students to use Instagram to publish their description about the topic provided.

08:30 to 08:50 am 3. Feedback 3.1 The researcher asks everyone to watch the descriptions of other classmates on this platform and provide feedback.

Appendix Q

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.



Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #10

Date: Monday, October 17th, 2022

Time	Contents	Teaching activities	Student learning activities
12:20 to 12:50 pm	1. Group analysis	3.1 The researcher asks the students to get in groups of three, and assign the general topic of “ Costa Rican culture ”.	3.1.1 The students exchange opinions about the topic, search for information if needed, and provide each other feedback following the oral strategy proposed. 3.1.2 After the reflection on the speaking skill, the students discuss about the topic provided and share key ideas to be developed in the oral presentation.
12:50 to 01:20 pm	2. Implementation of TikTok	2.1 The researcher asks the students to use TikTok to record their oral presentation about the topic provided.	2.1.1 The students record their oral presentation on this platform and publish it.

01:20 to 01:40 pm	3. Feedback	3.1 The researcher asks everyone to watch the presentations of other classmates on this platform and provide feedback.	3.1.1 The students watch other classmates' presentations on this platform, and provide comments that help them improve certain aspects for future presentations.
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Appendix R

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To determine the advantages of using TikTok to enhance the speaking skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: TikTok and speaking skill.

Indicators: fluency, pronunciation, grammar, vocabulary, content, command of the topic.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

The **purpose** of this **post-test** is to evaluate the oral English proficiency of the students with an **oral presentation using TikTok**, after several sessions in which the students could use this platform to practice their speaking skills.

Instructions: In groups of three, the students prepare an oral presentation using TikTok about a topic assigned by the investigator. The students get in groups, analyze their speaking skills and the theme, and record the presentation on this platform. Even though the students work in groups, each will be evaluated individually.

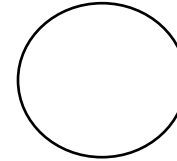
Student's name: _____

Topic to develop in the post-test: _____

Total points: 24

Points obtained: _____

Grade:



Oral Post-Test Rubric

Criteria / Performance	1	2	3	4
	Needs improvement	Fair	Good	Excellent
Content/ Organization	It does not clearly define subject and purpose: provides weak or no support of topic, gives insufficient support for ideas.	It attempts to define purpose and subject: provides weak examples, facts, descriptions, ideas, which do not adequately support the topic.	It has somewhat clear purpose and subject: some examples, facts, descriptions. It includes some data to support the ideas.	It provides clear purpose and subject: pertinent and many examples, facts, descriptions, ideas.
Grammar	The oral presentation has more than ten grammar mistakes.	The oral presentation has from six to ten grammar mistakes.	The oral presentation has from one to five grammar mistakes.	The oral presentation has no grammar mistakes.
Vocabulary	The oral presentation has been developed with weak vocabulary that requires improvement.	The oral presentation has been developed with very basic vocabulary.	The oral presentation has been developed with good vocabulary; however, more advanced	The oral presentation has been developed with varied and technical vocabulary needed for the theme.

			language could have been used.	
Pronunciation	There are more than twelve pronunciation mistakes along the oral presentation.	There are from seven to twelve pronunciation mistakes along the oral presentation.	There are from one to six pronunciation mistakes along the oral presentation.	There are no pronunciation mistakes along the oral presentation.
Fluency	The student speaks with a lot of difficulty and hesitation, and the message is quite tough to be understood.	The student shows several moments of hesitation, but the message is still understandable.	The student speaks with little hesitation but the message is quite understandable.	The student speaks without hesitation and the message is clearly understood.
Command of the topic	The student shows neither understanding nor coherence throughout the oral presentation.	The student shows understanding of the topic, but the ideas are quite weak throughout the oral presentation.	The student shows understanding of the topic in most of the oral presentation.	The student shows understanding of the topic throughout the whole oral presentation.

Appendix S

Universidad Hispanoamericana

English Teaching

Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.



Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Session #11

Date: Tuesday, October 19th, 2022

Time	Contents	Teaching activities	Student learning activities
07:30 to 08:00 am	1. Group analysis	1.1 The researcher divides the class into small groups (the same groups created to use the other network).	3.1.1 The students get in the same groups. Each student in the group is asked to post a picture with someone very important in their lives , and write a description of it. The members of the group apply the writing process that involves pre writing, drafting, editing, revising, and publishing, so that they can post their final version after following the previous stages together with their other classmates.
08:00 to 08:30 am	2. Implementation of Instagram	2.1 The researcher asks the students to use Instagram to publish their description about the topic provided.	2.1.1 The students write their description on this platform and publish it.

08:30 to 08:50 am	3. Feedback	3.1 The researcher asks everyone to watch the descriptions of other classmates on this platform and provide feedback.	3.1.1 The students watch other classmates' descriptions on this platform, and provide comments that help them improve certain aspects regarding the writing skill.
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Appendix T

Universidad Hispanoamericana

English Teaching



Topic: Impact of using TikTok to enhance the speaking skill and Instagram to enhance the writing skill in ninth grade students during the English class at Taller Pedagógico Montebello in the third quarter 2022.

Specific objective: To demonstrate the advantages of using Instagram to enhance the writing skill in the English class of ninth grade at Taller Pedagógico Montebello during the third quarter of 2022.

Variables: Instagram and writing skill.

Indicators: organization and content, grammar, spelling, mechanics, vocabulary.

High school: Taller Pedagógico Montebello

Investigator: Josué Solano Alfaro

Site: Heredia

Date of post-test applied: _____

Written post-test

The **purpose** of this post-test is to evaluate the written English proficiency of the students **after several sessions of using Instagram.**

Instructions: In groups of three, the students write a description using Instagram about a topic assigned by the investigator. The students get in groups, apply the writing process that involves pre writing, drafting, editing, revising, and publishing the description on this platform. Even though the students work in groups, each will be evaluated individually.

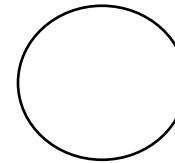
Student’s name: _____

Topic to develop in the written assignment: _____

Total points: 20

Points obtained: _____

Grade:



Written Post-Test Rubric

Organization and content	The assignment presents disorganization and some parts lack a lot of content.	Some parts of the assignment present minor errors regarding the sequence, and there are details missing.	The written work presents a logical sequence, but some details could have been developed more widely.	The written work presents a logical sequence and all the details are developed widely.
Grammar	The assignment has more than ten grammar mistakes.	The assignment has from six to ten grammar mistakes.	The assignment has from one to five grammar mistakes.	The whole assignment has no grammar mistakes.
Spelling	The assignment has more than ten spelling mistakes.	The assignment has from six to ten spelling mistakes.	The assignment has from one to five spelling mistakes.	The entire assignment has no spelling mistakes.
Mechanics	There are more than ten errors regarding	There are from six to ten errors regarding	There are from one to five errors regarding	There are no mistakes related to capitalization

Vocabulary

capitalization and punctuation.

The written work has been developed with weak vocabulary that requires improvement.

capitalization and punctuation.

The written work has been developed with very basic vocabulary.

capitalization and punctuation.

The written work has been developed with good vocabulary; however, more advanced language could have been used.

and punctuation in the entire assignment.

The written work has been developed with varied and technical vocabulary needed for the theme.