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**TEMA
THE IMPACT OF SOCIAL MEDIA-BASED LANGUAGE LEARNING ON A2 SPEAKING SKILLS
DEVELOPMENT AMONG 3RD "A" BACCALAUREATE STUDENTS.**

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DEDICATION

“I am profoundly grateful to God, whose unwavering guidance and grace have illuminated my path throughout the pursuit of this thesis. It is with a heart full of thanks that I dedicate this work to the Divine, recognizing the invaluable support and strength received from above. To my cherished daughters, Heidi, Helen and Maylen, you are my greatest blessings. Your love and understanding have been the fuel that propelled me through the challenges of academic pursuit. This thesis stands as a testament to the importance of resilience and the pursuit of knowledge, values I hope to instill in you. To my beloved parents, Heriberto and Cruz your unwavering belief in me and your sacrifices have been my foundation. Your love and encouragement have been my guiding light, and I am forever indebted to you. To my dear siblings, Jennifer and Jonathan your support and camaraderie have made this journey richer. Your encouragement has been a constant source of motivation, and I am thankful for the bond we share. And to my little nephew, Dorian, your innocence and laughter bring joy to my heart. May this thesis serve as a reminder of the importance of knowledge and hard work, hoping that it inspires you as you grow. This achievement is not just mine; it belongs to all of you who have played an integral role in shaping my journey”.

With deepest love and gratitude,

Evelin Monserrate Toala Velásquez

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I extend my heartfelt gratitude to God, whose guidance and blessings have been the cornerstone of my academic journey. The completion of this thesis is a testament to His unwavering support. To my family, your love and encouragement have been my constant companions. Your sacrifices and belief in me have fueled my perseverance, and I am profoundly thankful for the foundation you have provided. To the authorities who have supported and facilitated my research endeavors, your belief in the significance of this work has been instrumental. Your encouragement has been a driving force, and I am grateful for the opportunities you have granted. To my dedicated coworkers, your collaboration and shared insights have enriched this research. The collective effort we have put into this work reflects the strength of our teamwork, and I appreciate the collaborative spirit that has defined our journey. To my true friends, your encouragement and understanding during the challenging moments have been a source of strength. Your unwavering support has made this academic pursuit more meaningful. To the parents who have entrusted their children to my guidance, I am deeply grateful. Your trust has motivated me to delve deeper into the realms of research and education. Special appreciation goes to my tutor Alexis and my students the driving force behind this research. Your curiosity, engagement, and support have been invaluable. Your enthusiasm for learning has inspired me to push the boundaries of knowledge.

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With sincere appreciation,

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RESUMEN

El propósito de esta investigación es centrarse en analizar hasta qué punto el uso de las redes sociales, en particular la aplicación de Tik Tok, puede resultar efectivo en el proceso de enseñanza-aprendizaje del idioma inglés para potenciar y mejorar las habilidades orales de los estudiantes del tercer grado "A" de la educación secundaria en la Unidad Educativa Santo Domingo de los Colorados. Este estudio se llevará a cabo teniendo en cuenta el contexto educativo actual y tomando en consideración la creciente popularidad de TikTok entre los jóvenes. Se está llevando a cabo un estudio para analizar cómo el uso de TikTok puede ser utilizado de manera pedagógica con el objetivo de motivar a los estudiantes a participar de manera activa y mejorar sus habilidades orales. El enfoque de investigación incluye la implementación de encuestas a estudiantes de tercer año de bachillerato. Mediante la recopilación de datos cuantitativos y cualitativos, se busca evaluar la percepción de los estudiantes sobre el uso de TikTok como una herramienta educativa y determinar su impacto. Los resultados que se obtuvieron en el estudio revelan que existen tendencias estadísticamente notables en relación a la aceptación y la efectividad de TikTok como una herramienta educativa, apreciando un incremento significativo en el nivel de motivación de los estudiantes, lo cual se refleja de manera positiva en su capacidad para expresarse oralmente y en su confianza al utilizar el idioma inglés. Estos avances son notorios y evidencian un progreso en su desarrollo lingüístico. Este estudio tiene como objetivo contribuir a una mejor comprensión de cómo las redes sociales, y en particular TikTok, pueden ser utilizadas de manera efectiva para mejorar el proceso de aprendizaje del idioma inglés. Además, busca proporcionar recomendaciones prácticas a los educadores sobre cómo integrar estas plataformas en sus métodos de enseñanza.

Palabras claves: Destreza oral, mejorar habilidad, uso de Tik Tok, secundaria, Ecuador.

ABSTRACT

The purpose of this research is to focus on analyzing the extent to which the use of social media, in particular the application of Tik Tok, can be effective in the teaching-learning process of the English language to enhance and improve the oral skills of students of the third grade "A" of secondary education in the Educational Unit Santo Domingo de los Colorados. This study will be carried out taking into account the current educational context and taking into consideration the growing popularity of TikTok among young people. A study is under way to analyze how the use of TikTok can be used pedagogically to motivate students to participate actively and improve their oral skills. The research approach includes the implementation of surveys to third-year undergraduate students. Through the collection of quantitative and qualitative data, the aim is to evaluate the perception of students about the use of TikTok as an educational tool and determine its impact.

The results obtained in the study reveal that there are statistically notable trends in the acceptance and effectiveness of TikTok as an educational tool, appreciating a significant increase in the level of motivation of students, which is reflected in a positive way in their ability to express themselves orally and in their confidence in using the English language. These advances are notorious and demonstrate progress in his linguistic development. This study aims to contribute to a better understanding of how social networks, and in particular TikTok, can be used effectively to improve the English language learning process. It also seeks to provide practical recommendations to educators on how to integrate these platforms into their teaching methods.

Keywords: Oral skill, improve skill, use of Tik Tok, secondary school, Ecuador.

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INTRODUCTION

English proficiency is essential in today's globalized world for effective communication, accessing information, and expanding academic experiences. The most effective interaction between all people around the world is the communication obviously the importance is to understand the message however there are a lot language in order to the English language has an essential impact into contrast with others languages.

At present, when considering the significance of English as a Second language, it becomes evident that its importance is recognized universally. If we do not want to ignore this fact, it is essential that we take the initial initiative to incorporate English into our lives. Nevertheless, individuals who decide to learn English have varying expectations. Amongst them, the majority are interested in enhancing their academic growth as this knowledge will prove advantageous in numerous opportunities. Mastery of the English language enables students to access up-to-date and comprehensive information.

Studying English or picking up a language in general causes the brain to light up in ways that enhance our cognitive and creative talents as well as our ability to solve problems and reason. A learner's proficiency in English depends not only on the language skills he has previously developed in that language, but also on how they relate to each other and the environment in which they are used. Speaking, reading, writing and listening skills are basic skills. axes of English language skills and are therefore important for every dimension of assessment and instructional planning.

Is very common when students have a skill more developed than others, on the contrary, that one in the particular presents an area of opportunity that must be level. This is considered

normal as long as the four skills, taken together, allow the individual functions in most areas or situations determined by the English level. In the realm of entertainment and culture, English is crucial. The most widely read novels, films, and television series worldwide are produced in English. Learning English is crucial for everyone who wants to keep up with the most recent cultural trends.

In this particular scenario, it is crucial to consider the importance of effectively communicating with the students so that they can confidently seek guidance, obtain necessary details, and express their needs with regards to directions or information related to various individuals or circumstances. The primary focus should be on utilizing uncomplicated vocabulary and expressions, although incorporating more complex grammatical structures and verb conjugations may present challenges.

The internet has permanently impacted our lives and social media networks are here to stay. Fluency in English is increasingly essential for students in today's global economy. Possessing good English language abilities offers students a big advantage, whether they are looking for work or intend to study abroad. English is a global language used in academia, commerce, and scientific fields, by individuals worldwide. Proficient English students can effectively engage with people from diverse backgrounds. Social networks promote collaborative learning and facilitate information exchange.

In the face of perpetual transformations in society, one of the foremost challenges that the present education system must confront is the imperative task of reconstructing and reshaping the educational environment. This entails a comprehensive overhaul that aligns the academic landscape with the evolving needs and dynamics of the ever-changing

society. Utilizing social media platforms within the classroom environment promotes and encourages the fundamental principles of actively sharing information and collaborating with fellow students.

By utilizing these platforms, the teacher will have the capability to effectively convey informative knowledge to students, thereby facilitating collaboration and cooperation within a group of students. Implementing this approach in the teaching-learning process has the potential to significantly enhance communication within and beyond the classroom. By integrating it as a communication tool between students and teachers, the flow of information becomes much smoother. This is especially effective with younger individuals, as they are already familiar with such tools, which creates a sense of comfort and ease among them.

Technology helps students improve their English skills and broaden their global cultural understanding by incorporating authentic materials for communication, however focused in a specific application maybe the most common use such as WhatsApp or Tick Tock because these are handling at the moment to send, record or sharing some messages, voice-audio, videos or create an own content. The study will assess the extent to which integrating social media into language learning programs contributes to enhanced speaking proficiency.

Various factors such as platform choice, instructional design, and learner engagement. in in-depth analysis will be conducted to gain a comprehensive understanding of the potential advantages and obstacles associated with this particular approach, thereby offering valuable insights. Therefore, it becomes essential to answer the following questions:

- How effective is implementing social media-based learning to improve speaking skill?

- How much increase the speaking skill implementing social media-base language learning?

Social media-based learning can be a valuable tool for improving speaking skills when implemented thoughtfully. It's important to consider the unique characteristics of the learners, the chosen platform, and the instructional design to create a positive and effective language learning experience. This study employs a combination of quantitative and qualitative methods, gathering data through surveys, interviews, and observations. A diverse sample of language learners at various proficiency levels will participate in both traditional and social media-based language learning programs.

The integration of social media-based learning into language programs will lead to a statistically significant improvement in speaking skills compared to traditional methods. Certain social media platforms may exhibit greater efficacy in fostering speaking proficiency due to specific features that facilitate authentic language interactions. Higher levels of learner engagement with social media-based language learning activities will positively correlate with increased speaking skill development.

Proficiency levels will influence the rate of improvement in speaking skills, with learners at intermediate and advanced levels experiencing more substantial gains compared to beginners. This research aims to fill the knowledge gap on how social media-based learning affects speaking skills in language acquisition. The findings will contribute to the ongoing discourse on effective language education methodologies and inform the development of future language learning programs.

The topic is The Impact of Social Media-Based Language learning on A2 Speaking Skills Development among 3rd “A” baccalaureate students.

To study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development on 3rd “A” baccalaureate students at Santo Domingo de los Colorados High School is located at the center of the city, where the most of the students live far from the institution, others near, the social status are different, their parents are small business and these factors are part of their daily life another fact is the internet access because is not easy for everyone which need to implement in the studies.

The students are in the baccalaureate level, and their English proficiency level ranges in A2 taking into account the last previous academic year with deficiency during the pandemic because the quality of dedication was decreasing little by little specially with the schedule and no connection to class the most of them. This research will assess the impact of social media platforms on English speaking development and evaluate their effectiveness as a learning tool.

The proposed research of the effectiveness incorporating social-media platforms in language learning activities in developing speaking skill among third baccalaureate students is necessary because the period of level is important practicing a lot each skill to increase and improve their knowledge. Use social media platforms in language learning activities have been exposed to be effective in practice speaking development skill. The propose of this research is to study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development among ninth grade students because the students have lack of development in Speaking English skill considering the previous class years too.

The proposed research about the students have lack of development in Speaking English skill on 3rd “A” baccalaureate students is justifying by necessity to identify the effectiveness of use of social media platforms to improve speaking skills development through language learning activities in this students group contemplating their level proficiency, also tick tock and WhatsApp platforms are tools available and wieldy for students can interact and improve the speaking skills making content about real situations , experiences and connecting with vocabulary and grammar studied previously as a complement to enrich their knowledge showing or recording their own creation and content

This research proposed topic “The Impact of Social Media-Based Language learning on A2 Speaking Skills Development among 3rd “A” baccalaureate grade students” aligns exactly with the research lines of the university because is linked to the methodological and technological modality that it offers, besides focuses on available and helpful to sharing innovations in teaching-learning process in the new digital era. This thesis aims to conduct a specific problem in the learning and improve the English skills by proposing a technological approach on the use of Social Media-Based Language learning on A2 Speaking Skills Development.

Research aim

To study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development on 3rd “A” baccalaureate students at Santo Domingo de los Colorados High School

Specific research objectives

- 1.-To assess the baseline speaking skills of 3rd “A” baccalaureate students.
- 2.-To implement social media-based language learning activities in the experimental group.

3.-To conduct post-test evaluations to measure speaking skills development and compare results between the experimental and control groups.

3.-To analyze qualitative data to gain insights into students' perceptions and experiences with social media-based language learning.

In the proposed study, the independent variable is the Impact of Social-Media Learning. Precisely, this research aims to study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development on 3rd "A" baccalaureate students at Santo Domingo de los Colorados High School. The dependent variable is the speaking skills development of the students. The study will extent the advance in the speaking skills of the students after use of social media platforms as compared to their speaking skills before the learning activities, taking into account some aspects that could stimulus speaking skills, such as motivation, access to resources, educational behavior and teaching methods.

Qualitative Approach: This method seeks to extract meanings from collected data to find patterns and relationships and develop a theory, inductive reasoning is grounded in experiential learning, because we can be examined in detail and in depth comprehensive, and the aim and framework of the study can be swiftly altered in response to new data.

Inductive method: This method seeks to extract meanings from collected data to find patterns and relationships and develop a theory, inductive reasoning is grounded in experiential learning. This method is helpful during the research because it will allows conduct the effectiveness of use of social media platforms in speaking development skills among ninth grade students centered on the data collected from the previous test.

Deductive method: The deductive approach, which is commonly used in research, can be comprehended through the utilization of hypotheses. These hypotheses are formulated based on the propositions presented within the theory, allowing for logical deductions to be made. To put it differently, the deductive approach focuses on drawing logical conclusions by examining premises or propositions. This approach entails creating hypotheses and systematically evaluating them through testing as part of the research process.

Focus group: The focus group is a valuable method for collecting qualitative data, which implies that the information gathered is descriptive in nature and cannot be quantified using numerical measurements. The investigation is crucial and of utmost importance because it will enable the gathering of unbiased and impartial data regarding the success and efficiency of incorporating social media platforms in enhancing the proficiency of ninth-grade students in their speaking abilities.

Observation: The researcher's collection of information is often influenced by their own judgments, but it is not always guaranteed to be biased. Observation allows individuals to carefully observe and take note of the dynamic changes unfolding in the present moment, a feat that may not always be feasible through alternative means or techniques. As an illustration, it is possible to monitor the fluctuations in your audience's emotional state in real-time. Observation is considered to be one of the most critical techniques when it comes to acquiring information that can be used to formulate a hypothesis.

Test: Test data is a crucial part of the application development process. By testing preliminary data before completing productivity and efficiency tests and understanding test data will help and determine the speaking skills of ninth students before and after the intervention.

The direct beneficiaries of this research are students on 3rd “A” baccalaureate at Santo Domingo de los Colorados School located in Santo Domingo city, their ages are between 17 and 18 years old, the most of the students live far from institution, the economic status are different, who do not have access to enough resources such as technology, these students group are in A2 level of English which is considered as basic proficiency that they need to improve in requirement to language.

One of the weaknesses to improve the speaking skills is the limitation and access to technology and another relevant aspect was the time lost in pandemic, besides the English class hours’ schedule are less than before at the currently the time isn’t enough to dedicate for those reason students are focused in the rest of the skills such as vocabulary, reading and writing. The research context of the study takes place in an institution composed by two buildings, the first one has 2 floors and the second have three floors, in others space are constituted for four blocks by four classrooms and 14 independent classrooms from primary, elementary and media level school, these are the physical infrastructure where the research will be directed.

The research context for the proposed about the study of the effectiveness of use social media platforms to improve speaking skills on 3rd “A” baccalaureate students at Santo Domingo de los Colorados High School is characterized by its location because is the most principal institution in the center of the city and the people want to study here no matter they were live.

Moreover, this institution has enough building structural but there isn’t an English laboratory equipment with requirements needed to implement a strategic space where students can interact with more precisely tools. In order to those aspects are parts of the limitation to

get improvement in the speaking development skills.

The proposed research about the effectiveness implementing social-media to improve speaking development skill among ninth grade students at Santo Domingo de los Colorados takes important experimental and practical aids that contains learning activities for enhancing the speaking skill development considering as a result of the student's effort in which include their previous knowledge taking advantage of deliberating their own content collected from real situations and experiences too. This investigation tries to contribute to commitment improving and getting a better English level specially in speaking development skill because this skill is the result of studies the rest of them as a complement to gain asses in English subject in academic future.

The proposed research on the effectiveness of implementing social medial platforms to improve speaking development skill third baccalaureate students at Santo Domingo de los Colorados High School represent substantial prominence from some points of view because the English language is considered the most important way to communicate around the world and obviously the benefits are multiple in a professional career, also is considerable the best opportunity engaging with self-learning too through technological issues as a complement in their education , taking into consideration the advantages its offers as the students continue their studies.

CHAPTER 1: LITERATURE REVIEW

The aim of this section is to provide valuable information to other researchers regarding the impact of social-media learning on the development of students' speaking skills. The variables under investigation in this research are specifically focused on the relationship between social media and the acquisition of a second language. This research aims to contribute to the existing literature on the topic, shedding light on the important role that social media can play in enhancing speaking skills in language learning.

1.1. Theoretical background

Social media is now essential to our everyday lives. Social media has become an integral part of our daily lives, influencing communication, information dissemination, and education. In the realm of education, harnessing the power of social media for language learning has gained momentum, especially in enhancing speaking skills. This study explores the theoretical background of implementing social media-based learning to improve speaking skills among 3rd-year Baccalaureate students, delving into the pedagogical underpinnings and potential benefits.

Social constructivism, as theorized by Vygotsky (1978), highlights social interaction's significance in learning. By engaging in collaborative activities on social media platforms, students can actively construct knowledge through dialogues and discussions (Borokhovski et al., 2016). This social constructivist approach supports the development of speaking skills by providing a context for authentic language use and meaningful communication. The Piagetian Cognitive Development Theory, a renowned framework in the field of child development,

posited that children grasp and make sense of novel information by building upon their pre-existing knowledge.

It also encompassed the Schema theory, an integral component of the theory which emphasizes the role of mental structures in organizing and processing information. A common issue faced by developmental education students when it comes to acquiring new words is the frequent absence of schema, which is often caused by their limited reading habits (as stated by Willingham and Price in 2009). This demonstrates the connection between enhancing one's vocabulary and one's existing knowledge or framework. The idea behind this is that when children have a greater variety of words at their disposal, it facilitates their ability to acquire even more words, thereby fostering a deeper comprehension of their meanings.

The concept of a community of practice, as introduced by Wenger (1998), emphasizes the importance of social learning within a group with shared interests. Social media platforms can facilitate the formation of online communities where students collaborate, share experiences, and engage in language-related tasks (Lave and Wenger, 1991). Participating in such communities encourages the development of speaking skills within a supportive and collaborative environment. These theoretical perspectives provide insights into the pedagogical strategies that can be employed to create engaging and effective language learning experiences, preparing students for effective communication in a digital and interconnected world.

1.1.1. Social Media.

In various academic sources, it has been mentioned that social media serves multiple purposes in the field of education. Not only does it play a role in enhancing the teaching process, but it also helps individuals in various ways such as providing them with better avenues to

express themselves, actively participate, collaborate with others, seek information, share and store knowledge, engage in writing activities, create content, receive feedback from teachers, and collectively reflect and learn together.

These ideas are supported by the works of Crook (2008), Moody (2010), and Liburd (2011). According to Greenhow (2010), when students actively participate in the use of English on social media platforms, it leads to a significant improvement in their technological proficiency and ability to communicate effectively. This engagement in social media not only enhances their linguistic skills but also fosters creativity and a willingness to embrace varied perspectives.

Additionally, it is worth noting that social media platforms offer students a unique opportunity to hone their interactive skills by providing a customized and adaptable environment that suits their individual preferences and needs. If it is deemed beneficial, they have the ability to deliberately decelerate the process of turn taking, and additionally have the option to consult a documented transcript of a previous conversation. Furthermore, to actively foster engagement on social media platforms, they can participate by sharing their insights and thoughts through the means of posting comments.

In conclusion, the incorporation of social media in educational settings allows students to actively engage with these platforms, leading to enhanced skills in media and information technology. Consequently, this equips them with the necessary tools and knowledge to thrive in today's digitally-driven society, as supported by the findings of Lowe et al. in 2011. According to Shih (2011), it has been observed that social media offers distinct and enjoyable features that contribute to the enhancement of learning and second language proficiency. Some research

suggests that platforms like Facebook provide a unique atmosphere for students, enabling them to connect and interact more extensively with their peers.

On a similar note, according to the findings of a study that was conducted by Yunus in 2012, the main focus was placed on gathering insights from students regarding their views and opinions regarding the efficacy of social media platforms in terms of enhancing teaching methods and facilitating improvement in second language acquisition abilities within the context of Malaysia. To enhance the level of communication and engagement within the digital classroom setting, the integration of social networking sites was carried out with the aim of facilitating stronger connections between students and teachers.

This initiative was implemented specifically within language classes to create a more interactive and conducive environment for English learning. Furthermore, according to White's study conducted in 2009, it was found that the utilization of social media positively impacted students in Japan, leading to an enhancement in their levels of motivation and improvement in their academic writing skills. In addition to this, there is a widespread belief that the availability of online discussion platforms presents students with invaluable opportunities to engage and connect with both their instructors and fellow classmates. In the English class, two social media platforms, namely WhatsApp and Tik Tok, have gained a significant amount of attention and appreciation from both students.

Tik Tok, a popular social media platform, has experienced an immense surge in popularity due to the global impact of the COVID-19 pandemic. In the field of language teaching and learning, this platform has now gained recognition as a highly efficient and valuable tool for enhancing English language skills. At present, this social networking platform

stands as one of the most extensively utilized platforms for connecting people. Numerous studies have examined the potential benefits of social media for enhancing language proficiency and fluency in learners. This app enhances English skills according to studies (Syazana et al., 2019). Tik Tok improves students' descriptive text writing by capturing their interest and motivating active participation in learning.

TikTok provides a platform for students to exchange videos with their classmates, which helps them expand their understanding of action verbs and how to use them effectively in writing (Karthigesu et al., 2019). It goes beyond just sharing videos, as it also enables students to check their own work as well as their peers', fostering a sense of self-assessment and collaboration. Moreover, TikTok serves as a valuable educational tool that emphasizes the power of using audiovisual aids to teach short video clips, ultimately enhancing English language skills, especially those pertaining to listening and speaking (Nabilah et al., 2021).

By utilizing TikTok, students are able to develop various skills which contributing to their overall language proficiency. TikTok provides teachers with multiple benefits. One of these advantages is the ability to direct the learning process, allowing them to take control of the educational journey. Additionally, the platform allows students to learn at their own pace, promoting a personalized learning experience. Another advantage is that TikTok empowers students to independently enhance their language skills by providing them with the opportunity to study on their own. Teachers can select suitable English teaching videos on TikTok that align with their chosen teaching themes and approach.

These selected videos can be effectively utilized in order to facilitate the enhancement and development of students' language skills (Yang, 2020). Because WhatsApp relies on

internet access, not only can users utilize various features of the app, but they can also have instant access to a wide range of information in real-time. This enables the seamless and convenient sharing of this information through the use of technology. An excellent example of this is when teachers create a group for their students on WhatsApp, which essentially functions as a straightforward social network specifically designed for the class.

At present, it appears that WhatsApp possesses several advantageous features compared to other technological tools that are utilized in the education system. These advantages include its affordability, user-friendly interface, ease of access, effectiveness, and ability to comprehend natural language. This was mentioned in a study conducted by Gon in 2017. WhatsApp facilitated communication between students and teachers, fostered a sense of community, and provided a platform for communication. Yudhiantara (2018) and Kartal (2019) both mention the advantage of learners' autonomy in foreign language education. Greater learner autonomy leads to increased learning responsibility and self-directed control over the learning process.

Students feel more at ease to participate and share their thoughts, promoting active engagement in the learning process (Tarisman, 2020). Moreover, the use of WhatsApp enhances group collaboration, fostering peer support (Abraham, 2019), and has proven to be beneficial for English language teaching, with positive effects on the learning of English as a foreign language (Kaid Mohammed Ali, 2019). Teachers can use WhatsApp to support students outside the classroom and help them make progress in their English language learning.

Additionally, the learning platform offers various modes of learning, such as straightforward learning, productive learning, easily accessible learning, and concurrent learning (Khan, 2020). It also integrates the idea of active learning (Haerazi et al., 2020). The

usage of WhatsApp in English classrooms poses certain challenges that need to be addressed by both English teachers and learners. One argument raised by Abraham (2019) is that the excessive addictive nature of WhatsApp may hinder the ability to study the language effectively.

1.1.2. Task-Based Learning Approach

According to Jane Willis in her 1996 publication, it has been argued that Task-based learning (TBL) generally consists of three distinct stages. The initial stage in this process is referred to as the pre-task stage, and it involves the teacher's introduction and explanation of the subject matter. During this stage, the students participate in various activities to either remember previously learned vocabulary or acquire new vocabulary that is relevant to the task at hand. These new words and phrases are crucial for successfully completing the assignment. What Willis refers to as the "Task Cycle" comes after this phase.

In this context, the term "task" is commonly utilized to refer to the various distinct types of activities which occur within the classroom setting. Such activities are characterized. In addition to various other features, one of the key focuses is on the significance attached to meaning, as well as the priority given to the intricate process of accomplishing tasks, rather than just the end results. During that decade (specifically mentioned as Prabhu 1987), content occupied a significant and dominant position in the teaching practice.

Long (1985) defined tasks as activities performed by individuals in real life, either for oneself or for others, with or without compensation. TBA overlooks important differences between real world tasks and classroom tasks, neglecting to acknowledge that tasks can vary widely in nature and complexity, ranging from simple chores like painting a fence to more

involved activities such as dressing a child or completing paperwork. This will cause a discrepancy, leading to negative outcomes for language acquisition (Ellis 2003).

Krashen was the first to highlight the significance of understandable input in language learning (1982; 1985). While tasks are thought to be the best means of supplying meaningful language materials, completing them also necessitates the use of language materials and even recursive practice with them. Skehan (1996) suggested a sequence for including tasks in the learning process: pre-task, during-task, post-task. Pre-task begins sequencing by introducing required language for executing the task.

The TBA, or "to be acquired," should be an integral part of the educational approach, specifically the inductive methods, which emphasize the active participation of learners. The learners are expected to internalize the complex linguistic system by immersing themselves in practical exercises and meaningful interactions. Furthermore, it should be noted that among the methods commonly classified as inductive, there are notable examples such as the Direct Method, the Audiolingual Method, and various methods commonly referred to as "communicative." It is worth mentioning that a considerable amount of articles has been published extensively discussing the advantages and disadvantages associated with both types of learning approaches.

1.2. Speaking Fluency

Speaking fluency, according to Koshtip (2011), is the capacity to communicate intelligibly and succinctly while relating meaning and context. The capacity to articulate with fluency and convey emotions effectively is what defines one's ability to speak smoothly and expressively. Drawing from the notion of speaking fluency, the author deduces that students can

achieve speaking fluency even in the absence of accuracy, provided they are able to communicate with clarity and fluidity and ensure their words are understood.

Koshtip (2011) supports the claim that learners who devote their attention to grammar tend to excel in speaking with accuracy. According to Koshtip (2011), individuals who pay close attention to the grammatical aspects of language acquisition are more likely to achieve proficiency in accurate speaking. Additionally, Koshtip (2011) asserts that learners who prioritize grammar in their language learning journey are more likely to demonstrate success in speaking accurately. This affirmation further strengthens the claim that focusing on grammar contributes significantly to developing accurate speaking skills, as evidenced by Koshtip's (2011) research.

Individuals who devote their attention to enhancing their language skills, specifically their vocabulary and choice of words, are more likely to achieve fluency in their speech. Likewise, if one places a strong focus on fluency, it is encouraged to allow individuals to freely express themselves without being overly concerned about the accuracy of their grammar or pronunciation. These points are corroborated by F.J. Noonan (2005), who asserted that communication plays the most significant role in helping students become fluent speakers since interactions between fluent and less fluent speakers involve a negotiation of meaning.

1.2.1. Vocabulary

Acquiring knowledge of vocabulary is a crucial aspect of learning a foreign language. Up until the 1960s, scholars paid little attention to vocabulary study; but, in recent years, many researchers have been interested in it (Muliawati and Ismail, 2017). Learning vocabulary requires that students be proficient in both theory and practice. Schmitt (2008) explains that

expanding one's vocabulary is crucial because it's a key sign of linguistic competency. (Coady and Huckin, 1997; McCarthy and O'dell, 2002) suggest implementing strategy training in EFL programs to accelerate vocabulary acquisition for the growth of oral communication both inside and outside of language classrooms.

Learning vocabulary is essential to learning a foreign language (Schmitt and Carter, 2000). Several studies suggest that knowing appropriate and sufficient vocabulary is more important for effective communication than merely memorizing grammar rules (Cook, 2013). Researchers have been working very hard to identify the various facets of vocabulary learning to support EFL learners in order to improve vocabulary acquisition. Renowned researcher Nunan (2017) claims that in order for learners to reach a given level of vocabulary proficiency, they need to employ specific methods and approaches. The growth of vocabulary is accelerated and facilitated by vocabulary learning strategies, which have drawn significant attention from researchers.

Learning methods are the foundation of VLS, which is a subfield of language learning (Nation, 2001 and Takač, 2008). Hamad (2013) concurs that vocabulary is a major difficulty in Saudi EFL learners' speaking performance, among many other issues. The current study at the PYP department of a Saudi Arabian public institution is primarily focused on the role that vocabulary plays in the oral growth of EFL learners. It aims to pinpoint the primary reasons behind EFL learners' incapacity to master spoken language components. A thorough examination of the study's emphasis reveals that a major obstacle to speaking well, a lack of vocabulary is a crucial aspect of language proficiency and development.

1.2.2. Communication Strategies

There is a variation in the definition of communication strategies among different scholars. By offering different viewpoints on the communication strategies being employed, they are able to elucidate and shed light on the intended significance. According to Corder's definition in 1983, strategies in language refer to deliberate and methodical approaches utilized by a speaker in order to effectively communicate their intended message when encountering various challenges or obstacles. Communication strategies, which refer to various techniques employed by individuals who are learning a second language, typically come into play when there are challenges or obstacles hindering effective communication.

Therefore, when unforeseen circumstances arise, the utilization of a communication strategy becomes imperative, as it functions as a backup plan specifically designed to address emergencies and unexpected situations (Cook, 1993, p.119). Communication strategies are psycholinguistic plans that relate to a language user's communicative competence, according to Ellis (1985). Communication strategies are abilities that students use to compensate for their weaknesses in the target language (Ellis, 1994). Students must develop alternative means to communicate when their inadequate proficiency in the target language prevents them from speaking, such as mimicking noises, code-switching, or avoiding the subject.

Research has indicated that students often employ a different communication tactics when unable to express in their second language (L2) due to a lack of resources. Communication methods are typically linked with spoken language (Hedge, 2000, p. 52). A gap in a learner's understanding of their second language arises when they discover that their first language (referred to as L1) does not follow the same pattern as their L2. These gaps may be in the form

of a word, phrase, structure, tense marker, or idiom (Bialystok, 1990, p.53). To bridge the gap, learners can either abandon their original goal or explore alternative plans and linguistic resources.

Communication strategies are what non-native speakers need to know to avoid conversation problems. Acquiring vocabulary skills is crucial for listening, speaking, and reading, according to Marzano (2012). Tompkins (2004, p. 163) proposed that incorporating word wall and word-related books in class allows students to investigate the meanings of listed words. Students with limited schemas find it harder to learn new terms (Jenkins and Dixon 1983).

When it comes to improving the development of English vocabulary among English language learners, specifically those who are studying English as a foreign language and have limited chances to practice the language beyond the classroom setting, it is absolutely essential to implement effective teaching methods and learning strategies that are tailored to the specific requirements of both educators and students. In his work published in 2001, Nation (2001, 217) asserts that when it comes to the concept of strategy, providing a concise and definitive definition can be an immensely difficult task.

1.2.3. Fluency

According to Al-Sabai (2004), a person is considered to be a highly proficient speaker of a language when they can accurately employ its structures while focusing on expressing ideas rather than adhering strictly to grammatical rules. Fluency, as defined by Al-Sabai, encompasses the various aspects that make speech sound natural and normal, including the native-like use of interjections and interruptions, proper rhythm, intonation, appropriate stress,

and pace of speaking. Similarly, according to Richards in 2009, the concept of natural language usage involves a speaker participating in significant and meaningful exchanges, where they succeed in sustaining coherent and comprehensible communication, even if they may have some limitations in their ability to communicate effectively.

According to Jamatlou (2011), fluency can be describing as the ability to translate ideas or communicative intentions into language quickly, smoothly, accurately, lucidly, and efficiently within the temporal restrictions of online processing. The majority of educators and researchers accepted the earlier definition of fluency because they understood that it was distinct from other aspects of oral proficiency like vocabulary range and syntactic complexity, which are related to accurate language use.

Based on the research conducted by Kluge et al., In the year 1999, it was stated that in order to enhance students' fluency skills, they were obligated to engage in conversation exercises with a partner. These exercises involved providing students with specific topics for discussion, ultimately aiming to offer them ample opportunities to practice their fluency. They practice speaking English fluently when they converse because they only speak in the language. Benny (2013) concurs with this statement, saying that studying English increases vocabulary

1.2.4. Assessment, how to Evaluate Speaking

Speaking is an essential and crucial language skill that we employ on a daily basis to effectively interact and communicate with our peers, conveying our thoughts, opinions, and emotions, while also unveiling and showcasing our unique individuality. In today's interconnected and globalized world, it has become widely recognized that having proficient speaking skills is crucial for individuals seeking success in international and national language

exams. These exams have increasingly placed greater emphasis on evaluating one's speaking abilities, as they are deemed essential for various aspects of life, including employment opportunities, admission into further educational institutions, and the ability to engage in international travel and interactions.

The growing influence of the communicative movement is partly responsible for this shift in focus. Fulcher (2015) and Isaacs (2016) stress the importance of prioritizing effective oral communication. Subsequently, the individuals were assembled and systematically scrutinized, utilizing a validation framework that is centered around reasoning and supported by arguments, as stated by Chapelle et al. (2008), for the purpose of speaking assessments. The variability in speaking skills might result from the dynamic and contextual nature of speaking. Additionally, the multitude of forms that speaking can adopt, including monologues, paired conversations, or group debates, further contributes to its diverse nature.

Moreover, the conditions under which speaking occurs, whether it is premeditated or impromptu, also play a role in shaping the proficiency in this skill. This notion is supported by various studies, such as the research conducted by Luoma (2004) and Carter and McCarthy (2017). An expansion of Kane's (2006) model for validating arguments, indicating the necessity of confirming a network of inferences to uphold the interpretation and utilization of test scores. Test takers' scores are influenced by several factors that affect their speaking skill assessment. These variables are influenced by factors such as task features, interlocutor characteristics, rater effects, and rating scale (McNamara, 1996 and Fulcher, 2015).

Language assessment research has devoted significant attention and effort to speaking evaluation. Chapelle et al. (2008) argue that speaking proficiency is influenced by factors like

rater effects, rating scales, task features, administration conditions, interlocutor effects, and characteristics of spoken discourse, which are based on assumptions related to evaluation, generalization, and explanation. When considering the importance of raters and rating scales in evaluating speaking skills (as discussed in Eckes, 2011), it is not surprising that numerous studies have been conducted to examine the validity of this assessment method.

On the other hand, a commonly used approach to investigate the different aspects of speaking ability is through the analysis of the actual spoken discourse produced by individuals (as highlighted by Carter and McCarthy, 2017). Typically, this analysis focuses on various language characteristics such as complexity, correctness, and fluency, which can help differentiate test takers with different levels of proficiency. Raters are important in speaking evaluation.

Enhancing the validity and fairness of speech assessments is significantly impacted by research on rater effects (e.g., McNamara et al., 2019). Research in this area are usually conducted by examining the verbal protocols of raters in order to investigate the cognitive processes involved in applying the rating criteria or rating spoken performances. The cognitive processes of raters can give valuable insights on the rating scales' validity and the tested speech constructs in speaking exams. The results of some investigations have significant ramifications for updating rating scales, strengthening rater education initiatives, and augmenting the reliability and utility of the speaking exam under investigation.

Kim (2015) conducted a qualitative investigation. In an interview, participants interact with an interlocutor/rater, making it a classic example of direct speaking assessment. OPIs refer to speaking assessments based on interviews. An example of a well-known OPI is the ACTFL

OPI, which stands for American Council of Teachers of Foreign Languages Oral Proficiency Interview (ACTFL, 2009). Direct methods require the examinee to verbally communicate with one or more human interlocutors in person (Clark, 1979). Direct tests replicate authentic situations for assessing proficiency, allowing for the demonstration of speaking skills in a realistic manner (Shohamy, 1994) p,100).

When it comes to assessing speaking abilities, evaluations conducted directly have a high level of credibility and authenticity. Researchers have observed that both direct and semi-direct OPI testing methods exhibit highly robust and notable correlations, ranging from .89 to .95. As a result of these findings, researchers have been able to ascertain that these two methods are statistically indistinguishable, thereby drawing a conclusion of their equivalence. In order to evaluate speaking skills, it is necessary to meticulously and systematically assign numerical values on a scale to speech samples. The scale serves as a representation of the extent of value tied to different levels of performance, while the scaling rules illustrate the connection between the specific characteristic.

1.2.5. Language Proficiency

A multitude of researchers, such as Hill, Storch, and Lynch (1999), studied the link between language skills and academic achievement in diverse groups of international students. These researchers utilized standardized test outcomes such as the TOEFL (Test of English as a Foreign Language) and the IELTS (International English Language Testing System). The research was primarily conducted in educational institutions where English is the predominant language of communication.

Fluency in a language is determined by an individual's ability to effortlessly and skillfully utilize the accepted rules and elements of language in authentic and unscripted situations, as confirmed by Rubio and Hacking in 2019. The demonstrated proficiency of the language user reflects their deep understanding of the specific contexts in which the language will be utilized and mastered. This expertise underscores the comprehensive grasp of the language by the user, as highlighted by Ocampo (2021).

Teaching English as a Second Language students presents a demanding task that requires significant effort and dedication. Beyond just possessing fluency in the English language and having well-prepared lesson plans, there are additional factors and skills that are necessary for a teacher to succeed. Gaining a thorough comprehension is of utmost importance when recognizing the fact that there are no noteworthy differences when it comes to the skill and efficacy of English-speaking teachers and individuals acquiring a second language (Nassaji, 2003).

In order to provide a comprehensive education in ESL classes, it is crucial for a teacher to possess an appropriate proficiency level in order to deliver instruction that is both efficient and impactful to students who are learning English as a second language. Level A2 is a designation that refers to those who are at the starting point of their language learning journey, where they possess the ability to hold conversations in everyday situations using ordinary phrases and basic words. It is important to recall that there exists a comprehensive framework known as the Common European Framework of Reference for Languages, CEFRL

The following is specified by the CEFRL: When it comes to the experiences that are most immediately important to them, students are able to comprehend phrases and often used

expressions (e.g. very basic personal and family information, shopping, locations of interest, job, etc.). Students are able to communicate through basic, daily chores that only call for a straightforward exchange of information on topics that they are familiar with. Students are able to briefly express elements of their environment, past experiences, and current requirements.

The national English guidelines state that, when it comes to English as a foreign language, it is deemed successful when language learners can comprehend commonly used phrases pertaining to subjects they are familiar with, like basic personal and familial information, shopping, and notable locations. At this particular stage, individuals have acquired the necessary skills to effectively communicate and carry out basic tasks and everyday activities without the need for extensive verbal engagement.

These tasks primarily revolve around regular and familiar activities, where the information exchanged is typically centered around habitual actions. In addition, these individuals possess the capability to articulate their thoughts and concepts using uncomplicated language that pertains specifically to their previous experiences, current environment, and urgent requirements. The concept behind increasing the number of hours dedicated to completing higher levels is rooted in the notion that learners will have the opportunity to compensate for the lack of real-life opportunities to practice and communicate outside of the classroom.

As commonly observed in countries like Ecuador where English is acquired as a second language, according to Brown (2007). Another underlying belief is that teenagers who have a greater extent of exposure to the language they are trying to learn will have the capacity to make progress at a quicker pace compared to youngsters who initiated their English education at an

earlier stage through programs that offer only a limited number of instructional hours per week (Lightbown and Spada, 2011).

CHAPTER 2: RESEARCH METHODOLOGY

This research proposal was focused on study the effectiveness on implementing social media based-learning specifically Tik Tok to improve speaking skill among 3rd “A” BGU students at Santo Domingo de los Colorados High School, this study was based on mixed methods as quantitative and qualitative which had contributed significantly to get better results that concern each process as a part of component to conduct effectively the analysis into all advance.

2.1. Statement and justification of the research approach

The research proposal utilized a mixed methods approach, which entails integrating various techniques, methods, approaches, and language from both the quantitative and qualitative traditions (Johnson and Onwuegbuzie, 2004). However, certain researchers have observed that these types of studies, which combine both qualitative and quantitative approaches in different stages of the research process, are a result of the pragmatist paradigm (Tashakkori and Teddlie, 2008, p. 22).

Historically, quantitative research, also known as positivist research, has played a central role in the field of social science research. As stated by Johnson and Onwuegbuzie (2004) on page 14, there is a group of individuals known as purists who strongly advocate for researchers to completely remove any personal biases, maintain an emotional distance and avoid becoming involved with the subjects being studied, and logically validate their stated hypotheses through testing or empirical evidence.

On the other hand, qualitative purists align themselves with a constructivist or interpretivist paradigm, which emphasizes the importance of understanding and interpreting the

subjective experiences and perspectives of individuals being studied. Johnson and Onwuegbuzie (2004) argue that multiple realities exist, causing a blur between causes and effects; research is influenced by values, and logic moves from specific to general. Additionally, the subjective knower is the sole source of reality, making it impossible to separate them from the known.

Constructivism emerged as a non-positivist approach to understanding human experience (Schwandt, 2000). Kim (2006) highlights the importance of culture and context in understanding society and generating knowledge, as emphasized by social constructivism. Additionally, the qualitative paradigm, also known as naturalistic inquiry or interpretative approaches, has gained significant attention in recent years (Creswell, 1994). When considering the perspective of constructivism, it is important to acknowledge that there exist multiple realities and that each research project can result in numerous interpretations.

2.2. Description of the research methods and their purposes in the context of the proposal

The term "methodology" refers to a comprehensive and expansive research approach that outlines the specific steps and procedures to be followed throughout a research project, thereby clarifying the project's execution strategy. In addition to this, methodology also encompasses the selection and description of the various techniques, tools, and procedures that will be employed to obtain accurate and reliable results.

The methods, which are thoroughly explained in the methodological design, serve to establish the various ways or approaches used to collect data. In certain instances, these methods also outline the specific procedures to be followed in order to achieve a desired outcome, as illustrated in the statement made by Katsicas (2009) regarding the calculation of a particular

result. This study required an inductive approach since it involves the collection and analysis of non-numerical data such as observation, surveys, and focus groups to examine in scope and depth. In addition, the research framework and direction were revised as current information emerged.

It was useful during the inquiry because it allowed for a more thorough examination of the efficiency of social media platforms in the development of speaking abilities among third-BACC based on data obtained from prior experimental groups. Moreover, the inductive method, which focused on observation, analysis, and practice, was a useful strategy for improving speaking skills. Through social media-based learning, it enables learners to gain a deeper grasp of spoken language patterns and use them successfully in real-life communication.

The process of conducting research using the inductive approach begins by carefully observing and analyzing specific data and measurements. From there, the focus shifts towards identifying and unraveling underlying themes and patterns within the collected information. As a result, the ability to develop a preliminary hypothesis at an early stage became possible, which can then be subjected to further testing and evaluation. The results obtained from conducting the investigation have the potential to eventually give rise to extensive and overarching conclusions or concepts, as mentioned by Creswell in 2005.

2.3. Conceptualization and operationalization of the main categories

The application of a mixed-method approach overcomes the constraints associated with single techniques and improves the comprehensiveness of research inquiries (Creswell and Clark, 2018). A more sophisticated and multifaceted understanding of complicated learning events is assisted by the integration of qualitative and quantitative data collection methodologies

(Morse and Richards, 2002). According to Johnson and Onwuegbuzie (2004), this synergy enables researchers to "capture both the richness and rigor of educational experiences" by shedding light on both minute details and more general patterns within the study landscape.

Matrices represent linear transformations, play a fundamental role in optimization problems considering matrix charts provide a powerful and versatile foundation for processing and analyzing data, solving issues, and describing transformations. The process of rigorously defining variables into quantifiable components is known as operationalization. The creation of this matrix involved an initial consideration of the topic at hand. The main objective was to enhance the development of speaking skills, and this was achieved by incorporating social media-based learning methods. The reason for emphasizing the improvement of speaking skills is rooted in the understanding that it is essential to establish clear guidelines that promote both safe and constructive communication.

Additionally, educators should monitor and guide the learning process to ensure it aligns with educational objectives, considering the dependent variable speaking skill with the specific dimensions as :social media in the classroom and task based learning, both of them established by each corresponding indicators analyzed according to necessity such as : student's motivation engagement, knowledge transfer, learner's autonomy, collaborative work, real life skills, learners motivation, engagement participation, problem-solving and critical thinking.

On the other hand, independent variable represented by dimensions: vocabulary, communication strategies, fluency, assessment and proficiency level interrelated with the indicators: prior knowledge, meaning, production, repetition and rephrasing, communication, pronunciation, dialogue, self-assessment, English proficiency level and performance evaluation.

In order to conduct meaningful research on speaking skills, it is crucial to acknowledge and comprehend the roles that independent and dependent variables play. Having this awareness and understanding becomes vital in conducting research.

Table 1.

Matrix to Operationalize the Independent Variable

Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Social Media	<p>The incorporation of social media in educational settings allows students to actively engage with these platforms, leading to enhanced skills in media and information technology.</p> <p>Consequently, this equips them with the necessary tools and knowledge to thrive in today's digitally-driven society, as supported by the findings of Lowe et al. in 2011.</p>	<p>Social media in the Classroom</p> <p>Task-based learning approach</p>	<p>*Student's motivation-engagement</p> <p>*Knowledge Transfer</p> <p>*Learner's autonomy</p> <p>*Collaborative work</p> <p>*Real life skills</p> <p>*Learners Motivation</p> <p>*Engagement participation</p> <p>*Problem-Solving and</p> <p>*Critical Thinking</p>	Survey

Note: *Elaborated by Evelin Toala*

Table 2.*Matrix to Operationalize the Dependent Variable*

Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Speaking Fluency	Speaking fluency, according to Koshtip (2011), is the capacity to communicate intelligibly and succinctly while relating meaning and context. It is the ability to speak smoothly and expressively. Drawing from the notion of speaking fluency, the author deduces that students can achieve speaking fluency even in the absence of accuracy, provided they are able to communicate with clarity and fluidity and ensure their words are understood.	Vocabulary	*Prior Knowledge *Meaning	Nominal
		Communication	*Production	
		Strategies	*Repetition and Rephrasing	
		Fluency	*Communication *Pronunciation	
		Assessment	*Dialogue *Self-Assessment	
		Proficiency Level	*English proficiency level *Performance evaluation	

Note: *Elaborated by Evelin Toala.*

2.4 Description of the instruments based on the research approach.

The purpose of this research was to study the effectiveness of implementing social media based-learning through contrast from traditional class and another using Tik Tok for assessing speaking English development among 3rd “A” BGU students at Santo Domingo de los Colorados High School, to know and identify the progress and effectiveness of the developed instrument, the use of these instruments aligns with the collaborative and reflective nature of action research, allowing practitioners to generate practical knowledge for improving their own professional practices.

Qualitative instruments show a significant role in action research, a methodology that involves systematic inquiry conducted by practitioners in their own context to solve practical problems collaboratively and qualitative instruments are essential in action research because they provide a deep understanding of complex problems, engage stakeholders, inform action steps, and contribute to theory building. Teachers must analyze and critique their own practice in a systematic and self-reflective manner to engage in action research. (Burns, 2010).

2.4.1. Observation

Observation was a primary method in this research proposal. The data that was collected was drawn from the careful observations and assessments made by individuals, known as judgments. These judgments encompassed a methodical and thorough account of the various occurrences, actions, and objects within a particular social environment, as explained by Marshall and Rossman in 1989 on page 79. Furthermore, it was beneficial to take into consideration the fact that capturing and documenting the modifications occurring instantly was advantageous.

The implementation of this particular strategy serves as one of the most essential and pivotal techniques employed in the gathering of data, which subsequently aids in the formation and development of a hypothesis. In their research, educators employed the method of "direct observation." This method involves carefully and attentively observing the objects in the environment or the students without any sort of interference. This technique, as mentioned by Kulich in 2012, allows for a comprehensive understanding of the subject being observed.

2.4.2. Rubric

A rubric is a highly effective assessment tool that is presented in a visually organized grid format. It serves the purpose of establishing clear and specific expectations related to the descriptive criteria of a particular task. Furthermore, it enables the measurement of performance on the task by comparing it against the predetermined expectations outlined in the rubric. Rubrics play a crucial role in the educational setting as they serve as a framework that clearly outlines the desired outcomes and standards for students' performance on specific tasks.

By being subtly imbued with instructional goals and objectives, rubrics effectively communicate these important aspects to both the students and other individuals involved in the students' learning process. Thus, rubrics not only act as a guide for evaluating students' work but also become a valuable tool for providing constructive feedback that aids in their growth and development (Jonsson, et.al 2014). In order to the rubric should include explicit descriptions of behaviors, criteria, standards, and learning outcomes for dependable, authentic, and transparent grading (Chowdhury, 2019).

Using rubric assessments, faculty can directly measure student achievement on learning outcomes, informing students, faculty, courses, and programs. It is important to note that the

decision to use quantitative instruments in action research should align with the research question, objectives, and the nature of the problem being addressed. A mixed-methods approach, combining both qualitative and quantitative elements, can offer a more comprehensive and nuanced understanding of complex issues in action research.

2.4.3. Survey

The process of gathering information from a specific group of people by asking them a series of questions, thereby obtaining data, is known as survey research. This approach involves compiling information from individuals in a sample and is defined in the book written by Check and Schutt in 2012. For several decades, survey research has played a crucial role in gathering valuable information from both individuals and groups, with careful consideration given to its effectiveness and impact.

The process can vary widely, depending on the extent of the research, starting from simply approaching individuals on a street corner and posing a number of targeted inquiries about their behaviors and preferences. The main objective of this survey was to gather defining characteristics of a significant sample of individuals. Survey research has become more rigorous, thanks to scientifically proven techniques for selecting participants (representative sample), distributing the survey (survey method), and addressing non-responders (reducing non-response error) to achieve high-quality outcomes.

Instruments of evaluation are extremely important in research process because the impact of this factor lies in how it can hinder the generalization of research findings (also known as external validity), as well as the ability to compare these results with other studies conducted by different researchers who have used similar instruments. By establishing an effective dialogue

between researchers, a more comprehensive analysis of the phenomenon at hand, including its underlying causes and subsequent outcomes, can be achieved.

2.5. Description of the validation of Instruments

In order to, it is necessary to ensure the presence of both reliability and validity. These ideas or concepts are well-suited for creating a remarkable and unique circumstance in the realm of research. Reliability, which is the consistency and stability of research results, and validity, which refers to the accuracy and truthfulness of findings, are important concepts in research (Altheide and Johnson, 1994). This is also highlighted in qualitative research, as Singh (2014) also mentions. Validity and reliability play a crucial role in promoting transparency and reducing the likelihood of researcher bias in the research process.

In this action research, the validation of instruments is still a serious process, action research often involves a cyclical process of planning, acting, observing, and reflecting, with a focus on practical problem-solving within a specific context as improve speaking skill development. Therefore, the methods used to validate instruments in action research were adapted to the iterative and participatory nature of the approach.

The validation in this research study was a fundamental step, and involving the thesis tutor in this process added an additional layer of significance because involving a thesis tutor in the validation of instruments is instrumental in producing high-quality research, this enhanced the overall rigor of the research, taking into account it ensured that the tools used to collect data were reliable and valid, contributing to the credibility of the study through the tutor's support because her input can helped ensure that the instrument aligns with the practical concerns and

goals on this action research, all aspects were reflected specifically from both variables and needed .

In this research the validation was with expert judgements, in this case my tutor thesis, expert reinforced the content validity of evaluation instruments by examining whether the items or questions adequately cover the relevant content related to the research problem, after reviewed again and again I sent all instruments que the respective validation dossier.

2.6. Population, Sample, And Sampling

Action research relies on population, sample, and sampling to successfully acquire data, make educated decisions, and promote meaningful change within a specific environment. These ideas help researchers navigate real-world research challenges while maintaining the caliber and significance of their study, and they further narrow the target group so that the researcher can operationalize participation boundaries with clarity (Kalleberg et al., 1990). The sampling frame is developed from the target population.

The study employed the guiding principles of Shukla (2020) and Adams et al. (2014) in order to choose the most appropriate demographic group in order to obtain valuable insights from their perspectives and experiences on the issue under investigation. Thus, a purposive sampling technique was applied (Maxwell 2008) and I selected third-year students because they have usually completed a sizable portion of their academic coursework.

They may have a solid foundation of theoretical knowledge and practical skills relevant to their field of study, students often have developed critical thinking and analytical skills, they have demonstrated a level of commitment to their studies and in this long-term involvement can lead to deeper insights and a more comprehensive understanding of the research topic.

Considering that investing in speaking skill development during the third year of a baccalaureate program can have a lasting impact on students' communication abilities. These skills are transferable and valuable not only in academic settings but also in various professional and personal contexts.

However, it is essential to recognize that individual students may vary in their speaking skill levels, and not all third-year students may have reached the same proficiency. Tailoring speaking skill development activities to the specific needs and abilities of the students is vital for a successful program. Providing constructive feedback, targeted exercises, and opportunities for real-world application can further enhance the effectiveness of the speaking skill development initiative. The English proficiency of third-year baccalaureate students in Ecuador can vary based on several factors, including the specific educational institution, the curriculum, the students' individual efforts, and the overall emphasis on English language instruction in the country.

In Ecuador, English is often taught as part of the standard curriculum in both primary and secondary education. However, the level of English proficiency can vary widely among students. By the third year of baccalaureate studies, students typically have several years of English language instruction, but their proficiency may still range from basic to intermediate levels. It is important to note that the Common European Framework of Reference for Languages (CEFR) is often used to describe language proficiency. At the end of the baccalaureate program, students may fall into the A2 proficiency range on the CEFR scale (Ministry of Education).

According to CEFR these students are in: A2 (Elementary): Can understand and use simple phrases and expressions related to familiar topics, they are able to communicate when performing regular chores that call for a straightforward information exchange. Build specialized vocabulary and communication skills relevant to their field of study, delivering presentations, participating in meetings, and engaging in academic discussions, refine their ability to express complex ideas clearly and concisely, foster critical thinking skills by encouraging students to express and defend their opinions, articulating their academic achievements, work and practice on pronunciation and clarity, connect speaking activities to real-world situations all these are essential on the use of academic language.

In this study the main goal is to improve the speaking skill development among a third baccalaureate degree, because they might want to focus on a program that provides comprehensive training and opportunities to practice and refine your spoken language abilities through implementation of social media based learning, for this reason this class was selected by random selection and convenience, taking into consideration the needs mentioned above and entire population to contrast the difference and progress on this skill to ensure they align with your specific goals for improving speaking skills.

Table 3.

Population, sample and sampling.

Group	Population	Sample	Sampling	%
Students	2.000	92	41	50%

Note: *Elaborated by Evelin Toala.*

2.7. Data analysis and the ethical considerations

Evaluation involves more than just gathering and summarizing evidence that is plainly useful for decision making, gathering and interpreting data for decision making is only one of two fundamental components in evaluation; to reach judgments about merit or net benefits, a second component is required: evaluative premises or standards. The evaluation process is divided into two parts: data collection and data collection (Scriven, 1991) on the other hand by (Stufflebeam, 2000) focused evaluation as a study that is designed and carried out to aid a certain audience in determining the worth or merit of a product.

Provide enough information regarding how you would be analyzing the data collected. For example, statistical analysis if you use a survey, questionnaire or any other quantitative instrument. In the case of qualitative instruments, report how you analyzed the information given (software, categories, code, etc.) The ethical issues comprise all the aspects related to collecting data, analyzing it and interpreting it. Explain in detail what you did to get the participants of your study (permission from parents, institutions, etc.) Also, explain in detail how you prevented bias in certain moments of manipulating the data.

In this research proposal the analysis is focused on the effectiveness of implementing social media-based learning to improve speaking skills development through language learning activities. In this study student's level proficiency was contemplated, considering tick tock and WhatsApp platforms as available tools to interact and improve speaking skills by making content about real situations, experiences and connecting with vocabulary and grammar studied previously as a complement to enrich knowledge and record independent content creation.

Juran and Blanton (2016) stated that high-quality data meets specific needs in various situations, such as processes, forecasting, and decision making. Data quality refers to flawless and useful data for its intended purpose. Regarding the practical execution of each of the activities required for the development of this research, permission was first requested from the school authority such as the principal, then to continue advancing sending letters so that through its content they know its objective and can authorize.

Authorization and respective permissions were requested from the parents, and they contributed and collaborated in this work, and once all the necessary documents and belongings were carried out, the application of the 2 classes continued, just as the first class was planned in a traditional way and the second implementing social networks with the same topic. After that, it was necessary to apply online surveys, the survey link was shared via WhatsApp, after they answered the data is collected automatically on the survey platform, considering the secure, ensuring the accuracy and confidential settings.

Another is through classroom observation instruments which was evaluated teaching and learning practices and learning environments, focused into indicators such as vocabulary, communication strategies, fluency, feedback and proficiency level and finally analyzing focus groups derives meaningful insights from the discussions and interactions that took place during the class to gather insights, feedback, and ideas from potential learners through Tik Tok video which content basic personal information about themselves.

2.8. Findings: Initial Diagnose

In this section show the grasp about speaking skill based on a traditional class to improve speaking skill among 3rd “A” BGU, where the students practice between them with the

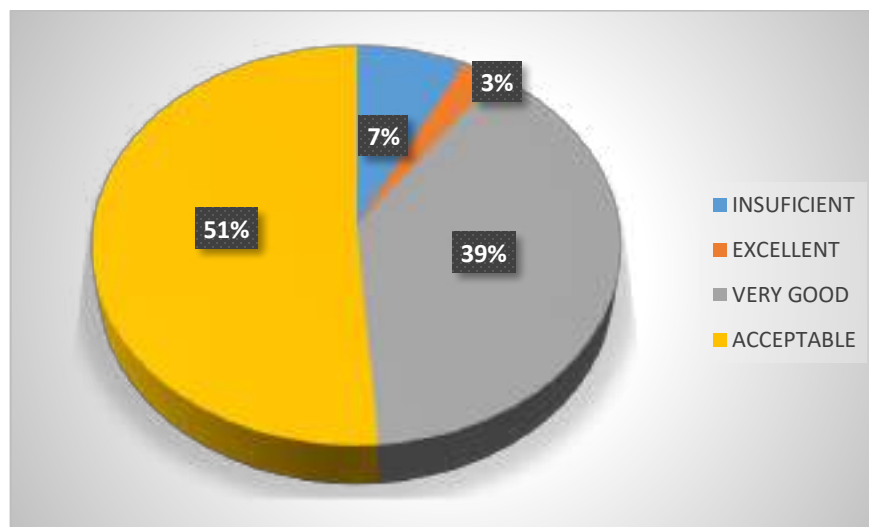
topic introduce yourself, in this class students achieved through a combination of structured activities, interactive exercises, and consistent practice as role play, feedback, etc. focused specifically on the dimensions and relevant aspect focused on speaking skill to enhancing their effective communication was based on pronunciation, fluency, vocabulary and engagement.

Certainly, when evaluated students on the topic of introducing themselves in a traditional class for 3rd "A" Baccalaureate, the rubric was used to assess different aspects of their performance. This rubric provided a structured way to assess students' performance on multiple dimensions, allowing for a comprehensive evaluation of their language skills and engagement during the introduction. Every individual component included in the rubric carries great importance when it comes to evaluating the students' overall performance while they engage in a self-introduction within the framework of a conventional classroom setting.

Together, all of these components collectively contribute in a meaningful way to the process of conducting a thorough evaluation, providing insightful viewpoints on students' language capability, their competence in effectively conveying messages, and their ability to successfully connect with the people they are addressing. The rubric, a highly beneficial tool, effectively enables educators to provide students with valuable and encouraging feedback that is both informative and helpful. As a result, students are able to receive guidance and direction that aids them in improving their skills and advancing in these critical areas.

Table 4.*Speaking Skill dimensions.*

	Excellent	very good	acceptable	insufficient	total
Pronunciation	1	16	21	3	41
Fluency	1	7	31	3	41
Vocabulary	1	7	23	8	41
Engagement	1	7	25	6	41

Note: *Elaborated by Evelin Toala***Figure 1***Pronunciation in Traditional Class***Note:** *Elaborated by Evelin Toala*

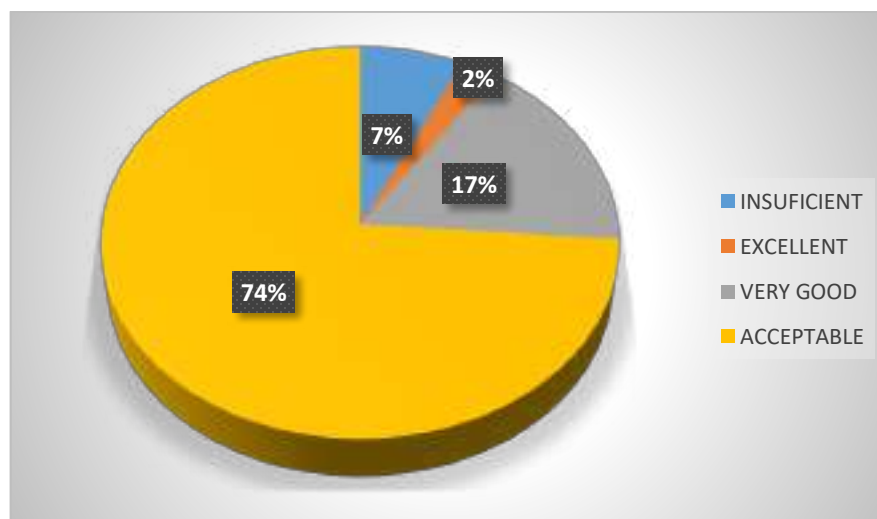
It seems like you are providing information about the distribution of students' pronunciation skills in a certain group. Here's a breakdown: Excellent (3%): This indicates that a very small percentage of students have outstanding pronunciation skills. They likely demonstrate a high level of accuracy and clarity in their spoken language. Very Good (39%):

The majority of students fall into this category, suggesting that a significant portion of the group has commendable pronunciation skills. They may exhibit a strong command of pronunciation with minor, if any, errors.

Acceptable (51%): More than half of the students fall into this category, indicating that they have a satisfactory level of pronunciation skills. While they may have some areas for improvement, their overall pronunciation is deemed acceptable. Insufficient (7%): A small percentage of students have been categorized as having insufficient pronunciation skills. This suggests that these students may struggle with certain aspects of pronunciation and may need additional support or practice to improve.

Figure 2

Fluency in Traditional Class



Note: *Elaborated by Evelin Toala*

In this breakdown of students' fluency levels: Excellent (2%): A very small percentage of students are classified as having excellent fluency. This suggests that these students likely demonstrate a high level of fluidity and ease in expressing themselves verbally.

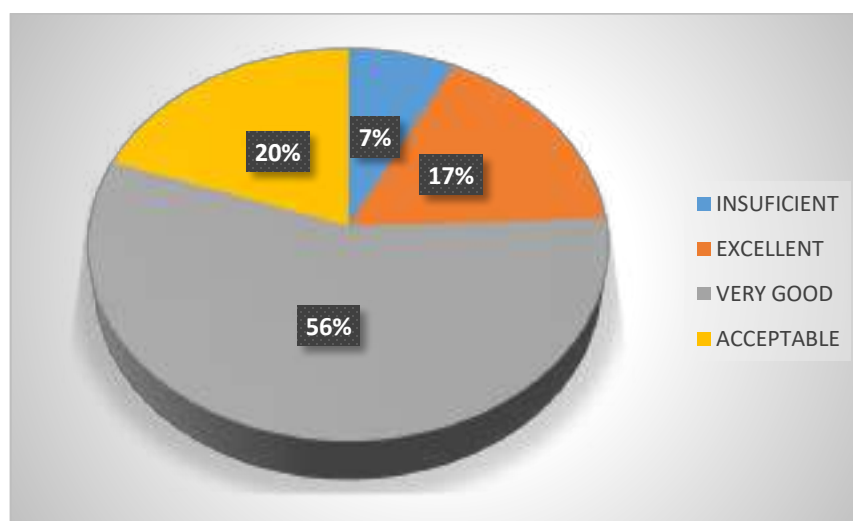
Very Good (17%): A modest portion of the student group falls into the very good category. These students likely display a strong level of fluency, although not at the highest level.

Acceptable (74%): The majority of students, a significant 74%, are considered to have acceptable fluency. This indicates that the majority of the group can express themselves reasonably well, though there might be room for improvement in certain aspects.

Insufficient (7%): A small percentage of students are categorized as having insufficient fluency. This suggests that these students may face challenges in expressing themselves smoothly and may require additional support or practice to enhance their fluency.

Figure 3

Vocabulary in Traditional Class



Note: *Elaborated by Evelin Toala*

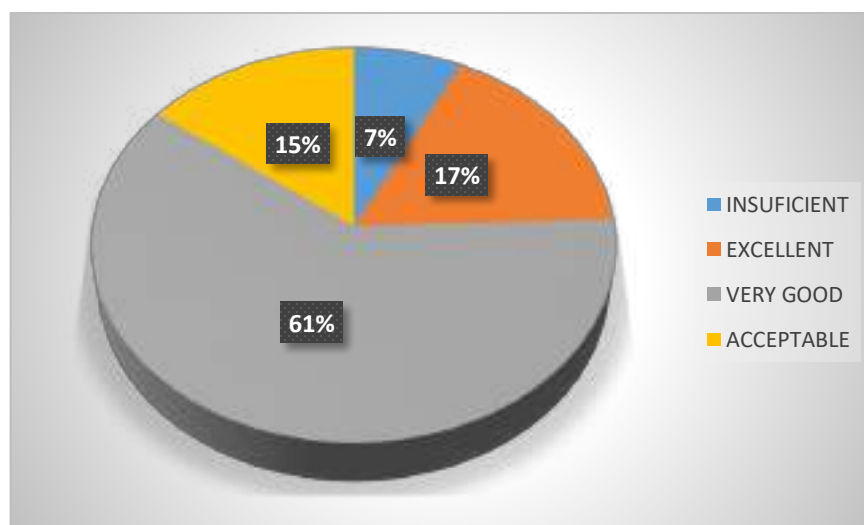
In this breakdown of students' vocabulary levels: Excellent (17%): A significant portion of students, 17%, are categorized as having excellent vocabulary. This suggests that these

students likely possess an extensive and advanced range of words, demonstrating a high level of linguistic proficiency. Very Good (56%): The majority of students, a substantial 56%, fall into the very good category. This indicates that a significant portion of the group has a strong vocabulary, although not necessarily at the highest level.

Acceptable (20%): A smaller percentage, 20%, is classified as having an acceptable vocabulary. This suggests that these students have a satisfactory range of words, but there may be room for improvement in certain aspects of vocabulary. Insufficient (7%): A small percentage of students are categorized as having insufficient vocabulary. This implies that these students may face challenges in understanding and using a diverse range of words, and they may require additional support or practice to enhance their vocabulary

Figure 4

Engagement in Traditional Class



Note: *Elaborated by Evelin Toala*

In this breakdown of students' engagement levels: Excellent (17%): A notable portion of students, 17%, are categorized as having excellent engagement. This indicates that these students are actively involved and highly interested in their learning activities, demonstrating a strong commitment to the educational process. Very Good (61%): The majority of students, a significant 61%, fall into the very good category. This suggests that a large portion of the group is actively engaged and interested in their studies, showing a strong level of participation.

Acceptable (15%): A smaller percentage, 15%, is classified as having acceptable engagement. While these students are involved to some extent, there may be room for improvement in terms of sustained interest and active participation. Insufficient (7%): A small percentage of students are categorized as having insufficient engagement. This implies that these students may face challenges in staying actively involved and interested in their learning activities, and they may require additional support or strategies to enhance their engagement.

CHAPTER 3: RESEARCH PROPOSAL

Chapter 3 explains the foundations, characteristics, structure and components of the technological proposal. It also explains its validation standing out the benefits of implementing social media based-learning to improve speaking skill development among students 3rd "A" baccalaureate at Santo Domingo de los Colorados High School.

3.1. Validation of the proposal

The integration of technology into education has become increasingly prevalent, and one platform that has gained popularity is TikTok. This study aims to evaluate the effectiveness of using TikTok as a tool to enhance speaking skills among students at the 3rd Baccalaureate level. While TikTok offers a dynamic and engaging environment for communication, it was essential to assess its impact on language development within the context of academic requirements.

Applying a diverse set of evaluation instruments were essential for optimizing the use of TikTok to improve speaking skills. These tools, ranging from rubrics and checklists to peer review mechanisms and reflective journals, provide a comprehensive approach to assess content quality, language proficiency, and the responsible use of the platform. Regularly reviewing usage analytics further enables educators to refine their instructional strategies, ensuring that TikTok becomes a purposeful and effective tool for enhancing speaking skills in the academic setting. By incorporating these evaluation instruments reveal notable improvements in students' speaking skills, with anecdotal evidence showcasing enhanced fluency, vocabulary, and pronunciation among participants.

This proposal aims to outline a comprehensive strategy for accurately measuring the impact of TikTok on developing speaking skills, considering the platform's unique format and

features including the mean objectives through evaluation oral proficiency level , analyze speech patterns and surveys user perceptions ; others points were methodology , data collection , ethical considerations which the informed consent was essential to continue the study and taking into consideration in their privacy and data security , this research has the potential to contribute valuable insights to the fields of linguistics, education, and digital communication.

Assessing the impact of TikTok on speaking skills, it is imperative to establish a robust framework that allows to attribute observed changes directly to the use of the platform into control group where randomized assignment , compared demographics , applying pre and post-test to get a baseline , the statistical analysis helped a lot to provide and determine specific information , this process ensures that changes in speaking skills can be directly attributed to the use of TikTok such a comprehensive approach enhances the reliability and validity of the study, contributing to a more nuanced understanding of the platform's impact on language development.

The key strategies incorporated into the research proposal to enhance the external validity of the study, allowing for the extrapolation of results to a broader population of young learners as a representative sampling from various demographic groups, including different age ranges, linguistic backgrounds, and geographical locations , design assessments and evaluations that mirror real-world scenarios where young learners may apply their speaking skills focused on a robust data analysis to contribute meaningful insights which were applied to a broader

population of young learners, fostering a more inclusive understanding of Tik Tok's impact on speaking skills.

This research examined the ethical dimensions involved in utilizing TikTok with young learners, emphasizing the need to balance educational innovation with the safeguarding of participants' well-being , starting with the informed consent and age verification included clear communication , emphasized the privacy and anonymity specifying content sensitivity and safety , foster collaboration with educational institutions, involving teachers and parents in the research process to ensure transparency and alignment with educational goals and can harness the power of technology to enhance learning experiences responsibly.

Two specialists worked closely with the researcher to supervise the development, approval, and revision of the instruments in order to facilitate the intervention's implementation. Dr. Martha Castillo, a Ph.D. candidate, reviewed and approved the instruments at the beginning. She provided her knowledge in creating the proposal's instruments and the variable matrix. As the project's supervising tutor, MSc, a Ph.D. Mariana Contreras, acted as the second expert. In addition to providing advice, the two professors approved the use of a checklist, pretest-posttest, survey, and interview as the tools.

3.2. Theoretical foundations

The transition from a teacher-centered learning paradigm to a learner-centered model has been one of the biggest developments in the world of education, particularly in foreign language teaching (M. Al-Tamimi and Attamimi, 2014). When it comes to language skills, there are several key components that one must master, which encompass the abilities to effectively communicate through speaking, convey thoughts and ideas in writing, attentively absorb information through active listening, as well as comprehend and interpret written text through reading.

3.2.1. Tik Tok as a tool in language learning.

According to Kuning (2019), when it comes to studying a foreign or second language, speaking is considered to be the most essential out of the four fundamental linguistic abilities. As a result, speaking instruction in the context of teaching and learning English must provide students with opportunities to express themselves. Using the TikTok platform is one way for pupils to improve their speaking skills (Pratiwi et al., 2021). According to De Leyn et al. (2021), TikTok is a widely used program that boasts millions of users and is a social media platform for uploading short videos.

Due to the large number of artists that produce English-language content, people (students) can learn English using TikTok, because they can learn by playing, anyone can watch the video and learn and comprehend English. Thus, one may refer to the TikTok app as m-learning (Zaitun et al., 2021). Videos such as those that demonstrate actions and use verbs to describe them can help students expand their vocabulary and improve their spelling skills (Masruddin, 2018).

There are three advantages to using videos in the teaching and learning process. First, seeing the movie helps learners appreciate learning a language. Learning a language is meant to be a joyful experience, and the video makes the classroom visually appealing and entertaining. The process of teaching and learning becomes more diverse when video is included. Teachers can encourage learning and create a pleasant learning environment for their pupils by using a variety of media in the classroom. Additionally, videos can combine a wide range of audio and visual aspects, making them extremely complex media (Hakim, 2016).

Secondly, watching videos is a great approach to learn about body language. Learners of language acquire knowledge about their surroundings. Since the film features motion, students can learn about body language through the visuals (Marsden, 2018). Third, practice builds confidence in students. Repeated stories and videos are highly engaging for learners. Multiple viewings of a video can help learners learn through limitation and absorption. Videos can be used to get students' attention, elicit feelings such as affection and support them in sharing their feelings in writing, foster cognitive thinking, and provide compensatory support to students who perform less well in class (Amidah et al., 2021).

Additionally, since the world may view their video, students can also submit the best speaking videos by posting them to TikTok. Should their speech become erroneous, their followers on the TikTok app will penalize them digitally (Celeste, 2021).

Mathews (1998) outlines constructivist epistemologies and pedagogical constructivism. The educational theories of learning and pedagogy, namely educational constructivism and social constructivism, have demonstrated their immense value in enhancing modern educational practices. These theories have exerted a significant impact on the development of curriculum design and instructional strategies. As a result, it could be argued that a large portion of scholars and writers have extensively examined a diverse range of constructivist theories, as stated by Mathieson in 2012.

Students are encouraged to employ real-world techniques to acquire knowledge, to reflect on, and to discuss their work in the classroom through constructivist learning. The pedagogy discourages memorization of other people's ideas and definitions and instead pushes students to form their own. Kids can create their own simplified explanation instead of

memorizing the lengthy definition when they search for a phrase's position in a sentence. They sometimes behave like this with their colleagues. Next, let's discuss the social aspect of constructivism (Fleury and Garrison, 2014).

According to Kennedy (2014), children's knowledge is influenced by their interactions with culturally relevant and meaningful reality as well as their adaptive experiences with the physical world. According to Taylor (2018), potential growth, also known as academic achievement, refers to the degree of progress that a student can reach with the assistance of peers or teachers. According to him, learning is a social activity that encompasses family, friends, coworkers, and historical figures.

Social constructivism, which can be regarded as an educational approach, prioritizes fostering strong student engagement by emphasizing active participation, meaningful dialogue, and the exchange of knowledge. There are numerous options for organizing groups and employing interactive techniques with this particular teaching approach. Small-group discussions and discussions involving the entire class are valuable forms of interactive communication that foster active engagement and promote collaborative learning. Moreover, another aspect that enhances student involvement is when they participate in pairs.

The students engage in collaborative efforts and lively discussions with one another with the intention of pinpointing and understanding the underlying causes for certain phenomena, brainstorming and coming up with effective solutions for various issues, and also gathering additional knowledge that can complement their existing understanding (Al-Qaysi, Mohamad-Nordin and Al-Emran, 2021). Sociocultural constructivists view this activity as a collaborative process involving language and dialogue with another or others, typically more skilled. Piaget's

constructivism achieves knowledge construction through the internalization of language for comprehension, rather than assimilation, accommodation, and equilibration as Vygotsky (1962) suggests.

3.2.2. Second Language Acquisition

Second Language Acquisition (SLA) SLA theories offer insightful information about how hybrid activities can help with the development of speaking skills. Vygotsky's (1978) Zone of Proximal Development (ZPD) highlights the role of scaffolding, which is the process of providing specific help within the learning zones of learners. Through peer cooperation, teacher feedback, and internet resources, can provide this support, allowing students to progressively increase their speaking fluency and confidence (Ellis, 2008).

3.2.3. Technology-Enhanced Language Learning (TELL)

TELL theories offer further perspectives on how technology might be used in hybrid activities to improve the development of speaking. The incorporation of technology is advocated by Warschauer and Healey (1998), who highlight the ways in which technology can improve learning opportunities, access to resources, and participation. Through smartphone apps, voice recorders, and internet resources, speaking activities can make use of technology to provide pronunciation feedback, interactive tasks, and self-paced practice (Thorne, 2003). According to Chapelle (2018), this ubiquitous learning strategy offers students the opportunity to meet their specific needs and encourages independence, allowing them to engage in practice beyond the confines of the classroom. Moreover, this strategy ensures that students receive timely feedback on their progress.

3.2.4. Intercultural Communication and Global Citizenship

Speaking exercises can also support the growth of global citizenship and intercultural competency. Byram (1997) places emphasis on the significance of cultivating an awareness and comprehension of a range of cultural contexts. Activities on Tik Tok can include online cultural exchanges, collaborative projects with students from diverse backgrounds, and simulations of real-world scenarios. These activities give students the chance to practice speaking in cross-cultural contexts and become more sensitive to the perspectives of other cultures (Bahramian and Hutchinson, 2013).

Using Tik Tok can also incorporate critical thinking abilities, empathy, and an understanding of one's place in a worldwide society in relation to global challenges (Byram, 1997). By encouraging responsible communication and a feeling of global citizenship, this prepares students to deal with the challenges of living in a linked world. Integrating difficulties into the educational process, motivating students to grow.

3.2.5. Learning Theories and Pedagogical Approaches

These theories offer a structure for creating captivating and successful hybrid learning experiences that support active learning and accommodate a range of student backgrounds. The ideas of constructivism and active learning, as promoted by Brown (2020), motivate students to engage in active learning and build their language comprehension through the use of gamified elements, problem-solving exercises, and simulations. Engaging learners, meaningful learning, and speaking skills enhancement are all possible through the use of social media (Black, 1998; William, 1998).

Furthermore, Brown (2020) supports individualized instruction approaches that place an emphasis on meeting the unique needs and preferences of individual students. When Tik Tok is used, learners may take charge of their education and choose their own objectives since it provides a variety of resources, flexible scheduling, and individualized feedback via online platforms and tools.

3.3. Characteristics of the proposal

The characteristics of this proposal are rooted in addressing the pressing issue of low speaking skill development motivation among 3rd “A” baccalaureate. It underscores the significance of integrating through Tik Tok application, emphasizes the importance of English proficiency, and highlights the use of specific digital platforms. The characteristics outlined in the proposal for implementing TikTok to improve speaking skills carry significant importance due to their potential impact on the effectiveness and engagement of the learning process. The initiative's evaluation structure integrates qualitative and quantitative approaches to provide a thorough assessment of the speaking skill approach's impact and success.

In order to examine students' speaking competencies comprehensively, the evaluation is quantitative and consists of a two-phase assessment that includes pre- and posttests. For example, students can experiment short-form videos, engaging content, duets at collaboration, authentic conversations, challenges and prompt, feedback and interaction, language variety, incorporation of pronunciation tips, user-generate content, privacy and safety measures; these characteristics collectively contribute to a dynamic and effective learning environment on TikTok, specifically designed to enhance speaking skills. They address various aspects of

language acquisition, including clarity, engagement, collaboration, authenticity, practice, feedback, adaptability, targeted improve and learner empowerment.

Combining these characteristics creates a comprehensive approach to improving speaking skills through the use of the TikTok platform. When proposing the implementation of TikTok for improving speaking skills, it's fundamental to align these characteristics with the specific learning objectives and outcomes you aim to achieve. Additionally, addressing potential concerns and providing evidence of Tik Tok's educational effectiveness will strengthen your proposal. The establishment of a symbiotic relationship between theoretical knowledge and practical application is achieved through the thoughtful and deliberate design of each activity.

This design not only aims to strengthen but also to complement the various components and themes that are covered in classroom sessions. The use of this particular methodology makes it easier to perform a thorough comparison analysis, with a focus on tracking the advancements in individual growth and overall improvement within the group dynamics. Students will be able to express their thoughts, observations, and experiences with the speaking skill acquisition technique through the survey. Students can use it to express their opinions, emphasize the features they thought were useful, and make clear recommendations. Understanding the learners' subjective experiences and engagement levels depends heavily on this qualitative input.

3.4. Objectives of the proposal

The objective of a proposal outlining the implementation of TikTok to improve speaking skills is clear, specific, and aligned with the broader goals of language education. The proposal's objective should articulate the intended outcomes and benefits of utilizing TikTok as a platform

for enhancing speaking abilities. The primary objective of this proposal is to leverage the features and capabilities of TikTok as an innovative and interactive platform to enhance and improve speaking skills among language learners. This research aimed to study the effectiveness of using TikTok to improve speaking skill development, it was conducted among 3rd baccalaureate students at Santo Domingo de los Colorados high School.

By incorporating interactive content and creative challenges, this proposal aims to improve learners' pronunciation, vocabulary, fluency, and overall engagement in the language acquisition process, the study involved 41 students.

Demonstrates TikTok serves as a versatile and effective platform for improving speaking skills. By leveraging its features, users can engage in creative content creation, participate in challenges, receive constructive feedback, and build confidence in their verbal communication abilities. While TikTok is often seen as a source of entertainment, its potential as a tool for skill development, particularly in speaking, should not be overlooked. As individuals continue to embrace the opportunities provided by social media, TikTok stands out as a valuable asset in the journey towards effective and confident verbal communication.

Implement TikTok as a valuable ally in the journey towards enhanced speaking skills. From concise communication to participation in challenges and global interactions, TikTok provides a unique environment for users to hone their abilities and become more confident and effective speakers. As we embrace the digital age, recognizing and utilizing platforms like TikTok as tools for personal development can significantly contribute to our communication prowess and success in various aspects of life.

Create a dynamic and interactive learning environment that not only captures students' attention but also facilitates practical application of verbal communication skills. TikTok serves as a bridge between traditional learning methods and the digital age, offering a unique platform for students to hone their speaking abilities while engaging with contemporary forms of communication. As we embrace the potential of technology in education, TikTok stands out as a powerful ally in the quest to amplify students' speaking skills and prepare them for effective communication in the modern world.

By achieving these objectives, it's necessary to anticipate a measurable improvement in the speaking proficiency of our learners, contributing to a more comprehensive and engaging language education experience. This proposal aims to harness the potential of TikTok as a valuable tool for language learning, fostering a dynamic and effective approach to developing speaking skills. Students can share their opinions, preferences, and thoughts about the usefulness and appropriateness of these exercises for their speaking skill development through a structured survey (Richards, 2013). Data analysis will provide vital insights into student participation and preferences.

3.5. Structure, and dynamics of the components of the proposal

This thesis provides a proposal based on speaking skill among 3rd "A" baccalaureate students at Santo Domingo de los Colorados high School. Acknowledging the current shifts in implementing social media-based learning specifically, this initiative seeks to improve speaking skill development.

The structure and dynamics of a proposal for using TikTok to improve speaking skills involve carefully organizing key components to present a compelling argument for the adoption

of this innovative approach. Analyze implementing TikTok in the classroom to improve speaking skills requires careful consideration of various necessities. From access to technology to clear learning objectives and feedback mechanisms, because each component plays a decisive role in creating a dynamic and effective learning environment.

Presenting a well-thought-out proposal for implementing TikTok to improve speaking skills is of paramount importance in navigating the intersection of education and modern communication trends. The proposal serves as a vehicle for communicating the benefits of this innovative approach, aligning educational practices with contemporary realities, and creating a dynamic and engaging learning environment for students. By recognizing the significance of such a proposal, educators can lay the groundwork for a transformative shift in teaching methodologies and prepare students for success in communication in digital age.

Requesting approval for the implementation of TikTok to enhance speaking skills has required a comprehensive and strategic approach. By addressing educational objectives, relevance, safety concerns, professional development, engagement metrics, and communication plans, the proposal becomes a persuasive tool that showcases the potential benefits for both educators and students. This through approach ensures that the request for approval is well-supported and aligns with the overarching goals of the educational institution.

Developing class plans has been very important, that integrate both traditional and TikTok-based methods for personal presentation skills cannot be overstated. By addressing diverse learning styles, offering real-world application, enhancing creativity, boosting engagement, preparing for digital communication, fostering holistic skill development, and showcasing adaptability, such class plans pave the way for a comprehensive and effective

educational experience. This balanced approach ensures that students are equipped not only with foundational skills but also with the ability to thrive in a rapidly changing digital landscape.

The necessity and importance of obtaining parents informed consent for implementing TikTok in educational settings cannot be overstated. It reflects a commitment to ethical, responsible, and transparent use of technology in the learning environment. By prioritizing parental involvement and addressing privacy concerns, educators and institutions can build a foundation of trust, empower parents to make informed decisions, and navigate legal and ethical considerations, ultimately fostering a safe and collaborative educational experience for students.

Another pivotal stage has been applying the use of TikTok in classes to improve speaking skills are multifaceted. From promoting concise communication to fostering creativity, building confidence, and adapting to digital communication trends, TikTok serves as a dynamic tool that aligns with the evolving needs of education and the demands of the modern world, for this individual activity students required from las class planned around one month to send and present their videos.

It has been essential data collection in evaluating the effectiveness of the TikTok integration proposal for improving speaking skills, by quantifying progress, identifying patterns, assessing engagement, evaluating individual and group performance, measuring retention, gathering feedback, informing continuous improvement, collected data serves as a powerful tool for informed decision-making and the ongoing enhancement of educational practices. It provides educators and stakeholders with the evidence needed to ascertain the success of the proposal and underscores the commitment to data-driven, impactful learning outcomes.

Finally, the videos and the survey results have affirmed the effectiveness of using TikTok as an instructional tool to improve speaking skills. The quantifiable improvement, positive perception, increased comfort and confidence, enhanced creativity, positive impact on peer collaboration, increased engagement levels, and alignment with real-world communication scenarios collectively validate the success of TikTok in achieving the objectives outlined in the proposal the positive outcomes from this survey support the integration of innovative platforms like TikTok as valuable tools in fostering dynamic and effective learning experiences.

3.6. Description of the methodological and/or technological requirements

In the proposal for implementing social media to improve speaking skills, it's essential to provide a clear description of the methodological and technological requirements. This section outlines the tools, resources, and methodologies necessary for the successful execution of the initiative. Methodologically speaking, the program required on a pedagogical framework rooted in experiential learning, collaborative exploration, and reflective practice. students participating in the recording were encouraged to actively participate in hands-on activities, feedback, and practical applications of the Tik Tok tools introduced. Likewise, technologically, participants brought their own devices, the most of them cellphone to facilitate the learning experience.

The training was carried out in a practical way, to facilitate discussions, and create a virtual community of practice among the participants. By addressing these methodological and technological requirements in the proposal, its provides a comprehensive framework for the successful implementation of social media to enhance speaking skills. This clarity enhances the feasibility and effectiveness of the proposed initiative, the training's effectiveness rested on

combining technological know-how with pedagogical insights in order to support the objective of using Tik Tok to enhance the development of speaking skills.

3.7. Results and Discussion

To provide a comprehensive analysis and discussion of the results obtained from implementing the proposal to use TikTok for improving speaking skills, it helps determine the effectiveness of the chosen platform (TikTok) as a tool for enhancing language skills, specifically speaking proficiency. Understanding how well the proposed approach worked is crucial for refining or optimizing future language learning initiatives. The analysis provides insights into the level of engagement and participation among learners.

By assessing the quality of content created and utilizing performance metrics, the analysis allows for a measurement of skill improvement. This information is essential in determining whether the intended learning outcomes were achieved and if participants demonstrated advancements in their speaking abilities, through analysis helps identify the strengths and weaknesses of the proposed approach. Understanding what worked well and areas that need improvement is crucial for refining strategies, content creation guidelines, or the overall structure of the language learning initiative.

Insights gained from the analysis enable educators and program designers to optimize the overall learning experience. This includes adjusting content, addressing challenges, and refining the integration of TikTok into the language learning curriculum to enhance the educational impact. The analysis serves as valuable input for future language learning initiatives. Lessons learned from the implementation of TikTok for speaking skills improvement

can guide the design and implementation of similar programs, ensuring continuous improvement and innovation in language education.

Analyzing the results helps ensure that the language learning initiative aligns with broader educational goals. It contributes to the overall effectiveness of language programs and supports the achievement of institutional objectives related to language proficiency. A comprehensive analysis allows for the demonstration of the impact of the language learning initiative. Moreover, the platform's interactive features facilitate immediate feedback. Users receive comments and likes on their videos, creating a dynamic feedback loop that helps students assess their pronunciation accuracy and make prompt improvements.

Tik Tok's collaborative nature fosters peer learning and collaboration. Students can watch and learn from each other's videos, exchanging ideas, vocabulary, and constructive feedback. This community-driven approach not only enriches vocabulary but also creates a supportive environment for language development. The creative freedom offered by TikTok encourages students to experiment with various expressions, tones, and vocabulary. This creative outlet contributes to a more versatile vocabulary and helps students express themselves in nuanced ways, improving their overall language proficiency.

The platform's challenge and engagement features add a gamified element to language learning. By participating in trends and challenges, students are motivated to practice speaking on specific topics, further enhancing their fluency and expanding their vocabulary in a structured manner. Tik Tok's multimodal learning environment, which combines visual and auditory elements, reinforces vocabulary retention and improves overall communication skills.

Students can use gestures, facial expressions, and visuals to complement their spoken content, adding depth to their language proficiency.

TikTok was a valuable and innovative tool to enhance students' speaking fluency, vocabulary, and engagement in the language learning process. By tapping into the platform's features, educators will create a dynamic and interactive learning experience that aligns with the interests and preferences of today's students. Embracing technology and popular social media platforms like TikTok can make language learning more relevant, enjoyable, and effective in preparing students for real-world communication.

3.7.1. Obtained Descriptive Statistics

This survey in the first section delves into the characteristics of the 3rd A Baccalaureate class, consisting of 41 students who willingly accepted the informed consent to participate. The study focuses on key demographic aspects, including age distribution, gender representation, and the educational background of the participants. The insights gathered from this survey aim to provide a comprehensive understanding of the composition of the student body in the 3rd A Baccalaureate, with potential implications for academic and social considerations.

The survey revealed that a significant portion of the respondents, accounting for 78%, fall within the age of 17 years. This suggests a predominant age group within the 3rd A Baccalaureate class. With 12.2% of are 16 years old, and another 12.2% of the students are older than 18 years, showcasing a minority yet noteworthy segment of the class. The gender distribution in the 3rd A Baccalaureate class is slightly skewed, with 58.5% identifying as female and 41.5% as male. An interesting observation from the survey is that all participants

study in public education institutions. This commonality can have implications for understanding socio-economic context, resource availability, and educational experiences shared among the students.

Table 5.

Demographic Information

Group	Age	Gender	Education
Students	more than 18%	female 58,5%	
	17 years old 78%	male 41,5%	
	16 years old 12,2%		
			Public 100%

Note: *Elaborated by Evelin Toala.*

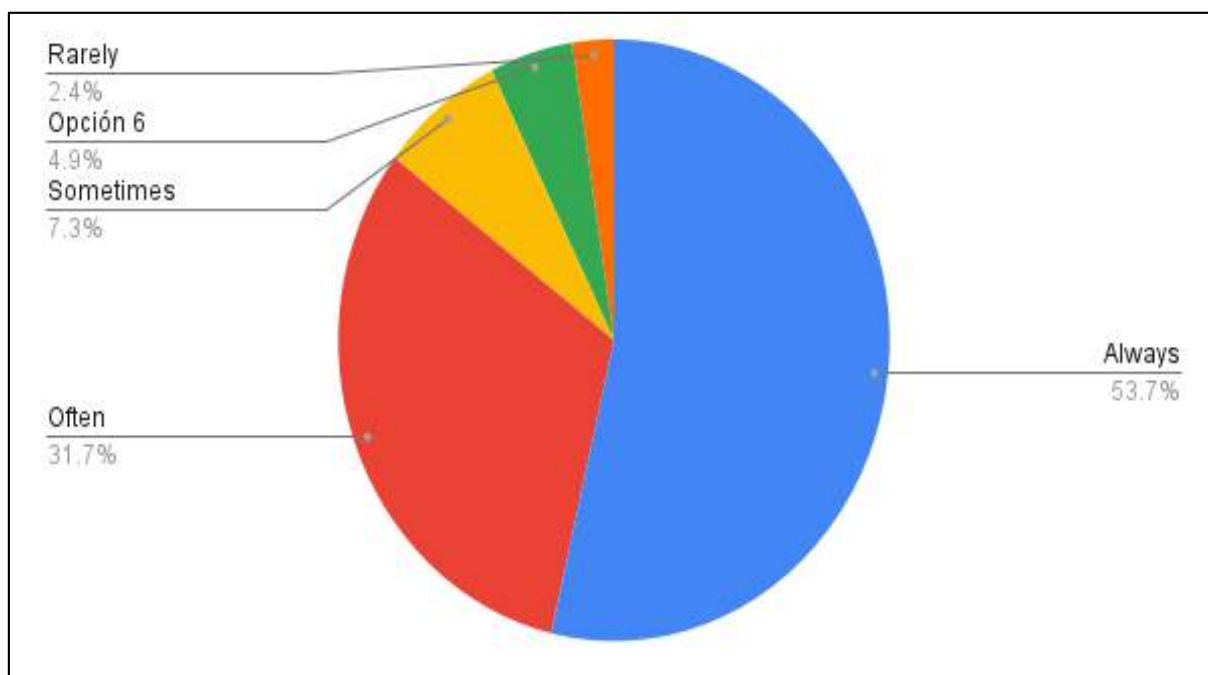
In the second section, there are questions that are specifically designed to align with the different dimensions and indicators of speaking skills. The students were then asked to provide their responses based on these questions. The responses provided by individuals reflect their unique and diverse insights, perspectives, and level of proficiency in multiple aspects related to the art of speaking. The content provided in this material addresses various dimensions of speaking skills, effectively demonstrating the students' proficiency in key areas including pronunciation, fluency, vocabulary, and engagement.

The summary provides an extensive portrayal of the students' perspective and demonstration of their language speaking skills, encompassing various aspects as defined by

the given framework. The statistical data showcases the comprehensive and intricate outcomes obtained from the survey that was carried out among the student population.

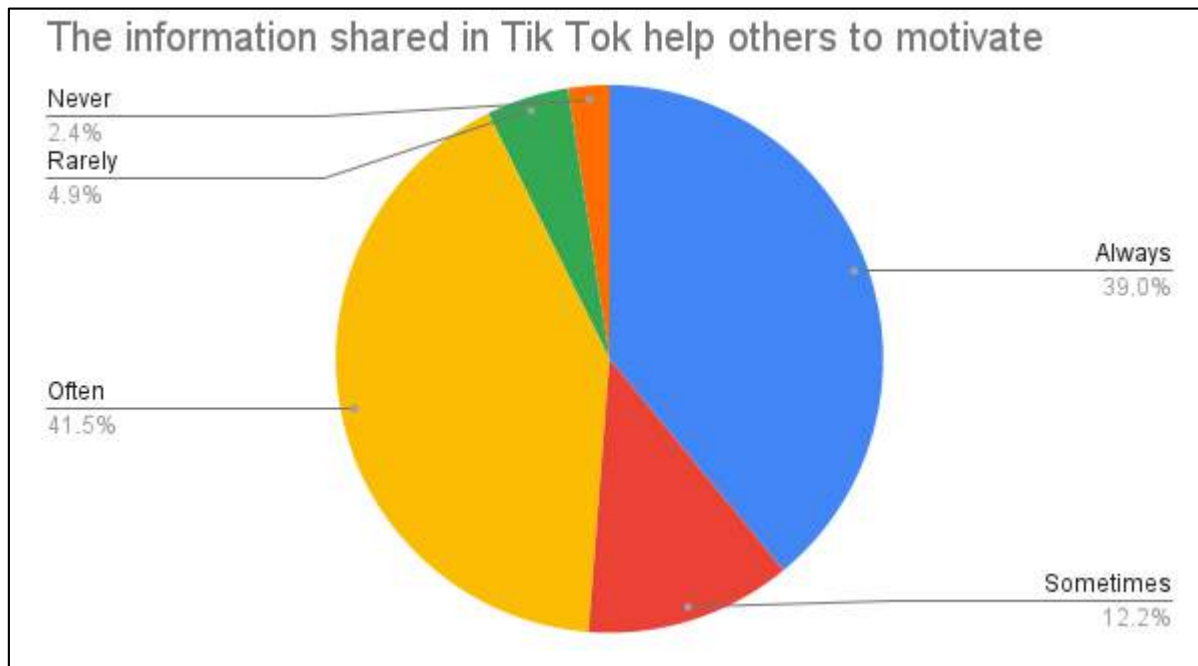
Figure 5

Section 2: Student's Motivation Engagement



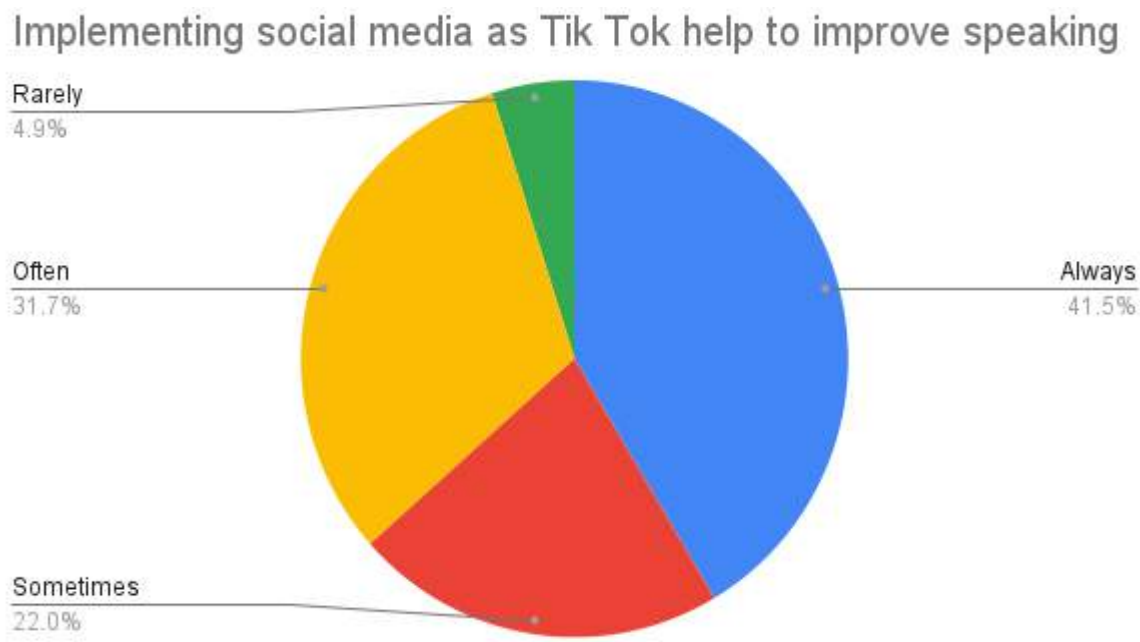
Note: *Elaborated by Evelin Toala*

When students utilize Tik Tok, they express a sense of well-being and contentment. A significant percentage of students, specifically 53.7%, consistently report feeling great while using TikTok. The findings from the survey indicate that a majority of the students who were surveyed consistently report having a positive experience with the platform, surpassing the halfway mark. More specifically, a considerable percentage of students, amounting to 31.7%, frequently express satisfaction when using TikTok.

Figure 6*Section 3: Knowledge Transfer*

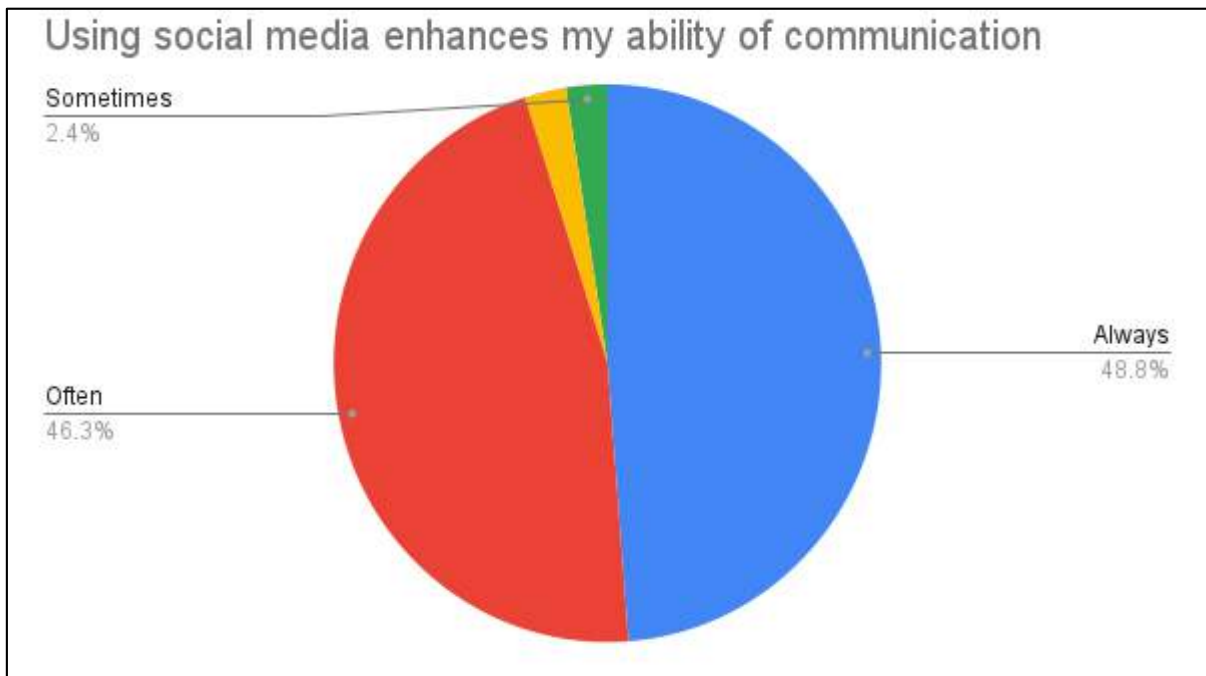
Note: *Elaborated by Evelin Toala*

The data provided depicts the viewpoints of students on how the information shared on TikTok serves as a source of motivation for their English learning journey. A significant percentage of students, specifically 39%, assert that the content they encounter on TikTok consistently serves as a valuable source of motivation, aiding them in their pursuit of English language learning. Frequently (41.5% of the time), a significant portion (41.5%) of students expressed that the educational content found on TikTok serves as a strong source of motivation for their English language learning. On certain occasions (12.2%), a lower percentage (12.2%) of students indicated that the information they encounter on TikTok occasionally contributes to their drive for learning English.

Figure 7*Section 4: Learner's autonomy*

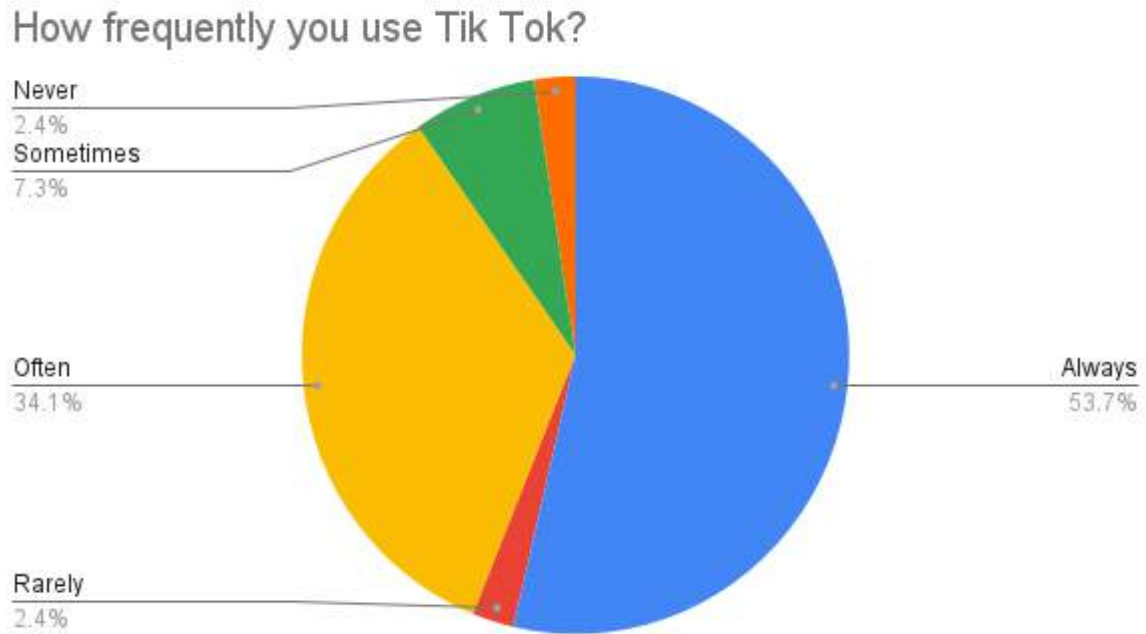
Note: *Elaborated by Evelin Toala*

The data that has been presented showcases the viewpoints of students regarding the positive impact of incorporating social media, specifically TikTok, on their English speaking abilities. A noteworthy percentage of students, accounting for approximately 41.5%, have expressed their belief that the incorporation of TikTok into their language learning endeavors invariably leads to noteworthy enhancements in their proficiency when it comes to speaking the English language. A significant proportion of students, approximately 31.7%, have expressed that the integration of TikTok into their educational endeavors frequently contributes to the enhancement of their speaking abilities. Additionally, a noteworthy percentage of students, estimated to be around 22%, have reported that the utilization of TikTok occasionally leads to improvements in their speaking skills.

Figure 8*Section 5: Collaborative Work*

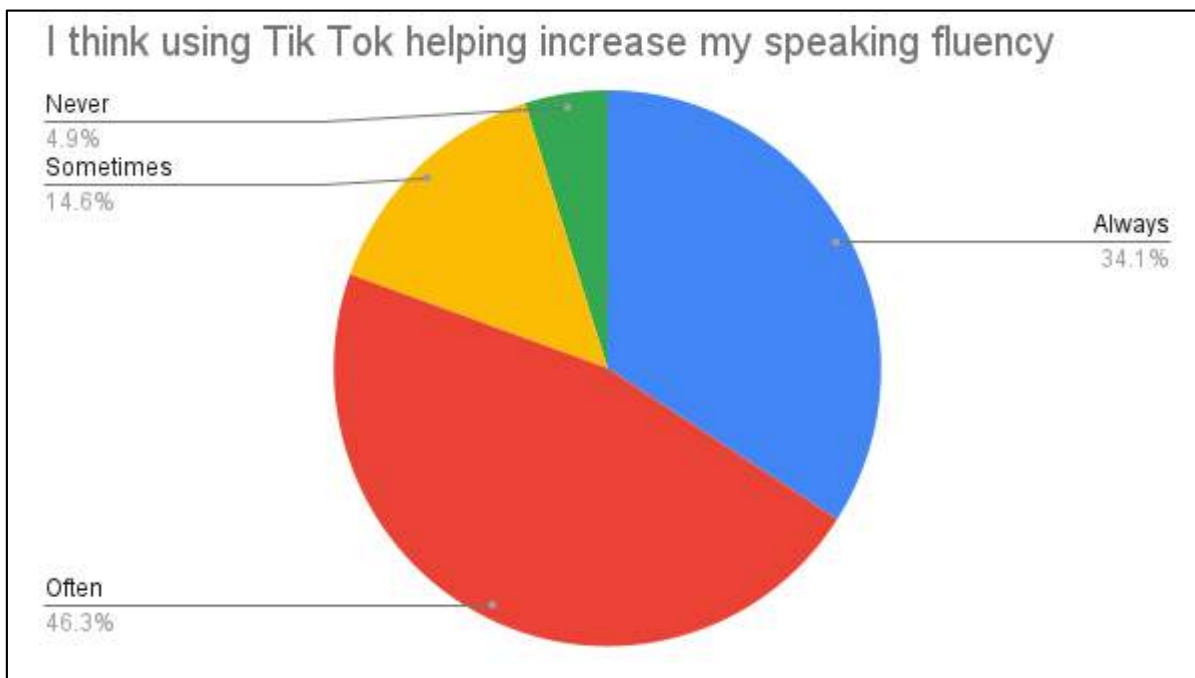
Note: *Elaborated by Evelin Toala*

Drawing conclusions from the provided data, it can be deduced that an overwhelming majority of students opine that social media plays a constructive role in improving their ability to communicate effectively. A significant number of students, approximately 48.8% to be exact, hold a strong belief that using social media consistently has a positive impact on their capacity to communicate proficiently. In addition, it is worth mentioning that a significant proportion of students, specifically around 46.3%, affirm that consistent utilization of social media platforms plays a role in improving their skills in communication.

Figure 9*Section 6: Real life Skill*

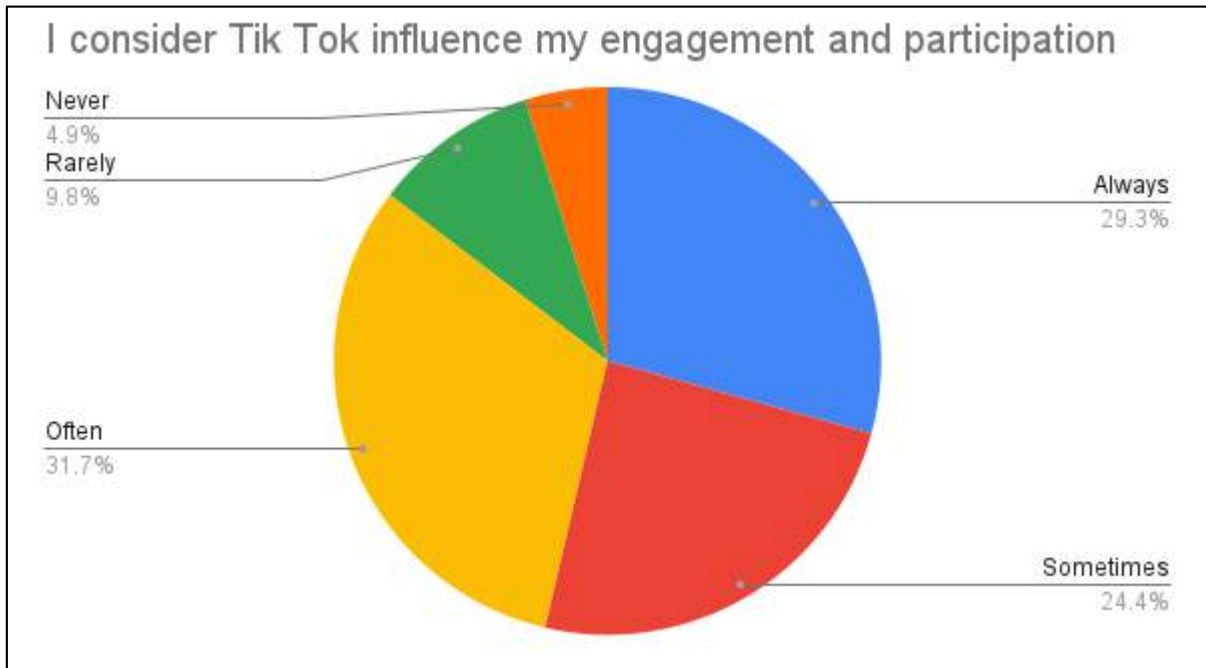
Note: *Elaborated by Evelin Toala*

The data that has been provided gives us valuable insights into how often students utilize TikTok for their activities. The findings reveal that a noteworthy proportion of students, specifically 57.3%, assert that they engage with TikTok on a consistent basis. The data implies that more than 50% of the individuals who participated in the survey are consistently active on the platform, which highlights a significant amount of regular usage. Furthermore, an additional substantial fraction (34.1%) of students stated that they frequently utilize TikTok.

Figure 10*Section 7: Learners Motivation*

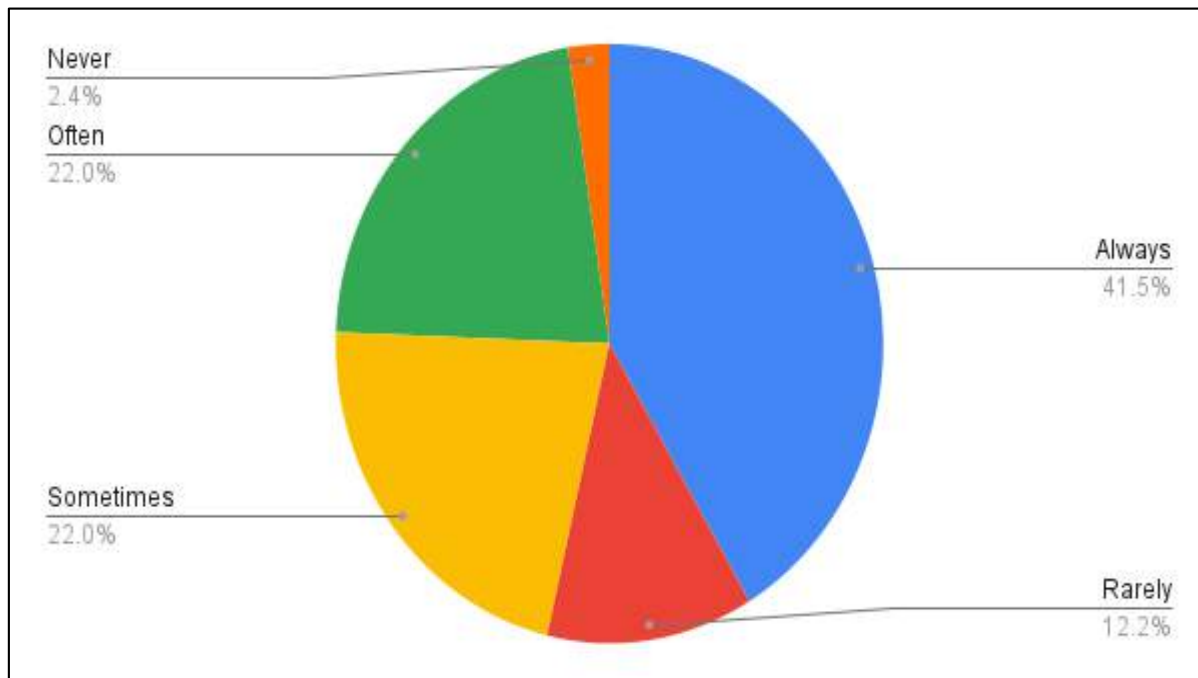
Note: *Elaborated by Evelin Toala*

The provided data indicates students' perceptions regarding the impact of using TikTok on increasing their speaking fluency, a notable percentage of students (34.1%) believe that using TikTok always helps increase their speaking fluency, another substantial percentage (46.3%) of students mentions that using TikTok often helps improve their speaking fluency and a smaller percentage (14.6%) of student's report that using TikTok sometimes helps increase their speaking fluency.

Figure 11*Section 8: Engagement Participation*

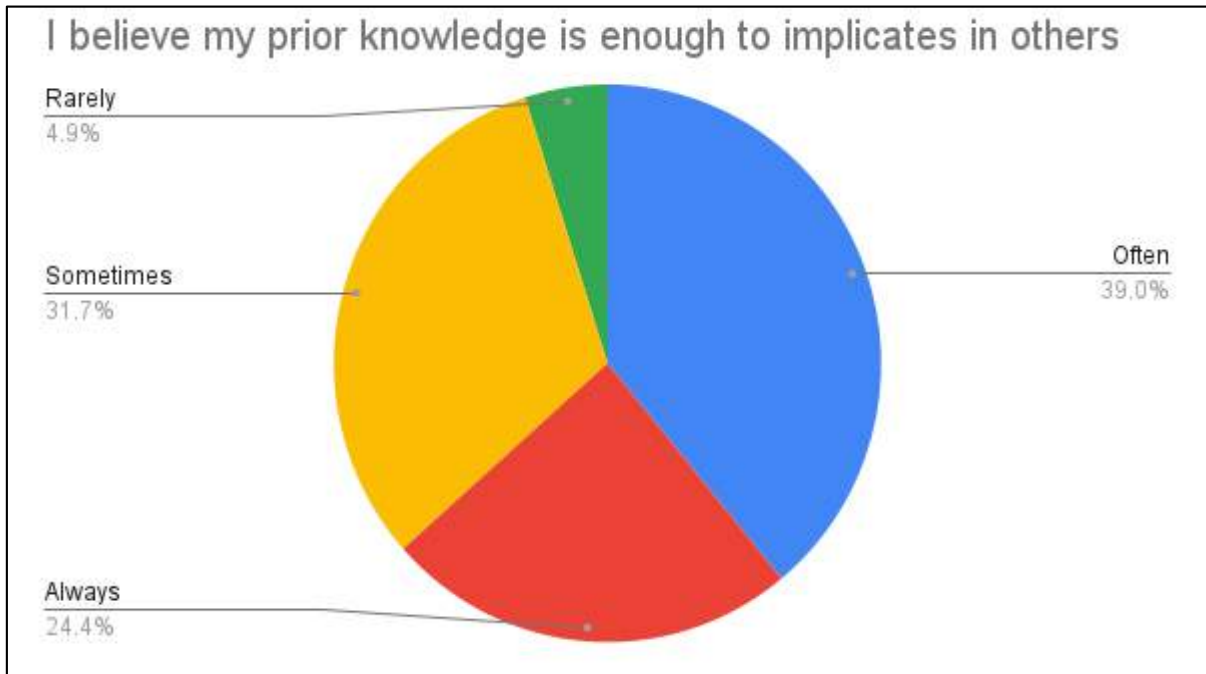
Note: *Elaborated by Evelin Toala*

According to the data provided, it can be inferred that a considerable number of students (29.3%) firmly believe that TikTok has a constant impact on their level of engagement and participation. Additionally, a significant portion (31.7%) of students reported that TikTok frequently affects their engagement and participation. Approximately 24.4% of students have conveyed that TikTok holds a significant degree of influence on their level of engagement and active involvement, while a lesser proportion of students, comprising 9.8%, have expressed that TikTok only has a limited impact on their engagement and participation.

Figure 12*Section 9: Problem Solving and Critical Thinking*

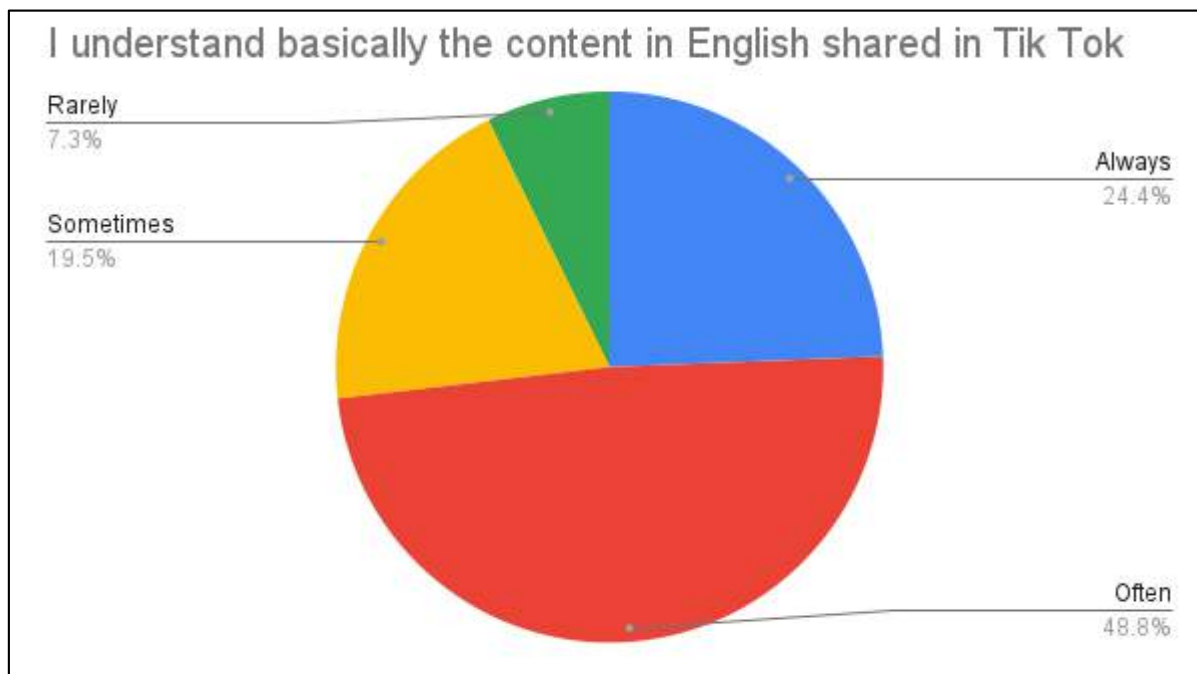
Note: *Elaborated by Evelin Toala*

According to the data provided, it can be observed that a considerable number of students (41.5%) claim that they consistently engage in the act of critically assessing information and content while using TikTok. Furthermore, an additional portion of students (22%) highlights that they frequently engage in the practice of critically evaluating information on TikTok. Among the surveyed students, a comparable proportion of 22% reveals that they occasionally engage in the critical evaluation of information found on TikTok, while a smaller subset of 12.2% confesses to seldom demonstrating a critical approach towards the information presented on the social media platform.

Figure 13*Section 10: Prior Knowledge*

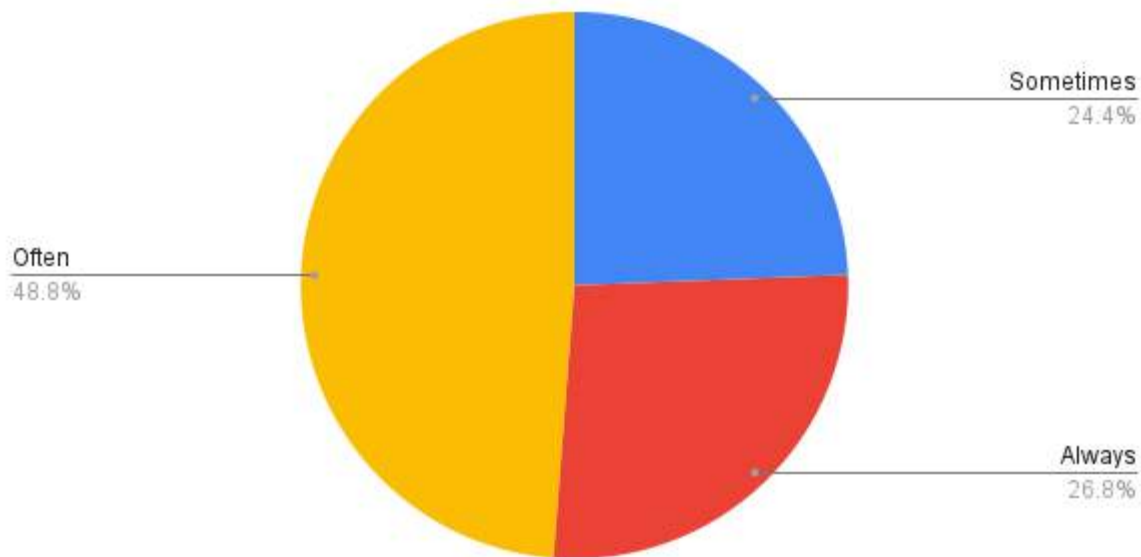
Note: *Elaborated by Evelin Toala*

The provided data indicates students' beliefs regarding whether their prior knowledge is sufficient to engage in other topics, a notable percentage of students (24.4%) express high confidence, believing that their prior knowledge is always sufficient to engage in other topics, a significant majority (39%) of students reports that their prior knowledge often is enough to engage in other topics. Another notable percentage (31.7%) of students mentions that their prior knowledge is sometimes enough to engage in other topics.

Figure 14*Section 11: Meaning*

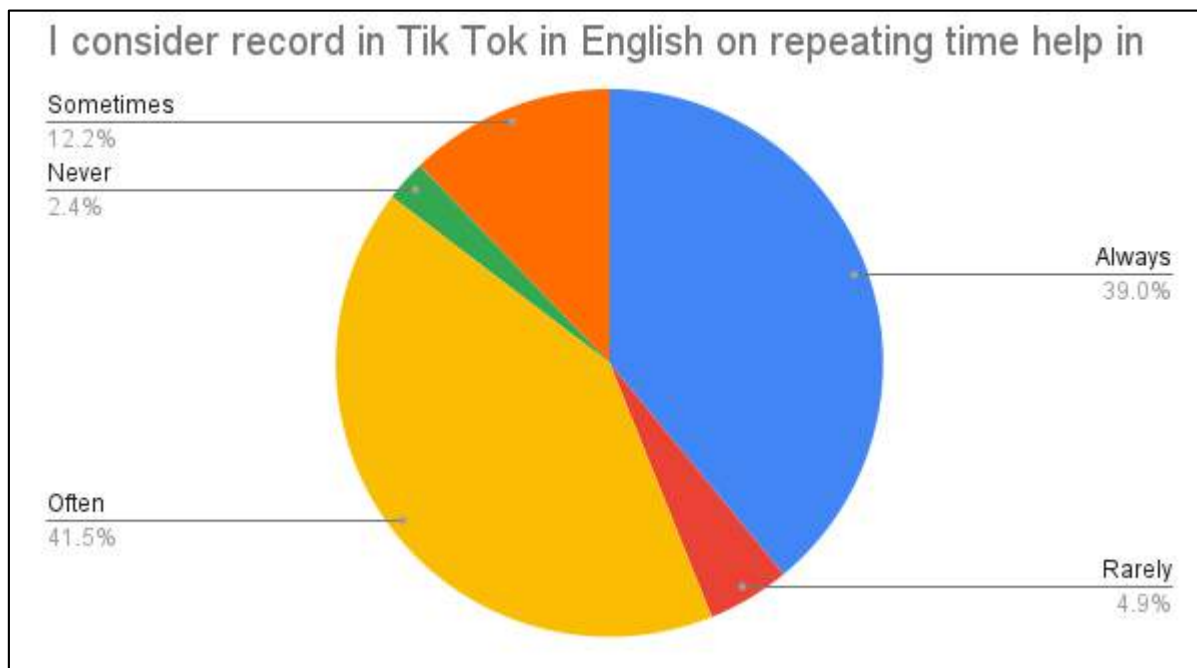
Note: *Elaborated by Evelin Toala*

Based on the data that has been provided, it can be observed that the students' grasp and comprehension of English content disseminated on the popular social media platform known as TikTok is being demonstrated and indicated. A considerable proportion of students, totaling 24.4%, demonstrate a notable level of understanding by expressing that they consistently grasp the English content shared on TikTok. In contrast, a significant majority, accounting for 48.8% of students, report that they frequently comprehend the English content posted on TikTok. A significant portion of students, specifically 19.5%, highlight that they occasionally grapple with comprehending the English content that comes their way while using TikTok. Additionally, a lesser proportion of students, approximately 7.3%, expressed feeling infrequently able to comprehend the English material presented on TikTok.

Figure 15*Section 12: Production***Using Tik Tok contributes to the effectiveness in speech**

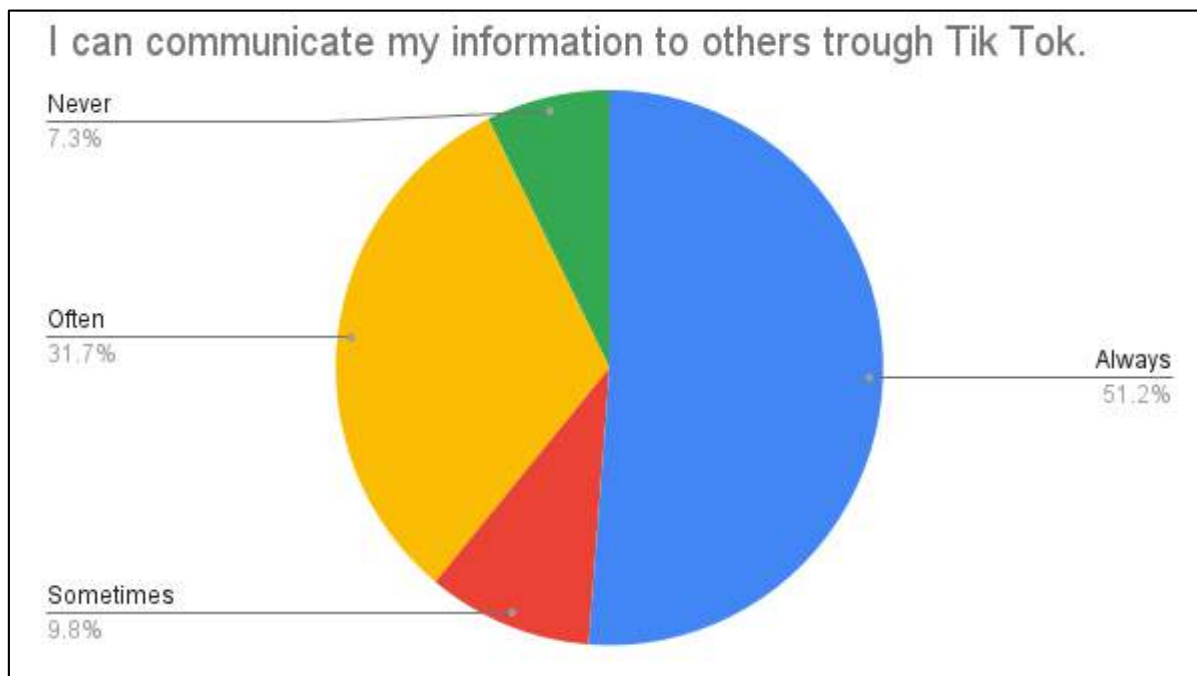
Note: *Elaborated by Evelin Toala*

According to the data provided, it appears that students have expressed their views on how the utilization of TikTok enhances the overall efficacy of their speech. A significant portion of students, approximately 26.8%, hold the belief that incorporating TikTok into their speech always enhances its effectiveness. A substantial majority of students, totaling 48.8%, have expressed that frequent utilization of TikTok has a noteworthy impact on the improvement of their verbal communication skills. Furthermore, a significant proportion of students (24.4%) additionally indicate that incorporating TikTok into their routine occasionally enhances their communication skills.

Figure 16*Section 13: Repetition and Rephrasing*

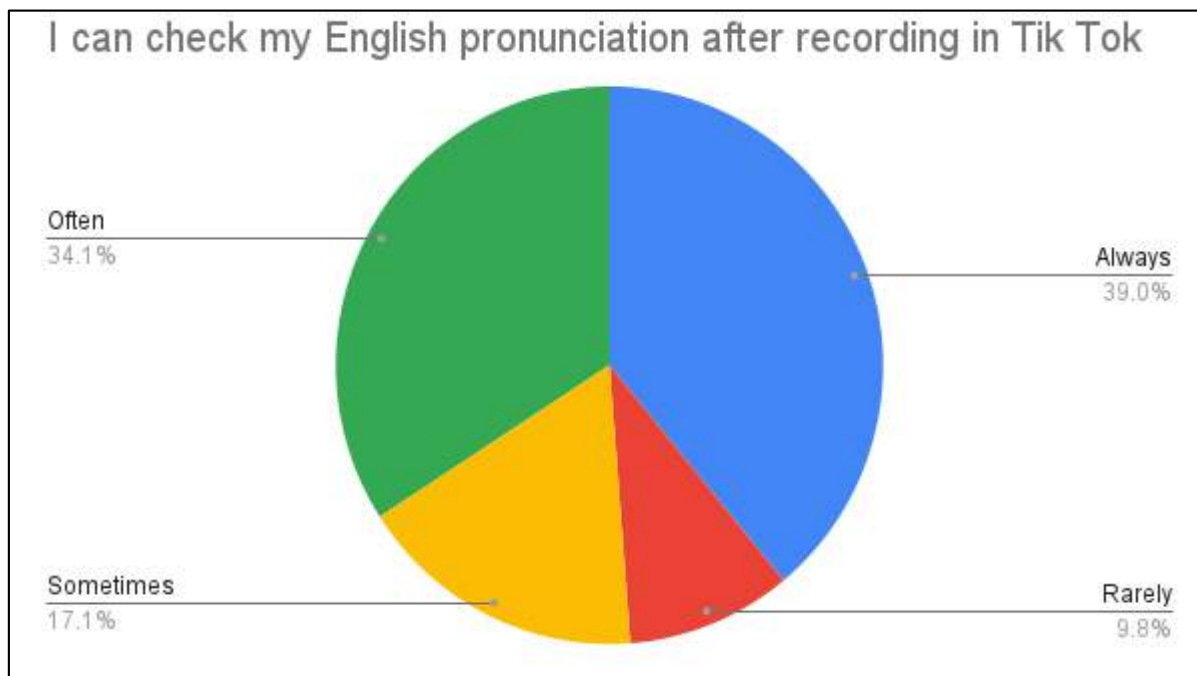
Note: *Elaborated by Evelin Toala*

According to the data provided, it can be observed that students have varying perspectives regarding the efficacy of recording in English on TikTok and subsequently repeating the process as a means of enhancing their learning. Among the responses collected, a consistent 39% of students expressed that creating TikTok videos in English has a positive impact on their learning experience. Additionally, a significant proportion of students (41.5%) mentioned that recording in English on TikTok and repeating the process frequently aids in their learning journey. On the other hand, a smaller percentage (12.2%) of students reported that recording in English on TikTok and repeating the process occasionally contributes to their learning outcomes.

Figure 17*Section 14: Communication*

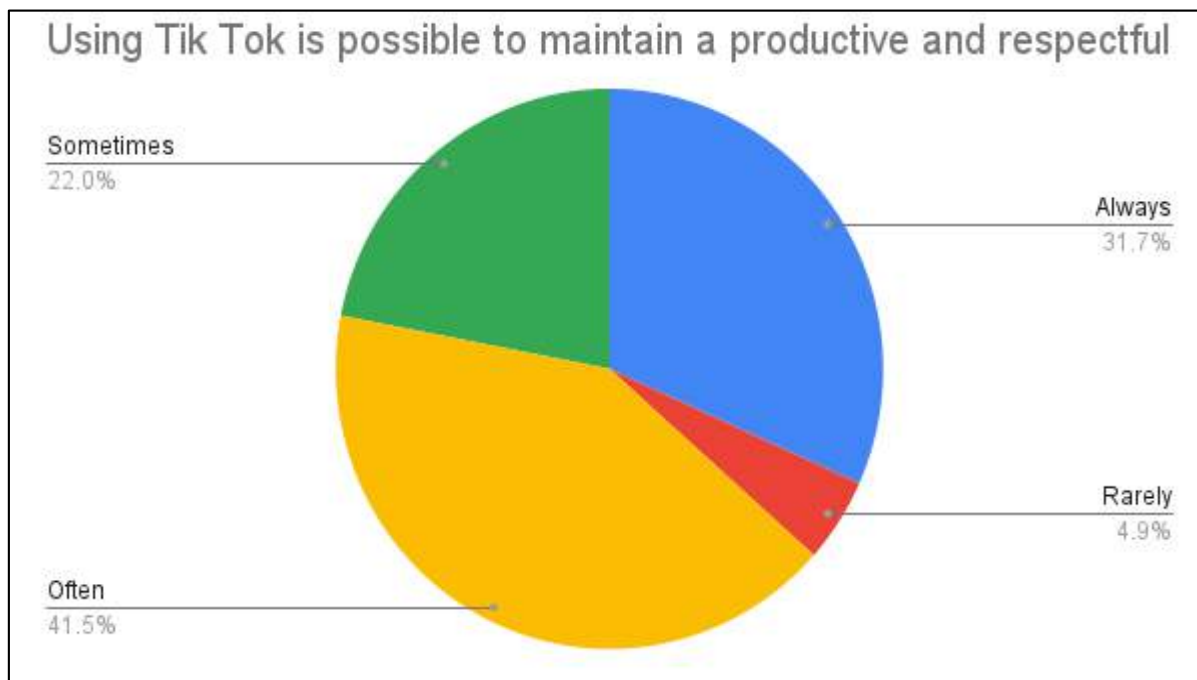
Note: *Elaborated by Evelin Toala*

A notable majority of students, accounting for approximately 51.2%, exhibit a strong sense of confidence in their ability to effectively communicate their information with others through the utilization of TikTok. Furthermore, an additional percentage of students, approximately 31.7%, highlight the frequency at which they are able to successfully relay their information to others via TikTok. A relatively smaller proportion, specifically 9.8%, of students states that on occasions they are able to convey their information through the popular social media platform, TikTok. In contrast, a notably smaller proportion of students, amounting to approximately 7.3%, express the sentiment that they seldom have the ability to effectively convey their information using the medium of TikTok.

Figure 18*Section 15: Pronunciation*

Note: *Elaborated by Evelin Toala*

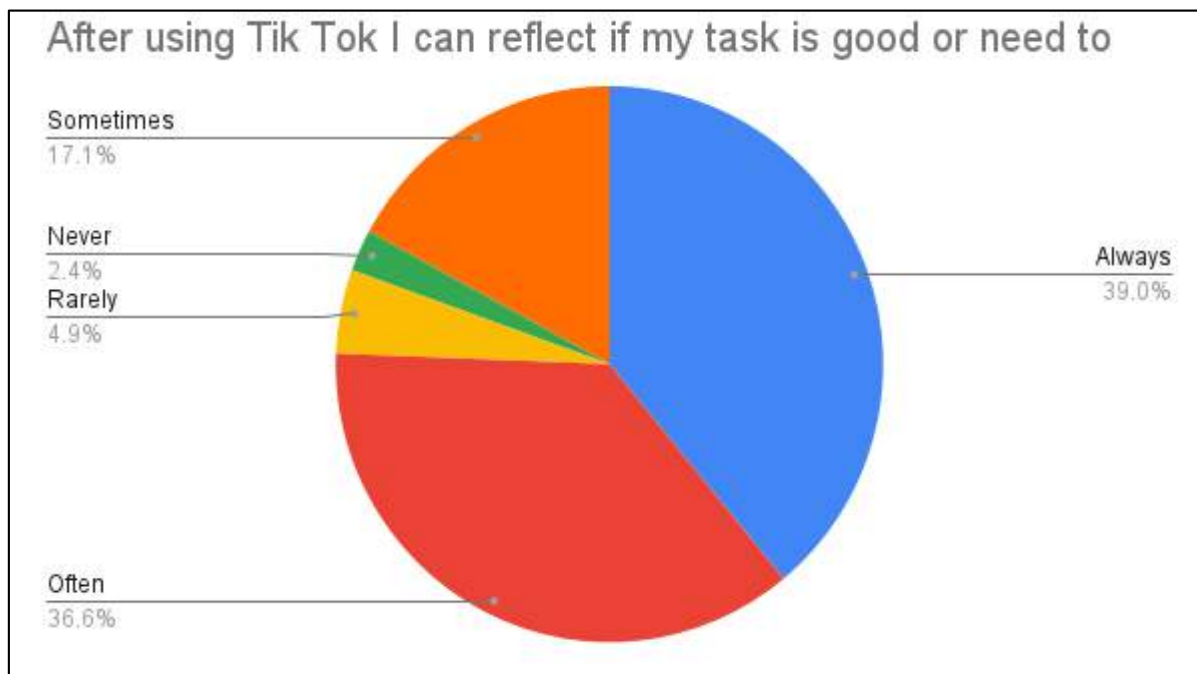
The provided data indicates students' practices and beliefs about checking their English pronunciation after recording in TikTok. Always (39%): A notable percentage of students (39%) consistently check their English pronunciation after recording in TikTok, another substantial percentage (34.1%) of students mentions that they often check their English pronunciation after recording in TikTok. A smaller percentage (17.1%) of students reports that they sometimes check their English pronunciation after recording in TikTok. and a smaller percentage (9.8%) of students feels that they rarely check their English pronunciation after recording in TikTok.

Figure 19*Section 16: Dialogue*

Note: *Elaborated by Evelin Toala*

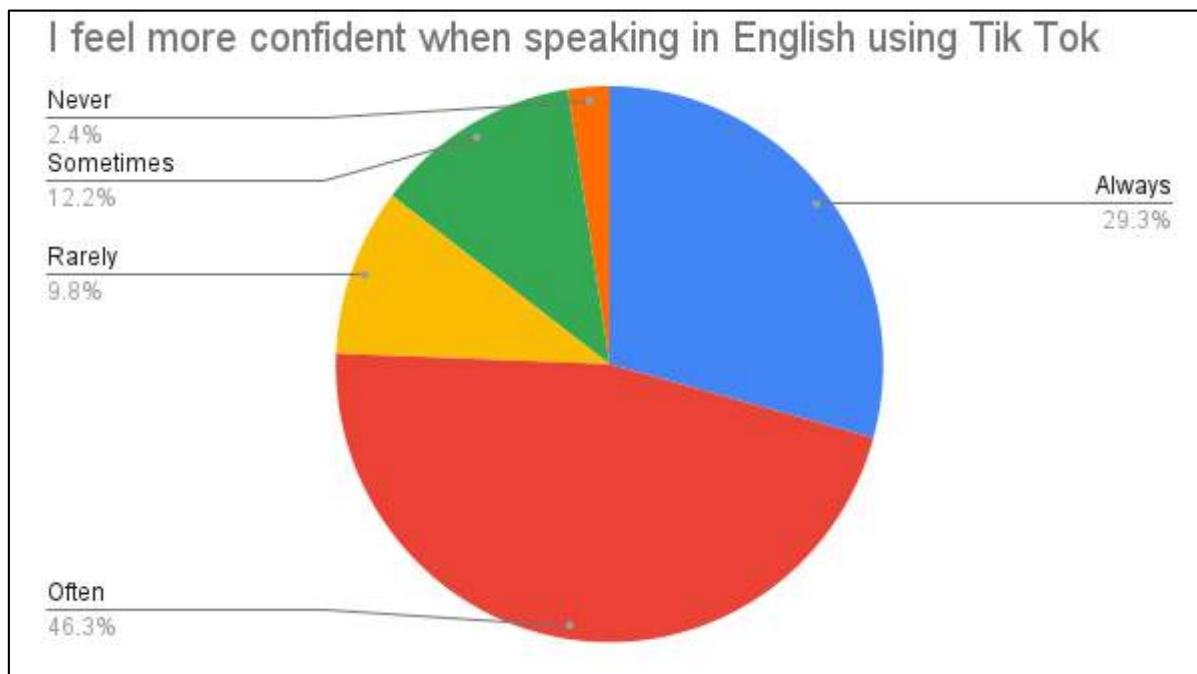
Based on the data that has been provided, it is clear that students have formed certain opinions regarding the feasibility of using TikTok as a platform for engaging in meaningful and respectful conversations. A significant proportion, precisely 31.7%, of students exhibit the consistent belief that engaging in the use of TikTok consistently affords them the opportunity to uphold and perpetuate conversations of a productive nature, characterized by mutual respect. A notable portion of students, accounting for approximately 41.5%, express that regular use of TikTok enables them to engage in meaningful and courteous discussions.

Additionally, a lesser percentage of students, around 22%, indicate that TikTok occasionally supports productive and respectful conversations for them.

Figure 20*Section 17: Self-Assessment*

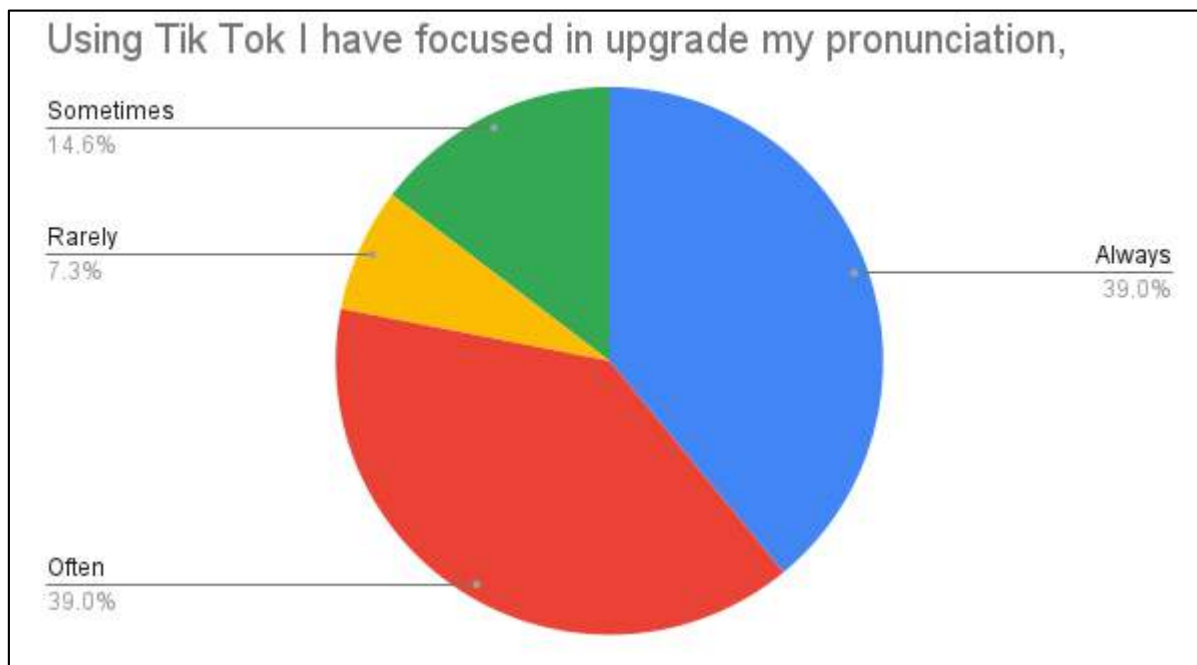
Note: *Elaborated by Evelin Toala*

The data that has been given, clearly demonstrates the various practices and beliefs of students when it comes to their ability to engage in reflective thinking about their tasks subsequent to utilizing TikTok. A considerable proportion of students (39%) demonstrate a consistent habit of engaging in reflective thinking about their tasks subsequent to utilizing TikTok. A notable portion of students, amounting to 36.6%, expressed that they frequently engage in reflection upon their tasks subsequent to utilizing TikTok. Additionally, a further 17.1% of students reported occasionally devoting thoughts to their tasks after using TikTok. Another category of students, comprising 17.1%, indicated that they occasionally engage in task reflection subsequent to their TikTok usage.

Figure 21*Section 18: English Proficiency Level*

Note: *Elaborated by Evelin Toala*

A significant proportion, specifically 29.3%, of students have expressed a continuous sense of improved self-assurance when they communicate in English through TikTok. Additionally, a considerable portion, namely 46.3%, of students frequently report experiencing increased confidence in their English-speaking skills while utilizing TikTok. A relatively lower proportion of students, around 12.2%, reveals that they occasionally experience a boost in confidence while conversing in English through the utilization of TikTok. Similarly, a diminished percentage of students, approximately 9.8%, indicates that they seldom encounter any significant increase in self-assurance when engaging in English communication via TikTok.

Figure 22*Section 19: Performance Evaluation*

Note: *Elaborated by Evelin Toala*

The provided data indicates students' focus on upgrading their pronunciation, fluency, vocabulary, or clarity through the use of TikTok. Always (39%): A notable percentage of students (39%) consistently focus on upgrading their pronunciation, fluency, vocabulary, or clarity when using TikTok, another substantial percentage (39%) of students mentions that they often focus on upgrading their pronunciation, fluency, vocabulary, or clarity through TikTok.

A smaller percentage (14.6%) of students reports that they sometimes focus on upgrading their pronunciation, fluency, vocabulary, or clarity through Tik Tok and a smaller percentage (7.3%) of students feels that they rarely focus on upgrading their pronunciation, fluency, vocabulary, or clarity through TikTok.

Table 6*Observation in Traditional Class*

	Always	Often	Sometimes	Rarely	Never
Prior Knowledge	7	21	10	3	
Meaning	8	22	8	3	
Production	7	20	11	3	
Repetition and Rephrasing	15	16	7	3	
Communication	10	20	7	3	
Pronunciation	14	18	6	3	
Dialogue	9	25	7	3	
Self-Assessment	18	17	3	3	
English proficiency level	11	19	8	3	
Performance Evaluation	13	20	5	3	

Note: *Elaborated by Evelin Toala*

This information delves into the comparisons between the conventional approaches employed within classrooms and the innovative utilization of TikTok as a valuable tool to augment and improve one's speaking abilities. For many years, the traditional language classrooms have occupied a central and fundamental role in the field of language education. Typically, these settings incorporate various elements such as direct personal interactions, lessons led by teachers, and exercises that follow a structured format. However, it is worth noting that they might encounter certain restrictions when it comes to promoting genuine and natural speaking experiences.

Limited authenticity, traditional classrooms may struggle to replicate real-life language use, often focusing on scripted dialogues and exercises that may not reflect the dynamic nature of spontaneous communication. Limited engagement, students may experience

disengagement in traditional settings, particularly if the teaching methods lack variety or fail to capture their interests and limited exposure to authentic accents, colloquial expressions, and diverse language contexts may be constrained within the traditional classroom, impacting learners' ability to adapt to real-world communication scenarios.

Table 7

Observation Class Implementing Social Media

	Always	Often	Sometimes	Rarely	Never
Prior Knowledge	15	15	8	3	
Meaning	14	16	7	3	
Production	13	18	7	3	
Repetition and Rephrasing	19	11	8	3	
Communication	18	15	5	3	
Pronunciation	20	12	6	3	
Dialogue	16	15	7	3	
Self-Assessment	21	14	3	3	
English proficiency level	15	11	9	3	
Performance evaluation	12	19	7	3	

Note: *Elaborated by Evelin Toala*

On the other hand, the integration of TikTok into language learning represents a departure from conventional methods, introducing a dynamic and engaging alternative. Real-life Context, TikTok provides a platform for learners to engage in authentic, real-life language use. Users can create content based on personal interests and daily experiences, fostering a more natural and relevant learning experience. Spontaneity and Creativity, the short-form video nature of TikTok encourages spontaneous and creative expression, allowing learners to experiment with language in a less structured and more enjoyable manner.

Tik Tok's social nature plays a pivotal role in promoting peer learning and cultural exposure as it creates an environment where students can actively engage with each other's language usage, giving them the opportunity to observe and absorb new knowledge from their peers. Furthermore, the platform offers a multitude of opportunities for individuals to explore and engage with various cultural expressions and language variations. Due to its dynamic features, TikTok often generates greater levels of engagement and motivation among users, surpassing the typical engagement levels observed in traditional classroom settings. The interactive and entertaining nature of the platform serves as a source of motivation for learners, fueling their desire to engage and participate.

Authenticity vs. TikTok, with its casual ambiance and informal setting, surpasses in its ability to deliver genuine language usage, while conventional educational settings, like traditional classrooms, may be better equipped to cater to the teaching of more formal and structured language. A well-executed integration that maintains a harmonious equilibrium could offer the optimal combination of advantages from both sides, resulting in a highly desirable situation. When it comes to flexibility and adaptability in education, traditional classes typically follow a set and structured curriculum, whereas TikTok provides the opportunity for individuals to embrace flexibility and adaptability to cater to their unique learning preferences.

Both of these approaches have the potential to work together effectively, as they focus on different aspects of the process of learning a language. On the other hand, while traditional language classrooms remain invaluable in providing foundational language skills, TikTok introduces a dynamic and engaging avenue for enhancing speaking skills. The key lies in striking a balance between the structure of traditional methods and the authenticity and creativity offered by TikTok, creating a blended approach that leverages the strengths of both paradigms.

Ultimately, the integration of innovative platforms like TikTok reflects the evolving landscape of language education, offering students a multifaceted and engaging journey towards linguistic proficiency.

Table 8

Speaking Skill Dimensions Implementing Social Media

	Excellent	very good	acceptable	insufficient	total
Pronunciation	14	24	3	0	41
Fluency	10	7	14	0	41
Vocabulary	17	21	3	0	41
Engagement	29	9	3	0	41

Note: *Elaborated by Evelin Toala*

Figure 23

Pronunciation implementing Social media



Note: *Elaborated by Evelin Toala*

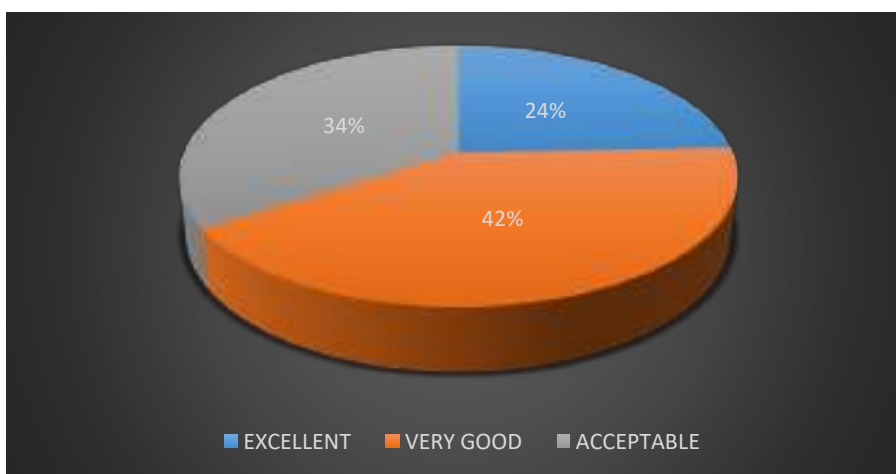
Excellent Pronunciation (14 Participants), these students demonstrated a remarkable level of accuracy and clarity in their pronunciation. Notable features included proper articulation, precise intonation, and consistent use of correct phonemes. The excellence category indicates a mastery of pronunciation skills, reflecting a high degree of language proficiency.

Very Good Pronunciation (24 Participants), students falling into this category exhibited strong pronunciation skills with minor areas for improvement. While not flawless, their pronunciation was considered above average. Characteristics of very good pronunciation included clear enunciation, proper stress patterns, and a generally accurate use of phonetic elements.

Acceptable Pronunciation (3 Participants), the acceptable category represents students whose pronunciation skills met the minimum standards for effective communication. While there were noticeable areas for improvement, these students demonstrated a foundational grasp of pronunciation, ensuring that their spoken language remained comprehensible.

Figure 24

Fluency Implementing Social Media



Note: *Elaborated by Evelin Toala*

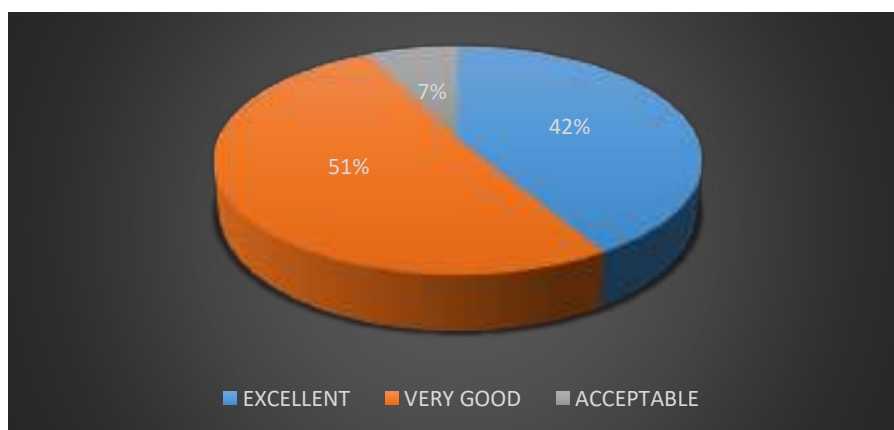
Excellent Fluency (10 Participants), students in this category demonstrated an exceptional level of fluidity and coherence in their spoken language. Characteristics included a smooth flow of speech, minimal pauses, and the ability to express thoughts with ease. Excellent fluency signifies a high degree of language proficiency and comfort in communicating ideas verbally.

Very Good Fluency (7 Participants), students in this category exhibited strong fluency with minor areas for improvement. Their speech flow was generally smooth, and they demonstrated a commendable ability to maintain a coherent narrative. Very good fluency reflects an above-average level of proficiency, contributing to effective communication.

Acceptable Fluency (14 Participants), students falling into this category displayed a foundational level of fluency, meeting the basic standards for effective communication. While noticeable areas for improvement were present, they were able to convey ideas with reasonable coherence, ensuring their spoken language remained comprehensible.

Figure 25

Vocabulary Implementing Social Media



Note: *Elaborated by Evelin Toala*

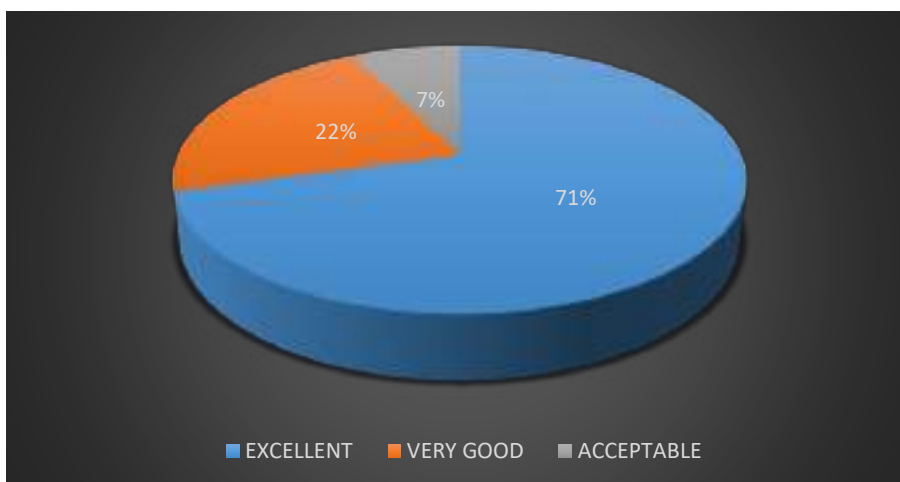
Excellent Vocabulary (17 Participants), students in this category exhibited an outstanding command of vocabulary. They demonstrated an ability to use a diverse range of words accurately and contextually. Excellent vocabulary suggests a high degree of language proficiency, with participants showcasing a nuanced and expansive lexicon.

Very Good Vocabulary (21 Participants), students in this category displayed a strong vocabulary with minor areas for improvement. Their use of words was varied, appropriate, and contributed to effective communication. Very good vocabulary signifies an above-average proficiency, indicating a commendable grasp of language richness.

Acceptable Vocabulary (3 Participants), students in this category demonstrated a foundational level of vocabulary, meeting basic standards for effective communication. While there were noticeable areas for improvement, they exhibited a grasp of essential words, ensuring their spoken language remained comprehensible.

Figure 26

Engagement Implementing Social Media



Note: *Elaborated by Evelin Toala*

Excellent Engagement (29 Participants), students in this category demonstrated an exceptional level of engagement in language learning through TikTok. Their participation was characterized by consistent, meaningful contributions, active involvement in discussions, and a

genuine enthusiasm for the learning process. Excellent engagement reflects a high degree of motivation and dedication to language learning. Very Good Engagement (9 Participants), students in this category displayed strong engagement with minor areas for improvement. Their participation was marked by regular and meaningful contributions, indicating a commendable level of commitment to the language learning activities on TikTok. Very good engagement suggests above-average motivation and involvement.

Acceptable Engagement (3 Participants), students in this category demonstrated a foundational level of engagement, meeting basic standards for participation. While there were noticeable areas for improvement, they exhibited a satisfactory level of involvement in language learning activities on TikTok, ensuring their participation contributed to the learning community. Analyzing the results of implementing TikTok for improving speaking skills is essential for refining the approach, optimizing the learning experience, and ensuring the initiative aligns with educational goals while meeting the needs and expectations of learners.

CONCLUSIONS

In conclusion, the integration of TikTok as a tool to improve speaking skills among 3rd Baccalaureate students presents a promising and innovative approach to language education. The dynamic and interactive nature of TikTok offers unique advantages that complement traditional classroom methods. Through the analysis of engagement, pronunciation, fluency, vocabulary, and overall participation, it becomes evident that TikTok can significantly contribute to the enhancement of students' speaking abilities.

The data collected, revealing a substantial number of students achieving excellence and very good levels in various language aspects, underscores the positive impact of TikTok. The platform's ability to create an authentic language-learning environment, foster creativity, and provide immediate feedback has proven instrumental in motivating students and improving their language proficiency.

This tool has proven to be a valuable asset for language learning, offering a unique blend of creativity, engagement, and interactivity. As students immerse themselves in this dynamic platform, they not only refine their pronunciation, fluency, and vocabulary but also experience a heightened level of engagement that propels their language skills to new heights. As educators seek innovative ways to enhance language learning experiences, TikTok stands out as a promising and effective tool in the modern educational landscape.

Moreover, Tik Tok' social and collaborative features contribute to a sense of community among learners. Peer learning, cultural exposure, and the gamification elements of challenges and trends all contribute to a vibrant and supportive learning ecosystem. This not only enhances language skills but also encourages a positive attitude towards language learning.

As educators and institutions strive to meet the diverse needs of 3rd Baccalaureate students, integrating TikTok into the curriculum emerges as a forward-thinking strategy. The platform's flexibility allows for personalized and adaptable learning experiences, catering to various learning styles and preferences. While recognizing the effectiveness of TikTok, it is central to acknowledge the role of traditional classroom methods in providing foundational knowledge and structure. A balanced approach that combines the strengths of both traditional and innovative methods can create a comprehensive language-learning environment.

Definitely, the implementation of TikTok for improving speaking skills among 3rd Baccalaureate students is a transformative step towards fostering a more engaging, authentic, and effective language learning experience. Embracing such technological advancements ensures that education remains dynamic and relevant, preparing students not only for linguistic proficiency but also for the challenges of communication in the modern world. As look to the future of language education, TikTok stands as a powerful ally in nurturing confident and articulate communicators.

RECOMMENDATIONS

As acknowledge the potential of TikTok as a tool to enhance speaking skills among 3rd Baccalaureate students, it is imperative to outline key recommendations for a successful implementation. These recommendations aim to maximize the benefits of TikTok, create a supportive learning environment, and seamlessly integrate this innovative approach into the existing curriculum.

The first step in incorporating TikTok into the curriculum is to painstakingly craft concise and precise learning objectives that leave no room for ambiguity. These learning objectives should distinctly outline the specific skills, knowledge, and understanding that students are expected to gain through the utilization of TikTok as an educational tool. By setting specific goals, such as improving pronunciation, fluency, vocabulary, or cultural understanding, it ensures that the implementation is in line with broader educational outcomes.

It is crucial to provide educators with sufficient and thorough training to enable them to effectively utilize TikTok and its features for educational purposes. It is of utmost importance to familiarize teachers with all the different features, privacy settings, and educational potential that the platform has to offer. This will enable them to effectively guide and assist students as they embark on their language learning journey.

One important step in utilizing TikTok as an effective educational tool is to create and establish comprehensive usage guidelines and best practices specifically tailored to this platform. It is crucial to develop and articulate clear directives that outline the appropriate ways to incorporate TikTok into educational contexts. These guidelines will serve as a roadmap for educators and students, ensuring that they understand the most effective methods for leveraging the potential of TikTok as a valuable educational resource. By providing explicit instructions on

how to navigate Tik Tok's features, content creation, and interaction with others, these guidelines will foster a safe, productive, and engaging learning environment.

This encompasses the process of establishing clear expectations regarding the creation of content, such as outlining the desired outcomes or goals. Additionally, it involves the provision of illustrative examples that showcase how to effectively utilize language to communicate the intended message. Furthermore, it entails the establishment of guidelines and boundaries that foster respectful and inclusive interactions among individuals.

One effective approach to enhance student engagement and align modern learning approaches with traditional educational methods is to incorporate TikTok activities into the established curriculum. This strategic integration allows for a seamless blend of innovative digital platforms with conventional teaching practices, thereby enriching the learning experience and promoting a dynamic and interactive classroom environment. Ensure that the TikTok assignments are matched and integrated with the specific lessons, topics, or language skills that are currently being taught in the classroom.

Promote and foster creativity and diversity on TikTok by actively encouraging students to delve into a wide range of subjects, experiment with different linguistic styles, and explore an assortment of presentation formats. The presence of diverse individuals and perspectives not only serves to augment creativity but also contributes to the creation of a more profound and immersive language learning journey.

Encourage and cultivate an environment that promotes positivity and support within the learning community on TikTok Create an environment in which students are motivated to actively engage and participate by not only offering constructive feedback to their peers but also by sharing valuable language tips and collaborating together to overcome various language

challenges. When individuals feel a strong sense of belonging and connection within a community, it has a significant impact on their motivation levels and level of engagement in various activities.

One effective strategy to enhance the quality of TikTok assignments is to incorporate peer review and feedback mechanisms. By integrating peer review into the process, students can provide insightful evaluations and suggestions to improve their peers' work. This enables a collaborative and interactive learning environment where students learn from each other's strengths and areas of improvement. Implementing peer review within TikTok assignments not only encourages critical thinking and analytical skills but also promotes effective communication and teamwork among students.

By engaging students in the process of giving feedback to their peers on the videos they create, we not only promote a sense of collaboration and teamwork, but we also strengthen their language learning skills through the valuable practices of evaluation and correction. In order to continuously enhance speaking skills, it is essential to implement a feedback loop to evaluate the efficacy of TikTok and make necessary adjustments accordingly. It is important to actively collect relevant data, such as information and feedback from students, in order to gain valuable insights and observations. By being open and willing to adjust the implementation strategy based on these findings, it allows for a continuous improvement process.

The successful implementation of TikTok to improve speaking skills among 3rd Baccalaureate students requires careful planning, training, and ongoing evaluation. By following these recommendations, educators can harness the full potential of TikTok as a dynamic and engaging tool, creating a transformative language learning experience for students.

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APPENDIX B

Description: The following document details the Research Plan for the Thesis to be submitted for approval by the Program's Commission.



**UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR**

TOPIC: The Impact of Social Media-Based Language learning on A2 Speaking Skills Development among 3rd "A" baccalaureate students.
AUTHOR: EVELIN MONSERRATE TOALA VELASQUEZ
RESEARCH CONTEXT: 3rd "A" baccalaureate students at Santo Domingo de los Colorados High School

1. Brief analysis and description of the situation that justifies the presentation of this proposal

The proposed research of the effectiveness incorporating social-media platforms in language learning activities in developing speaking skill among ninth grade students in Superior Basic Education is necessary because the period of level is important practicing a lot each skill to increase and improve their knowledge. Use social media platforms in language learning activities have been exposed to be effective in practice speaking development skill.

2. Statement of the problem to be investigated


The propose of this research is to study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development among third baccalaureate students because the students have lack of development in Speaking English skill considering the previous class years too.


3. Justification of the research

The proposed research about the students have lack of development in Speaking English skill on 3rd "A" baccalaureate students is justifying by necessity to identify the effectiveness of use of social media platforms to improve speaking skills development through language learning activities in this students group contemplating their level proficiency, also tick tock and WhatsApp platforms are tools available and wieldy for students can interact and improve the speaking skills making content about real situations , experiences and connecting with vocabulary and grammar studied previously as a complement to enrich their knowledge showing or recording their own creation and content

4. Description of the relationship between the proposal and the research lines of the university

This research proposed topic "The Impact of Social Media-Based Language learning on A2 Speaking Skills Development among 3rd "A" baccalaureate students aligns exactly with the research lines of the university because is linked to the



La Universidad para todos 



methodological and technological modality that it offers, besides focuses on available and helpful to sharing innovations in teaching-learning process in the new digital era.

The thesis aims to conduct a specific problem in the learning and improve the English skills by proposing a technological approach on the use of Social Media-Based Language learning on A2 Speaking Skills Development. This research project is centered in studying the effectiveness incorporating social media platforms specifically WhatsApp and tick tock in language learning activities for enhancing the speaking skill development, to identify the level in an experimental group

5.Object of the Research

The main objective of this research is to know the effectiveness of use social media platforms in speaking skill development among 3rd "A" baccalaureate students and can identify the level proficiency between them and reinforcement the most relevant aspects to improve their speaking.

6.General objective

To study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development on 3rd "A" baccalaureate students at Santo Domingo de los Colorados High School

7.Specific objectives

- 1.-Asses the baseline speaking skills of 3rd "A" baccalaureate students.
- 2.-Implement social media-based language learning activities in the experimental group.
- 3.-Conduct post-test evaluations to measure speaking skills development and compare results between the experimental and control groups.
- 3.-Analyze qualitative data to gain insights into students' perceptions and experiences with social media-based language learning.

8.Description of the variables of the study

In the proposed study, the independent variable is the Impact of Social-Media Learning. Precisely, this research aims to study the effectiveness incorporating social media platforms in language learning activities for enhancing the speaking skill development on 3rd "A" baccalaureate students at Santo Domingo de los Colorados High School.

The dependent variable is the speaking skills development of the students. The study will extent the advance in the speaking skills of the students after use of social





media platforms as compared to their speaking skills before the learning activities, taking into account some aspects that could stimulate speaking skills, such as motivation, access to resources, educational behavior and teaching methods.

9. Description of the research approaches, methods, and data collection

1. Research Approaches:

Qualitative Approach: This approach implicates the collection and analysis of non-numerical data such as observation, surveys in focus groups because we can be examined in detail and in depth and the research framework and direction can be quickly revised as new information emerges.

2. Research Methods:

Inductive method: This approach aims to generate meanings from the data set collected in order to identify patterns and relationships to build a theory, inductive reasoning is based on learning from experience. This method is helpful during the research because it will allow to conduct the effectiveness of use of social media platforms in speaking development skills among ninth grade students centered on the data collected from the previous test.

Deductive method: Deductive approach can be explained by the means of hypotheses, which can be derived from the propositions of the theory. In other words, deductive approach is concerned with deducting conclusions from premises or propositions, deductive approach involves formulation of hypotheses and their submission to testing during the research process, while inductive studies do not deal with hypotheses in any way.

3. Data Collection:

Focus group: are a qualitative data collection method, meaning that the data is descriptive and cannot be measured numerically. It is necessary for the investigation because it will allow the collection of objective data on the effectiveness of implementing social media platforms in speaking skills development among ninth students.

OBSERVATION: The information gathered by the researcher can also be based on the judgements they make of the observation yet it needn't be biased always. Observation helps you make a note of the changes that happen in real time which is not always possible with other methods. For instance, you can observe how the





mood of your audience changes in real time. Observation is one of the key data collection methods used to form a hypothesis.

TEST: Test data is a crucial part of the application development process. By testing preliminary data before completing productivity and efficiency tests and understanding test data will help and determine the speaking skills of ninth students before and after the intervention.

10. Description of the beneficiaries and their main characteristics.

The direct beneficiaries of this research are students on 3rd baccalaureate on parallel "A" at Santo Domingo de los Colorados School located in Santo Domingo city, their ages are between 16 and 18 years old, the most of the students live far from institution, the economic status are different, who don't have access to enough resources such as technology, these students group are in A2 level of English which is considered as basic proficiency that they need to improve in requirement to language.

One of the weaknesses to improve the speaking skills is the limitation and access to technology and another relevant aspect was the time lost in pandemic, besides the English class hours' schedule are less than before at the currently the time isn't enough to dedicate for those reason students are focused in the rest of the skills such as vocabulary, reading and writing.

11. Description of the research context

The research context of the study takes place in an institution composed by two buildings, the first one has 2 floors and the second have three floors, in others space are constituted for four blocks by four classrooms and 14 independent classrooms from primary, elementary and media level school, these are the physical infrastructure where the research will be directed.

The research context for the proposed about the study of the effectiveness of use social media platforms to improve speaking skills on 3rd "A" baccalaureate students at Santo Domingo de los Colorados High School is characterized by its location because is the most principal institution in the center of the city and the people want to study here no matter they were live.

Moreover, this institution has enough building structural but there isn't an English laboratory equipment with requirements needed to implement a strategic space where



APPENDIX H

Description: The chart below contains the schedule based on a Gantt Diagram with the Research Proposal activities.

No	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
1	Development of Literature Review								
2	Select variables to study according to Literature Review								
3	Research secondary information to create tutorials (Media)								
4	Writing Literature Review and Methodology (Design)								
5	Conducted traditional class with students								
6	Students present introduce yourself								
7	Implementing Social Media class with students								
8	Students reordered their videos in Tik Tok								
9	Tool's creation: rubric and survey								
10	Writing methodology (analysis and data presentation)								
11	Collecting Data								
12	Writing the initial diagnose based on the interviews								
13	Analyzing data using descriptive analysis								
14	Writing Results								
15	Compare data								
16	Writing Discussion and Conclusions								
17	Feedback and modifications								

APPENDIX I

Description: The following document contains the letter, operationalization matrix, and validation dossier. This was sent to an expert in the field to validate the tools that were going to be used in the Research Proposal.

**INSTRUMENTS CONTENT VALIDATION DOSSIER THROUGH
EXPERT'S JUDGEMENTS**

APPENDIX J

Description: The chart below contains the Operationalization Matrix of Variables

OPERATIONALIZE THE INDEPENDENT VARIABLE				
Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales (Survey)
Social Media	The incorporation of social media in educational settings allows students to actively engage with these platforms, leading to enhanced skills in media and information technology. Consequently, this equips them with the necessary tools and knowledge to thrive in today's digitally-driven society, as supported by the findings of Lowe et al. in 2011.	Social Media in the Classroom	Student's motivation-engagement	Nominal
			Knowledge Transfer	
			Learner's autonomy	
			Colaborative work	
		Task-based learning aproach	Real life skills	
			Learners motivation	
			Engagement participation	
			Problem-Solving and Critical Thinking	

OPERATIONALIZE THE DEPENDENT VARIABLE				
Dependent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Speaking Fluency	Speaking fluency, according to Koshthip (2011), is the capacity to communicate intelligibly and succinctly while relating meaning and context. It is the ability to speak smoothly and expressively. Drawing from the notion of speaking fluency, the author deduces that students can achieve speaking fluency even in the absence of accuracy, provided they are able to communicate with clarity and fluidity and ensure their words are understood.	Vocabulary	Prior Knoweldge	Nominal
			Meaning	
		Communication Strategies	Production	
			Repetition and Rephrasing	
		Fluency	Communication	
			Pronuntiation	
		Assesment	Dialogue	
			Self-Assessment	
		Proficiency Level	English proficiency level	
			Performance evaluation	

APPENDIX K Description: In this Appendix the semi-structured questionnaire made for the interviews is presented.

	OBSERVATION IN TRADITIONAL CLASS/IMPLEMENTING SOCIAL MEDIA BASED LEARNING	Always	Often	Sometimes	Rarely	Never
		100	80	50	30	0
1	Prior Knowledge Information, experiences, or understanding before encountering new information or engaging in a learning activity.					
2	Meaning Understanding and significance that students derive from the material they are learning					
3	Production involves students applying what they've learned to produce original content, solutions, or creative output.					
4	Repetition and Rephrasing Practice of reviewing and revisiting previously learned expressing the same idea in different words to enhance comprehension or language skills.					
5	Communication Exchange of information, ideas, and knowledge between teachers and students or among students					
6	Pronuntiation Accurate articulation and enunciation of sounds and words in a specific language					
7	Dialogue Fosters discussion, critical thinking, and the exchange of ideas among students and teachers					
8	Self-Assessment Process where students evaluate their own learning progress, skills, and knowledge.					
9	English proficiency level Competence in using the English language					
10	Performance evaluation Performance evaluation in education involves the assessment of students' academic progress, skills, and knowledge.					

APPENDIX L

Description: In this Appendix the rubric for speaking skill dimensions is presented.

RUBRIC

ASPECTS TO EVALUATE	EXCELLENT 100	VERY GOOD 80	ACCEPTABLE 70	INSUFICIENT 50
PRONUNCIATION	Clearly and consistently articulate words with near-native pronunciation.	Articulate words with minimal pronunciation errors; generally easy to understand.	Struggle with pronunciation, affecting clarity; occasional mispronunciations.	Pronunciation errors significantly impede comprehension.
FLUENCY	Speak fluently with minimal hesitation, maintaining a natural flow of speech.	Speak with occasional hesitations but still maintain a fairly smooth flow.	Frequent hesitations and interruptions disrupt the flow of speech.	Difficulty maintaining a coherent and continuous speech.
VOCABULARY	Use a wide range of vocabulary appropriately and effectively.	Use a good range of vocabulary with some minor errors or hesitations.	Limited vocabulary usage; frequent repetition of words or reliance on basic terms.	Very limited vocabulary; struggle to express ideas.
ENGAGEMENT	Engage the audience effectively through tone, body language, and eye contact.	Maintain audience engagement through adequate use of tone, body language, and eye contact.	Limited audience engagement; may lack enthusiasm or appropriate body language.	Fail to engage the audience; lack of tone, body language, or eye contact.

APPENDIX M

Description: In this Appendix the semi-structured survey made for the interviews is presented.

Informed Consent

This questionnaire is intended to know the effectiveness of implementing social media based-learning in classroom (Tik-Tock). All information is confidential and will be used for academic purposes. The estimated time for completing the survey is 30 minutes. Do you agree to proceed with the survey?

Yes No

SECTION 1: DEMOGRAPHIC INFORMATION

Age: more 18 18 17 16

Gender: Male Female

Education: Public Private

SECTION 2: STUDENT'S MOTIVATION-ENGAGEMENT

I feel well using Tik Tok

Always Often Sometimes Rarely Never

SECTION 3: KNOWLEDGE TRANSFER

The information shared in Tik Tok help others to motivate learning English.

Always Often Sometimes Rarely Never

SECTION 4: LEARNER'S AUTONOMY

Implementing social media as Tik Tok help to improve speaking skill.

Always Often Sometimes Rarely Never

SECTION 5: COLLABORATIVE WORK

Using social media enhances my ability of communication

Always Often Sometimes Rarely Never

SECTION 6: REAL LIFE SKILLS

How frequently you use Tik Tok

Always Often Sometimes Rarely Never

SECTION 7: LEARNERS MOTIVATION

I think using Tik Tok helping increase my speaking fluency

Always Often Sometimes Rarely Never

SECTION 8: ENGAGEMENT PARTICIPATION

I consider Tik Tok influence my engagement and participation

Always Often Sometimes Rarely Never

SECTION 9: PROBLEM-SOLVING AND CRITICAL THINKING

I can evaluate critically the information and content in Tik Tok

SECTION 10: PRIOR KNOWLEDGE

I believe my prior knowledge is enough to implicates in others topics

Always Often Sometimes Rarely Never

SECTION 11: MEANING

I understand basically the content in English shared in Tik Tok

Always Often Sometimes Rarely Never

SECTION 12: PRODUCTION

Using Tik Tok contributes to the effectiveness in speech

Always Often Sometimes Rarely Never

SECTION 13: REPETITION AND REPHRASING

I consider record in Tik Tok in English on repeating time help in my learning

Always Often Sometimes Rarely Never

SECTION 14: COMMUNICATION

I can communicate my information to others trough Tik Tok.

Always Often Sometimes Rarely Never

SECTION 15: PRONUNCIATION

I can check my English pronunciation after recording in Tik Tok

Always Often Sometimes Rarely Never

SECTION 16: DIALOGUE

Using Tik Tok is possible to maintain a productive and respectful conversation

Always Often Sometimes Rarely Never

SECTION 17: SELF-ASSESSMENT

After using Tik Tok I can reflect if my task is good or need to improve and do it better.

Always Often Sometimes Rarely Never

SECTION 18: ENGLISH PROFICIENCY LEVEL

I feel more confident when speaking in English using Tik Tok

Always Often Sometimes Rarely Never

SECTION 19: PERFORMANCE EVALUATION

Using Tik Tok I have focused in upgrade my pronunciation, fluency, vocabulary, or clarity.

Always Often Sometimes Rarely Never