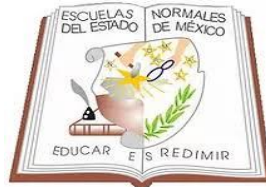




# ESCUELA NORMAL No. 1 DE TOLUCA

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## TESIS DE INVESTIGACION

### The Use of Social Media as a Tool to Enhance the English Learning Performance in EFL Second-grade Secondary Students

QUE PARA OBTENER EL TITULO DE  
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN  
EDUCACION SECUNDARIA

PRESENTA

YAIR DE LA CRUZ CELIS

ASESOR

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Toluca, Mexico

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*This academic paper is dedicated to the power of my effort and the unwavering support of my loved ones. I express deep gratitude to my mother and father, because of their love and support, shaping me into the person I am today and who wrote this paper. I also express the constant appreciation from my siblings and relatives for their understanding and belief in my abilities.*

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## **Chapter I**

### **Introduction**

## **Introduction**

Nowadays learning English demands for going beyond the traditional teaching methods the secondary schools in Mexico have implemented through the years. The world has changed and keeps changing according to the globalized interaction because of new online tools such as social media. Secondary school students may master most of the social media apps there are being used currently. Also, it can be exposed that the students are learning, not necessarily the English language, with the use of Instagram, YouTube and TikTok at the moment of scrolling in their leisure. Besides the latter, they interact with more individuals whether orally or in a written way with just using certain devices, internet connection and social media apps. The way they interact in social media that goes beyond the face-to-face mode has become a new realistic interactional environment that can be used for educative purposes due to the possible effectiveness it can provide. Also, the tools the social media apps provide has to do with producing, consuming, and sharing content, and if it is used with academic purposes the benefits may be potential for learning the English language.

The object of study will be aimed to discover how social media as a learning tool can be used in English classes in order to help to enhance the students' learning performance. The main objectives that will come along with the study have to do with using social media apps and their potential tool for educative purposes, finding out the best proposals to implement social media in classroom so learning can have the same quality as regular classes do, and make known the influence it can bring when used in English classes, whether those influences are negative or positive.

The method to continue with the study will be the implementation of social media as learning tools to learn English by consuming content, interacting each other, and promoting collaborative work by using the features these apps provide among the time the study lasts. The use of social media spaces for working will

be contemplated mainly in platforms such as Facebook and YouTube due to the easy access and grade of master the students have regarding the current usage, as well as the content creation from the teacher for provide students the necessary learnings to enhance their learning performance.

## **Defining The Problem**

### ***Motivation***

The current research arises from what was observed during the last teaching practice weeks of the last semesters regarding the way students usually learn English and the effects that brings. In this case, due to the limited and common methodologies' application in classrooms an opportunity area in the English learning performance can be seen. It is noticed that the available tools for learning the English language in students is limited by using posters, flashcards, worksheets, among other physical didactic class materials which is not necessary as bad as it seems but could be enhanced. Nowadays learning English may require the use of other certain tools, such as social media platforms, due to the way of learning has been affected drastically with online platforms daily use. It is no longer pertinent to continue using only physical teaching resources when there are tools that may bring the same or even more efficient results when learning English with the students. Using social media may influence the poor performance the students may experience when learning English with worksheets or taking notes, by presenting them to certain apps in master and adapt their use for classroom and the derived academic usages.

The pedagogical principle no. 4 of the current syllabus Aprendizajes Clave para la Educación Integral (2017) states that:

Es fundamental que el profesor establezca una relación cercana con los estudiantes a partir de sus intereses y sus circunstancias particulares. Esta cercanía

le permitirá planear mejor la enseñanza y buscar contextualizaciones que los inviten a involucrarse más en su aprendizaje. (120)

Whereas the pedagogical principle no. 5 mentions (2017) that:

El docente diseña estrategias que hagan relevante el conocimiento, fomenten el aprecio del estudiante por sí mismo y por las relaciones que establece en el aula. De esta manera favorece que el alumno tome el control de su proceso de aprendizaje. Propicia, asimismo, la interrogación metacognitiva para que el estudiante conozca y reflexione sobre las estrategias de aprendizaje que él mismo utiliza para mejorar. (120)

The pedagogical principle no. 6 (2017) affirms that:

La interacción social es insustituible en la construcción del conocimiento. Por ello es primordial fomentar la colaboración y propiciar ambientes en los que el trabajo en grupos sea central. El trabajo colaborativo permite que los estudiantes debatan e intercambien ideas, y que los más aventajados contribuyan a la formación de sus compañeros. Así, se fomenta el desarrollo emocional necesario para aprender a colaborar y a vivir en comunidad. El estudiante debe saber que comparte la responsabilidad de aprender con el profesor y con sus pares. (120)

Concerning to what the pedagogical principles 4, 5, and 6 states, using social media as tool to learn in and out the classroom could be reliable to follow as the syllabus commands. From settling a good rapport teacher-student based on the students' interest, which can be social media, passing through the generation of strategies that create a significant knowledge, and promote the reflection and self-learning, to get an online interaction that can be asynchronous which could bring the ideal collaborative work to learn both with the teacher and classmates.

According to Anwas, “nowadays teenagers tend to use social media for getting information, stay in virtual communication, immerse in exploration, and

even for online learning by getting a focus for the self-learning” (Anwas, 2020: 32). It is well known that teenager students are learning with the use of social media, but it is not common to do so by using the English language. That is why the problem to solve is to arrive at a methodology in order to discover how to use certain social media platforms so students can enhance the English learning performance. The function of the current research is to address the students to use certain social media platforms in order to practice with the English language and discover the possible results that this performance can bring up. The students will be the ones the research can be useful by bringing up a new way for using the English language they might not have tried before in classroom.

Torres and Alcántar (2011) states that:

Si tener acceso a las redes sociales para los mexicanos, según la Asociación Mexicana de Internet (AMIPCI), es la cuarta actividad social más importante, es necesario que éstas se visualicen en usos formativos y se transformen de lo social a lo educativo, y que el enfoque del trabajo cooperativo permita a muchas personas desde diversos puntos compartir intereses e ideas comunes. En este sentido, la idea educativa consiste en aprovechar el potencial de la Red para organizar tareas, proyectos o actividades conjuntas con equipos cooperativos de aprendizaje. (27)

Based on the last statement, it could be important to highlight the fact why teachers may need to start to consider using social media for educational purposes, the students’ daily device usage and the way they may be learning with their smartphones can be a gold standard to start learning whether inside or outside the classroom.

Anwas (2020) suggests that:

“Students should be involved with practicing with the English language by using social media in order to improve English language performance”. Based on what was last suggested, the research will transcend by making known the

discovery regarding the pertinence of social media as tools for enhancing English learning may provide when applied. (17)

Findings provided by Ghimire show that “social media tend to help middle school students learning the language in classroom in an effective way by generating a collaborative environment where students are benefited using the variety of resources that social media provide for learning” (Ghimire, 2022: 9). It mentions that the approach works, however, might have some implications for the current context and the kind of middle school that make part of it. That is why knowing how social media platforms should be used for enhancing the English language performance needs to be discovered.

Olowo, Alabi, Okotoni, & Yusuf (2020) state that:

Teachers could implement social media for sharing information purposes. Teachers need to trigger the students’ interest so social media can entry for academic purposes in classroom. Guiding students properly when using social media platforms must be considered due to the negative use students may give. (13)

The actual study might have some issues regardless of the pertinence the application may bring in the middle school to immerse. However, the function is to study those issues and make known the data which may provide some knowledge to know how good and pertinent enough is practicing the social media application in classroom approach. Concerning the above, a study provided by Rezaul affirms that “nowadays students may have proper access to online platforms, which become the application in a pertinent tool in the current era of education” (Rezaul, 2022: 7).

Regarding the main benefit the actual study may bring through its application could be the possible influence that can provide in the students’ English learning performance when using social media platforms as a tool in certain didactic sequences.

According to the last statement, Faizi proposes that “online platforms could promote the enhancement in communication concerning some different individuals of the educational system, mainly students and teachers” (Faizi, 2013: 9).

Also, the study may provide a narrowed overview of what needs to be contemplated if using the intended social media approach is considered in the middle school students. Due to it may not be that easy to practice with social media in the classroom without identifying unsatisfactory results in the study. It needs to be adequate that the current research makes known as objective as possible the quality information it could bring to the particular details the social media application in the classroom for learning English approach might provide through the study. The last statement needs to be considered, that is why Rodriguez proposes that “the availability in online technology has increased through the years in a great range, but also in challenges and disabilities concerning access” (Rodriguez, 2011: 14).

Among the possible benefits that might be brought can be found a change in the classwork style in the classroom regarding practicing with the English language, due to the majority of the time may be observed that when it has to be with learning English using technological media aids the English teachers sometimes bring powerpoint presentations, videos, and stuff, with the indirect purpose of creating a relatively interactive environment inside the classroom. The study of the current approach pursues changing the way classwork may be implemented by using social media tools the middle school students might master.

Returning to the previous argument, Cuevas and Kohle affirms that concerning the way of changing the working style “using social media may encourage a dynamic environment, could involve formal and informal learning,

and also may increase the interaction between students not only inside the institution but around the globe.” (Cuevas & Kohle, 2015: 19)

Using social media could bring positive and likely significant effects regarding collaborative learning. Online tools such as Facebook and YouTube and the effects in classrooms come along with significant relationship with students’ learning performance. Also, “students’ satisfaction is along the lines of learning performance outcomes when using certain online tools. Students can get resources and access to certain shared information through collaborative learning and engagement” (Al-Rahmi, Alias, Othman, Marin, & Tur, 2018: 16).

Certain factors such as collaborative learning and engagement may be the guiding force to involve the potential benefits that social media can create when using the English language in a realistic environment which social media could bring.

In regard to the possible new knowledge the current research will provide to the English language teacher community may be making known that social media can be used as tools for learning English in classroom and may bring the same or even unknown outcomes as common teaching didactic materials do, for a narrowed range of teenage students at middle school. Due to there may exist some concerns according to the possible varied points that may bring the application of the approach, and even more for EFL middle school students because it may expose the loss of control in classrooms.

Regarding the last, Vie suggests that “among the opportunities when using social media in the classroom may be found the relevance and familiarity, the access, the rhetorical awareness, and the constant connectivity” (Vie, 2015: 9).

Also, it might provide a relatively new overview of what it is like working with social media content aids by interacting with current common virtual



environments inside the classroom. The last may derive because sometimes the thoughts individuals have regarding using social media for academic purposes may be seen as poor ways for learning at school due to the informality the online platforms might bring and also because of the common use of the teenager student's practice.

A potential issue that may be presented in class when using social media for academic purposes is the negative gap students can experience between the social life and the learning painful feeling mixture. The last arises from the certain difficulty they could experience "when producing ideas for academic purposes rather than the personal ideas they might post when using social media for leisure. Maybe students would not feel keen on using social media for learning English" (Tess, 2013: 19).

That is why making known the aspect mentioned above might bring an authentic knowledge in order for the teachers could recognize the use of the online platforms in classrooms.

The improvement the students have with the English skills might depend on the needs of themselves. Whether it is writing, reading, speaking, or listening. Also, previous research is recommended to investigate certain usage categories that "certain social media apps provide in order to boost the English learning performance of the students" (Ngadwan & Adijaya, 2020: 27). To state the last by showing what limits can bring the application process of the social media for classroom could be also a new knowledge from a narrowed perspective in a technical middle school.

**Chapter II**  
**Justification**

## **Justification**

The current research will be worked with the study groups E, F, G and H of the second grade from the Technical Middle School No. 2 “Tierra y Libertad”, which is located in the urban area of Toluca, State of Mexico. The school has an approximately of 900 students and a total of 42 teachers who give classes in 24 groups of the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grade. The mentioned groups have an average of 35 students, and it can be found a balance between females and males over 12 to 13 years old. According to the provided data from the titular teacher can be exposed that most of the students are in a pre-A1 level of English based on the MCER, a limited number is in A1, and just 1 to 3 students are beyond the A2 level, and any student has an English certification yet. However, some of them affirm to take English courses out of the school.

Regarding the students’ interest, based on a qualitative analysis of an “All about me” previously applied, can be found that among the predominant activities the students practice in their leisure are playing video games, listening to music, playing soccer and basketball, drawing, scrolling in social network platforms, reading, watching series and movies, and even sleeping. Further information about the genre of music they like to listen are rap, pop, alternative rock, pop rock, trap, reggaeton, indie, Mexican bands, and K-pop. Careful analysis states that among the content genre they like to read, watch, and consume are comedy, lifestyle, cooking, horror, and romance. In addition to the matter about student’s learning barriers, is generally assumed that any student has one in the group, nevertheless it is an issue that is on process to know so far.

Students work in a specific context that may provide them the necessary sources to study satisfactorily, for instance, the school furniture is quite good, the basic public services are available, even better yet, there is an English Lab where can be found quite enough class materials to practice with the English language. Certain assumptions provided by the titular teacher show that regarding the

students' preferred interaction patterns, most of the time they may seem to enjoy working collaboratively in the classroom activities and just for specific cases they would rather work individually. Moreover, students and titular teacher's resources are relatively basic, it means that most of the time they may work with an English book, and activities provided by the teacher, thus English classes might be carried with some technological limitations unless working in the English Lab is considered. Particularly, among the students' weaknesses it is generally assumed that they do not have a pertinent English language to continue learning it as the current syllabus demands, some of them state they do not like learning it and most of the time they do not feel appealed by passive activities in classroom. Nevertheless, among their strengths, basic assumptions provide that they like to practice with the English through active activities, most of the time they may seem involved with partial content in English out of the classroom, and they seem willing to work with the activities provided by the teacher. Additionally, the classroom environment seems to be harmony, in spite of everyone may not have a good relationship with everyone, most of the time values such as respect, tolerance, collaboration and working create a relatively good working environment. Among the suggestions by the titular teacher regarding the style of working are using general English according to beginners, promote involving and active activities, using a wide repertory of aids, and being open-minded with them.

Concerning to the social media used apps for personal and academic purposes in the middle school students. A certain instrument created by Google Forms collected the following information.

In regard of the level of mastery the students consider having by themselves as a perception when using social media apps, a 56.3% consider a medium level whereas 12.5% consider a high level and a 18.8% consider having a very high level of master. However, a 12.5% of students recognize having a very low level of master when using social media. According to the contemplated

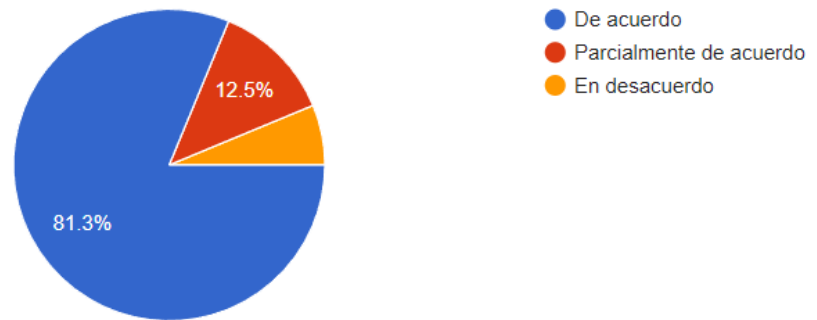
used devices when spending time in social media, the smartphone is the most used with a 93.8% of students, followed of the computer with 12.5%. The majority of students agree with the preference they have with using social media to spend free time with an 81.3%, whereas 12.5% of students partially agree.

**Figure 1**

**Do you like to spend time in social media platforms?**

¿Consideras que **te gusta pasar tiempo** en redes sociales?

16 respuestas



Note: The current graphics shows the percentage in which the students like to spend time using social media platforms, 2022. Taken by: Own Google Forms Test.

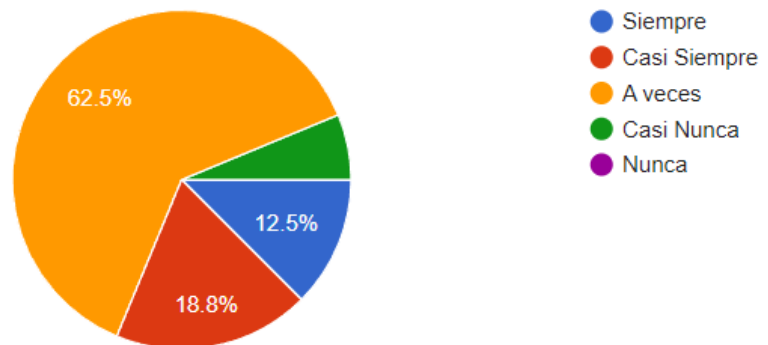
The grade of frequency for using social media for entertainment vary considerably in students, 46.7% tend to use them very much as an entertainment media, 26.7% recognize they like to use them most of the time, and a 20% use them every now and then. For communication matters, a 43.8% use always social media, 37.5% use apps most of the time, and a 44% use them sometimes to keep communicated with other individuals. For the educative purpose use, it can be found that 62.5% of the students affirm to use sometimes social media for education, 12.5% always use them, and followed for a 18.8% that use them partially.

**Figure 2**

**What is the frequency in which you tend to use social media for scholar activities?**

¿Con qué **frecuencia** usas las redes sociales para trabajar en **actividades escolares?**

16 respuestas



Note: The current graphics shows the percentage of the frequency rate in which the students use social media for scholar purposes, 2022. Taken by: Own Google Forms Test.

According to the daily time spent of time in social media can be found that a 31.3% of students affirms to consume content for at least an hour a day whereas a 25% spent two hours a day, 25% three hours a day, and a 18.8% more than four hours a day. Among the social media apps that students use most of the time can be found WhatsApp with a 93.8% of students, TikTok with 81.3%, Facebook and YouTube with a 62.5%, and Instagram with a 56.3%.

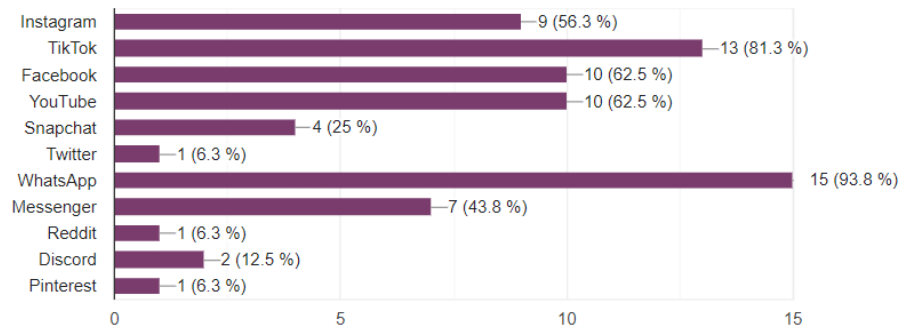
**Figure 3**

**Which are the social media platforms you use most of the time in your leisure?**

Selecciona las redes sociales que más usas en tus tiempos libres (puedes seleccionar más de una respuesta):

 Copiar

16 respuestas



Note: The current graphics shows the percentage of the social media platforms the students tend to use in their leisure, 2022. Taken by: Own Google Forms Test.

Regarding the more liked social media to use in the students' free time are WhatsApp and Instagram with a 25%, TikTok with a 43.8% and YouTube with 6.2%. In regard of the use of social media for consuming content in English is discovered that 68.8% of the students do it sometimes, 12.5% always do it and a 12.5% never do it. And the last, according to interaction matters in social media cannot be found that 81.3% do it sometimes, and 18.8% never have done it.

Regardless of the application of social media in the English classrooms, some features may be released, that is what Dennen affirms "what might emerge is an overview of the way in navigation through social media in the classroom where varying degrees and strengths may arise as a consequence of the application." (Dennen, 2019: 24)

The last possible knowledge to provide derived from this research is to make known the importance of the application of the mentioned approach in the current middle school students, due to nowadays the ways of interacting has passed from a face-to-face environment to the virtual ones. It may be kind of mindless thinking that the language will always be practiced just when individuals are in front of someone else.

Mehmood & Taswir (2013) state that:

The use of social media apps in classroom may bring certain sense of belonging in the school community due to the individuals the students tend to interact with are friend colleges they actually met and keep good relationships. Besides student to student's interaction benefits that online platforms bring, the interaction between teacher and student can provide a positive influence in the students' English learning performance. (16)

The features the current world provides regarding the communication through online platforms has made individuals practice with other ways of interacting no matter the situation, proving that the last may be the last pandemic due to SARS-CoV-2 in 2020. That is why giving the entry of how appropriate it may be the use of social media to learn English in current and future classrooms can be a possible new knowledge to bring.

According to the last Mawhinney affirms that "In the current technological era, school cannot avoid online platforms applications. Going to the future involves a new way of education and the quick adaptation with new technologies." (Mawhinney, 2013: 14)

The current research will be a novelty because it will mark a contrasting line between the potential benefits that may bring using social media platforms as tools for learning English and the outcomes that methodologies commonly used in classes provide, due to the majority of them focus on a kind of "traditional



learning” and that may not consider tools beyond the generally known for students. In other words, the novelty will remain in the influence of students’ English learning performance with using social media as tools that go beyond what is currently used in classrooms.

Academic performance improvement can be attributed because of the affordance the social media apps have regarding the supporting learning. “The kind of qualities social media apps keep have to be with the certain access to digital materials in the moment it is required. The implementation of materials and online resources may bring potential benefits in receptive skills” (Yusop & Chin, 2011: 15).

The last makes see that the high point when using social media is to enhance the English learning performance by using the features certain social media platforms have and could bring a certain grade of pertinence when using them with the students as a learning tool.

“Infrastructure and sociocultural aspects should be considered when working with social media tools in classrooms due to there may exist certain issues that embrace security, access and even language” (Alenezi & Brithaupt, 2022: 7). The last asks to consider the incorporation of online tools according to the educational context it is intended to be implemented.

The last is intended to be considered for the actual environment where technology is part of the world yet and the future environments when technology may be part of every aspect of the individuals’ lives. The novelty of this research may be outstanding just for a specific Mexican urban context, and it may be different in some contexts around the world.

Abdalgane (2022) affirms that:

On the face of students being digital natives and a proof is the constant use of their mobile phone both in and out the class. However, the use of devices in classroom must be leveraged in order to the students' enthusiasm for and willingness to use technology do not get out of hands. The use of devices and social media in classroom should take advantage of the learning and transform it into something valuable for the process. (9)

The positive benefits that social media may bring should be contemplated to enhance the quality of the process of learning language in the students. "The integration of certain online tools has to consider the students' usage of skills through appropriate kind of social media" (Zam Zam, 2019: 7).

The importance of the research remains in the way the tools that social media offer can influence in the students' English skills development at the moment they use them when required. It is something that had not been proven regarding efficacy in many middle schools of Mexico and it is assumed that can provide the positive expected results.

### **Question Research**

According to the last stated, the students need to be involved in a new way of learning to enhance their English learning performance by communicating in a realistic environment, thus the research question is:

How social media should be implemented for educational purposes in order to enhance and promote the students' English learning performance while communicating in a virtual realistic environment?

### **Hypothesis**

Based on the last exposed the hypothesis aligned with the problem is:

The use of social media, as a learning tool, can enhance in the students the way they communicate and learn the English language in a realistic environment.

The personal experience as an English trainee teacher shows that in the majority of the classes the English do not go beyond what teacher are accustomed to go, it means traditional classes, the current world and the technology boom demands for using online platforms the students already use and can take advantage of the use for educative purposes in learning English.

The stated hypothesis is intended to discover how the integration of social media should be applied for educational purposes and go without saying that students are learning with social media. Nevertheless, how the last fact can be pertinent to do the same in the students' context with using social media. Social media such as Facebook, YouTube, Instagram and TikTok will be contemplated to carry the current study due to those are apps the majority of students' master and can bring benefits if their use is managed by the teacher assistance for academic purposes in the English classes.

## **Objectives of the Research**

### ***Main Objective***

To use the social media platforms such as TikTok, Instagram and YouTube to improve the English classes by aligning them with the social practices of the language that will be worked during the next teaching practices.

### ***Specific Objectives***

- To diversify the way, the trainee teacher works in teaching practices by implementing further social media platforms as tools.

- To expand the lesson plans to include activities concerning to creating content and creating interactive spaces with social media in the didactic sequences that will be implemented.
- To promote the same learning quality by using social media apps to learn English as conventional classes do.
- To assess the students' English learning enhancement by using collection data instruments at the end of the research.

### **Goals Of the Research**

To enhance in the 2<sup>nd</sup> grade middle school students the way they communicate and learn the English language by using the social media as a learning tool for an educational purpose.

To innovate the way, the trainee teacher has been teaching for a process of personal and academic improvement in the teaching practice.

### **Theoretical Background**

#### ***Considering the students' interests and circumstances to promote learning strategies (principio pedagógico 4)***

The SEP (2017) states that:

Es fundamental que el profesor establezca una relación cercana con los estudiantes a partir de sus intereses y sus circunstancias particulares. Esta cercanía le permitirá planear mejor la enseñanza y buscar contextualizaciones que los inviten a involucrarse más en su aprendizaje. (120)

It is agreed the importance about that teachers should find a closer relationship with their students nowadays. Some of the teachers who work in secondary schools may be related to technological tools and also with social media platforms which makes the current point a focus area to implement

platforms that can provide the required closeness the last pedagogical principle states.

***Designing learning strategies to involve the students in knowledge (principio pedagógico 5)***

The SEP (2017) suggests that:

El docente diseña estrategias que hagan relevante el conocimiento, fomenten el aprecio del estudiante por sí mismo y por las relaciones que establece en el aula. De esta manera favorece que el alumno tome el control de su proceso de aprendizaje. Propicia, asimismo, la interrogación metacognitiva para que el estudiante conozca y reflexione sobre las estrategias de aprendizaje que él mismo utiliza para mejorar. (120)

Making more relevant both the knowledge and learning for the students can be a hard matter for some teachers. There has to be an idea of what is like the group profile that it is being worked because from this point the teacher can offer the best proposals to apply in classrooms. Also, the proposal should create a clear challenge for the students so they can show an expected improvement through the learning process. This can be a favour point for the working process depending on the working process that is required to work with.

***Recognizing the social process of knowledge (principio pedagógico 6)***

The SEP (2017) affirms that:

La interacción social es insustituible en la construcción del conocimiento. Por ello es primordial fomentar la colaboración y propiciar ambientes en los que el trabajo en grupos sea central. El trabajo colaborativo permite que los estudiantes debatan e intercambien ideas, y que los más aventajados contribuyan a la formación de sus compañeros. Así, se fomenta el desarrollo emocional necesario para

aprender a colaborar y a vivir en comunidad. El estudiante debe saber que comparte la responsabilidad de aprender con el profesor y con sus pares. (120)

The last pedagogical principle may be the main reason about why it was chosen to work with social media platforms which is strongly aligned with the last pedagogical principle exposed. Social interaction might be a rule of thumb when learning a language, that is why promoting social interaction environments by using social media can be a good idea to work with, the latest by assuming that students are partially interested in working with social media platforms. Factors such as the motivation raise, or the working process enjoyment may be affected by implementing this process. The exchange of ideas to build the knowledge is something that social media platforms can bring by using the features these have.

### ***Why considering social media for educational purposes***

Islas Torres & Carranza Alcántar (2011) affirm that:

Si tener acceso a las redes sociales para los mexicanos, según la Asociación Mexicana de Internet (Amipci), es la cuarta actividad social más importante, es necesario que éstas se visualicen en usos formativos y se transformen de lo social a lo educativo, y que el enfoque del trabajo cooperativo permita a muchas personas desde diversos puntos compartir intereses e ideas comunes. En este sentido, la idea educativa consiste en aprovechar el potencial de la Red para organizar tareas, proyectos o actividades conjuntas con equipos cooperativos de aprendizaje. (120)

Nowadays using social media for academic purposes should not be seen as a matter in which teachers cannot consider them due to the informal purposes those have regarding entertainment. Instead of focusing in these relatively false assumptions they may start to notice the potential benefits that social media tools can bring when learning.

### ***Importance of social media in education***

Olowo, Alabi, Okotoni, & Yusuf (2020) affirm that:

Nowadays in the globalized world students live social media platforms seem to be available in many areas of life. Social media may be one of the most breaks through online tools that promote people interaction around the world as well as access to certain kind of information that could be instructive or educative. (14)

By considering the latest statement, social media can bring several forms of interacting with people, consuming, and creating content. But also, a huge opportunity for learning can be seen. It may be said that the educational environment does not consider them to use most of the time. However, due to the online accessibility aligned with the learning it can bring to, social media platforms can be a good way to learn English as long as it is instructed.

### ***Learning the English language using social media***

Studies provided by Ngadwan & Adijaya (2020) suggest that:

Social media as a tool to learn the English language can be used for four main categories, namely collaboration project, blog, content, and social websites. The teacher can provide and deliver digital materials so the students can use all four categories to enhance their learning process. When creating the lesson plan the four categories should be considered for the didactic sequence and material production. (23)

It is well-known that online platforms have been used through the last years in the educational field to promote learning to the students in different ways. The majority of the commonly used platforms may seem attractive when using them in some students. Nevertheless, their use and effectiveness might be kind of hard to achieve, due to at the first time of using them the students may not be familiarized with their use, an that issue could provoke the class can get out of

hands. Social media brings the students some features that can be used for learning, and the potential advantage is that some of them already have mastered the less required use to apply them in class.

***Creating channels to promote the vocabulary learning among the students with content***

Research findings from Li J (2021) says that:

For English learning in classroom the social media platforms are mainly used to provide to the students a channel to involve them to learn daily vocabulary while practicing with the receptive and productive skills by providing documents, text content, podcasts, and audios. The used platforms are flexibles to be used both in computers and smartphones in social media apps with friendly interfaces and clear prompts. (14)

The social media platforms that could be useful to promote the stated argument may be Instagram, TikTok and YouTube. Through the trainee teacher's experience, using social media platforms for academic purposes have not been seen in secondary schools, which makes it questionable because they might bring good or even better result if its use is considered inside the classroom, specifically in the English classes. The main use that social media platforms can bring is related to practice with visuals, which might promote the visual learning English vocabulary through posts in Instagram.

***Use of YouTube and Facebook to promote the student-centered learning environment***

Ghimire (2022) suggests in the research that:

Used social media platforms such as YouTube and Facebook to support classroom activities engage student-centered learning. These platforms are being used with computers and displays via projectors as well as internet in classroom, the mentioned resources are used to show class materials to the students from



YouTube, Facebook, and Google search. Also, the students can be benefited by sharing Facebook and YouTube materials to download them and consume them later out of class. To join into the Facebook groups, sharing and receiving information related to English are also used the social media in classrooms. Most of teachers tend to use particularly YouTube and Facebook information to promote an interactive learning environment by providing the students with varied information such as: grammar, vocabulary, pronunciation, etcetera. (16)

A small amount of social media usages regarding the last stated can be seen in some secondary school, based on the trainee teacher's experience. However, in Mexican secondary schools, the usage of YouTube that involves curating and downloading content to use it in English classes is something that is partially common. YouTube can bring the required teaching tools if it the content is well-curated, but this may not be completely authentic. There exist a wide variety of YouTube channels that can bring accurate content to use in classroom, but it is not as suitable as expected to fulfil the social practice of the language requirements. According with the use of Facebook, several research shows that the use that it brings through its interactional channels may bring specific benefits, but its use is not that common in the Mexican secondary schools due to it might be considered an informal social media platform.

### ***Implemented activities when using social media***

Zam Zam (2019) in studies states that:

Social media such as Instagram and Facebook can be used to join in private groups for practicing with the English language, discuss with classmates about assignments or tasks, sharing knowledge as well as experience, and practicing English out of the classroom by themselves. Also, social media can be used every day with an asynchronous method for practicing the receptive and productive skills. (7)

Nowadays, educational channels for learning English in Facebook and in Instagram can be found easily in most of the cases. Most of them may be appealing to the general people because of their engagement, and also the content they bring is visual and audiovisual. However, their use is isolated because they do not follow a settled line aligned with a specific syllabus, which might be kind of hard to learn English by following a progressive process as English face-to-face classes do. The latest may arise the idea that teachers can create their own content that can be related to what is reviewed in class by considering the aspects that the syllabus requests. The opportunity areas are found in the suitability of the content when using Facebook and Instagram.

### ***Using social media for students' achievements***

Concerning to it, Abdalgane (2022) affirms that:

Social media platforms can be used to promote connections among students by using the diverse tool those apps offer such as interact each other by comments that involves content learning. Social media also can be used to create exploratory environments to look for new resources, support learning and communicate and cooperate with communities. (4)

The interactional patterns that social media can bring when using them for academical purposes may be challenging, but the process kind of interesting to discover the learning possibilities. Because of their exploratory features, the learning and the teaching may seem interesting, the latest due to the wide variety of appealing content that can be found both in Instagram and YouTube.

### ***Social media as a way of learning by interacting***

Dhanya (2016) embraces in research that:

When learning a new language, some social features are involved due to the individuals' immersion in the way of learning. People could see a kind of

enhancement in their language skills because of the different social interactions, and currently social media may be a good alternative to consider. (12)

By interacting each other people enrich their English learning or acquisition process, and social media can bring that, even if features as lives or self-created videos are implemented. It means that as long as the students uses interactional features such as exchanging ideas by using the comments section or reading or watching a post, they are learning by consuming and exchanging ideas which makes social media platforms appealing to pursue the requirements that the syllabus demands.

### ***Using messaging social media tools to involve practice in English skills***

Iswahyuni (2021) affirms in studies that:

The use of WhatsApp or Facebook Messenger may improve the students' listening skill, pronunciation, and vocabulary mastery by practicing and consuming recording voice notes while guessing words or expressions. YouTube can be useful too with the help of WhatsApp to share the link of some videos so the students could be assigned to watch videos and practice what they had watched in a WhatsApp group or a private Facebook group. The main skills to be worked are listening and writing. (9)

There are several communication channels that students might know how to use in a basic way besides of the consuming content spaces. In this case, the features that all of the social media platforms bring can have linked each other to propose a related network of content which is partially aligned to a certain English class. This network provides a feature that few online learning platforms can promote.

### ***Using Facebook for providing various resources to support interactive public and private spaces***

Lantz-Andersson (2016) suggests in research that:

For educational purposes Facebook can be used to facilitate interaction through post or status updates, likes, reactions, comments, chats, photos, videos, messages, and moreover private groups. Due to Facebook enables a very opened space for communication in relation to educational interests could be used to offer the students' participation, group interaction, discussions, and content creation. (26)

A wide range of research have shown the potential learning process that Facebook can bring. However, its effectiveness is reduced to the type of context in which this platform is being worked, it means that in some geographical areas Facebook is appealing for the students and in some other areas the platform is not that effective because of the attractiveness. It does not matter how good are the features of Facebook to learn English, its effectiveness can be influenced by the group profile and context.

### ***Implications when using social media in classroom***

Olowo, Alabi, Okotoni, & Yusuf (2020) provides information about the research that:

Teachers could implement social media for sharing information purposes related to the didactic sequence. Teachers need to trigger the students' interest so social media can entry for academic purposes in classroom. Guiding students properly when using social media platforms must be considered due to the negative use students may give. (9)

Some observed implications that have been identified through the teaching practices are related to the lack of technological resources such as the required devices or services like internet. In some cases, the school can provide the required items to work with social media in classrooms. Nevertheless, in some

other cases, the achievement of these process is reduced to the students' resources availability, which may be influenced to economic or social implications. Teachers should find a way to overcome these implications due to, even if most of the students do not count with the required tools, they can fulfil the process if cooperative learning is well-implemented. Other kind of implications are found in the way of the controlled used because some disturbing students may use the social media for very personal purposes.

### ***Possible benefits when using social media in classroom***

Al-Rahmi, Alias, Othman, Marin, & Tur (2018) confirms that:

Using social media could bring positive and likely significant effects regarding collaborative learning. Online tools such as Facebook and YouTube and the effects in classrooms come along with significant relationship with students' learning performance. Also, students' satisfaction is along the lines of learning performance outcomes when using certain online tools. Students can get resources and access to certain shared information through collaborative learning and engagement. (7)

Some of the benefits that are partially known remain in the interactional matters, especially in the ideas exchanging which has been exposed before. Also, the linking platform contents is another one that can be possible to use when applying links in Google Drive or in other platforms such as Linktree. The grade of motivation in students is another aspect to contemplate, the certain interest and willingness in developing the activities is also a potential benefit to pursue,

### ***Considerations at the moment of using social media in classes***

Alenezi & Brithaupt (2022) states in some findings that:

Infrastructure and socioeconomic aspects should be considered when working with social media tools in classrooms due to there may exist certain issues that embrace security, access and even language. The last asks to consider the

incorporation of online tools according to the educational context it is intended to be implemented. (13)

The number of considerations when using social media platforms in classrooms depend on the context and the group profile as it has been commented before. The school infrastructure in technology and internet services can influence in a negative way the process that is planned to work by using different kinds of online tools. But also, the students' resources may be another consideration if the remote work is considered to use. The current context in which the research is being worked is inside a secondary school located in the urban area of Toluca, it may seem that most of the students count with the required resources to work with social media platforms for educational purposes, but it is far away to see. Economic and social considerations can affect in a bad way this working process, which makes it hard to pursue in short term.

### ***Interaction influence when learning English with social media apps***

Mehmood & Taswir (2013) suggest that:

The use of social media apps in classroom may bring certain sense of belonging in the school community due to the individuals the students tend to interact with are friend colleges they actually met and keep good relationships. Besides student to student's interaction benefits that online platforms bring, the interaction between teacher and student can provide a positive influence in the students' English learning performance. (8)

These platforms enable students to interact with their friends and classmates, enhancing social connections and relationships. Furthermore, the interaction between students and students through online platforms can positively influence their English learning performance. By using social media as a tool for communication and engagement, teachers can create a supportive learning environment that can promote participation and collaboration.

### ***Students' perceptions when using social media for educative purposes***

Tess (2013) in a previous research states that:

A potential issue that may be presented in class when using social media for academic purposes is the negative gap students can experience between the social life and the learning painful feeling mixture. The last arises from the certain difficulty they could experience when producing ideas for academic purposes rather than the personal ideas they might post when using social media for leisure. Maybe students would not feel keen on using social media for learning English" (23)

The last statement may be considered when implementing didactic sequences that embrace social media tools because the negative perspective may vary according to the kind of content the students interact with, it means that the information that is worked with should be created or got according to the students' interest so positive perception may entry. Academic purposes are not negative implications that can exist if students' content preferences are contemplated.

### ***Relation of social media tools usage in classrooms with English learning performance***

Yusop & Chin (2011) contemplate in some findings that:

Academic performance improvement can be attributed because of the affordance the social media apps have regarding the supporting learning. The kind of qualities social media apps keep have to be with the certain access to digital materials in the moment it is required. The implementation of materials and online resources may bring potential benefits in receptive skills. (21)

Based on the trainee teacher's experience it can be said that social media platforms such as Instagram, YouTube, and TikTok have the potential to contribute to academic performance improvement in education. These platforms

have shown to offer unique features that support learning by providing easy access to digital materials when they are needed. The availability of materials and online resources can benefit students' receptive skills, allowing them to engage with educational content in a dynamic and interactive way. Nevertheless, the content should be reliable, accurate and strongly related to the didactic orientations to work with.

### ***Outcomes that limited social media usage in classroom can bring***

Regarding this matter, Zhonggen (2022) contemplates that:

It still could exist certain benefits regardless of English sessions do not contemplate social media usage in all of the classes. If social media learning methods are properly used, besides combined with face-to-face and online interaction, the learning experiences may bring beneficial outcomes as well as strength learning engagement in students. (17)

There can exist certain benefits even if social media platforms usage is not incorporated into every English class. While social media platforms like Instagram, YouTube, and TikTok offer unique opportunities for educational content and interaction, it is important to create a balance and integrate them effectively within the required syllabus to ensure the expected learning outcomes. By doing so, students can experience significant benefits from these platforms while maintaining a well-balanced educational experience inside of classroom.

### ***Role of the use of social media for educative purposes***

Prasad Ghimire (2022) proposes that:

Social media implementation can be effective in the students' English learning process because of the tools that can provide such as: calls, messaging, recording, posting, etcetera. The use of online tools can bring formal and informal learning to students by providing digital materials that can be used in a flexible way.



Consuming and interacting with content may enrich above all the students' skills as well as collaborative learning environment. (13)

The accessibility of online tools allows students to access digital materials in a flexible way, allowing for both formal and informal learning experiences. By consuming and interacting with content on these platforms, students can improve their language skills and foster a collaborative learning environment. Overall, social media implementation has the potential to greatly enrich the English learning journey for students even if it is used in a formal or informal way.

### ***Social media apps related with students' interest and effectiveness in learning***

In previous research, Rafidiyah (2016) stated that:

Currently, it is contemplated that the most used apps used in teenagers for both personal and academic purposes are Facebook and YouTube. The last tools contemplate the reinforcement of all the English skills according to the kind of use it is given. However, it needs to be considered the importance and certain implications the social media apps can bring when used as a tool for enhance the English learning performance in students. (29)

It might be evident that Facebook and YouTube are the most used social media platforms among teenagers for personal and academic purposes besides of Instagram and TikTok. These platforms offer various features that can effectively reinforce all English language skills, depending on how they are used. Nevertheless, it is crucial to recognize the importance and implications of social media apps when used as tools to enhance English learning performance in students. Careful consideration should be given to ensure that these platforms are controlled in a way that promotes effective language learning and aligns with the expected educational goals.

### ***Developing social media for English learning***

Concerning the current point, Sarosa (2020) suggests that:

The lack of personalized support if the teacher when learning English class tend to affect the educational environment, hence the students who have or do not have the ability to communicate in English. Social media can bring a virtual space where students own facilities and infrastructure on the internet that attract to practice and self-learn with media content, without having to asks for help of the teacher. (17)

The absence of personalized support from the teacher in English language classes might have a negative effect on the educational environment, regardless of if students possess a certain grade of communication skills in English. However, social media platforms can provide a virtual space that offers students to engage in independent practice and self-learning through media content. This creates an opportunity for students to develop their language skills without constantly relying on teacher assistance, even if the latest is not the main point of the research. While social media can provide reliable resources and support, it is important to keep a balance between independent learning and the guidance of a teacher to ensure comprehensive language development.

### ***Positive influence in students' profile when learning English with social media***

Akpan (2022) proposes that:

The use of social media for academic purposes in the classroom promotes motivation in students, influence the students' competence and confidence, strengthen language skills, and without saying contemplates collaborative work among the students. The big picture of the pedagogical purpose when using social media for English learning embraces the enhancement of certain language skills in students, as well as contemplates pragmatic awareness through the immersion to certain realistic scenarios on the internet. (27)

Using social media platforms such as Instagram, YouTube, and TikTok for academic purposes in the classroom might have a positive impact on student motivation, competence, and even language skills. By implementing social media into English learning, students are immersed to realistic scenarios with an authentic language use. This may enhance their abilities to apply language skills in real-life situations. Additionally, social media fosters collaboration among students, encouraging them to engage in meaningful interactions and cooperative learning. Overall, integrating social media platforms into English education aligns with the pedagogical goal of enhancing language skills and providing a dynamic learning experience as some pedagogical principles suggest.

### ***Interaction facilities when using social media among students***

Li V. (2017) contemplates that:

Certain tools that social media offers are the sharing and getting digital material among students both it is practiced in or out of the class. Sharing and getting materials prove to be more effective in interaction when it has to be with collaborative work. (32)

Sharing and curating of digital materials through social media platforms like Instagram, YouTube, and TikTok can be valuable tools for students, both inside and outside the classroom. The ability share and access materials in an easy way may foster interaction and collaboration among students, which could enhance the learning experience. Collaborative work is particularly effective when implementing these platforms, as they provide a platform for students to engage in discussions, exchange ideas, and collectively contribute to the learning process. By controlling the available features of these social media platforms, students can benefit from a more interactive and collaborative learning environment.

### ***The creation of realistic language interaction environments by using social media***

Tan (2018) suggests in research that:

When teaching English with social media the teacher should try to create a real English language communicative space environment for students and invite them to interact with the language in a place where it is realistic every day. Contemplating interaction must be a rule of thumb when practicing with English due to one of the positive factors the social media apps brings is the active learning. (6)

When incorporating social media platforms in English language teaching, it is essential for teachers to create an authentic and communicative environment for students. By involving students to interact with the language in a realistic and everyday context, teachers can facilitate active learning. Interaction should be a fundamental aspect of English language practice, and social media provides a valuable space for students to engage with the language actively.

### ***Contemplating the use of devices for learning English in classroom***

According to Kamal (2021), proposes that:

One of the matters that teachers must contemplate when promoting English learning with social media is the implications access that can be brought due to the group profile's features. Using devices with internet connection goes hand in hand with using social media in classroom. That is why tablets, smartphones, or even the use of computers and the sharing of the devices among the students will allow the teacher to overcome the gap of access. (24)

A crucial aspect that teachers need to consider when integrating social media into English learning is the potential implications of access based on group profiles. Since the use of social media platforms often requires internet-connected devices, it is important to consider any implication related to the access among students. Contemplating smartphones, computers, or sharing devices within the

classroom can help to ensure the expected opportunities for all students. Overcoming access challenges, teachers can create a more inclusive learning environment that promotes the benefits of social media for English language learning.

### ***Flexibility of social media apps for learning English skills***

Iswahyuni (2021) states that:

Students should harness of social media to improve in some way their English skills because can provide the flexibility for learning and certain features such as the promotion of collaborative work. In EFL students, social media can provide students with advantages to reinforce certain skills, for instance, listening, speaking, reading, writing, use of grammar and vocabulary. (17)

Students should take advantage of social media platforms due to these platforms offer flexibility in learning and promote collaborative work, which can be beneficial for English as a Foreign Language students. Social media provides opportunities to reinforce most of the language skills, including listening, speaking, reading, writing, grammar, and vocabulary. Students can immerse themselves in authentic language use, access diverse resources, and practice language skills in a dynamic and interactive manner. Embracing social media as a tool for English learning can foster students to make significant progress in their language learning.

### ***Measurement of the use of social media for academic purposes in classroom***

Abdalgane (2022) proposes that:

On the face of students are digital natives and a proof is the constant use of their mobile phone both in and out the class. However, the use of devices in classroom must be leveraged in order to the students' enthusiasm for and willingness to use technology do not be out of hands. The use of devices and social media in

classroom should take advantage of the learning and transform it into something valuable for the process. (9)

Considering that students are digital natives who frequently use their mobile phones both inside and outside the classroom, it is important to control the use of devices in the educational setting. Nevertheless, it is crucial to get a balance between ensure that students' enthusiasm and learning English in the school. By harnessing students' familiarity with technology and incorporating it effectively, teachers can create meaningful learning experiences that maximize the potential of social media platforms for educational purposes.

### ***Limitations when using social media in classrooms for improving skills***

Ngadwan & Adijaya (2020) proposes in research that:

The improvement the students have with the English skills might depend on the teachers' needs. Whether it is writing, reading, speaking, or listening. Also, previous research is recommended to investigate certain usage categories that certain social media apps provide in order to boost the English learning performance of the students. (32)

The enhancement of students' English skills through social media platforms like Instagram, YouTube, and TikTok is considered above the specific needs of the students due to those involves writing, reading, speaking, and listening skills. It is important to identify the usage features that these social media apps provide. By measuring the use of social media to target specific language skills, teachers can optimize the learning expected outcomes and provide more suitable learning experiences for students.

### ***Evaluation of the English learning performance by using social media as a learning tool***

Li J. (2020) proposes in some findings that:

In order to measure the English learning performance of the students and the effect that social media has in the students' learning, it can be applied a conducted questionnaire survey. Its purpose is "obtaining statistically useful personal information from individuals regarding a self-perspective effectiveness of social media for learning as well as a test to measure students' knowledges" (7).

It can be observed that there have been various authors that affirm that working with social media in classrooms could be a way of learning that may bring potential expected results when applied. Collected information about the authors expose to use social media in classroom through a whole group style using digital resources such as screen TV, projectors, the use of scholar internet, etcetera. The main used social media apps are related to Facebook, YouTube, and the Google research tool. However, the obtained data concerning to the used social media in the research does not consider the social media platforms in which the study group students of the current research prefer when learning, in this case Instagram, YouTube, TikTok, and Facebook.

Besides the resources and the kind of platforms that have been implemented in the obtained information, also can be found that the used strategies when using social media in classroom has to do with generating private groups in Facebook to promote the students to interact each other using writing skills, share and consume content that is not necessary provided by the English teacher so literacy skills can be practiced, and the use of messaging tools to create a closed communication among teacher and students.

Concerning to the learning results, the authors expose that using social media could derive beneficial effects in students which is aligned with the students' interests and familiarity when using these apps. Some of these improvements are related to the reinforcement of writing skills according to generating ideas, the promotion and certain grade of enhancement when practicing with reading and listening skills at the students consume content, and

few results related to speaking, the last skill may not have a big consideration due to it involves the creation of audio-visual content that cannot be pertinent when practicing with the English language in classroom.

It is well known that during the research social media tools such as creating private groups in Facebook, sharing visual content through YouTube and using messages to communicate will be considered to apply. Nevertheless, it may be noticed that any researchers contemplate the authentic content creation for their students in class, it means, creating audio-visual content strongly aligned with the studied social practices of the language, the context, and the students' interests that definitively can be uploaded to YouTube and TikTok and be shared with the students in the different formats those social media offer. Creating visual posts through Instagram and private groups of Facebook related to the studied topics by considering the study groups features also could be a good strategy.

The high point of the last stated has to expose that there may not exist a study framework that have shown the methodology it is intended to apply, focusing on the interaction tools and content creation that social media offers by considering the group profile's features. It may be noticed that the steps to follow during the actual research has not been worked as is intended to be implemented, and the current research would show it.



## **Chapter III**

### **Action Plan**

## **Action Plan**

To start the process of research during the teaching practice weeks it needs to be followed a determined cycle that led for the pathway it is supposed to pass through. In the light of the action research the study will involve specific cycles that should be worked during the sixteen weeks of teaching practice.

First of all, the action research covers to take and create a self-reflective, critical, and systematic approach to explore the own teaching process. “During the action research the teacher should be in a role of an investigator or even an explorer of the own personal teaching context while being a certain participant in the research” (Burns, 2010: 13).

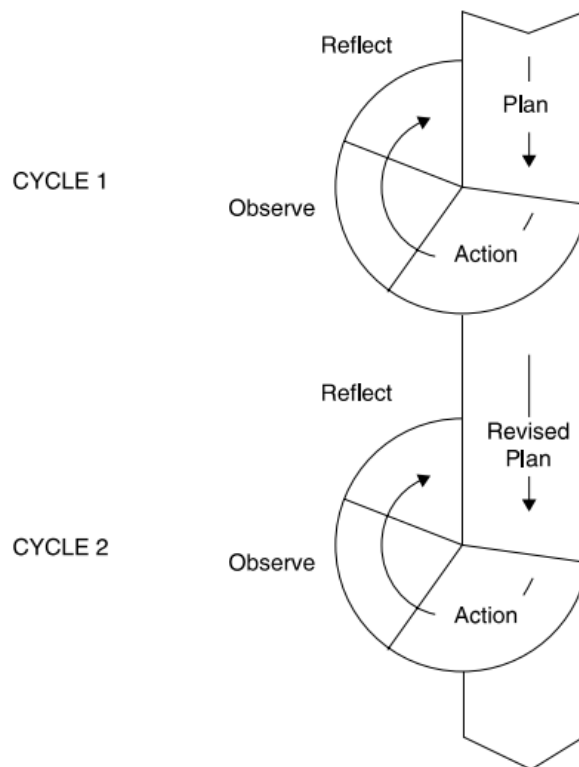
Using the action research as a part of the action plan may be helpful to reflect in the English teaching improvement while working in what is aimed to know through the current research from creating the didactic sequence with the class materials to be introduced to the constant step of reflection that can enrich the topic.

The model of action research that will be followed during the study will be of Kemmis and McTaggart (1988), the choosing of these authors is considered due to the cycles they propose is a continuous one that enrich the next cycles with reflections, and which finishes when the researcher reach the results that were expected to obtain. A general description of the cycles of the Action research model is below:

- **Planning:** It has to do with identifying the problem and create the plan of action in order to propose the improvement action of the topic to research.
- **Action:** This phase involves intervention of the teacher’s plan who becomes in an investigator during a certain period of time.

- Observation: It embraces the sake of observe accurately with a framework the gotten effects of the action while documenting the process, results and experienced situations.
- Reflection: At last, in this phase the observations derived from the action should be reflected, evaluated, and described to understand the obtained issues regarding what was experienced. Here can be found the doorstep to start a new cycle of action research or also can finish the process of it.

**Figure 4**  
**Cyclical AR model**



**Cyclical AR model taken from Kemmis and McTaggart proposal (1988).**

Nowadays the social media platforms that are mostly used in classrooms are Facebook and YouTube and those are being worked in a synchronous and asynchronous way whether to expose and share audiovisual content inside the classroom with the help of YouTube or proposing the students to interact each other to enrich their learning process in a collaborative approach aligned with the student-centered matter. Nevertheless, there are certain social media platforms such as Instagram and TikTok that have changed the rules of the game concerning the way people use social media. Students may be interested in fast consuming content and interaction with apps such as Instagram and TikTok, and so far, is known that the information regarding the use of those social media platforms in classroom is quite reduced and overall, in middle school classrooms.

### **Social media platforms to be used**

The social media platforms to be implemented during the next teaching practice weeks are YouTube and TikTok to take the English classes beyond the classroom and to make the learning process asynchronous and flexible while the use of Facebook and Instagram will be used to promote the interaction among the students inside the classroom with a synchronous way of learning.

### **Management of the use of social media during the teaching practice weeks**

During the four weeks of each teaching practice period, the four social media apps will be used per week. It is important to mention that the Instagram account will play the role of generating a post peer week to reinforce what has been learned in classes in a general way, and with the messaging tools Instagram and Facebook offers the students can solve certain questions with the teacher concerning to their learning process.

## **Instruments to document the students' perception of the own learning process**

To evaluate and enrich the phase of observation the teaching practice journal will be used as well as some interviews and questionnaires that will be collected for 10 students peer group to know both sides of results according to the study.

It is expected that a certain grade of the work implemented during the next teaching practices will be developed with digital resources, both the created content and the collection data instruments such as the questionnaires.

## **YouTube Creation Sequence (Sample)**

During the fourth teaching practice weeks, as it was considered in the action plan, one of the main activities that would be developed in the last weeks of every teaching practice intervention period has to do with the generation of a YouTube video. The whole sequence and features that were contemplated to create it are the social practice of the language, the development of the main didactic orientations that the syllabus required to work (topics), the division and order of the video, what external features are considered concerning to the design it was created, the creation process and edition, what skills dealt with the whole video, what was the best moment to share the video, review exercises, what activities may help to develop in and out the classroom. Below can be found a description of every single aspect referenced in the last lines.

## **Social Practice of the Language**

It can be said that the YouTube video is supported by the social practice of the language "Express complaints about a product", one of the main learning outcomes that the students were supposed to get during the application of this SPL are to listen to and review complaints about products, interpret and provide

the general sense, main ideas and details about complaints and produce oral and written complaints. During the video the main content form that was considered was to review chunk phrases and vocabulary in order to get to form written short complaints by using all of the content and ideas the YouTube video provides.

### **Development of the main didactic orientations and topics and its duration in the video**

Regarding the main didactic orientations to be deal in the video can be found the followings:

#### **Introduction of the video:**

The beginning of the video was aimed to talk about generally of the main SPL that would be review, there are aspects such as the topic's name, a short reference to the classwork in the teaching practice weeks, the main content forms to check. This moment of the video has a duration of 40 seconds (0:00-0:40).

#### **Content referred about when it is the best moment to give complaints and why:**

This first section of the video had to do with a short explanation about the reason of complaining, what may be the best causes and situations to complaint in order to arrive at indirectly to the SPL. The approximate time where this information was provided last about 40 seconds (0:44-1:25).

#### **Contextualization of the SPL to deal with to discover the best moment to give a complaint:**

During this specific part of the video there were exposed some examples of hypothetical experiences to complaint about a product in order to complement the last exposed, this part contemplated the idea of the whole SPL and supported the doorstep for the next topics to be checked. This part of contextualization lasted 50 seconds (1:25-2:15).

#### **Topic 1: Phrases to start a complaint:**

In this part of the video there were reviewed chunk phrases to express inconformity and the order of the presented contents in the video started with this specific topic because it would be useful to take an order for the students in the final product. The usage of the phrases and the meaning was explained as well as the pronunciation matters even when it was kind of indirectly. This specific section lasted about 45 seconds (2:25-3:10).

**Topic 2: Different products to complaint about:**

In regard to the review matters of the current section, the main idea had to do with provide products to complaint vocabulary in order to be used for the final product in the last part of the video. This section would do an overview of what are the reasons for complaining based on the main character, the purchased product. The section dealt with the exposition of the risks when buying these products, the visual model of the products and the considerations when buying these products on the internet. This part of the video has a duration about one minute and twenty-one seconds (3:10-4:30).

**Topic 3: Possible product's conditions:**

The next topic that was considered to be checked during the video has a close relationship with the mentioned before due to it would help to expose the complaint idea based on the product's vocabulary. It was considered to be checked conditions vocabulary as well as the translation of these words even when it is not ideal for the communicative competence. Also, instead of reviewing the vocabulary and pronunciation matters it was proposed to understand the use of these adjectives for every single product It would be talked about. The product has a proximate duration of one minute and thirty seconds, but it is considered that was fully exposed (4:30-6:05).

**Topic 4: Emotions to express in a complaint:**

The next topic to be checked in the video had to do with emotions vocabulary, this was for expressing one of the main ideas of a compliant that

would have to do with the pragmatic matters of a message, this was a vocabulary section, that is why pronunciation concerns were exposed as well as the translation of the words even when it was not the ideal. The amount of time used during this section was about forty-five minutes (6:05-6:50).

#### **Topic 5: Phrases to ask for solutions:**

The reason to review this topic at the end of the explanation had to do with the chunk phrases used at the end of the complaint give the main message concerning to the objective of a complaint and the planned structure to be worked later contemplate these phrases in the closure written productions. There is not a wide duration to take this topic due to it embraces it in a general way. The amount of time to be used in this section considered approximately one minute and ten seconds (6:50-8:00).

#### **Practice section:**

Concerning to the practice section it was proposed to work with the contents with the reviewed order throughout the video, that is why it was proposed all of the alternatives to the phrase's chunks and vocabulary in that order. The asked product during this section had to do with a written complaint that mainly would be uploaded in the Instagram's comments section of the English Class Profile. The contemplated duration for this part of the video embraced two minutes and twenty-two seconds (8:00-10:22) making it the largest section in the video due it embraced some systematic creation concerning to grammar.

#### **The division order and duration of the YouTube video:**

Regarding the topics, all provided information, and the time to explain the product's video it was proposed the order seen in the last texts due to at the end of the video the written productions would embrace a template that carry with the next order: phrase to start a complaint, write the product, show the product's condition, make known the emotion, and at last to provide a solution or phrase to end the complaint. The order would make the creation of the written product better



to understand and to try to avoid student's concerns according to the seen contents and the usage objectives of the SPL. Most of the sections had a duration of less than 1 minute due to it was considered not deep into the example of use for every single expression and new vocabulary. However, if the explanation would last more than 1 minute and thirty second it is because of the importance of what it is being reviewed.

**External contemplated considerations concerning to the design of the YouTube video:**

According to the design of the video as well as the main didactic and technological tool to be used it can be exposed that the visual field of the video was mainly assisted by a presentation of Canva, due to it provides one of the best visual designs and the practicality of the creation is quite flexible for whether for the author and the people who is consuming the content in there. In regard to the technological resources to be used, to record the video there was used the mobile phone's camera to project a certain level of proximity with the students by showing the face and the body language in order to the video could be easily understood, and to create the visual material it was contemplated the use of a laptop. Besides the hardware equipment, the software it was used to edit and work with the last features so the video could be uploaded were OBS Studio and Adobe Premiere as well as the Google Chrome features it provides to the share matters.

**Worked skills in the YouTube video:**

The main skills to be worked in the YouTube video embraced:

- Grammar:

According to the reviewed grammar in the video aimed to the creation of a writing, it can be considered that whether the chunk phrases and vocabulary seen in most of the time in the video were useful to understand the structure of the text to be created. It indirectly showed that the grammar element was the most important skill to be worked.

- Writing:

The coherence and cohesion that was worked in the asked text made known that the video promoted the implementation of writing in the practice section and actually was a very important product to be requested in order to fulfill the expected achievements of the SPL.

- Speaking:

The subskill the YouTube video tried to foster was the pronunciation even when it was indirectly asked to practice, it had not the emphasis as grammar and writing. However, it was important to recall it for further future activities.

### **Creation process and edition:**

To create the YouTube video the process in general was the following:

1. Choose the contents to be worked and review in the video based on the SPL and its didactic orientations.
2. Discriminate the contents and look for an order to be easily understood.
3. Add important information that may enrich the understanding of the content.
4. Consider the practice activity based on the reviewed contents.
5. Create the presentation using Canva and add the best design in order to be easily understood and to be friendly when it is observed.
6. Record the video while linking the audiovisual (camera recording) product with the visual one (Canva presentation and OBS Studio).
7. Edit the audiovisual product by using Adobe Premiere by cutting, adding content, and integrating environmental sound.

8. Export the video from the Adobe Premiere app and upload it to the YouTube video app by using the Google Chrome tools.

9. Share the video with the students through the Instagram link and in class.

#### **Classroom activities to develop in which the video could be helpful:**

The creation of the YouTube video, besides to promote the general knowledge that it was worked in class, also had other kinds of directions linked with the classroom activities. Among these opportunities and benefits that could bring to the students could be found the accomplishment of the Instagram's comment activity done during the last weeks of teaching practice. A support tool to have a clearer idea of how to work with the final product based on the SPL. And at last, but not least, the help that could bring to get an overview of what content, exercises and key ideas of the reviewed topics were in order to get a better result in a text that was applied during the last class of the teaching practice weeks.

#### **Introducing the Social Media Platform (Instagram) in Classrooms**

During the fourth teaching practice weeks it was applied the beginning of the first cycle of the action plan that had to do with the implementation of social media tools in English classrooms. During the first week was shared with the students the Instagram account that would be used to continue with the learning process during that moment it was explained that the Instagram account should be used to consume audiovisual content and to link the class materials as well as the classroom activities with the Instagram account through a Linktree tool.

The Instagram account had main 3 posts that were aimed to review all of the content, it means phrases and vocabulary, learned in class. Also, it contained 6 main post that would be used as class materials for further classes. During that moment it was asked to the students to join to that link profile. However, it can be exposed that nearly half of the students of each group did not ask for joining to the Instagram account due to some of them did not have access to a mobile

phone, some other for mobile data, and just three to four per group did not have their parents' permission to get an Instagram account and interact with social media.

During the allowance that the trainee teacher provided to the students to use their mobile phones for educational purposes, some of the students took advantage to reply to personal messages and get distracted with their main Instagram feed. It was quite difficult to measure the restrictions regarding the use of the cell phone in class even when it was a quick activity. Introducing the social media account for English class achieved the objective for the planned session. However, there were some features to practice later.

### **Social Media Use in the Classroom (Instagram, YouTube & TikTok)**

During the second and third week of the fourth teaching practices weeks the trainee teacher implemented an activity that had to do with practicing with writing complaints based on the worked social practice of the language. Once the students were joined in the Instagram account it was asked to look for the first six posts and brainstorm what products they saw in there to follow the activities. The aim of the lessons was aimed to write complaints in a posted product through an Instagram account. To do the last, the social practice was worked in sessions before the Instagram activity by learning specific phrases and vocabulary. The teacher provided to the students a template to create a complaint based on the product they wished to complaint through Instagram. The activity was controlled by:

- Identifying the products and the issues those products had through watch them in some posts in the Instagram account.
- Creating a draft about a written complaint of a product.
- Share the complaint in a post that had to do with the product they wanted by using Instagram.

Most of the students from the groups E, F, G, and H worked as expected with the classroom activity that had to do with writing the complaints in their notebooks. However, when it was asked to upload and write that comment in an Instagram post, the students who did not have mobile data and cell phones were no able to do it.

Nevertheless, the teacher asked to the students, who were not able no submit their comment in a post due to digital resources issues, to comment the post by using another account as long as they identify their comments with their names, the requirement regarding writing the students' names in each comment was applied no mattering whether if they had digital resources or not.

The activity was nearly completed as expected. However, issues such as getting distracted with other cell phones platforms and personal features regarding their personal and social life made quite difficult to take the activity in classroom. Also, some other students did not consider the teacher's restrictions to use the mobile phone for educational purposes inside the classroom.

### ***Creating and sharing Content***

During the work cycle of teaching practice weeks and the creation of lesson plans and class materials, the generated content, the used digital resources and social media tools were:

- 2 TikTok Videos (curated) that involved topics of the worked Social Practice of the Language.
- 1 YouTube Video (curated) that covered a topic for the SPL.
- 9 visual posts in Instagram (generated).
- 1 YouTube Video (generated) that included all of the topics seen in classes.
- 1 Linktree to link the digital resources used in classes (reading, videos, worksheets, activities, etcetera).

- 1 Google Drive File

Description of the Findings per Tool:

### ***TikTok Videos***

During this first cycle, it was planned to use the TikTok videos to use them as a tool in classes and to allow the flexibility of access due to those do not require a big amount of mobile data and also could be downloaded whenever is considered.

The class materials that had to do with the use of this platform was not implemented due to institutional issues. However, the links of access of the audiovisual materials is available in the Google Drive link to reinforce the learning of the SPL in a self-reliance way.

### ***Curated YouTube Videos***

During the first classes it was proposed to use the YouTube videos to introduce the SPL inside the classroom. Also, through the Google Drive link, it was attached the audiovisual material needed in class as well as plus material to understand better the learned topic.

### ***Instagram Content***

According to the SPL it was created main visual content to practice with the English activities in the classroom as well as to reinforce the learning with posts that had to do with the checked topics. Regarding the interaccional features, most of the students per group joined to the English class profile, and attended the activities when it was asked. However, concerning to the part of acknowledgement of the content they behaved indifferently.

### ***Generated YouTube Videos***

In order to give an overall review of the topics learned through the SPL, the trainee teacher uploaded a YouTube Video that embraced all of them. The YouTube video had a duration of 10 minutes approximately, and was attached through the Instagram link so the students can access in it and solve their questions and concerns.

### ***Linktree and Google Drive***

It was announced to the students that all of the material used in class as well as plus materials to reinforce the learning would be able through an attached link in the English class Instagram. However, the students did not understand what the objective of the link was, some others did not realize that there was a link in the Instagram account due to they may not have knowledge that there is a tool of link access in Instagram. The link was not used as expected in the students.

**Table 1**

**Action Plan Cycle Application**

No. Week	Description
1 <sup>st</sup> Week	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the online resources an Instagram account provides in order to carry the English classes activities in a collaborative space.</li> </ul> <p><b>Tasks (Action Steps):</b></p> <ul style="list-style-type: none"> <li>• Students consume the English language content the Instagram account provides in order to reinforce their learning.</li> </ul> <p><b>Who will assist to reach the objective?</b>            Trainee teacher, titular teacher, and the students.</p> <p><b>Resources and needed time:</b></p> <ul style="list-style-type: none"> <li>• An Instagram account and the link to get all the English class materials used and that will be used during the next sessions. (Ongoing)</li> <li>• An electronic tablet to provide audiovisual content to the students. (1 class a week)</li> </ul> <p><b>Assessment for progress, monitoring, and testing dates:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring through the use of the teaching practice journal.</li> <li>• Observed current activity during the use of the Instagram account.</li> </ul>
2 <sup>nd</sup> Week	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice with audiovisual and visual resources provided by the teacher during the class.</li> </ul> <p><b>Tasks (Action Steps):</b></p> <ul style="list-style-type: none"> <li>• Students consume audiovisual content in class to practice with the activities that the SPL commands in class.</li> <li>• Students consume audiovisual content in a self-reliance way by following an Instagram account.</li> </ul> <p><b>Who will assist to reach the objective?</b>            Trainee teacher and the students.</p> <p><b>Resources and needed time:</b></p> <ul style="list-style-type: none"> <li>• YouTube Videos that can be used during the English classes and out of the classes. (1 class a week)</li> <li>• Instagram posts that can be consumed during the school week and the next weeks. (Ongoing)</li> </ul> <p><b>Assessment for progress, monitoring, and testing dates:</b></p> <ul style="list-style-type: none"> <li>• Observed current activity during the use of the Instagram account.</li> </ul>



	<ul style="list-style-type: none"> <li>• Interactional patterns the students provide when consuming content in Instagram.</li> </ul>
3 <sup>rd</sup> Week	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice with the English language by interacting in an Instagram account.</li> </ul> <p><b>Tasks (Action Steps):</b></p> <ul style="list-style-type: none"> <li>• Students interact during the class with the Instagram content the teacher provides in order to fulfill the competences the SPL commands.</li> <li>• Students use the link tool the Instagram account provide to go and consume TikTok videos that can be used to reinforce the learning in classroom.</li> </ul> <p><b>Who will assist to reach the objective?</b></p> <ul style="list-style-type: none"> <li>• Trainee teacher and the students.</li> </ul> <p><b>Resources and needed time:</b></p> <ul style="list-style-type: none"> <li>• Provided content from the principal Instagram account. (1 a week)</li> <li>• TikTok videos related to the SPL in order to assist the checked topic during the sessions and later. (2 weeks)</li> </ul> <p><b>Assessment for progress, monitoring, and testing dates:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring through the use of the teaching practice journal.</li> </ul>
4 <sup>th</sup> Week	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to consume the audiovisual content with a YouTube video in order to reinforce the learned topics and show the acquired learning.</li> </ul> <p><b>Tasks (Action Steps):</b></p> <ul style="list-style-type: none"> <li>• Students watch a YouTube video as a self-reliance tool so the students can review the previous knowledge and practice with it in a future test.</li> </ul> <p><b>Who will assist to reach the objective?</b></p> <ul style="list-style-type: none"> <li>• Trainee teacher and the students.</li> </ul> <p><b>Resources and needed time:</b></p> <ul style="list-style-type: none"> <li>• YouTube Video which contains all the general topics reviewed in class. (1 a week)</li> </ul> <p><b>Assessment for progress, monitoring and testing dates:</b></p> <ul style="list-style-type: none"> <li>• Questionnaire about knowledge perception progress when using social media for educational purposes.</li> </ul>

Note: Expected proposal for the research that is divided in 4 weeks according to the teaching practice weeks, Yair De la Cruz Celis.


**Chapter IV**  
**Methodology**

## Content Details

### *YouTube, Instagram, and TikTok Content: February Teaching Weeks*

**Table 2**

#### **Avengers Angry Argument Scene: The Avengers 2012 movie scene**


Curated			
Link: <a href="https://www.youtube.com/watch?v=tuNtUerHIN0">https://www.youtube.com/watch?v=tuNtUerHIN0</a>			
Social Practice of the Language: Express complaints about a product.			
Platform:	Skills to be Worked:	Contents:	Time: 04:54 minutes
YouTube	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul> 	Contents that embraced the posts: <ul style="list-style-type: none"> <li>• Common situations about terrible experiences.</li> <li>• Vocabulary according to environments when complaining.</li> <li>• Actions to solve problems about terrible experiences.</li> <li>• Phrases to express complaints.</li> <li>• Emotions after getting something not expected.</li> </ul>	

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 3**

#### **Dudley's Birthday - Extended Scene: Harry Potter and the Philosopher's Stone**


Curated			
Link: <a href="https://www.youtube.com/watch?v=NwUraEsCBjk">https://www.youtube.com/watch?v=NwUraEsCBjk</a>			
Social Practice of the Language: Express complaints about a product.			
Platform:	Skills to be Worked:	Contents:	Time: 02:57 minutes
YouTube	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	Contents that embraced the posts: <ul style="list-style-type: none"> <li>• Body language.</li> <li>• Understanding the general idea of a complaint.</li> <li>• Vocabulary according to environments when complaining.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Actions to solve problems about terrible experiences.</li> <li>• Phrases to express complaints.</li> <li>• Emotions after getting something not expected.</li> </ul>
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Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 4**

**Her Laugh: What does that Laugh?**


Curated			
Link: <a href="https://www.tiktok.com/@eydriyun/video/7094960855934045466">https://www.tiktok.com/@eydriyun/video/7094960855934045466</a>			
Social Practice of the Language: Express complaints about a product.			
Platform:	Skills to be Worked:	Contents:	Time: 00:12 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul> 	Contents that embraced the posts: <ul style="list-style-type: none"> <li>• Starting complaints phrases.</li> <li>• Phrases to give complaints.</li> <li>• Phrases to fix a wrong direct message.</li> <li>• Phrases to give solution to complaints.</li> </ul>	

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 5**

**How to Respond to a Complaint?**


Curated			
Link: <a href="https://www.tiktok.com/@englishbykylie/video/7029030654583098630">https://www.tiktok.com/@englishbykylie/video/7029030654583098630</a>			
Social Practice of the Language: Express complaints about a product.			
Platform:	Skills to be Worked:	Contents:	Time: 00:49 seconds

TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	Contents that embraced the posts: <ul style="list-style-type: none"> <li>• Starting complaints phrases.</li> <li>• Phrases to give complaints.</li> <li>• Phrases to fix a wrong direct message.</li> <li>• Phrases to give solution to complaints.</li> </ul>
		

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 6**


**Giving Complaints in English: YouTube**

Generated			
Link: <a href="https://www.youtube.com/watch?v=J56qgs43Gxs&amp;t=281s">https://www.youtube.com/watch?v=J56qgs43Gxs&amp;t=281s</a>			
Social Practice of the Language: Express complaints about a product.			
Platform:	Skills to be Worked:	Contents:	Times: 10:23
YouTube	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Use of English (Grammar)</li> </ul>	Contents that embraced the posts: <ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Situations to complaint.</li> <li>3. Phrases to start a complaint.</li> <li>4. Products to complaint about.</li> <li>5. Products' conditions.</li> <li>6. Negative emotions.</li> <li>7. Phrases to ask for solutions.</li> <li>8. Exercise section.</li> </ol>	Time in the video: <ol style="list-style-type: none"> <li>1. (0:00)</li> <li>2. (1:24)</li> <li>3. (2:19)</li> <li>4. (3:06)</li> <li>5. (4:25)</li> <li>6. (6:05)</li> <li>7. (6:49)</li> <li>8. (7:59)</li> </ol>
			

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 7**


**Complaints Content: Products**

Generated		
Link: <a href="https://www.instagram.com/englishclasss19_/">https://www.instagram.com/englishclasss19_/</a>		
Social Practice of the Language: Express complaints about a product.		
Platform:	Skills to be Worked:	Contents:
Instagram	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul> 	Contents that embraced the posts: <ul style="list-style-type: none"><li>• Phrases to start a complaint.</li><li>• Adjectives to describe terrible purchased products.</li><li>• Phrases to give solution to complaints.</li></ul>

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 8**

**Complaints Content: Extra Content**


Generated		
Link: <a href="https://www.instagram.com/englishclasss19_/">https://www.instagram.com/englishclasss19_/</a>		
Social Practice of the Language: Express complaints about a product.		
Platform:	Skills to be Worked:	Contents:
Instagram	<ul style="list-style-type: none"><li>• Reading</li></ul> 	Content that embraced the posts: <ul style="list-style-type: none"><li>• Actions and behaviors when complaining.</li><li>• Adjectives about defective bought products.</li><li>• Phrases to express complaints of a product.</li><li>• Costumer's negative feelings.</li><li>• Identifying problems of a terrible bought product.</li></ul>

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

***YouTube, Instagram and TikTok Content: March Teaching Weeks***

**Table 9**

**When She Found It Out at the End**


Curated			
Link: <a href="https://www.tiktok.com/@iammarcohall/video/6909631362198670597">https://www.tiktok.com/@iammarcohall/video/6909631362198670597</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time: 00:41 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> 	Content that embraced the posts: <ul style="list-style-type: none"> <li>• Emotions when having a problem (anxious, sad, frustrated).</li> <li>• Reasons of a raised problem (because of form).</li> <li>• I could see form (I could see an argument).</li> <li>• “I can” form.</li> <li>• Phrases to give solutions to problems (I suggest you to... You can do this...).</li> </ul>	

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 10**

**Stuck in the Place: Prank**


Curated			
Link: <a href="https://www.tiktok.com/@mcplaygt/video/6803882331305184517">https://www.tiktok.com/@mcplaygt/video/6803882331305184517</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time: 00:59 seconds

TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<p>Content that embraced the posts:</p> <ul style="list-style-type: none"> <li>• Emotions when having a problem (anxious, sad, frustrated).</li> <li>• Reasons of a raised problem (because of form).</li> <li>• I could see form (I could see an argument).</li> <li>• “I can” form.</li> </ul> <p>Phrases to give solutions to problems (I suggest you to... You can do this...).</p>
		

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 11**

**Life Hack: Coffee Form**


Curated			
Link: <a href="https://www.tiktok.com/@foodies/video/7012736908413406470">https://www.tiktok.com/@foodies/video/7012736908413406470</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time: 00:11 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<p>Content that embraced the posts:</p> <ul style="list-style-type: none"> <li>• Emotions when having a problem (anxious, sad, frustrated).</li> <li>• Reasons of a raised problem (because of form).</li> <li>• I could see form (I could see an argument).</li> <li>• “I can” form.</li> <li>• Phrases to give solutions to problems (I suggest you to... You can do this...).</li> </ul>	
			

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.



**Table 12**

**5-Minute Crafts**


Curated			
Link: <a href="https://www.tiktok.com/@5.minute.crafts/video/7201473941012024622?lang=es">https://www.tiktok.com/@5.minute.crafts/video/7201473941012024622?lang=es</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform :	Skills to be Worked:	Contents:	Time: 00:15 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> 	Content that embraced the posts: <ul style="list-style-type: none"> <li>• Phrases to give solutions to problems (I suggest you to... You can do this...).</li> <li>• “I can” form.</li> <li>• Verbs to use a product or service vocabulary (play, cut, use, make).</li> </ul>	

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 13**

**Congratulations Champion! And Thanks for the Help!**


Curated			
Link: <a href="https://www.tiktok.com/@khaby.lame/video/7118788072715668741">https://www.tiktok.com/@khaby.lame/video/7118788072715668741</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time: 00:30 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	Content that embraced the posts:	

		<ul style="list-style-type: none"> <li>• Verbs to use a product or service vocabulary (play, cut, use, make).</li> <li>• Can &amp; could form (he could do... She ca do... as he did...).</li> <li>• Phrases to offer help and solutions (“I see you are in problems, you can...”).</li> <li>• Body language.</li> </ul>
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Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 14**


**Bro, Whenever You Need Me!**

Curated			
Link: <a href="https://www.tiktok.com/@khaby.lame/video/7131460851931876613">https://www.tiktok.com/@khaby.lame/video/7131460851931876613</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time: 00:49 seconds
TikTok	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul> 	Content that embraced the posts: <ul style="list-style-type: none"> <li>• Verbs to use a product or service vocabulary (play, cut, use, make).</li> <li>• Can &amp; could form (he could do... She ca do... as he did...).</li> <li>• Phrases to offer help and solutions (“I see you are in problems, you can...”).</li> <li>• Body language.</li> </ul>	

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 15**

**Giving Solutions: YouTube**


Generated			
Link: <a href="https://www.youtube.com/watch?v=f73wntMRkYw&amp;t=427s">https://www.youtube.com/watch?v=f73wntMRkYw&amp;t=427s</a>			
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.			
Platform:	Skills to be Worked:	Contents:	Time:
YouTube	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Use of English (Grammar)</li> </ul> 	Contents that embraced the posts: <ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. When to Give Solutions?</li> <li>3. Phrases to Start a Solution.</li> <li>4. Chunk Phrase #1.</li> <li>5. Chunk Phrase #2.</li> <li>6. Chunk Phrase #3.</li> <li>7. Exercise Section.</li> </ol>	9:56 minutes  Time in the video: <ol style="list-style-type: none"> <li>1. (0:00)</li> <li>2. (0:25)</li> <li>3. (1:33)</li> <li>4. (2:07)</li> <li>5. (3:36)</li> <li>6. (5:38)</li> <li>7. (6:54)</li> </ol>

Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

**Table 16**

**Complaints Content: Adds (Announcement)**

Generated		
Link: <a href="https://www.instagram.com/englishclasss19_/">https://www.instagram.com/englishclasss19_/</a>		
Social Practice of the Language: Express support and solidarity when faced with an everyday problem.		
Platform:	Skills to be Worked:	Contents:
Instagram	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Use of English (Grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Phrases to propose better solutions to given solutions (I recommend you do this...).</li> </ul>

		<ul style="list-style-type: none"> <li>• Phrases to contrast useful and useless problems' suggestions (I think this ad is for useless...).</li> <li>• Phrases to suggest solutions (You must get this...)</li> </ul>
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Note: Content description about the used product in social media for the didactic sequence, Yair De la Cruz Celis.

## Defining Social Media Apps

### *Instagram*

According to Meta Platforms (2023), in a report about the company's data, can be found that:

Instagram brings people closer to the people and things they like and want. Through the Instagram feed, stories, reels, videos, live, shops, and messaging the people and creators can connect and express themselves through photos, videos, private messages, and discover from their favorite content creators. Instagram is designed to place people and their social interactions at the core of the product experience. The objective of the current social media app is to give people the power to build community and bring the world closer together. The app enables people to connect and share with friends and family through mobile, devices, personal computers, virtual reality headsets, and wearables. It also helps people to discover and learn about what is going on in the world around them, enable people to share their experiences, ideas, photos and videos, and other activities with audiences ranging from their closest family members and friends to the public at large, and of course, stay connected by accessing to the app. (6)

## ***YouTube***

According to GCF Global (2014), regarding this platform:

YouTube is a free video sharing website that makes it easy to watch online videos. Users can create and upload own videos to share with different audiences. “The YouTube’s popularity is due to the user-generated content. Instead of videos from major TV networks and movie studios, it can be found interesting and creative videos made by people with a diversity of interests” (2)

Also, McGarrigle (2015) concerning YouTube exposes that:

YouTube has showed that can be a good online space for teens because they can discover things they like. For teen audiences, “YouTube is used to watch music videos, comedy shows, how to guides, recipes, hacks, etcetera. It even allows to use the video-sharing tool to follow their favorite content creators by subscribing to their YouTube channels” (1)

## ***TikTok***

TikTok is a video-sharing app that allows the users to generate, create and share short videos concerning to any topic. It is mainly based and used for mobiles. However, people could watch and consume the TikTok videos by using the web app. The platform allows to the users to embrace creativity by using tools such as filters, stickers, voice overs, sound effects, and background music.

The current app simplifies video creation and sharing stuff. The users have the allowance to record anything and everything from their daily routines and post it instantly. Because of its short format, the video creation process don does not take much time and effort. Besides the last, “TikTok offers several features that make the video creations very easy. It has to do with a variety of filters, stickers, effects, sound effects, and songs that the users can add to their videos” (Werner, 2019).

## ***Google Drive***

“Google Drive is a free cloud-based storage service that enables users to store and access files online. The service syncs stored documents, photos and more across all the user’s devices, including mobile devices, tablets and computers” (Mixon & Wigmore, 2018).

The way the app allows the access is very simple, the user just need to create or sign into a Google account where once signed in it will automatically appear uploaded it synced content that has to do with files and folder which may contain Slides and Docs. “ne of the elements that makes Google Drive quite interesting to use for collaborative working is that the users cand still access to the files even if they do not have Wi-Fi access which makes it flexible when they do not have internet to use. By using whether iOS or Android system, the users can share and cerate view file, it does not matter what is the device is being used.

## ***Why It was Chosen to Work with the Following Social Media***

Erarslan (2019) contemplates in a finding that:

Students hold the opinion that Instagram could be used for various purposes in an educational environment, some of this usages can be that it could be used to support face to face learning; using Instagram for class could promote motivation for learning; using Instagram for class could make me feel more connected to my learning community; Instagram could be used effectively to share class materials; Instagram could be an effective way to collaborate with peers; and Instagram could be an effective way to communicate with peers. (62)

## ***Reasons to Use Instagram in the Classroom***

The are several reasons which expose the decision among why it was chosen to work with Instagram as a social media tool for English classes. One of the main ideas considered to enhance the English learning performance while

practicing with an attractive resource to use. Among the reasons to choose it are the followings:

It improves in some way the reading comprehension:

By the end of the day, using social media platforms like Instagram involves practicing with reading, in this way, inside and outside of class the students can read English posts and stories in order to promote the reading skill even if they do not understand everything is posted and shared. Besides reading posts, the students can respond to messages and comments when required which means that may foster the communicative competence.

It promotes the creative writing:

Both students and the teacher can create, generate, and share original English content. By considering the specific audiovisual and visual content the students can reach a certain level of interest that might promote the expression of ideas consciously and in way that they would not do it if they just had a flat foster tool as a worksheet.

It may make easy the learning process through images:

Instagram is a visual platform, which means that the students can learn English and interact with it by using images y audiovisual content that could be narrowly related to the contents that is being supposed to learn. The last means that images through Instagram can help students to understand and identify the meaning, general ideas, and even details easily as well as hold in a better way what it is being learned.

It fosters the collaborative work and teamwork:

Thanks to the interactional tools that Instagram brings to users, the students can work together to create content in English and share with other users. Besides, not being too ambitious, they can interact each other and give feedback through the comments and replies to tools the posts offers. The last, far

away to Foster the collaborative work and teamwork, it can instruct the students in an indirect way to work together in a common objective.

It encourages the students' creativity:

Instagram offers a broadly number of tools concerning to image and video edition which means that it can help the students to develop creativity and designs skills. The last may have some implications due to the students' contexts play an important role when it has to do with using the smartphone in long time terms inside of class. However, the possibility of creating creative posts that show a certain grade of comprehension about a particular topic is not dismissed.

It proposes a personalized learning environment:

By using Instagram, the students can consider to follow public accounts that may be centered in certain preferential areas which may allow the personalization among the learning process. The students can follow accounts which could have to do with topics and ideas they actually feel appealed while relating the content which what it is being learned.

It promotes the use of the technology inside of the classroom:

Using Instagram not only means that it can be used just outside of school by not considering the educational purposes it brings, but also the usage of this app can help the students to feel, in a way, better comfortable because they are using the technology, they actually master for their learning convenience. The last may be seen as an important point due to the current technology is everywhere all at once, in every single aspect of the daily basis.

It involves the continuous learning outside of the classroom:

When practicing English with Instagram the students can have the opportunity to continue the learning process outside of the classroom, because they can access to their Instagram accounts in every place they are. The students



can still learn y practicing their English in their free times which may allow to improve their skills in a constant and continuous way.

Erarslan (2019) also states in some findings that:

One of the most commonly used social media platforms, Instagram has gained more popularity especially in recent years although there are quite scant studies investigating its efficacy as an educational platform for language learning purposes. It is evident that social media platforms have become an integral part of students' everyday practices.

### ***Reasons to Use TikTok in the Classroom***

Related to the features that TikTok can bring, Edustaff (2023) exposes that:

TikTok allows teachers to engage their pupils in topics outside of the curriculum. For example, a pupil might use TikTok to research crypto currency to understand what it is and join a class discussion. Moreover, young people use the app to share and swap ideas on what matters to them, like climate change. The use of micro-learning and accessible learning on TikTok seems to have contributed to the creation of a much more socially and politically involved younger generation. (9)

Through the years TikTok has shown to be on the social media apps with better results concerning to daily active users both for entertainment purposes and educational ones. Its benefits it brings to users might make it to be seen as a good opportunity to be taken in the current school years above the users who shows to be connected every, teenagers. The reasons why it was chosen to work with in class are the followings:

Authentic learning:

Thanks to the huge range of users around the world, TikTok offers the opportunity to learn English in a authentic way due to the videos which the

platform deals with are mainly created by native speakers who shows the realistic use of the English language in natural and casual way.

It may offer ludic learning:

The ludic elements that TikTok brings may make the learning to become funnier, and in some case with a sparkle of motivation which can derive to the students can be capable to catch the information and content it is learned inside of class.

It might embrace the situated learning:

When students watch TikTok videos they may find that the content is being presented inside of the app could embrace interesting topics for the students which may provoke they learn new vocabulary or even practicing with vocabulary they have already learned as well as expressions that are totally used in realistic contexts.

It embraces personalized learning as Instagram does:

Thanks to the personalized algorithm the TikTok app brings, that surely can be taken a good advantage of it, the students can be capable to choose the kind of content they wish to consume based on their own interests and skill levels, which may allow to personalize their learning process by themselves.

The easy accessibility it offers:

Due to TikTok is a free mobile app and easy to use, the simple elements it brings makes it accessible for most of the students in a public school, and also allow the English learning to be more convenient. Features such as downloading, sharing, creating, comment and interact with content with simple functions makes the accessibility matter a good point to consider.

### ***Reasons to use YouTube inside of the students' learning process***

Several comments and proposes previously exposed shows that YouTube is one of the best educative platforms to learn both inside of classrooms and out of them. The acknowledge it has into the education system makes it a good alternative to choose to work in a social media learning approach. The elements which were taken into account to work with it in the current research are below:

The wide variety of audiovisual resources it offers:

Due to YouTube is the main platform which offers the audiovisual content around the world, it makes it easy to find a variety of English learning resources that may embrace educational videos, tutorials, documental, surveys, cartoons, pieces of movies and series, and beyond.

Studies regarding TikTok applied to education from Ilianis, Ramli and Ismail (2023) says that:

TikTok allows users to think out of the box. The users are not only able to insert images and words but can also add more elements such as their own videos, animations, voiceover, songs, and sound effects to make their TikTok presentations livelier, informative, entertaining, and fun. (4)

The content creation allowance:

One of the settled reasons to work with YouTube had to do with the allowance that has in accessibility features to generate English content, due to the accessibility to upload content previously created by the English teachers, the students can access to the content without problems even if it is not inside the class. The share tool it brings, as well as the consideration it has to deal with a great amount of content makes it attractive to with.

The content variety concerning to own interests:

YouTube is one of the platforms that offers a wide variety of English content, from musical videos to grammar tutorials which involves the students to choose the most relevant and interesting topic for them. Besides of the last, the teacher can use a wide variety of educational videos to complement the study resources and make the learning more interactive and, in some way, motivational.

The use that can assist for the grammar skills:

There is a huge number of YouTube channels with their own grammar content where it is explained the use of English and common vocabulary and expressions which may help the students to improve the knowledge about English grammar structures and usage rules.

The entertainment it offers:

The YouTube content might be very entertaining and funny for the students as TikTok does, which makes more attractive the learning process of the students. An example of the last might be that the teacher can use comedy or movies concerning to the content to learn so the learning could be more ludic.

### ***Reasons to use Google Drive inside of the students' learning process***

Studies involving Google platforms for the education field from Prasertsith, Kanthawongs and Limpachote (2016) says that:

Google Apps for Education has been offered to universities around the world. Although large cloud service providers like Google do not encrypt all their stored electronic data and correlate identifiable data across accounts, Google Drive has been one of a key feature of Google for teachers and students in higher educational institutions. (337)

It is important to recognize that Google Drive is not a social media by itself, but an internet tool that can bring possibilities to make the English process more interesting than it may be if just were used social media app without considering links to connect the students among social media apps and contents. The reasons to use Google Drive are just few. Nevertheless, when it is used as a tool to link content and spaces, the usage becomes into a good element to consider. Among the benefits the Google Drive apps brings to be considered to work are:

Google Drive allows to access to online educative resources:

Both the teacher and the students can have the opportunity to store and access to documents, presentations, files, likes and some other resources online, and even if there is not internet access. The last means that the students can access to important educative resources anywhere and anytime.

Efficiency benefits:

Storing and sharing online educational resources through Google Drive could help to save time both for the teacher and the students, due to is not that necessary to search and send docs and files by WhatsApp because everything is in a specific place that is easy to access.

Flexibility when using it with different devices:

The Google Drive app is compatible with mobile devices which means that the students can easily access to certain documents and class materials by using their mobile phones or any device they have. Also, the physical space can be influenced by because of the cloud saving data it brings.

### ***Apps which were considered to work the most***

Throughout the current research most of the classwork was developed by using the Instagram and TikTok social media. Also, once in every teaching practice week the YouTube app was considered to work, but not as much as the first apps mentioned. The next paragraphs expose the reasons that were

considered to mainly work with Instagram and TikTok, and just few times with YouTube.

### ***Why was it considered to work most of the time with Instagram?***

Instagram was one of the main apps that students exposed to use most of the time in their leisure, and the benefits it brings whether to entertainment endings or educational purposes cannot be missed in the current time. Due to the interactional tools that Instagram offers, mainly for comments and replies, it was seen as a good alternative to promote the communicative competence in a written way, the last without neglecting the fact that it also embraces the usage of the reading, listening and even speaking skills. The main reasons to use the app had to do with fostering the English learning performance by using the previously exposed skills.

Besides the usages that can result from the benefits it brings regarding the English skills, the flexibility and accessibility were considered. Due to most of the students shows not to be able to access to whatever mobile app that embrace a huge mobile data consumption, the fact of carry the English classes with Instagram made the accessibility matter more feasible. Instagrams shows to be a social media app that does not require that much mobile data and it is even better to consider if the interactive activities among the apps tend to last just 15 minutes. Another good consideration to use Instagram among the students is that most of them show to have an active account in their mobile phones which makes the activity process more efficient and easier. Nevertheless, the fact that embraces that just few students bring mobile data may start to make difficult the activity process is carried in class.

Concerning to the grade of master they students have when they use the app, it was seen as a good point of strength to make the Instagram usage more compelling to work in class, because most of the students already know how to log in, search for a specific user, follow it, ask for requests, interact with the posts

and even to comment and reply with the content. It would not be that hard that the teacher explains what and how the Instagram app works, and the classwork should be done, they already have the knowledge, the last just have to do with leading them to overcome the classwork.

Concerning to the sharing and creating tools Instagram brings, it considered the app a good option to deal with due to the process of the last-mentioned elements can be easily used whenever is required, both for the teacher and the students can interact with the content without software problems that may have negative implications when using Instagram for classroom activities.

In conclusion, the reasons to use the Instagram social media inside of the classrooms mainly derives from the students' access and flexibility they have when using the app, and factors that embrace the usage master they have in their daily basis concerning to Instagram.

### ***Why was it considered to work most of the time with TikTok?***

Studies related to TikTok in education from Ilianis, Ramli and Ismail (2023) comment that:

TikTok students who used social networking sites in learning a foreign language had a marked improvement in their attitudes and motivation, as well as progressed well in their listening and speaking skills. Language learners who use online interaction platforms develop distinct components of their linguistic, cultural, and social identities and divert their attention from form and structure to meaning and function. (2)

The popularity that TikTok has showed that it may offer potential benefits when it has to do with educational purposes. The reason why it was chosen starts from the allowance the app has when it requires to create and share short videos. The app was considered as a useful tool to promote the use of the English language in EFL teenage learners.

The main reason about why the app was chosen arises from the accessibility and flexibility of using the TikTok app due to it makes it a useful tool for promoting the English language use. The app is free to download and can be used easily on a mobile phone or a tablet. The accessibility makes it easy for the students to use TikTok both in and out the classroom. In addition, TikTok provides a flexible platform for learning that can be used in a variety of learning contexts. Concerning to the authentic learning it may bring, another reason because it was chosen, the TikTok app provides an opportunity for the students to engage with some specific kinds of contents that may seem relevant to their interests and experiences which may derive the increase of motivation and engagement in the learning process.

Above all, TikTok also provides a platform for students to learn and practice language skills in a context that is familiar and relevant to them. Students can learn and use English in the context of their favorite music, dance, or pop culture trends, which can make the learning experience more meaningful and memorable. TikTok can be a useful tool for promoting the use of English in EFL teenage learners. By considering the concepts of authentic, situated, and personalized learning, as well as the accessibility and flexibility of using the app, TikTok may provide a platform for students to engage in meaningful and memorable language learning experiences. Nevertheless, it is important to note that the use of TikTok in the classroom should be carefully planned and monitored by teachers to ensure that it aligns with the learning goals and objectives of the curriculum.

***Why was it considered to work once per teaching weeks with YouTube?***

One of the most popular and accessible tools for educational purposes is YouTube. The platform offers several advantages for promoting language learning, particularly for English as a Foreign Language teenage learners. The



reasons why it was considered to work with YouTube once every four weeks in the classroom to promote the use of the English language has to do with the advantages it brings with situated learning, personalized learning, the flexibility, and the big amount of time it takes to generate a YouTube video.

Situated learning is one of the main reasons for using YouTube in language learning. It emphasizes the importance of contextualized learning, which means that students learn better when the learning environment and activities are authentic and meaningful. YouTube provides a wealth of authentic materials such as videos, music, and chunks of series and movies that can be used to create a meaningful learning experience. Videos can be selected based on the learners' interests and preferences, which may derive in promoting their motivation and engagement in the learning process.

Concerning to personalized learning personalized learning with the use of YouTube, the teachers can generate videos that are specifically tailored to the needs of their learners. The videos can be selected based on the language level, learned contents, and interests of the learners. Additionally, learners can watch the videos at their own places and times, which allows, in some way, a certain sense of autonomy in the learning process.

Also, the flexibility of using the YouTube app in any moment is another advantage. YouTube is a mobile application that can be accessed from any device with internet connectivity. This flexibility allows learners to watch videos at any time and place, which makes it easier to integrate language learning into their times they are not in the school. Moreover, learners can pause, rewind, and replay the videos, which facilitates comprehension and retention of the language input.

Regarding the time it take to create a YouTube video based on the last exposed is one of the reasons why it was considered to work with a video every teaching practice week. Because of the amount of time that embrace choosing the content to work, filming the video, practicing what it is going to be said, the

time edition, the rendering process, uploading the video to YouTube, creating the captions, and share it with the students makes the process very complicated to carrying it in the long term.

***Why was not considered to work with Google Drive most of the time?***

While it is worth mentioning that Google Drive provides a wide range of opportunities to work with the students, it can be said that students have exposed any interest in opening the link to go to the class materials inside of the Google Drive files. The students affirms that the Google Drive link is hard to access due to they need a Google account which they do not have access due to the dismiss of the password or because it is quite systematic and few friendly to access.

The students prefer to go to the English class content by sharing their class note each other and copying the class materials from other classmates to fulfill with the activities asked for the teacher. However, concerning to the YouTube link the students might have shown it to be more interesting and easier to use due to de easiness it brings when it has to do with going to another spaces beside of Instagram.

Although, it could be said that the students would mainly access to the links by using these attached to some Instagram stories. However, the results of going beyond of Instagram by using the Google Drive features were not the expected in the process of the current research, that Is why the use was partially skipped, and it was better to opt for the direct links to the YouTube channel and the YouTube videos to watch inside of classes.

**What is the Use of Every Social Media Account is Being Used?**

***Instagram account***

Concerning to the Instagram account that it was created to carry the research; it counts with several functions that may show to be as useful as

expected. According to the last, it was broadly considered some of the tool that the social media app offers, such as the function to share visual and audiovisual posts, the comments section in every single post and stories, the usefulness that sharing visual posts could give, the private interactional spaces by using direct message, and the general link that can be used to share more content than the one can be seen just in the general feed page. The Instagram account's name is "My English Space", and among the function previously exposed it can those aspects better detailed bellow:

#### Extra Posts to review content:

By considering the actual gist content that is being learned in the teaching practice week based in the Social Practice of the Language, the teacher who manages the Instagram account can be able to share extra content previously checked in class. The last could be created by using the designs tools that apps such as Canva may offer. The content that is being managed in this feature should be appealing at the students' interests while it embraces the worthy content that must be learned. This function shows to be broadly easy to implement because of the flexibility that the Instagram accounts offer when users want to share content.

The content that the current tool may provide has to do with extra knowledge, due to it is planned to be considered in few classes. Nevertheless, that content may be reviewed inside of the class and in a better way. According to the English skills this kind of content embraces can be found, mainly, the reading skill due to this extra content just tries to be useful as a quick way to review the content without the depth is considered when it is being worked in class. The general idea of this feature is to provide extra content, but its aim does not play a crucial role in class, it just contemplates the informal education when consuming the content out of the class.

Post to comment and interact:

The current feature is being exposed in this part of the video certainly has to do with the crucial matter that embraces some of the expectation about why it was chosen to work with the Instagram app. Besides of the tools that Instagram offers to share and generate content via feed, there can be found some other elements that makes the user's experience more appealing when it has to do with interaction and enrichment about knowledge. Once the content creator had shared the visual content by posts, the users are able to comment each other ideas in one single post and more. The potential benefits that tools such as the comment section may bring has to do with the implementation of the communicative approach when taking a class material to be dealt with, and then to interact effectively each other to enrich the knowledge.

The comment section, being a crucial part of the communicative approach may embrace features to be used such as sharing written ideas, giving feedback, among others. In the general overview, one of the functions of the Instagram account has to do with practicing with the English language by using realistic interactional tools by posts (comment section).

Class materials:

Narrowly related to the last function previously exposed, besides of sharing generated posts to give extra content, it also can be found sharing crucial posts that are used to function as class materials inside of class, whether to be used as digital posts in classes and to share comments in their respective comment sections. The posts are firstly uploaded so they can be used for next classes, another function that is far apart of commenting the posts can be found using the posts as a visual class material inside of class to whether the students consume those contents in their mobile phones or by using resources like the projector.

Regarding the English skills it implements when using this function can be found:

- The reading skill: This is identified at that moment the students read what is inside the post, it embraces features such as checking the general idea, what is it about, and the purpose of what is being observed.
- The speaking skill: This is mainly practices when students start to share their ideas and opinions concerning to the posts they observe, even when it is not mainly done in English, they prove to practice with the English language when brainstorming.

By using the current function, the students have access to them to do the classwork inside of the classes or to do it later as home assignments. The flexibility those material brings makes the app very appealing to consider working with inside of class if the teacher is interested in suing a social media tool to practice.

Communication media:

Some of the main functions that the Instagram account may bring to the students and the teacher is to open a private feature where the students may be able to interact with the teacher to solve their questions concerning to the classwork and class issues they have based on the activities. It should be mentioned that this function is totally contemplated, nevertheless, the students prefer to solve their questions with the titular teacher assistance via WhatsApp, which makes this feature kind of unnecessary. However, the crucial benefits that can derive from this element play a good role when it has to do with communication even if it is made by using the unusual interractional elements that Instagram brings.

Link to the TikTok, YouTube and Google Drive space:

Regarding the linking tools, some of the useful features that Instagram brings to the users is attaching a link where they can access to external pages

that does not have to do with Instagram, the last is possible thanks to an online tool called “Link-tree” which allows to attach links to move to other pages.

The apps that were considered to be attached to the Instagram link are TikTok, YouTube and Google Drive. Aligned with the last, the social network apps were supposed to allow the students to access to the different external content where remains the activities, the general YouTube video and the TikTok account where it was aimed to be used to share curated content. The link is seen as a good Instagram function which opens to Instagram a doorstep that may lead it to achieve educational features beyond the entertainment ones.

### ***YouTube account***

Another social media tool to be implemented in the current research is YouTube. Several features concerning to YouTube have been exposed before. However, according to the function that the YouTube channel has with the students is merely educative in the current sense of the research. The name of the YouTube account is “My English Side” and the content that remains in every single video already shared is based mainly by the Social Practice of the Language that is being checked in the classes according to the teaching practice week. Among the functions this account has in the student’s learning process is:

The flexibility it brings when consuming the content:

Flexibility is one of the keywords that might define the YouTube platform due to the inherent elements it has to consume content. Some of the consideration about why using YouTube derive form the easiness it has to play the content in every space at any time. The students can click a link that has been shared through another tool, and they have the access to the YouTube video. The students will not have to check only their class notes to understand the learned topic, but they can go to the YouTube video, by using any device they want, where all the content is exposed in a way they could not have problems to access.

Although, the most important idea, the content is based on the English teacher due to it was generated by himself, and by considering every single aspect already reviewed in class, in a nutshell, it is personalized as well as flexible.

The own features YouTube provides to segment content:

Some of the features that YouTube can provide to the content creators and the users who consume the content is the opportunity to choose what kind of content is better to check out, and mostly important, go to a specific part of the video to play the expected part to watch in order to solve the students' questions. By using the segment content tools the students will not have to wait to see the whole video, but they will be able to play the specific part of the video they need to watch. YouTube has a crucial function in concerning to this feature, and it could be exposed that it is broadly aligned with the personalization and flexibility previously mentioned.

The facility that YouTube has in order to share the content:

In YouTube, besides of clicking the browser section and search for a specific video that can be negatively mixed with other kind of videos, has a some useful elements that makes the sharing process more appealing if the objective is share what it is needed to watch. It provides the share links that can be attached through a tool that Instagram has, and also the app brings the opportunity to download the YouTube video that is needed by counting with a subscription, although the last is not as appealing as sharing a link. The easiness that clicking a share links makes the process of consuming content easier if it is exposed in an Instagram post or via WhatsApp, the students have the opportunity to use what they to play with that tool.

Create a generated video concerning to the English classes:

Regarding the most important function that YouTube has, it has to do with generating a video from scratch by considering what it is needed to be learned. Based on a general review that embraces from 3 to 4 topics previously seen in

classes, the teacher, whom in this case is the content generator, segment the order of the content to be checked in the video and at last provides an exercise to practice with what was learned by using the Instagram tool.

The main function this feature means is to provide the students a personalized learning that just embrace the content that was review in class, the last helps to avoid any other video that can disturb the understanding of the topic by considering elements that were not supposed to be review.

#### Working with Grammar:

To create the YouTube videos, it was just considered to work with the grammar elements. The reasons to work with the grammar in the whole video is broadly related to it would be helpful to complete the Instagram activity, to work in the final product, and to answer an English test where most of the question in that test were quite related to the content of the video.

Aspects such as listening, reading, and speaking were highly considered in class. Nevertheless, grammar was not one of them, it is assumed that a systematic aspect should be learned in a systematic tool which in this case is the YouTube video. Inside of the video are exposed grammar topics with an exercise to be completed mostly based on the mentioned skill.

#### Share curated content and show it in class:

At last, but not least, some of the important functions that the YouTube app brings to the students and the teacher have to do with using the media it provides to curate content that could be narrowly related to the social practice of the language that is being worked. It is very important to be clear that the curated content that was used in this function does not have to be with checking with a quite systematic approach, but the used content was aligned with catching the useful videos that embrace in a hint way the Social Practice of the Language. Concerning to the last, the used content is quite related to SPL that embrace



movie scenes, and which were consumed in class with the assistance of a school projector.

### ***TikTok account***

According to the TikTok app, there is not an official account. However, the reason why it is used is to share and use the curated content for learning English based on the current Social Practice of the Language. The use of TikTok in class is merely to have a tool to consume audiovisual curated content. However, the functions and the reasons why it was chosen to work with it are below.

Content that is appealing for the students:

TikTok is an app that provides content-based in personal interests, it might be exposed that most of the videos that appears in the main feed of every account count with appealing content for the user. The last might be seen as a negative feature because of the addiction it can cause in teenagers. However, there in that feature it can be found the doorstep to link the personal interests with the Social Practice of the Language that is supposed to be practiced.

To consider this function, choosing the right video and play it in classroom via mobile phones or school projector could open a huge opportunity to integrate social media apps such as TikTok.

The flexibility to bring the downloaded video in the mobile phones:

By using the current tools that TikTok provides, in this case the “downloading feature”, it can be said that the app brings something that hardly other app could give. TikTok allows the users to download certain videos to be watched even if there is not internet connection which makes the projecting issues better to solve. The teacher will not necessarily have to work by using a school projector, but the students can bring the already downloaded videos to be watched in class not mattering what are the limitations of the classroom resources.

The teacher should monitor what it is being played in the classroom by using the TikTok, because even if the benefits sound very appealing and convenient, the students might be disturbed due to others distraction the social media platform provides.

The easiness to find the accurate video to work with:

When trying to curate content by using the TikTok app, from the teacher, there might exist some implications that has to do with academic content quite related to the social practice of the language that is being practiced in the teaching practice weeks. However, due to the wide quantity of videos that exist in that platform, even if they are not academic ones, there could exist some entertainment videos that are broadly related to Social Practice of the Language and that makes it better to take them into the class.

The effectiveness of the last will be exposed in the forward document. Although, it must be said that this curating content aspect should be taken into account due to the relationship between the content that is being exposed in the TikTok video and the Social Practice of the Language.

### **Reasons to Upload the Visual and Audiovisual Content in a Certain Time**

So far, it has been exposed that the social media platforms that are used for the current research are Instagram, YouTube and TikTok. The process of use of every single platform that was implemented has been previously mentioned in the action plan. However, there cannot be found the reasons why it was chosen to work with them.

The teaching practice weeks occurred in a time lapse that embraced four weeks of classes, among those four weeks the use of every single social media app was divided into a process where there can be linked a coherent relation among them. The last was in order to achieve and arrive at the final product as

expected, while the didactic sequence could be followed by relating the contents with the social media activities and the generated contents (class materials). The process of the last broadly mentioned aspect is detailed below for every social media platform.

### ***TikTok: (1 & 2 Week)***

The time when the TikTok videos were used in the English classes embraced the period of the first and second teaching practice weeks, it means that the first six lessons contemplated using TikTok as a tool to project content which introduced to the Social Practice of the Language that was supposed to be reviewed. During these English sessions the curated TikTok videos had the function to introduce and contextualize the students to the content that would be checked in class, the last was provided by using the school projector and in some other cases by using the students' mobile phones. It was decided to use the TikTok platforms in the first and second week due to the class materials that are used to contextualize topics should be quite related to awake the students' interest and by becoming the process of consuming audiovisual content in a flexible way to use it. The flexibility that TikTok brings to share fast content, by provoking a lot of students' ideas and comments, crucial to consider during the first lessons.

Concerning to what was shared by using the TikTok platform, it can be found that all the content was curated due to it tried to contextualize the students. Thus, the idea of the content exposed in that app was related to peoples' daily basis problems and situations that embraced them in a way of jokes and trends. The content was not uploaded, but it was shared which made it easier to carry the beginning activities. The relation that the TikTok videos could create with further platforms was to provide an overview of the didactic sequence that will assist the content of the English classes and future activities in other platforms.

In regard to the expected results of using the TikTok platform during the exposed periods of time were to foster the students' interests to the activities that

would be worked, to bring a flexible way to consume audiovisual content that may be appealing (class materials), and to introduce and contextualize the topics that would be reviewed during the next lessons.

### ***Instagram: (2 & 3 week)***

According to the Instagram profile, it played a role that implemented the use of it during the second and third week of the teaching practice weeks. The function that the app gave had to do with providing visual content that was supposed to be used as digital posters, and to bring to the students a virtual space so they can interact with the posts by promoting the communicative approach. The content that was uploaded in the Instagram account was: extra content post which were quite related to the previously topics checked in class, posts that were used as visual contents to promote participation inside of classes, and posts that foster the students to comment by using their English writing skills.

Among the reasons about why it was decided to upload the content in those time periods are because during the second and third week the important products, that the didactic sequence of the Social Practice of the Language suggest, are being practiced and done. Also, because the students have already the required knowledge to carry the English class activities as well as they are already contextualized with the reviewed content to work with.

The relation with the use of the last platform (TikTok), and the next one (YouTube), is merely to connect the contents and knowledge they already have, and which will reinforce. While TikTok had already introduced the students to the topic, the Instagram content and activities set all the elements to work with. Then the YouTube app comes up with a general review of the worked content in Instagram and the TikTok videos.

Among the expected results the Instagram account have can be found that: it may bring an interesting interaccional space for the students because they would

enjoy working in a platform they really like, the interactional space would enrich the students' English learning performance, and the students would show better results in their performance by using the English language as expected in Instagram.

### ***YouTube: (1 & 4 week)***

The use of YouTube considered the first and fourth week of the teaching practice week. The dynamic during the first week considered to share with the students curated content based on the Social Practice of the Language so they could get a better understanding of the contextualization, the curated content did not consider the linguistic competence, but the communicative competence because the content that was projected in class had to do with indirect topics about movie chunks which made this first week relatively easy to carry.

During the fourth week, the dynamic is very different, there is contemplated a generated YouTube video by the teacher which embraces all the topics, activities and even vocabulary that has been checked in face-to-face classes, and to be review. The last in order to fulfill future activities such as the Instagram interactional activity, the final project and the English test at the end of the teaching practice weeks. The content inside of the YouTube video considers what has been worked through the Instagram account, as well as the activities to be worked.

The main reason to use the YouTube platform in the last fourth teaching practice week is because the activities previously exposed are mainly done in the last one which might make the generated YouTube video pertinent to review it. The YouTube video is considered as an extra class material which makes the use of it inside of class a non-planned feature. Nevertheless, there is a highlighted oral invitation in every class so the students can play the video out of the class as a way to review the English content and activities that has been learned.

Concerning to the expected results of using the YouTube platform in that specific amount of time are: to bring the students a personalized extra class material to review the content that has been learned in classes, to share the activities that also has been worked in classes as a way to practice with the English language in a realistic environment, and to foster the students' English learning performance in English classes when it has to do with practicing with the English language.

## Results

**Table 17**

### *Instagram Platform Results*

<b>Instagram Platform</b>	
Criteria	Description
Working process and possible implications	<p>The working process when practicing English with Instagram has shown to be relatively systematic, from creating the account to practice English in it. The working process to achieve what was expected to do in this platform is the next:</p> <ul style="list-style-type: none"> <li>• Creating the Instagram account.</li> <li>• Designing the feed page so it can be attractive and recognized when opening it.</li> <li>• Generating the content (posts).</li> <li>• Sharing the Instagram profile with the students.</li> <li>• Practicing with the English language inside of the content that is shared in the posts.</li> </ul> <p>The certain implications that prove to have this way of work inside of the classroom tend to be quite chaotic</p>

	<p>due to the students have an indirect reason to get distracted with their phones even if they do not get the activity. However, it might be exposed that the working process is pertinent to fulfill from the teacher's class materials elaboration.</p>
<p>Classroom issues</p>	<p>There are several classroom issues that may relatively avoid the working process inside of classroom, the use of Instagram embraces the next features:</p> <ul style="list-style-type: none"> <li>• Counting with an own mobile phone.</li> <li>• Counting with own mobile data or internet connection.</li> <li>• Counting with a personal Instagram account.</li> <li>• Arrive at the correct English Class Instagram profile.</li> </ul> <p>Every single point that was exposed before having their own issues when working with social media inside of classroom. Concerning to the issues, it can be found the most that appeared in this process:</p> <ol style="list-style-type: none"> <li>1. Mobile phone issues: <ul style="list-style-type: none"> <li>• Students do not have the essential access to attend the activities related to Instagram.</li> <li>• Students are not in the same line as their classmates who do not have that problem.</li> <li>• Students need to be with a classmate who has a mobile phone so they can fulfill the activities and be in the line with the content.</li> <li>• Mobile phone share is a rule of thumb if it is expected that most of the students gets the</li> </ul> </li> </ol>

	<p>English activities concerning to the Instagram account.</p> <p>2. Internet issues:</p> <ul style="list-style-type: none"><li>• The students have mobile phone, but they do not have mobile data which makes that they use their device even if they are not attending the activity in Instagram.</li><li>• Students can get distracted with other elements of their mobile phone, for example, games, WhatsApp messages, photos, among others.</li><li>• The students must consider sharing their mobile data each other to fulfill the activities inside of the class.</li><li>• Time in the class can be wasted if it is contemplated to solve the internet connection problem when trying to share mobile data among the students.</li></ul> <p>3. Instagram account issues:</p> <ul style="list-style-type: none"><li>• According to this, a few numbers of students exposed no to have an Instagram profile.</li><li>• Some students show no to have their parents' allowance to use social media platforms in their mobile phones due to security matters.</li><li>• Some other students showed to get problems when trying to access to their personal Instagram profile because they forgot their passwords.</li></ul> <p>4. Use of Instagram issues:</p>
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	<ul style="list-style-type: none"> <li>• Students can get distracted with their Instagram account by attending content that has to do with their personal interests.</li> <li>• A few numbers of the students show a certain grade of difficultness when trying to implement the writing comments section.</li> <li>• Some students do not fulfill the activities as expected due to issues that were exposed before.</li> </ul>
<p>Students' activity attendance</p>	<p>When it is intended to implement the use of Instagram in class to work with the activities and to use the content, most of the students show to be interested in what is being presented. However, when it has to do with practicing with the English in a written way, the students can get distracted with other features of their own mobile phones to get to the point of not attending to the required class activities.</p> <p>It is important to recall that, even if some students do not have the internet connection, mobile phone and an active Instagram account, some of them try to find a way to fulfill the activities by using other alternatives, such as using the Instagram account of a classmate or by using an external internet connection source.</p> <p>Most of the students from every single group, it means 2° E, F, G, and H, shows to fulfill the activities. Nevertheless, there is some students left that do not attend to those activities due to they do not have the resources and do not want to solve the problem, and also</p>

	<p>there are other kind of students that even if they have all the resources needed, they do not fulfill what it is being asked.</p>
<p>Pertinence to work with social media in 50-minute classes</p>	<p>The pertinence that comes about the use of Instagram in the English classes depends on several factors. In this specific space it is exposed the one that has to do with the time class. It is important to emphasize that the pertinence in time is strongly related to the complexity of the activities inside of class. Nevertheless, concerning to the last factors and some others, the main features that shows the pertinence of Instagram in classes are below:</p> <ul style="list-style-type: none"> <li>• The complexity of the class activities related to Instagram is considered according to the time which the teacher counts with, it could be from 50-minute classes to 100-minute classes.</li> <li>• The students may get distracted with other elements of their own mobile phone while doing the activity.</li> <li>• The teacher must monitor and manage effectively the time inside of classes, as well as the students' activity.</li> </ul>
<p>Expected achievements</p>	<p>According to the expected achievements of the classroom activities related to Instagram it can be found the followings:</p> <ul style="list-style-type: none"> <li>• The students reach the communicate competence that the syllabus demands in its didactic orientation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Most of the students seem to enjoy the English class activities when using Instagram.</li> <li>• A considerable number of students in every group show interest when checking the content that is exposed in the Instagram feed.</li> <li>• The students assist each other to fulfill the activity, as well as at the same time the cooperative work is being practiced.</li> <li>• The Instagram activities may show to reach a certain grade of reality when it has to do with bringing a communicative context that is present in the daily basis.</li> <li>• Most of the students in every single group fulfill the activities that are required when using the Instagram account.</li> </ul>
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Note: The table above shows the description of the obtained results regarding working process, classroom issues, students' attendance and expected achievements in Instagram, Yair De la Cruz Celis.

**Table 18**

***TikTok Platform Results***

<b>TikTok Platform</b>	
<b>Criteria</b>	<b>Description</b>
Working process and possible implications	The working process concerning to the use of the TikTok platform is more flexible to carry in comparison with Instagram. The principal function of this platform in the research was to choose

	<p>curated content and provide it to the students in the English classes.</p> <p>The idea of the curated videos had to do with contextualizing the Social Practice of the Languages intended to work with. According to the last, the process of curating content by using the browser feature of the app showed to be relatively complicated due to there is not content that is quite related to the SPL generated by content creators. However, there exist famous content creators that embrace in an indirect way the idea of a SPL, the last is by media related to jokes, personal stories, and even trends which may make it kind of attractive for the students.</p> <p>Some implications that are inherently linked with the use of these kind of curated content from TikTok is that most of it may unleash negative students' comments that could sound rude when taking the class. The TikTok platform is more controlled in classroom than the Instagram because the reproduction of the video can be done in a general way by using the school projector.</p>
Classroom issues	<p>Classroom issues are reduced when using the TikTok app because the application is more friendly when it has to do with using play resources. However, there is some concerns related to the classroom issues, some of them are:</p> <ul style="list-style-type: none"> <li>• There is not necessity to have a TikTok account to start to play audiovisual</li> </ul>

	<p>media. Nevertheless, it is highly necessary if what is intended to do is downloading a specific video to play it when there is not internet connection.</p> <ul style="list-style-type: none"> <li>• The students may start to disturb the classes when the content is being played due to they can find reasons to be indirectly rude with other classmates inside of class.</li> <li>• The TikTok media may be easy to forget, it has to be considered that it may foster the motivation, but in the long term it may not be as memorable as interiorize the content that is being presented.</li> </ul> <p>There is a good advantage when using this app that avoid the resource issues that Instagram has. However, the app is not as practical as Instagram, which may show that TikTok is merely to curate content and present it in classroom to contextualize.</p>
<p>Students' activity attendance</p>	<p>Concerning to the students' activity attendance, the activities that derives from the TikTok curated videos are mainly to introduce a topic, which reduce the use of the English language to just practicing with the listening and speaking skill. Listening is used when there has to do with identifying vocabulary and chunk phrases in the video as well as trying to understand the main idea of it. Speaking is used when the teacher fosters the</p>

	<p>students to brainstorm their ideas and opinions about the watched videos, even if that is done with their mother tongue.</p> <p>TikTok does not promotes a practical use of the English language in skills such as writing and reading due to its elements are inherently audiovisuals, which makes the app quite hard to promote activities where students can practice inside of classroom as Instagram does.</p>
<p>Pertinence to work with social media in 50-minute classes</p>	<p>The amount of time that is required to play a TikTok video inside of a 50-minutes class is pertinent enough to do it in every single class. It needs to be exposed that playing a video does not take more than 10 minutes and the brainstorm process tend to last about 5 minutes, which makes it quite pertinent to implement that in every beginning sequence.</p> <p>Using TikTok in class not necessarily have to take the whole class as Instagram does. However, the only problem that it has is related to the reduced use of skills to practice inside of classroom as it was exposed before.</p> <p>The only problem that can be presented for this point is to fall in the monotony at trying to play TikTok videos at the beginning of a class.</p>
<p>Expected achievements</p>	<p>The expected results that were achieved when implementing the use of the TikTok platform inside of classroom at the beginning of the research are the followings:</p>

	<ul style="list-style-type: none"> <li>• Promote the students' attention when using curated content that they would like to watch inside of classroom, and that is narrowly related to what they already know.</li> <li>• Foster the students' motivation when bringing a tool to the classroom they actually like to use in their free times.</li> <li>• Bring a contextualization tool so they can immerse in the Social Practice of the Language by considering realistic situation in the daily basis.</li> <li>• Provide a flexible tool to curate content and play it inside of the class without any other resource that may make more complex the working process.</li> <li>• Implement resources that can get the expected communicative approach, while practicing with the listening and speaking skill inside of classroom.</li> </ul>
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Note: The table above shows the description of the obtained results regarding working process, classroom issues, students' attendance and expected achievements in TikTok, Yair De la Cruz Celis.

**Table 19**

***YouTube Platform Results***

<b>YouTube Platform</b>	
<b>Criteria</b>	<b>Description</b>
Working process and possible implications	<p>The working process of YouTube in the current research showed to be quite systematic because it embraced the actions that has to do with:</p> <ul style="list-style-type: none"><li>• Generating personalized content.</li><li>• Curate suitable content to be consumed in class.</li></ul> <p>The YouTube working process was as time-consuming as Instagram, which makes it hard to carry with it in the long term.</p> <p>To generate a single YouTube video, the teacher, who is the content creator, should consider aspects such as:</p> <ul style="list-style-type: none"><li>• Content to work with.</li><li>• Activities to do with the video assistance, whether inside of the classroom or outside of it.</li><li>• The suitable didactic orientations that should be quite related to what was reviewed in classes.</li><li>• The grade of appeal the YouTube video should have for the students.</li><li>• The creative process that is behind of the video.</li></ul>



	<ul style="list-style-type: none"> <li>• The planned script to follow a certain order in the video.</li> <li>• Further software sources to create the video, it means programs such as: Canva, OBS Studio and Adobe Premiere.</li> <li>• Hardware resources to record the content and generate it, such as: mobile phone camera and a desktop device.</li> </ul> <p>The last several factors need to be considered in the working process. Although the implications elements that may emerge in this process are not as evident as other platforms for the students; there exists some other fail stuff that may emerge when recording, editing or even planning the video that could affect the teacher's efficiency in the process.</p>
Classroom issues	<p>As it was mentioned before, the content that YouTube provided was generated and curated. Concerning to the curated classroom issues can be found that some of the audiovisual materials were not played in some classes due to there was not availability in the English Lab, where most of the digital resources are. However, the last was not an issue to be concerned about because the audiovisual content was narrowly related with the TikTok media so it could be played inside of the common classrooms with the students' mobile phones.</p>

	<p>According to the generated YouTube video, this being a nonessential material to use inside of classroom did not prove to have some internal issues. Nevertheless, the external issues that were identified and that affected the purpose of it were:</p> <ul style="list-style-type: none"> <li>• Most of the students from all of the groups did not have interest to play those videos out of the classroom. The statistics of the YouTube views shows that nearly 20 students of the 120 students whom the video is aimed, do not open the link to plat it.</li> <li>• There are several students that have not realized that there exists a personalized YouTube channel that exposes all of the content that was previously reviewed in classes, and which may help them to future activities.</li> <li>• Some students may not have the digital resources to play the YouTube videos that were proposed by the English teacher, even if it is intended to be fulfill out of the classroom.</li> </ul>
<p>Students' activity attendance</p>	<p>According to this certain point, the activities that emerge from the YouTube curated videos are used only used to contextualize the topic to be reviewed in classroom, this is relatively the same function as TikTok due to it promotes the communicative competence inherently as well as it fosters the students to practice with their listening</p>

	<p>and speaking skills. In the current sense, listening is used when there has to do with identifying vocabulary and chunk phrases in the video as well as trying to understand the main idea of it. Whereas speaking is used when the teacher fosters the students to brainstorm their ideas and opinions about the watched videos, even if that is done with their mother tongue.</p> <p>The YouTube curated videos do not promote a practical use of the English language in skills such as writing and reading due to its elements are inherently audiovisuals, which makes the app quite hard to promote activities where students can practice with the English language.</p> <p>Far away from classroom, as it was exposed before, most of the students do not show to play the generated YouTube video, which makes known that using generated YouTube videos, based on the way it has been used, was not a good idea.</p>
<p>Pertinence to work with social media in 50-minute classes</p>	<p>The amount of time that is required to play a YouTube curated video inside of a 50-minutes class is pertinent enough to do it in some classes. It needs to be considered that playing a video with the YouTube features can take more than 20 minutes of class and the brainstorm process tend to last about 5 to 10 minutes, which makes it pertinent to work with it once every two weeks, surely it must be considered that the foregoing is subject to class times and sequencing in the didactic sequence.</p>

	<p>Using YouTube in class not necessarily have to take the whole class as Instagram does. However, the only problem that it has is related to the reduced use of skills to practice inside of classroom as it was exposed before.</p>
<p>Expected achievements</p>	<p>Regarding the expected achievements that had to do with the use of YouTube as a tool to generate personalized content by the teacher's assistance, some of the expected result that were achieved are the followings:</p> <ul style="list-style-type: none"> <li>• It was reached a good resource to reproduce English class content that it is narrowly aligned with what the students learned in last lessons.</li> <li>• The flexibility the YouTube account brings to the students to access to the contents that are intended to consume in order to attend to further activities.</li> <li>• The personalized content that is highly related with the most memorable activities, content and examples that were learned in classes.</li> </ul> <p>It is pertinent to mention that YouTube did not accomplish the research expectations due to, mainly, most of the students did not show a sign of interest to reproduce a content that was aimed for them specifically.</p>

Note: The table above shows the description of the obtained results regarding working process, classroom issues, students' attendance and expected achievements in YouTube, Yair De la Cruz Celis.

### **Which was the social media platform that worked best in the research?**

Instagram, TikTok, and YouTube were the social media apps contemplated to the current research, every single platform offered good alternatives to work inside of the classroom by practicing the English language. However, there existed some implications in every platform that affected the performance of them in some way. Based on the last comparative chart, that exposed the all the elements that are related to the functions of the apps in classes, it can be found that Instagram was the platform with better results at achieving most of the expected results concerning to the students' learning performance. Although, it might not enhance the students' learning, it promoted a way of working that embraced the communicative approach with realistic contents, at the same time it fostered the use of most of the English skills. The last was identified below:

- Reading skill:

The content that was exposed in the Instagram posts was related to identify the main idea of what it was being presented by using the reading skill. The feature of the posts in Instagram was merely visual, which means that promoting the current skill was considered to the visual post and further activities.

- Writing skill:

By using some posts that the Instagram account provided aligned with the knowledge and content that was checked in previous classes, the students were able to create simple writing productions that embraced the use of chunk phrases, vocabulary, grammar structure, and the creativity mind. It can be exposed that the writing skill was the most used among the other ones due to the pertinence to prove the interiorized knowledge to the Instagram account could be done by producing simple writings, instead of creating videos that could affect the efficacy of the English class activities.

- Speaking skill:

Related to the last, it can be desired that the students could create content that might be related to practice with the current oral skill. However, due to some implications that could come along with the students' personality, willingness to generate content, and the hard-working process this could derive; it was opted to promote the speaking skill in the Instagram posts by fostering a brainstorming environment where the students can share their ideas and opinions concerning to the content they would review.

- Use of grammar skill:

Instead of promoting the use of listening skill to fulfill the requirements to integrate the receptive and productive skills, it was opted to reinforce the main one with the use of grammar (writing skill). By promoting the chunk phrases, vocabulary and expressions, whether in the Instagram posts and the English face-to-face classes, there was as a result to feed the writing competence. Students might be able to use mostly the accurate grammar to produce the English language in a written way, as long as them reinforce their linguistic competence.

The reasons why it is exposed that Instagram was the app that promoted the best results have already been exposed with the expected achieved results. However, in resume these are the followings:

- The students reach the communicate competence that the syllabus demands in its didactic orientation.
- Most of the students seem to enjoy the English class activities when suing Instagram.
- A considerable number of students in every group show interest when checking the content that is exposed in the Instagram feed.
- The students assist each other to fulfill the activity, as well as at the same time the cooperative work is being practiced.

- The Instagram activities may show to reach a certain grade of reality when it has to do with bringing a communicative context that is present in the daily basis.
- Most of the students in every single group fulfill the activities that are required when using the Instagram account.

### **How much have the classes changed with this use of social networks in the didactic sequence?**

Several factors have been noticed when working with social media platforms in the teaching practice weeks. Among the factors that have changed the way of working in classes can be found the followings:

- Accessibility:

By using apps such as Instagram, YouTube, and TikTok, there may exist educational content that could be broadly accessible to the students who do not have access to the traditional academic resources, the last because of the complexity of some of those or the lack of interest in working with them. By using social media, it can be exposed that most of the students can access to the educational content whether inside or outside of the classroom.

- Engagement in Classes:

It has been proved that social media could foster the students' motivation as well as they can increase their grade of interest to attend to the class activities. Social media may show to offer a more engaging way to learn, the last through visual and audiovisual content that can be used to contextualize, explain, and even practice the purpose of using the English language. It also had made the learning process more interesting and interactive by suing some of the features that these platforms integrate.

- Customized Online Resources:

The current studied social media platforms allow the teacher to be creative with the customization of the content in terms of learning. The last means that during the content generation process, the features that were considered, were not beyond of the classes' ideas, it was personalized, which might made it interesting to access to any content that is narrowly related with the students' contexts. The teacher was able to choose the pertinent topics to be learned and tailor the learning experience aligned with the students' needs.

- Collaborative Learning:

Collaborative learning is one of the elements that make social media appealing to work in teams. During the research process, social media platforms have made it easier for the students to collaborate each other to build their own knowledge, and also to share digital resources so they can fulfill the classroom activities concerning to social media.

- Diversity in the Working Process:

It can be exposed that the actual point is the most notorious feature that social media platforms in classrooms have brought according to changes. The class activities go beyond using a notebook and worksheets to prove the students' knowledge while practicing with the English language. With the use of social media, the students are able to use their devices to show their knowledge not only to the teacher, but for further classmates. The last is aligned with the creation of a closed English class community where they can be assisted by others' classmates' productions which can made the process of learning, in some way, autonomous.

The students and the titular teacher have recognized that the use of social media in classes is a non-common way of work and in some way brings novelty to the English classes. The diversity it brings comes from consuming the content



in a passive way to practice and generate their own use of the English language in the students.

### **Discussion**

Using social media in classroom bring a wide variety of potential benefits if the implementation is pertinent enough. By exploiting the features these platforms inherently bring to users, the communicative approached needed to teach and learn English as a second language can be affected in a positive way if the use is well-carried. There would be an opened discussion concerning to the use of the platforms, some of which may be negative opinions, and as expected, some other could embrace positive opinions. Nevertheless, the current discussion may embrace the next elements to be considered in the research.

Several advantages can be found when using social media in classroom for academic purposes, these advantages have been exposed during the last results concerning to the action plan cycles. Among the most remarkable benefits of the last exposed may be the students' grade of interest and attention when using apps such as Instagram to interact with digital class materials, the working process concerning to generating the best possible didactic resources using social media, the willingness that most of the students show inside of the class to attend the activities related to social media. Some other advantages embrace the relatively fostered motivation among the students, the contextualization features about the content that the platforms may bring, the grade of flexibility whether for creating digital content and use the platforms, and the collaborative work that can promote through the students.

There are some elements that need to be exposed according to the pertinence for using Instagram, TikTok, and YouTube in and out the classroom. However, regarding the idea of using the current approach in the real teaching practice as a teacher in a public secondary school may be considered under certain criteria. The last can be strongly related to the accessibility for digital

resources such as mobile phone and internet connection, as well as the students' willingness to use the social media platforms which may be related to social and economic elements concerning to a certain student's profile in any area of Mexico.

Beyond the above, it would be extremely considered to use these platforms without taking in to account the last exposed elements. Nevertheless, it would not be that pertinent to carry a working process as the current research has shown. There could exist a change in the schedule and organization matters due to the way of work is not considered that pertinent for the didactic sequences in the long term. Some of the working process suggestions may eventually work every now and then, but as previously exposed, the management and planning process should consider it according to the group profiles, the school context, the willingness of the teachers, students, and maybe parents and administrative school staff, among others.

There is a wide variety of opportunity areas that can be presented when using social media in classroom, most of them have also been exposed before, and can be highly related to some classroom issues that embraces students' and teacher's features. Among these most remarkable opportunity areas that are attached to the working process previously exposed can be found the availability of a digital resource to work with; most of the time it can be a mobile phone. The accessibility to an internet connection, as well as the accessibility to an Instagram, TikTok or YouTube account. The grade of classroom management that must be considered to monitor activities that encourages the use of social media platforms.

As it was exposed before, there is no question to use social media in the future teaching work, and even better yet, it is expected that the digital resources conditions to be pertinent enough in common usages matters in public schools. While it is important to consider several elements to carry the current worked process, the use of Instagram, TikTok and YouTube is still on the line.

## Research Results

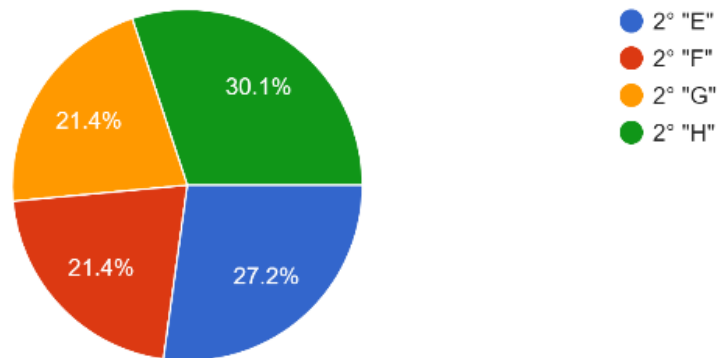
At the end of the research application, a general survey created by using Google Forms was requested to answer to the students from the second grade “E, F, G and H”, the same who were one of the main actors in the working process. As it is well-known, not only the research embraced the application for a single group, but also for all of the groups in which the trainee teacher developed the intervention proposal. In the next image, it can be seen that the considerable amount of the students who were participants for the results process are the second grade “E and H”, and those are followed by the “F and G” in which the difference is not that great.

**Figure 5**

### Study Groups Graphics

Grupo

103 respuestas



Note: Percentage rate of the study groups, 2022. Taken by: Own Google Forms Test.

Very few questions related to the intervention proposal of the research were requested to attend, the first one was related to the “pleasant working” process when using social media for educational purposes in classroom. A great number of students, which is 45.6%, exposed to agree with the pleasure to work

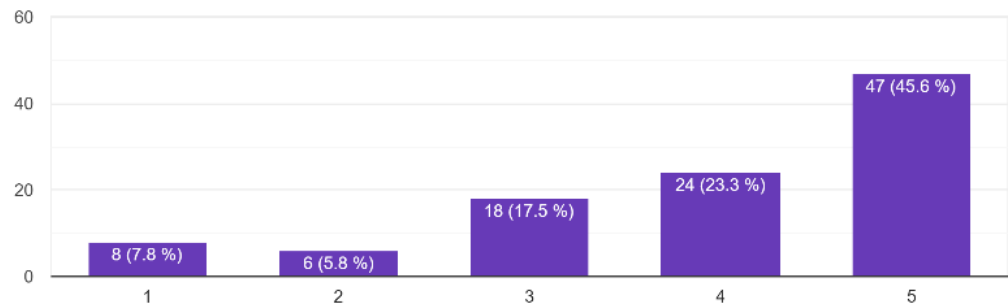
with social media, based on the Likert scale. This percentage was followed by a 23.3% which were almost agree with the statement in the current section. The obtained data can show that a big amount of the students seemed to like working with Instagram, TikTok and Facebook. The percentage of the students who did not seem to like working with social media platforms is reduced by nearly 13%.

**Figure 6**

**I like working with social media platforms in English classes.**

Me gusto trabajar con redes sociales (Instagram, TikTok, & Facebook) dentro de las clases de Inglés

103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

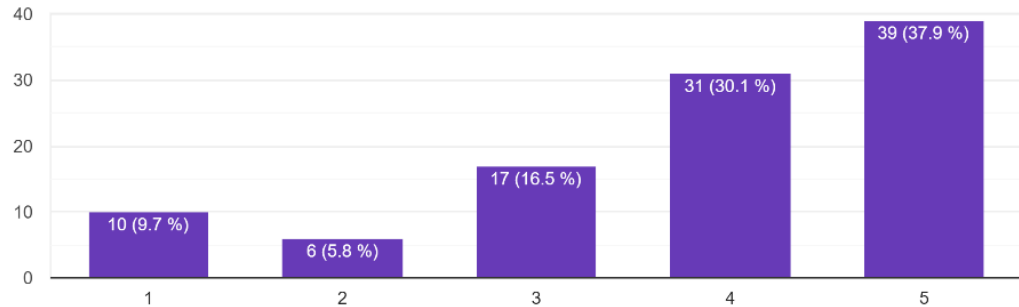
Concerning to the English language comprehension, a huge part of students agreed with improving the English comprehension language with a percentage rate of 68% by embracing the number 4 and 5 in the Likert scale. While it must be said that the measure object for this statement should be backed up with further instruments that embraces the English language mastery, the students' opinions agree with the statement.

**Figure 7**

**I consider the use of social media for educational purposes enhances mi English comprehension.**

Considero que el uso de redes sociales para fines educativos dentro del aula mejoró mi comprensión del inglés.

103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

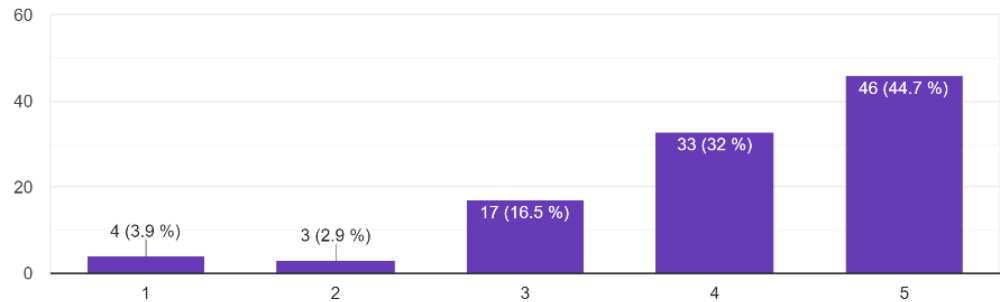
Related to the pertinence of the applied activities in classes regarding social media platforms. It can be exposed that a big amount of the students, with a percentage rate of 77.7% considering the number 4 and 5 in the Likert scale, agreed with the statement that the applied activities were suitable for their learning process. Whereas, a short rate of students, nearly 6.8% of them, were not identified with the statement. The last makes see that the expected positive results nearly embraced most part of the students in the current research.

**Figure 8**

**I consider the social media platforms activities where good for my learning.**

Considero que las actividades de las redes sociales que se realizaron en el aula fueron adecuadas para mi aprendizaje.

103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.

2022. Taken by: Own Google Forms Test.

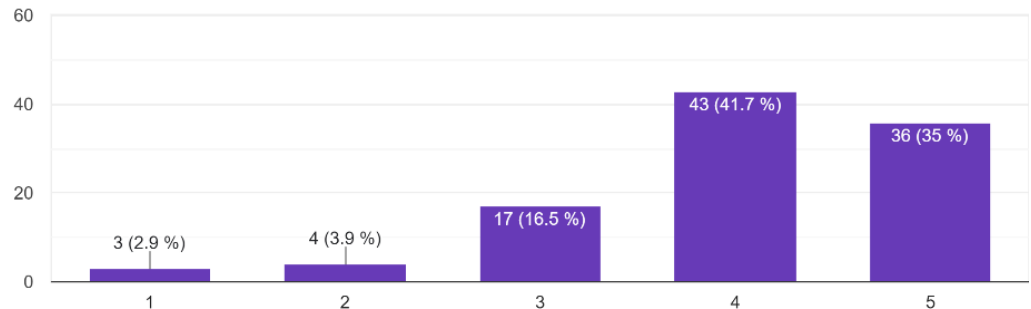
Regarding the students' English level, a percentage rate of students that is located in 76.7% agreed with the idea that the English level used in social media activities was suitable to carry on the activities in classroom. While 6.8% of students, which is a very reduced rate, did not agree with the statement. The latter can expose that the activities were not as complicated at the point where they do not understand anything and attend them.

**Figure 9**

**I consider the social media platforms activities were adequate for my English level.**

Considero que las actividades de las redes sociales que se realizaron en el aula fueron adecuadas para mi nivel de inglés.

103 respuestas



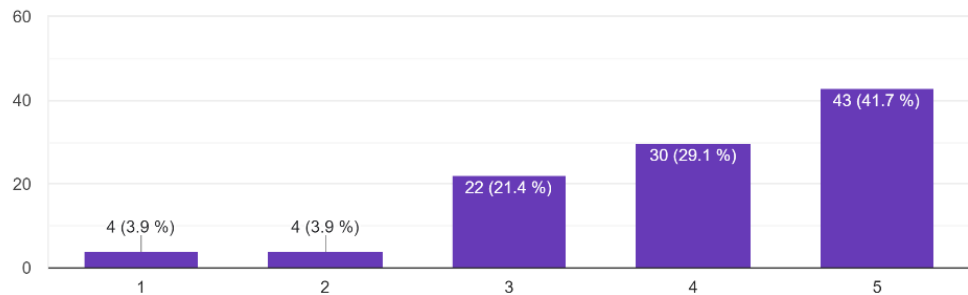
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

Taking about the motivation matter, an aspect that assisted to have a better understanding of how the students think of the English language learning process is the statement below. 72.8% of the students agree that using social media for educational purposes in classroom seemed to promote their motivation at learning the English language, this by considering the 4 and 5 number in the Likert scale. Furthermore, 7.8% of the students, which embraces the number 1 and 2 of the scale, stated that working with social media did not promote their motivation in a positive way. The last can show that even when there is a number of students who the motivation aspect did not influenced in the best way, there is still a grate range of students who the motivation affected in a good way.

**Figure 10**

**I consider that the use of social media platforms promoted my motivation to learn English.**

Considero que el uso de las redes sociales en el aula promovió mi motivación para aprender inglés  
103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

According to the perception regarding the level of interest and entertainment of the English language activities related to the use of social media. 75.8% of the students affirmed that the developed activities were that interesting and entertaining. It can be said that most of them seemed to like working with Instagram, TikTok and YouTube inside of classroom. In the other hand, the low percentage of the students who did not agree with the statement do not affect in a notorious way the effectiveness grade of the general students' opinions. However, it can be said that the activities worked in social media platforms were the interesting ones, not only the fact of working with them.

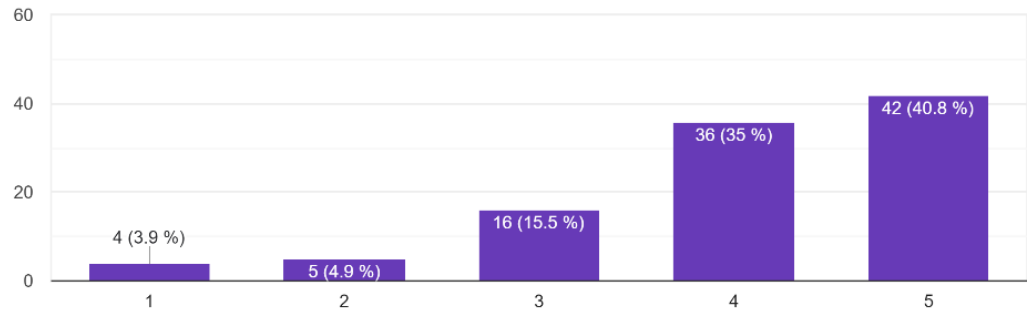


**Figure 11**

**I consider that the activities in the classroom concerning social media were interesting and entertaining.**

Considero que las actividades en el aula que se relacionaban con las redes sociales eran interesantes y entretenidas.

103 respuestas



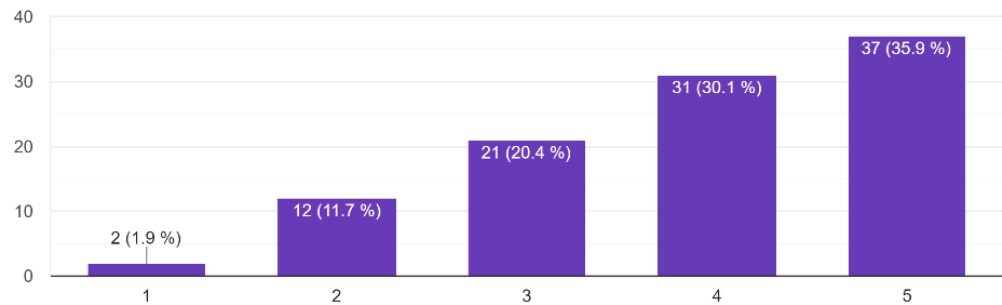
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

Taking into account the students' capacity of working with the English language in classrooms when using social media. 66% of the students affirmed the following statement: they agreed that social media improved the English language working capacity. Nevertheless, this is an affirmation that may vary in agreements compared with the other ones, but at the end of the research it is not a great difference that may affect the expected results.

**Figure 12**

**I consider that the use of social media platforms enhanced my ability to work with the English language.**

El uso de las redes sociales con fines educativos mejoró mi capacidad para trabajar con el inglés  
103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

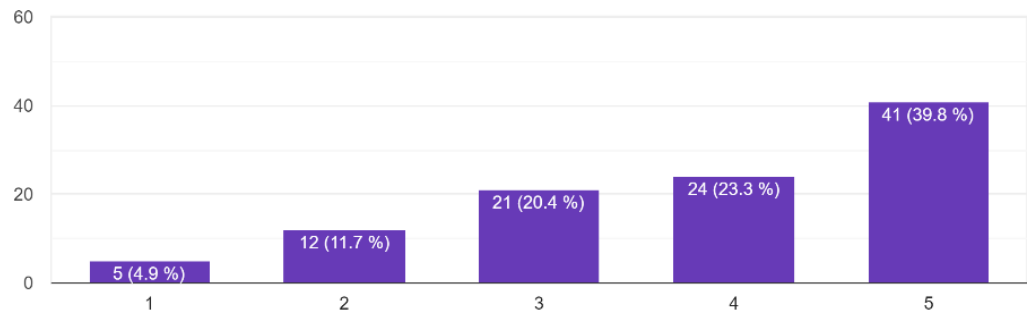
Regarding the opinion related to the “habitual use of social media in classrooms”, the students’ opinions also seem to vary, most of them partially agree or do not agree with the exposed statement. The strong opinion embraces 39.8% of the students which is also a good number of them. However, the variation concerning to the other percentages rates may bring a reflection that might not be ignored. The social media use in classroom has to be surely measured, and that is a point that some students may understand.

**Figure 13**

**I consider that the use of social media platforms for educational purposes should be common in my classrooms.**

Considero que el uso de las redes sociales con fines educativos debería ser una práctica habitual en el salón.

103 respuestas



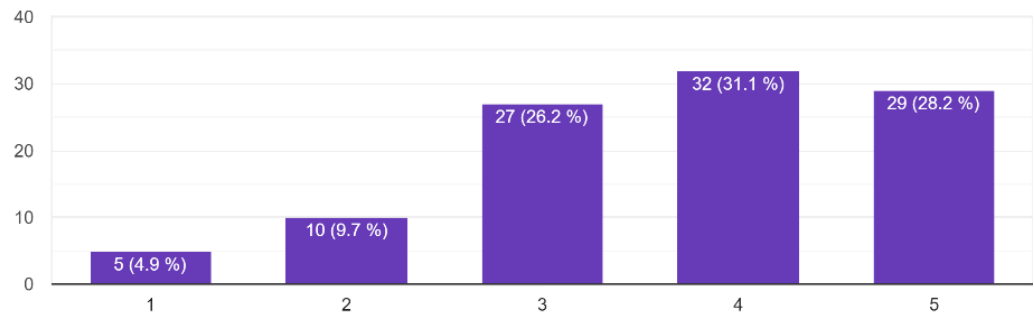
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

Some of the points that were expected to the current research embrace is the English vocabulary learning. It must be mentioned that the process to measure this asks for more collection data instruments. However, as a general affirmation based on the students, 63.1% of the rate percentage, that considers the positive part of the Likert scale numbers, shows that their vocabulary learning was assisted in some way by using the social media platforms for activities in the classroom. Whereas 26.2% of the students show to have a neutral opinion regarding the current point. The current statement seems to vary in agreements, which is something that may influence in the expected results of the research.

**Figure 14**

**I consider that the use of social media platforms promoted my English vocabulary learning.**

Considero que el uso de las redes sociales me ayudó a aprender mejor el vocabulario en inglés.  
103 respuestas



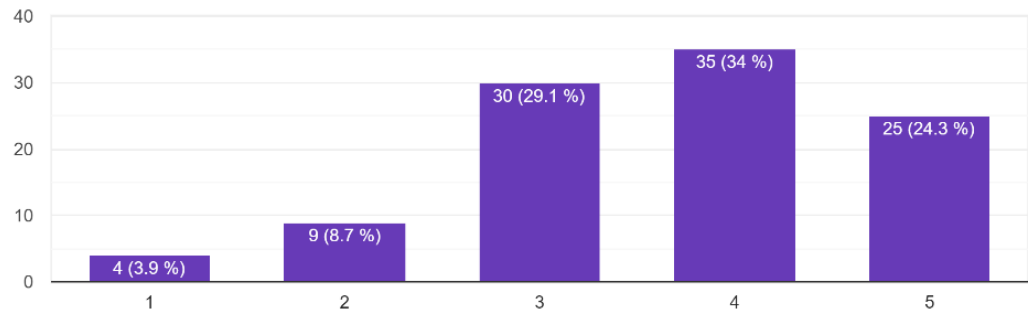
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

Quite related to the last statement, another point to embrace in the research is the effectiveness of social media at assisting to learn grammar in the secondary students. The answers in the current statements strongly varied. Actually, it can be said that the results in this matter were not expected. Among all of the statements, the one with the partial opinions has to do with the grammar. 29.1% of the students have a neutral opinion regarding the matter. Whereas 34% of the students are in a range where the opinions are nearly identical as if it were the complete one to reach the expected results. The last may state that social media use in classroom partially influenced in the students' grammar learning.

**Figure 15**

**I consider that the use of social media platforms promoted my English grammar learning.**

Considero que el uso de las redes sociales me ayudó a aprender mejor la gramática del inglés.  
103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

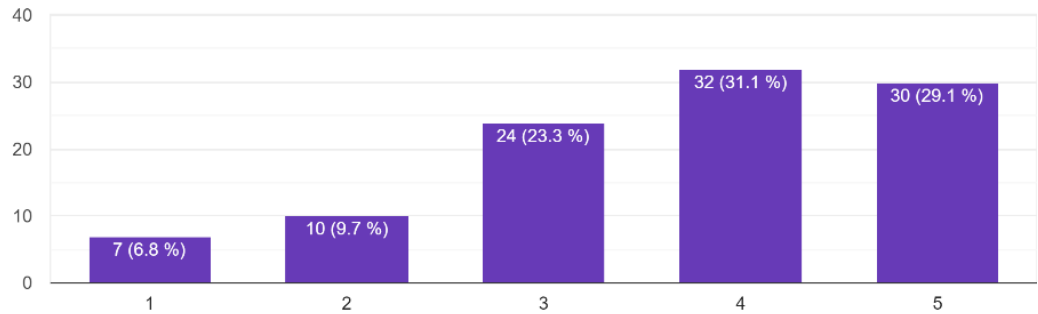
Working with social media intended to promote the collaborative work as well as the team work inside of the classroom. Based on the trainee teacher's observations this is a point that was partially reached. Nevertheless, based on the students' opinions, the foster between the interaction and collaboration among the students seemed to vary, it must be exposed that the highest percentage rates are located in the neutral opinion, the number tree with 23.3 %; the nearly complete opinion, number 4 with 31.1%; and the complete opinion, the number five with 29.1%. The last can show that in spite the students were promoted to collaborate each other, there were some concerning inside of the groups that affected the expected results for the current statement.

**Figure 16**

**I consider that the use of social media platforms promoted the way I interact and collaborate with my classmates.**

Considero que el uso de las redes sociales en el aula fomentó la manera en cómo interactúo y colaboro con mis compañeros

103 respuestas



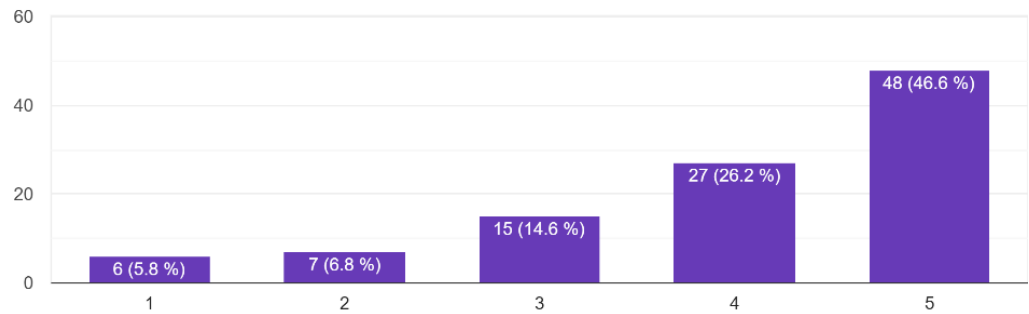
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

Embracing the idea of using social media platforms for educational purposes in the future. An aspect that should be considered is the students' opinions in this statement. It can be seen that a great amount of them that reach a percentage rate of 72.8% by considering the 4 and 5 number in the Likert scale, affirm that they would like to see more the use of these platforms in the classroom to learn English, a short percentage of them may show to be indifferent and 12.6% do not expect to use them again.

**Figure 17**

**I would like to use social media platforms for educational purposes in my English classes more frequently.**

Me gustaría usar las redes sociales cada vez más dentro del salón para aprender inglés.  
103 respuestas



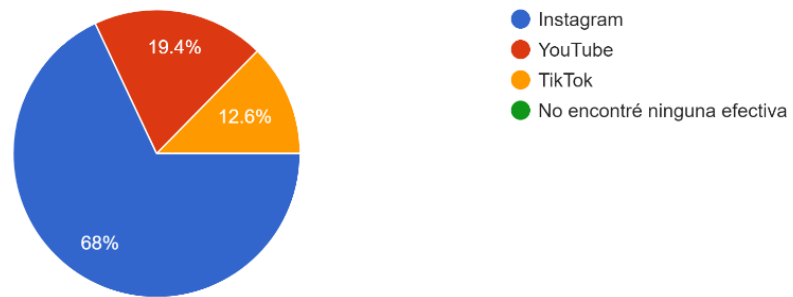
Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H.  
2022. Taken by: Own Google Forms Test.

Among Instagram, YouTube, and TikTok, the social media platform that showed the best effective content to learn English inside of the classroom was Instagram with 68% of the agreements. The last relates to the trainee teacher's conclusion that Instagram was the social media platform with the best results concerning content. Followed by the last, it can be seen YouTube with 19.4% which is a big difference contrasted to Instagram, and last but not least it can be identified that TikTok was the platform with the worst results with barely 12.6% of the percentage rate. Regarding the statement of "I did not find any of them effective", it overpassed in the students' opinions.

**Figure 18**

**Which is the social media platform that promoted better effective content to learn English inside of the classroom?**

¿Qué red social proporcionó mejor contenido efectivo para aprender inglés dentro del aula?  
103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

According to the working process style when using social media in classrooms. It was requested to the students to select the complexity rate of the activities in the English class at the moment of these platforms. 58.3% of the students affirms that the activities had a usual range of complexity which may show that there was not a big difference in most of the cases. Followed by the last, 18.4% of the students agree that the activity exercises were not that complex, and a 12.6% exposed that those activities were complex. By taking a general overview of the last, it can be said that in most of the cases the working process style in classroom did not change in a great difference.

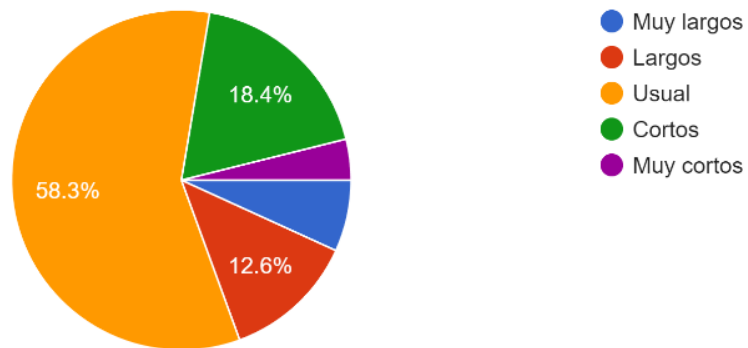


**Figure 19**

**How did you feel about the working process rhythm in the classroom when using social media platforms?**

¿Cómo sentiste el trabajo con las actividades?

103 respuestas



Note: Percentage rate regarding the question above. Study groups: 2° E, F, G and, H. 2022. Taken by: Own Google Forms Test.

### Teaching Digital Skills

To embrace the used teaching digital skills, it is important to be assisted from the Digital Teaching Professional Framework. “The framework sets out different teaching contexts and activities (elements), and the main components that comprise each of these. Each component is mapped to relevant parts of the European Framework for the Digital Competence of Educators” (Digital Teaching Professional Framework, 2022: 4).

The framework can suggest the best use for the nowadays digital technology, so it can transform the teaching and learning process for both students and teachers. According to these teaching digital skills, the ones that were used in the current research were the followings:

- Planning and looking for information.

- Designing and adapting activities.
- Communication and collaboration with and between learners enhanced by technology.
- Teaching context: Face-to-face.

Furthermore, it can be exposed that some of the skills that the mentioned framework suggests using were not contemplated, among these not-contemplated skills can be found:

- Use of teaching and learning resources. (Partial use)
- Teaching context: Fully online.
- Supporting study skills.

### **Working in a Synchronous Way or Asynchronous Way?**

First of all, it has to be said that working with social media in a synchronous way was supposed to work overall. However, there were some occasions where working in an asynchronous way a matter was to consider due to students' concerns. Taking into consideration the last, as well as the trainee teacher's reflections, it can be exposed that the most pertinent was working in a synchronous way because at the moment of the application the students can count with the assistance of the teacher who can monitors them every time when the activity is being worked. If there is a moment when the students may have questions related to grammar use, vocabulary or just generating ideas, no matter what happens, they have the teacher's help. Working in an asynchronous way is an idea that should be considered because working with social media without any kind of monitoring can influence in some ways that may badly affect the students' integrity, in addition to working with it, it is not expected to reach the working process that is supposed to get, besides that the classroom objectives would not be achieved.

## **Content Features**

### **Curated Content Effectiveness:**

Part of the content that was used in the current research was “curated”. Regarding the concept for content curation, it is understood that “is the process of selecting, sorting and arranging content on a specific topic or theme, adding value and meaning to what has been curated for the users” (Irving, 2022: 2).

Most of the curated content used in the teaching practice weeks were aimed to use the TikTok videos, and a reduced amount of them were implemented through YouTube. It is considered to be more adequate when selecting one that can be related to a specific SPL on TikTok. Concerning to the visual content used for Instagram, it was not opted to curate it due to it is a hard process to look for the best accurate didactics based on the students’ profile as well as their context.

Regarding the effectiveness of the last, it can be exposed that the only content which was curated was the audiovisual, but the only didactic purpose for that was because of the quality to introduce a SPL.

### **Generated Content Effectiveness:**

Generating content was a process that embraced most of the research when practicing in the teaching weeks. Most of the generated content was visual and the main platform to be used in this part was Instagram due to the flexibility and advantages it has when sharing this content format. This content was adapted for the secondary students based on their features and by considering the didactic orientation of the SPL. The visual content in Instagram is followed by the audiovisual content generated for YouTube. The YouTube videos were created from scratch by taking into consideration the reviewed topics in classes.

The effectiveness for this kind of content remains in the flexibility that it has when working with them, as well as the contents are highly related to the topic that were reviewed in classes. In addition to generating the content, the most notorious point had to do with taking the essence of the classes’ examples.

## **Chapter V**

### **Conclusions**

## **Conclusions**

Using social media in classroom is an educational situation that may ask to the teachers to consider several elements before implementing it. Social media has shown to provide features that can bend the objective whatever it is, that is why wondering for the matter of when to use them must be analyzed. Teachers should be placed in a context where the students can have the opportunity to access to technological resources, embracing smartphones and internet connection. In addition to the last, the teachers also have to handle a monitoring process and information management so the learning pathway cannot be out of the objective. Also, as it was exposed in the research, the teachers must analyze which is the best content to implement when using social media, whether it is curated or generated, according to the learning goals.

The matter concerning not to use them, also must be analyzed, but it may be easier that thinking about considering it because of the group's profile that is being worked with. Elements such as the context, student's interests, technological resources availability, parents' permission, and possible problems inside of classroom are some of the factors that teachers must consider before using social media platforms for educational purposes. Evidently, if the students do not have the pertinent profile to work with social media, other alternatives to use technological resources would be considered.

According to the objective of the study, it can be said that it was accomplished when using social media apps for academical purposes in the classroom. Diversifying was an aspect that was considered most of the time in planning, creating and curating content even when there existed certain implications that could stop the working process. The expansion of lesson plans by considering social media apps also provided activities related to the didactic sequences to implement by taking into account the social practices of the language when required. However, according to the fact of bringing the same learning quality by using social media apps to learn English as conventional

classes do, can be questioned due to the study reflection may expose that the quality can be brought whether using the common methodologies or using methodologies that embrace to social media apps. The last can be achieved as long as the teacher and students are willing to work properly and by following the correct methodologies when working in classrooms.

Students' progress may vary when using social media to learn English vocabulary and grammar. Nevertheless, the previous results have shown that students may think of a progress of vocabulary and grammar learning if the English language is used in other way. Also, regarding to the learning effectiveness when using whether Instagram, YouTube, and TikTok, can vary because of the frequency use rate of them. In this case, Instagram was the app that showed better results concerning learning preferences, but also was the most used app in the research followed by YouTube and the next TikTok. However, the effectiveness of the apps could change if the frequency use rate also changes in classrooms. Another element to expose is the complexity of the classwork style when using social media, perhaps it can be thought of itself as a long process, but it may vary according to the activities. Concerning to the research the students exposed that in an average rate they did not perceive a huge change in the classwork process. However, this cannot always be that way, also the results and perceptions might vary among the students in different geographical areas, but it is a matter of study beyond what was reached.

Taking into account the last exposed about whether to use social media or do not use it inside of classroom, an important idea should be considered. Regarding the use of social media for the own future teaching practice when being a titular teacher, there are several options to think about it. It can be considered to use them because in some way these platforms bring an innovation feature, it means, something that is not common and that might be interesting for the students. However, the geographical area in Mexico that embrace the context of the students and the accessibility to the technology influences in thinking about

the future use of social media. If the teacher finds himself or herself in a secondary school where it is pertinent to use social media platforms by taking into consideration all the elements exposed before and throughout the research, it will be considered to implement them. Also, the frequency of use of social media platforms will vary because of the students' profile and the technological resources too. However, it may not be that necessary to use them all time, as long as the learning goals are covered as expected with other kind of teaching strategies by considering technological resources. Social media platforms are not that bad if teachers find out the ways to exploit them in their own teaching practice process. It is a tool in which, if it is well implemented and monitored, students can practice with the English in a realistic way while promoting and enhancing their learning in the subject.

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**Asunto:** Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES  
P R E S E N T E**

Quien suscribe C. YAIR DE LA CRUZ CELIS, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: The Use of Social Media as a Tool to Enhance the English Learning Performance in EFL Second-grade Middle School Students, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de Investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

**A T E N T A M E N T E**




**C. YAIR DE LA CRUZ CELIS**

Toluca, México 12 de julio de 2023.

**Dra. Ana Laura Cisneros Padilla**  
**Secretaria de la Comisión de titulación**  
**PRESENTE**

El que suscribe Mtro. Víctor Olenin Ramírez Beltrán Asesor del(a) estudiante YAIR DE LA CRUZ CELIS matrícula 191527090000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado The Use of Social Media as a Tool to Enhance the English Learning Performance in EFL Second-grade Middle School Students en la modalidad de Tesis de Investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.



**ATENTAMENTE**

**Mtro. Víctor Olenin Ramírez Betrán**  
**Asesor de Titulación**

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

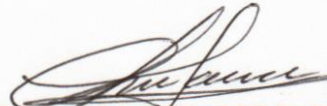
Toluca, Méx., 30 de junio de 2023

**C. DE LA CRUZ CELIS YAIR  
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)  
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: The Use of Social Media as a Tool to Enhance the English Learning Performance in EFL Second-grade Secondary Students, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE

  
DRA. ANA LAURA CISNEROS PADILLA  
SECRETARIA DE LA COMISIÓN DE  
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