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Social networks in the learning of English language skills in high school students of the U.E. Raymundo Aveiga de Chone

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Abstract--The research was based on social networks in the learning of English language skills in high school students of the “Raymundo Aveiga” Educational Unit of the city of Chone and its purpose is to show the research results to project them as a means to improve mastery of English language skills. A classification of topics was carried out from another inherent research. The purpose was to diagnose problems in learning English language skills through a series of research instruments. The research has a qualitative, quantitative and documentary approach, the methodology used was the methods: inductive and deductive with conclusions from the criteria obtained, with sustainable analysis in this research, the techniques used were the interview with a manager to diagnose the use of social networks by students, the survey of students, teachers and parents and observation to evaluate results, whose objective of study is to characterize social networks as a means to improve the learning of English language skills in a sample that will be random of 40 students, 4 teachers and a director. The result was that students have a high degree of demotivation to learn and the need to propose a teaching-learning model based on the use of applications such as WhatsApp was observed.

Keywords---social networks, learning, English skills.

Introduction

The profound changes that are currently present at the societal level undoubtedly affect the educational system and consequently the way in which each teacher aspires to communicate their knowledge to their students. In this sense, it is evident that the methodologies implemented for learning English language skills are obsolete and traditional. As a reflection Noro (2019) “Obsolescence is a natural condition of degradation of things, actions, activities, among others. Entities wear out, deteriorate, lose strength and vigor in their essence when the course of time exhausts their possibilities” (p. 2).

It should be noted that students are currently involved in the use of the so-called social networks, therefore, the teacher must update or, failing that, learn to respond to current educational needs. Cause a significant change in the teaching-learning process, especially when it is a subject that requires greater attention and motivation from the student. For Basantes et al., (2021) Social networks have also had a significant impact on education, allowing new strategies to build knowledge and reach a global audience (p. 5).

In this sense, the purpose of the research topic is to investigate the use of social networks in the field of the teaching-learning process of the English language. In this sense, through these virtual tools the importance is based since the student can improve their performance in this subject. Starting from the premise that learning the English language today must follow the trend of incorporating the so-called digital tools, it is also true that this type of technology alone does not guarantee significant learning for students. It is necessary for the teacher to assume a didactic/playful character where his students can assimilate knowledge with relative ease and without harming the teacher/student relationship. According to Toala et al., (2023) “Social networks are online platforms that allow people to connect, communicate and share information with other network users” (p.2).

At the same time, the research was based on demonstrating that social networks help students connect, communicate, share and memorize phrases, grammatical structures until they reach almost automatic and natural production, both in speaking and writing. English language. In this context, its importance is considered, since the student can establish connections with friends, family and other online contacts, quickly and easily in order to share this knowledge.

Considering the constructive relationship that the teacher must develop between social networks and the learning of English language skills, it is necessary to take into account that not all students learn at the same pace, as well as, not all students have access to the virtual media. It should be considered that even when these tools motivate the student, they must consider control by teachers and parents.

The objective of the research was to diagnose the use of social networks by students at the BGU level of the “Raymundo Aveiga” Educational Unit. As well as, seek answers to fundamental questions such as: How effective is the use of social networks in the development of English language skills? And how to enhance the use of social networks in the English language teaching-learning process?

Based on the aforementioned, it is considered that the research related to the use of social networks in the learning of English language skills in students at the BGU level of the “Raymundo Aveiga” Educational Unit emphasizes that, fundamentally, the center of teaching is to share your knowledge with your students in a way that is productive for the students and less stressful for the teacher. Within the research, it is also considered that the teacher must plan and implement strategies so that their students develop the skills of this language in the best way: Listening, Reading, Speaking and Writing.

In this context, learning the English language is important in a globalized society where communication is essential for the development of daily activities. According to Vélez et al., (2020) “Mastering English not only provides the ability to communicate with people of different cultures and nationalities, but also opens the doors to numerous academic and professional opportunities” (p.5). According to Hernández (2021), “The main skills that must be acquired when studying English correspond to Listening, Speaking, Reading and Writing” (p.12).

Social networks in the educational process

This fosters a collaborative learning environment that transcends geographic limitations and enables real-time knowledge sharing. Social media has revolutionized the way we communicate and share information in today's world. In the context of the educational process, these platforms have also proven to have a significant impact (Ospina et al., 2021, p.15).

In addition, social networks offer a wide range of educational tools and resources that can complement the teaching process. Platforms like YouTube, for example, provide access to tutorials, lectures, and educational videos that enrich the learning experience. Similarly, social networks can also be used as a tool for research and information collection, since they allow access to a large amount of user-generated content (Limas & Vargas, 2020, p.4)

However, it is important to keep in mind that the use of social networks in the educational process must be supervised and regulated. It is essential to establish clear guidelines for the responsible use of these platforms, as they can present risks such as distraction, lack of privacy or exposure to inappropriate content. Educators and educational institutions must provide guidance and education on the appropriate use of social networks, promoting a culture of respect and responsibility online (Bonilla del Río & Sánchez, 2022, p.15).

Advantages and disadvantages in the educational process

The advantages of social networks in the educational process are multiple, including the promotion of collaboration and teamwork in real time, access to diverse and updated information, the possibility of connecting and learning from people from different regions and cultures, and increasing student motivation and participation in the learning process. Additionally, social media can also be used by educators to improve communication and interaction with students, as well as to create and share educational resources. However, it is important to keep in mind that excessive and unmoderated use of social networks in the classroom

can have a negative effect on learning, such as loss of concentration and exposure to online risks (Ortiz & Corrêa, 2020, p. 25).

Social networks offer significant advantages in the educational process, such as the creation of learning communities, the possibility of sharing and discussing ideas, the democratization of information and the promotion of creativity and the construction of knowledge. In addition, they can be used to teach digital skills, for collaboration between students and to engage students in educational activities in a more relevant and personalized way. However, social networks can also have negative effects, such as exposure to inappropriate content and distortion of information, cyberbullying, and distraction and dependence on digital platforms (Salas Bustos, 2020, p.1).

The disadvantages of social media in the educational process can include distraction and loss of attention, as online platforms can be highly addictive and distract students from their school work. There is also a risk that students could fall into the trap of erroneous or biased information shared on social media, which could compromise their education. Additionally, social media can also expose students to online risks, such as cyberbullying and exposure to inappropriate content (Espinel et al., 2021, p. 137).

Another disadvantage of social media in the educational process is that it can increase the digital divide, especially for low-income students or marginalized communities who may not have access to the same technologies and devices as other students. Furthermore, social networks can be a platform for the spread of hate messages and unpleasant content, which not only damages the educational environment, but can also affect the mental health of students (Salas A & Salas D, 2019, p 28)

Learning English language skills

Based on the criteria of Basantes et al. (2021) indicates that learning English language skills is essential in today's society. English is considered the international language of business, science, technology and communications. Mastering these skills opens doors to job and academic opportunities on a global level (p.5). In agreement, Guerra (2021) maintains that learning English language skills allows for greater communication and understanding with people of different cultures and nationalities. Learning to speak, read, write and listen in English connects us with the world and allows us to actively participate in the global community (p.10).

From the point of view of Vélez et al., (2020) "Learning English language skills promotes the development of cognitive skills. Studies have shown that learning a second language improves memory, concentration, logical reasoning and problem solving" (p.168). On the same topic, Baño & Vera (2020) points out that learning English language skills promotes self-confidence and autonomy. By acquiring the ability to communicate in English, we feel more confident when interacting with native speakers and when facing situations in which English is necessary (p. 23). Learning English language skills develops empathy and intercultural understanding. By studying and learning about the language and culture of native English speakers, we can better understand their perspectives, traditions,

and values, allowing us to establish deeper and more meaningful connections (González et al., 2020, p. 15).

Method

The research had a quantitative approach because the data obtained contributed to diagnosing the use of social networks by students at the BGU level of the “Raymundo Aveiga” Educational Unit, as well as, contributed to developing a statistical analysis that evidenced the problem raised. For Vega (2014) “The quantitative approach allows us to know and analyze the problem posed through the use of statistical techniques that show behavioral patterns in a population” (p. 525)

On the other hand, the inductive methodology used in the research also made it possible to diagnose the use of social networks in the study of the English language by students at the BGU level of this institution, based on general and specific aspects. On the other hand, the deductive methodology starts from particular aspects to general ones. According to Rodriguez and Pérez (2017) “Analysis is a procedure that makes it possible to mentally decompose a whole into its parts and qualities. “Synthesis is the inverse operation, which mentally establishes the union or combination of the previously analyzed parts” (p. 186).

The bibliographic methodology managed to develop a systematic bibliographic review of the declared variables. Through this, the information obtained indicated that social networks constitute a tool in learning English language skills. As well as the statistical methodology allowed objectively generating educational indicators related to social networks in the learning of English language skills, allowing their evaluation.

Regarding the research techniques for data collection, the survey was used as a data collection mechanism aimed at teachers in the English area, in compliance with the second specific objective. With the same purpose, a diagnostic test was implemented for the students involved, as well as a knowledge test to evaluate the learning achieved during the implementation of social networks in the learning of English language skills in a BGU student of the “Raymundo Aveiga” Educational Unit.

The methodological design was determined to be based on a Correlational and Causi experimental level. At first, a demonstration class was held for the control group, using the English textbook provided by the Ministry of Education. In a second moment, a demonstration class was held for the experimental group, using cell phones and social networks. The population was made up of the Rector of the “Raymundo Aveiga” Educational Unit, English teachers and BGU students. The sample was made up of 4 English teachers, 40 students divided into two groups of 20 students each, forming the Control and Experimental Group respectively.

Discussion

With the objective of diagnosing the use of social networks by students at the BGU level of the institution, a questionnaire was applied to listen to the problems that students have in learning the English language. In this sense, the information obtained allowed the analysis of the data collected in the field work carried out at the institution. For this purpose, data collection techniques such as surveys and diagnostic tests were used, which allowed this research to be documented. The information obtained based on the implementation of the scientific task allowed us to determine that social networks play a fundamental role in learning English language skills.

However, at the level of authorities there is no institutional vision regarding allowing the use of social networks by students. In this sense, the results showed that a majority segment of teachers would consider this option as a valid alternative. For Cassinelli et al., (2022) "Virtual environments respond to teachers' need to have more resources that facilitate the development of teamwork, promoting assertive communication and interaction and, above all, commitment."

Main results of the teacher survey

By characterizing social networks as a means to improve the learning of English language skills, at the level of the teachers of this subject, it was investigated whether at the institutional level, the use of social networks by students with In order to facilitate the teaching-learning process of the English language, the information showed that 50% of the teachers of this subject were able to indicate that these environments are never allowed to be used and another 50% sometimes (Table 1).

Table 1
Use of social networks by students

Alternatives	Frequency	Percentage (%)
Sometimes	2	50
Never	2	50

From the author's point of view, a fundamental contradiction is evident, since the lack of an institutional vision is in contrast with the current educational regulations, where the relevance of using virtual environments as didactic support material is clearly determined. to improve learning. On the contrary, teachers agree and support the use of these tools as material that doesactically supports the teaching-learning process of the English language.

On the other hand, the use of the Internet has the purpose of optimizing the teaching-learning process, at all levels. One of these environments revolves around social networks, which provide a means where teachers can share information in real time, as well as their knowledge. In this sense, when diagnosing whether the teacher agrees to use social networks as a mechanism for communication and exchange of information with their students, the information

showed that 25% of the teachers of this subject were able to indicate that they would not allow the use of these environments, 50% were able to indicate that they are not qualified, while 25% would agree (Table 2).

Table 2
Use social networks as a communication mechanism

Alternatives	Frequency	Percentage (%)
It does not allow	1	25
Is not trained	2	50
would not you agree	1	25

On the other hand, when asked about whether the teacher would allow the use of cell phones in the English language teaching-learning process, the data indicated that 100% of the teachers agree with this option. It is considered that currently cell phones are immersed in the educational system and that what is missing is to make their use viable based on curricular needs. It is worth mentioning that the use of cell phones as a teaching tool would improve the teaching-learning process of this subject. In this regard, Prada et al., (2020) "Cell phones give students and teachers the opportunity to connect and collaborate beyond the physical classroom. Through online groups and communities, it is possible to exchange ideas, debate and share educational resources quickly" (p.40).

When consulting the teachers about what level of knowledge their students have achieved in the teaching-learning process of the English language, the data indicated that 100% of the teachers, 25% do not achieve the required learning, are close to achieving the required learning. 75%, 0% master the required learning or 0% achieve the required learning. Which shows the lack of motivation to learn a second language (Table 3).

Table 3
Evaluation system

Alternatives	Frequency	Percentage (%)
Does not reach the required learning	1	25
You are close to achieving the required learning	3	75

Main results of the traditional cutting demonstration class

The group was made up of 20 students (Control). The traditional teaching method was used, teacher explanation based on the English school text. The purpose of the class was the development of Listening, Reading, Writing and Speaking skills, in a traditional way for students, with only an audio in English and the teacher's explanation as teaching elements. In this sense, exercises were proposed through which the students were made to listen to an audio in English, then the students were asked to write basic sentences about the audio heard. The results obtained based on the Knowledge Test provided the following information in the (Table 4).

Table 4
Development of control group skills

Alternatives	Frequency	Percentage %
Listening	3	15
Speaking	2	10
Reading	8	40
Writing	7	35

When analyzing the results of the exercise in class using the school text, of 100% of the students involved, 15% had better performance in the skills of Listening, speaking 10%, Reading 40% and Writing 35%. It should be noted that there are as many ways to learn as there are students in the classroom, meaning that each of them will be able to develop a particular skill. However, Listening and Speaking skills show less development due to their difficulty (Table 5).

Table 5
Grammatical structure of the sentence

Alternatives	Frequency	Percentage %
Recognize the subject	4	20
Recognize the verb	3	15
Recognize the plugin	8	40
Recognize time	5	25

When analyzing the results of the exercise on grammatical structure, of 100% of the students involved, 20% knew how to recognize the subject, 15% recognized the verb, 40% recognized the complement, and 25% recognized the conjugation tense. It is worth mentioning that this type of information is more of prior knowledge and does not involve the development of an extensive vocabulary.

Main results of the demo class using WhatsApp

The group was made up of 20 students (Experimental). The application was used WhatsApp in the process of learning English language skills. The purpose of the class was to develop the skills of Listening, Reading, Writing and Speaking, in a more dynamic way for the students, using the use of each student's cell phone as teaching tools. According to García et al., (2021) "Technology offers numerous tools and resources that can be used to improve the learning of English as a second language. Mobile applications, online learning programs and interactive platforms can be used" (p.7).

In this sense, it was proposed to carry out exercises through which an audio in English was shared with all students, with the purpose that these students have the possibility of listening to it as many times as they consider necessary until they can understand its content, its structure and conjugation times of verbs. The results obtained based on the respective knowledge test provided the following information.

When analyzing the results of the knowledge test, of 100% of the students involved, 30% had better performance in the skills of Listening, Speaking 25%, Reading 25% and Writing 20%. Therefore, it was evident that at the level of activities proposed by the teacher such as Listening and Speaking, they obtained better results because the students had the opportunity, thanks to the WhatsApp application, to repeat the assigned audio and, above all, achieving two-way communication. via with the teacher as consultations and advice (Table 6).

Table 6
Development of experimental group skills

Alternatives	Frequency	Percentage (%)
Listening	6	30
Speaking	5	25
Reading	5	25
Writing	4	20

Regarding the activities proposed by the teacher such as Listening and Speaking, they also had to develop them personally in their respective homes, achieving two-way communication through the WhatsApp application, but additionally the audios sent by the teacher could be heard on various occasions by the students and where 100% of students were able to do so. This work methodology allows the teacher to ensure that students understand and solve the activities in a better way (Table 7).

Table 7
Grammatical structure of the experimental group sentence

Alternatives	Frequency	Percentage (%)
Recognize the subject	5	25
Recognize the verb	4	20
Recognize the plugin	6	30
Recognize time	5	25

When analyzing the results of the exercise on grammatical structure, of 100% of the students in the experimental group involved, 25% knew how to recognize the subject, 20% recognized the verb, 30% recognized the complement, and 25% recognized the conjugation time. %. It is worth mentioning that this type of information is more of prior knowledge and does not involve the development of an extensive vocabulary. In the author's opinion, this type of exercises got all the students involved in such a way that their performance was homogeneous due to the active participation of the entire group.

From the author's point of view, the results obtained in the classrooms, using the school text as teaching material, showed an evident demotivation and lack of interest of the students in learning the English language. Starting from the premise that not all students learn in the same way or use the same strategies, these differences when learning are the confluence of many factors that contribute or hinder the process of learning the English language. Now, the information shared by the teacher will not always be processed in the same way

by the group of students; each student will develop skills that are closest to their own characteristics, that is, that suit their interest. , starting from the premise that the student learns what is useful and interesting to him.

The concept of learning based on listening and speaking a language is directly related to the conception of learning as an active process. If it is considered that learning is equivalent to receiving information passively, what the student does or thinks is not very important, but if learning is used to process the information received, it becomes evident that each one will elaborate and relate the data received based on your own needs. Learning this language has its lowest point when it comes to developing Listening and Speaking skills. These two skills bring together the application of all the information learned, that is, the student must put into practice the learned vocabulary, pronunciation and above all the semantics of the English language, since as teachers say, you must think and speak in English.

In this sense, a fundamental contradiction is determined between the demands of the educational system in relation to the fact that students must graduate with a B1 level in the English language and the reduction from 5 to 3 hours of weekly classes, as well as the lack of laboratories. English, as well as with a change in educational policy regarding openly allowing the use of ICT for this purpose. According to the results obtained, these show that the students of the “Raymundo Aveiga” Educational Unit feel much more motivated to learn English through the use of cell phones. For Esteves et al., (2018) “Students learn and develop by putting into practice interaction with virtual environments. Development and learning are difficult without: intrinsic motivation, purpose, commitment, freedom, spontaneity, dedication and effort” (p. 175). At the same time, Gagné (1999) indicates that there are internal and external conditions that regulate the learning process, the former refer to the acquisition and storage of capabilities that are prerequisites for learning, or that help to achieve it; The latter refer to the various types of contextual events that must be programmed to facilitate learning. On the other hand, in the author's opinion, obsolete processes are evident in the methodologies applied by some English teachers in the “Raymundo Aveiga” Educational Unit. The methodologies implemented in the PEA of this subject by the teachers indicate that, in this regard, there is no uniformity of points of view and knowledge regarding the use of the cell phone as a didactic support tool through which to improve their learning. Therefore, the use of the Internet has the purpose of:

- Optimize the teaching-learning process at all levels with the use of virtual environments.
- One of these environments revolves around social networks, which provide a means where teachers can share information in real time, as well as their knowledge.
- The WhatsApp application, the most common and constantly used, constitutes an accessible and low-cost tool for the development of the four skills of the English language because it is a two-way communication channel for both the student and the teacher.

- Learning English language skills gives us access to a wide range of resources and knowledge, through various interactive platforms that allow learning through play in a way that is motivating and meaningful learning.

As a reflection, the teachers of the English area of the “Raymundo Aveiga” Educational Unit consider that this educational institution does not support the use of cell phones during the teaching-learning process. It was evident that at the level of authorities there is no institutional vision regarding using this type of technologies in education. Contrary to the criteria of the Rector of this institution who was able to state that, at the level of this administration, there is a conviction that the use of ICT in the teaching-learning process in general. However, as an institution, it must abide by the decisions of a higher authority, which does not authorize this type of educational activities in the computer laboratory.

In accordance with the Organic Law of Intercultural Education, LOEI (2023). Art. 10.- Curricular flexibility. Literal a. Curricular adaptations: When the national curriculum is complemented or adapted to the specific educational needs of the student body. It involves designing, applying and evaluating tools that allow individuality to be assumed in the teaching-learning process, in order to guarantee inclusion, permanence, learning, promotion and completion within the educational system.

Diagnosing the PEA of the English language in students at the BGU level of the “Raymundo Aveiga” Educational Unit, it is evident that, currently, the Ecuadorian educational system still maintains the policy of teaching through the use of printed school texts. Without a doubt, the design of this type of teaching material was developed by experts in the field. However, in the author's opinion, a contradiction is evident between the students' need to learn and the deployment of methodologies that fall into the field of obsolescence, and that do not motivate their learning, even more so when it comes to the learning of the English language.

Finally, by demonstrating that the use of social networks in learning English language skills improves their learning, it is pointed out that the skills of Listening, Speaking, Reading and Writing have to be developed in a personal way, and where the application WhatsApp provides a two-way communication platform which constitutes an activity that motivates students and more easily develops their English language skills.

Conclusion

When diagnosing the use of social networks by students, it was evident that one of the main difficulties that students have in learning the English language is lack of motivation when developing Listening, Reading, Speaking and Writing skills. It is evident that, currently, the Ecuadorian educational system still maintains the policy of teaching through the use of printed textbooks, which is not very productive. In this sense, the low level of learning that students have in the English language is a consequence of the obsolescence of the methodologies used by teachers of this subject.

To determine the use of social networks for learning English language skills, it was possible to demonstrate that the use of social networks in learning English language skills improves their learning, it is noted that Listening skills, Speaking, Reading and Writing have to be developed personally, and where the WhatsApp application provides a two-way communication platform which constitutes an activity that motivates students and more easily develops the skills of the English language, since which constitutes asynchronous and meaningful learning.

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