



# Videos Posted on Social Network Effects on Speaking Performance in Peruvian EFL Students

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<p><b>APA Citation:</b> Gutiérrez-Huancayo, V. R. (2025). Videos posted on social network effects on speaking performance in Peruvian EFL Students. <i>LEARN Journal: Language Education and Acquisition Research Network</i>. 18(1), 939-962. <a href="https://doi.org/10.70730/XGRJ6128">https://doi.org/10.70730/XGRJ6128</a></p>	
<p>Received 30/09/2024</p> <p>Received in revised form 11/11/2024</p> <p>Accepted 15/12/2024</p>	<p><b>ABSTRACT</b></p> <p>The present study aims to investigate how social media can influence the development of oral skills in 60 students from a higher education institution in Peru. In this regard, mixed-methods research was conducted, with pre and post-tests, to evaluate the before and after of implementing a program that involved uploading videos recorded by the students on Facebook, Instagram, and YouTube. Additionally, an effort was made to design a model that measured the relationship between the constructs of oral skills (OS), psychological aspects (PA), comment effects (CE), and social networks (SN). In the last stage of this work, a semi-structured interview aimed to gather students' opinions on social networks. Among the most relevant results, a significant difference can be mentioned after applying for the referred program, with a remarkable improvement in oral skills (pre-<math>6.03 \pm 2.30</math>, post-<math>16.85 \pm 1.38</math>, <math>p &lt; 0.01</math>) with effect-size 0.9433. On the other hand, an appropriate model was obtained considering the constructs mentioned earlier (RMSEA 0.044; CFI 0.971; and TLI 0.963). Regarding the responses given by the interviewees, Facebook stands out as the most frequented social network by them, with a certain indifference to comments made by others, an improvement in their oral production, and a noticeable motivation. The results obtained in this work could help</p>

	<p>understand the complexity faced by today's youth and their learning on social media, as well as the possibility of replicating this at other educational levels in Peru.</p> <p><b>Keywords:</b> Social Networks, English language, comment effects, EFL students, fit model</p>
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## Introduction

There are different names for the current generations, which range from Generation X and Z to Millennials. One of the conditions for belonging to any of them is the management and use of technologies, mainly reflected in web and social media use (Kolnhofer-Derecskei et al., 2017). In this regard, there are contradictions among experts in naming the youth population in Peru, as there are very noticeable gaps in access to technology, considering the different geographical regions. There is no doubt about how much time Peruvian children and young people spend in front of the computer, connected to the internet and social media platforms like Facebook, WhatsApp, Instagram, YouTube, and TikTok. This situation has even been labeled as addictive (Griffiths et al., 2014; Kaltiala et al., 2004). In this scenario, there are some questions we ask ourselves daily in schools and higher education institutions in this third-world country: Can we teach school courses through social media? Will school tasks and exercises be better developed through social networks? Can English teachers teach better using social networks?

Since the COVID-19 pandemic, millions of students worldwide have increasingly used platforms and social networks to effectively engage in the various learning processes established by their educational institutions; as a result, the need to be connected for long hours to carry out these teaching-learning processes has become evident (Chan & Fang, 2007). Under these circumstances, some propose returning to 100% in-person teaching and learning processes, and those who believe virtual classes should have a similar percentage. This leads us to consider whether there is a middle ground where both in-person attendance and the use of platforms complement each other, to which the immediate response is called hybrid learning (HL) (Raes et al., 2020). In-person attendance is vital for teaching certain content where skills and abilities are assessed. Therefore, HL has been proposed as an option where in-person attendance is complemented by tasks and educational activities that utilize platforms and social networks to execute. In light of this summarized scenario, we can assert that hybrid teaching of the English language for EFL students is suitable and feasible. Various studies have

reported successful results after alternating in-person classes with assignments and products uploaded to platforms and social media in this target language (Nashir & Laili, 2021). Likewise, it is essential to mention that there are reports of teaching and learning experiences of the English language using social media, highlighting the latter's usefulness in strengthening competencies in this language and the commitment and motivation to learn it (Dogoriti et al., 2014); Since social media are the virtual spaces where most of the young people's lives take place, it is, therefore, more likely that they will learn to communicate in English by interacting on these platforms (Liu et al., 2014). This is why the present research has been developed in the context of teaching the English language through a hybrid teaching system. We must also remember that in Peru, the official language is Spanish, and students are considered EFL students. Likewise, the primary justification for this work is to understand how social media influences English language learning among Spanish-speaking students.

## **Theoretical Framework**

### **Social Learning**

Since Bandura's proposal emerged, in which people learn through imitation and in groups, we have seen an evolution and, above all, an adaptation to these times with the use of technology and social media. Behavioral elements have been added to this proposal, as well as how groups of people support each other in seeking a more fluid group communication, the eventual way of interpreting information individually, sharing it, and reaching a standard proposal. Above all, these trends of thought shape the behavior that people navigate daily, whether in the workplace, school, or university (Koutroubas & Galanakis, 2022). Recent studies agree that social learning is related to the common preferences of various groups, such as those sharing information on social networks (Lamberson, 2010). This last point allows us to affirm that the teaching and learning of the English language can be satisfactory if social media is used wisely, primarily because our students highly frequent them because they are accessible means and also because they are free (Li, 2017).

### **English Learning on Social Network Theory**

The Web's leading role in disseminating knowledge is evident in the present century. With the Internet and social media, science and technology are more abundant in topics than today. For this reason, this Information

Society is aware that it is almost impossible for a human being to know half of the totality of this universe of knowledge.

One explanation for this complex phenomenon of communication in the digital world is the connective theory, which explains, among other things, the friendly and accessible interaction between ICTs, social networks, and knowledge—undoubtedly an indissoluble union (Sozudogru et al., 2019).

Even though there is vast information about English language teaching on social media, few have evaluated oral competencies before and after implementing a project involving videos uploaded to Facebook, Instagram, and YouTube, in addition to creating a model proposal that measures four constructs: oral skills (OS), psychological aspects (PA), the effect of comments (EC), and social networks (SN), as well as assessing perceptions at the end of the social networking program through a semi-structured interview.

In this regard, the questions and hypotheses posed in this research are:

Q1: How much does students' oral proficiency improve when uploading videos to three social networks?

Q2: Is this model suitable for measuring OS, PA, CE, and SN?

H0: Uploading videos on three social networks only significantly affects students' oral skills.

H0: The model created to measure variables OS, PA, CE, and SN is unsuitable.

## Methodology

Three robust objectives guide our study, each meticulously designed to ensure a comprehensive understanding of the topic. We aimed to measure the impact of recording videos on social networks on the oral competencies of 60 students, design a model that comprehensively describes the behavior of four constructs, and analyze the viewpoints of these students obtained from a semi-structured interview. These objectives are not just goals but a testament to the meticulous care taken in our research, ensuring the reliability and validity of our results. This attention to detail instills confidence in the robustness of our study and the validity of our findings, and it also emphasizes the active role of the students in our research process.

Our research comprehensively explores social media's influence on Peruvian EFL students' oral skills. We have adopted a mixed research approach, combining pragmatic and interpretative philosophies. This approach allows us to thoroughly explore the students' behavior regarding the use of social networks, providing an in-depth and rigorous interpretation of our findings. Our study is not just a surface-level investigation but a deep dive into the

topic, ensuring that all aspects of the influence of social media on oral skills have been thoroughly explored. This thoroughness should instill confidence in the validity of our study among our audience.

## **Sampling**

This research considered non-probability sampling. For convenience, sixty platform architecture students, 40 (male) and 20 (female), aged between 18 and 35, were selected. All of them are native Spanish speakers, a key factor that makes our study particularly relevant to the Peruvian context, and have signed an informed consent form.

## **Characteristics of Program**

A pre-experimental design and a mixed research approach were chosen, with the first two objectives being quantitative and the third being qualitative. In the first part, the students were assessed on their oral competencies; thus, they had to give an oral presentation on the activities they engage in daily in the present, past, and future tense. This presentation was supposed to last at least 2 minutes, and a rubric would be used for the corresponding evaluation. Immediately afterward, these students participated in an English language teaching program, which consisted of effectively learning oral competencies in the mentioned grammatical tenses, concluding each unit with a video first uploaded to a Facebook page, then to an Instagram page, and finally, a video posted on a YouTube channel. Each video received comments from classmates, the course instructor, and an external teacher. The instruction to make those comments was to do so in English. In the final stages of this process, the students were re-evaluated using the mentioned rubric. At the end of the project (the end of July), 47 participating students completed a survey, and 20 participated in a semi-structured interview.

## **Instrumentation**

Dunbar et al.'s (2006) contributions were considered to gather information on oral competencies. The four criteria had performance ratings ranging from 1 to 5, with one being deficient and five being excellent. According to protocols established by the institution, this rubric was validated by two experts and communicated to the students at the beginning of the program.

The author designed the survey, considering theories from authors such as Wieczorek et al. (2024), to measure the four constructs mentioned above. Its 20 Likert-type questions had response options ranging from

strongly agree (5) to strongly disagree (1), with a central neutral option. (3). The survey was shared with the students using Google Forms through the respective link. Likewise, this comprised a first general information part (age, gender, career) and 20 Likert-type questions. The last ones were divided into four constructs: oral skills (OS) (items 1, 2, 3, 4, 5), psychological aspects (PA) (items 6, 7, 8, 9, 10), comments effect (CE) (items 11, 12, 13, 14, 15), and social networks (SN). (Items 16,17,18,19,20); (Appendix A). It should be added that the survey was completed anonymously and was designed in Spanish for easy completion. Finally, the value of Cronbach's Alpha reflects excellent reliability (0.913).

Regarding the confirmatory factor analysis (CFA) conducted to obtain a fitted model, it is essential to note that theoretical approaches from works by Hurley et al. (1997) and Thompson (2004) were employed in data management. Furthermore, as the ideal sample size is  $n > 200$ , it is imperative to note that one restriction of this research is its sample size.

The semi-structured interviews were based on Rabionet's (2014) suggestions. It was also preferred that the interviewees participate independently. This part was conducted in Spanish, the native language of the interviewees, to facilitate their expression, and it was conducted via Zoom. Open-ended questions were formulated, and ten students from the first shift and another ten from the second shift answered them. The students responded to four inquiries. The first question was about the social network they identify with, the second was whether they were affected by comments made by others, the third inquiry was if they felt improvements in their oral skills in the English language, and the fourth was about the emotional effects of knowing English.

## Data Collection

The first part of the data, the students' oral competencies in the English language, was obtained in the first week of April of this year. Their oral competencies were measured four months later (July), while the survey and semi-structured interviews were conducted between the end of July and the beginning of August.

## Data Analysis

SPSS 27 software was used to assess the significance of the results of oral competencies in the English language. This software carried out two initial procedures: the normal distribution and then the application of the Wilcoxon Test (since the data did not follow a normal distribution). Subsequently, this same software was used to measure the internal

consistency of the survey through Cronbach's Alpha. Additionally, exploratory factor analysis (EFA) was conducted to assess the feasibility of achieving one of our objectives: confirmatory factor analysis and the fitting of a model that measures the four constructs already mentioned. The JASP program was used for the confirmatory factor analysis (CFA).

## Results

The instruction given during the program was to record a video in the present tense, trying to describe students' daily routines, on a group platform on Facebook. Four weeks later, they were to do the same on a group platform on Instagram; in this case, the video would describe a photograph in the past tense. Finally, the video would be uploaded to a YouTube channel, and the topic would be free, considering the two grammatical tenses plus the future tense. The videos would receive comments in English from the course instructor, classmates, and an external teacher (Appendix B).

**Table 1**

### *Social Network Program Results*

Criteria	Test	Mean & Std	Z	Significance	Effect-size
Choosing Communicating a Topic	Pretest Posttest	1.60±0.71 4.21±0.64	-6.834	<.001	0.8872
Organization	Pretest Posttest	1.53±0.83 4.26±0.57	-6.834	<.001	0.8852
Pronunciation	Pretest Posttest	1.45±0.83 4.13±0.65	-6.760	<.001	0.8738
Grammar	Pretest Posttest	1.45±0.79 4.23±0.67	-6.737	<.001	0.8844
Social networks project	Pretest Posttest	6.03±2.30 16.85±1.38	-6.745	<.001	0.9433

Source: Results obtained from pre- and post-test

In the table above, the social network project score (pre-6.03±2.30, post-16.85±1.38,  $p=0.001$ ) significantly increased, with an effect size of 0.9433. These figures show how effective the project of uploading videos to the aforementioned social media platforms was. The standardized statistical value Z is high, especially when choosing and communicating a topic and organization (-6.834). The rest of the criteria also reflect a significant effect of the executed project (-6.760, -6.737, and -6.745). These results are sufficient to reject the first null hypothesis and to respond that uploading

videos to three different social media platforms significantly affects students' oral skills.

Before moving on to the next quantitative part, mention that the exploratory factor analysis (EFA) results were a KMO of Sampling Adequacy of 0.713, Bartlett's Test of Sphericity with  $< 0.001$  significance. These results support the confirmatory factor analysis (CFA) we present next.

**Table 2**

*Model Fit Measures*

X <sup>2</sup>	df	X <sup>2</sup> /df	GFI	CFI	TLI	IFI	RMS EA	RMSEA lower bound	RMSEA upper bound	p
77.537	71	1.092	0.814	0.971	0.963	0.973	0.044	0.000	0.098	0.278

X<sup>2</sup>: Chi-square

df: degrees of freedom

GFI: Goodness of Fit Index

CFI: Comparative Fit Index

TLI: Tucker Lewis Index

IFI: Bollen's Incremental Fit Index

RMSEA: Root Mean Square Error of Approximation

p: probability

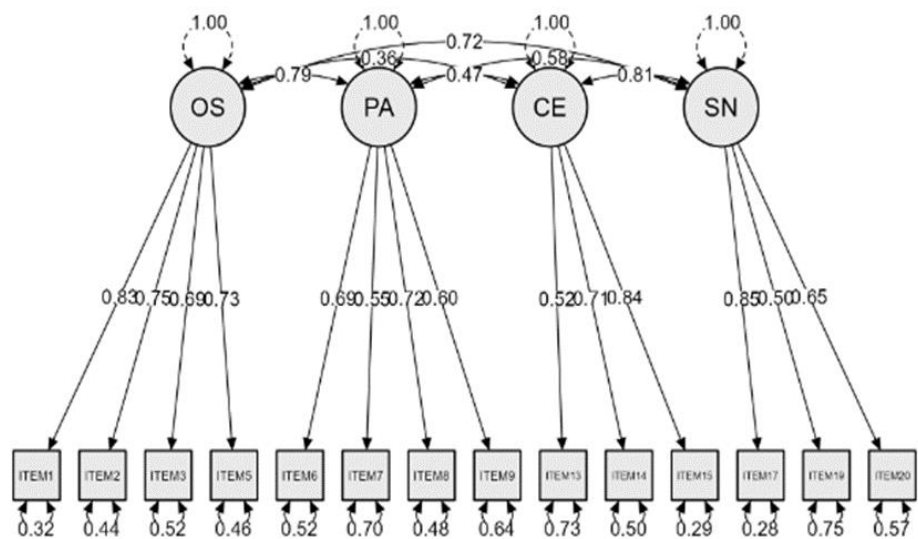
The value of X<sup>2</sup>/df is  $< 3.00$ ; therefore, the model fit from the chi-square test is appropriate. The GFI value is below 0.90 (0.814); this indicates that the model could have a better fit. CFI, TLI, and IFI are  $> 0.90$  (0.971, 0.963, and 0.973, respectively), indicating that the fit indices are suitable for validating the model. Likewise, the RMSEA value is below 0.080 (0.044). Finally, the p-value is above 0.05; therefore, the model is consistent with this criterion. Considering the results, we can reject the second null hypothesis (H<sub>0</sub>) and mention that the model created is appropriate for measuring the relationship between OS, PA, CE, and SN constructs.

The graph below demonstrates the relationship between the constructs investigated in this article.



Figure 1

*Graphic of Fit Model*



OS: Oral Skills  
PA: Psychological Aspects  
CE: Comments Effects  
SN: Social Networks

In the present graph, we can perceive—from top to bottom—a high correlation between OS and social networks SN (0.72). The same happens between OS and PA (0.79). There is a moderate correlation between PA and CE (0.47). The correlation between CE and SN is very high (0.81). On the other hand, there is a moderate correlation between OS and CE (0.36). Finally, the correlation between PA and SN is moderated. The interpretation we can give to these results is that the OS closely relates to developing the video project in the SN. Likewise, having OS has a positive effect on PA. Likewise, the PA is unaffected by the CE; however, the CE can have a close relationship with where they were made, the SN. Then, in the central part, we can see the values of each item (factor loadings), which are  $> 0.4$  and significant ( $p = < 0.001$ ).

The following table shows additional information about the construct's relation, which is very close to the opinions expressed later in the semi-structured interview.

Table 3

Factor Covariances

							95% confidence interval		
			Estimate	Std. Error	z-value	p	Lower	Upper	Std. Est (all)
OS	↔	PA	0.794	0.183	4.333	< .001	0.435	1.152	0.794
OS	↔	CE	0.358	0.177	2.021	0.043	0.011	0.704	0.358
OS	↔	SN	0.715	0.105	6.801	<.001	0.509	0.921	0.715
PA	↔	CE	0.470	0.212	2.215	0.027	0.054	0.886	0.470
PA	↔	SN	0.584	0.141	4.132	<.001	0.307	0.860	0.584
CE	↔	SN	0.807	0.105	7.666	<.001	0.600	1.013	0.807

The strong relationship between OS and PA (0.794) informs us about the improvement in self-esteem, motivation, and willpower that students experience when they enhance their oral skills. The low correlation between OS and CE (0.358) is related to the minor influence of the comments made by classmates, the course instructor, and external teachers. On the other hand, the high correlation between OS and SN (0.715) is interpreted in light of social media's impact on the participants' oral skills. The moderate correlation between PA and CE (0.470), and conversely, between PA and SN (0.584), is interpreted as comments' minimal influence on oral competencies. In other words, comments are part of students' daily experiences on social media; therefore, they do not perceive any effects on their personality when someone makes them, even an external teacher. Likewise, students do not perceive the impact of social media on their personalities either. Finally, the high correlation between CE and SN (0.807) is interpreted as the importance of students receiving comments on social networks.

Next, we will highlight the most notable responses given by the students during the semi-structured interview. This qualitative part of the

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research results from transcribing the responses given and recorded in a Zoom meeting.

**Theme 1: Which social media platform does the student identify with, and can it help them learn the English language?**

The interviewees' most visited social network was Facebook, and this platform's advantages for learning the English language included the possibility of connecting with people from different parts of the world and sharing videos and other materials. Likewise, Instagram and YouTube were among the favorites of a minority. When asked about options for learning English, the interviewees responded that these are platforms where you can find free courses and individuals who promote learning this language through tutorials.

I mainly use Facebook to communicate with people and friends and upload photos. Additionally, Facebook is a social network that allows users to learn English, as they can find videos and pages that help them (student 1).

I identify with Facebook because I can keep track of updates from companies, English courses, and training sessions there. On the other hand, Instagram is a good option for learning languages (student 2).

The social network I frequent the most is Facebook, and uploading videos on this platform has made me feel more accessible, decreased my embarrassment, and improved my self-expression. On the other hand, Facebook can indeed allow for learning the English language, but it depends on the proposed activities; for instance, uploading videos is a good option (student 3).

The social network I frequent the most is Facebook to watch video series, and I rarely use Instagram and YouTube. However, Facebook can indeed be valid for learning English because there are many people connected to it, and it is a social network that almost everyone uses; this allows you to communicate with many people and create groups with those who wish to learn this language (student 4).

I identify with Facebook, as the videos we upload are seen not only by a group of people but also by many more. Facebook is a social network that allows us to learn English, as we can see other people's comments, notice our mistakes, and learn from them (student 5).

I frequently use Instagram because I am a fan of Korean shows. It is a safe social media platform, allowing you to see whether something is a scam. Yes, Instagram can be an appropriate social network for learning English since you can find people to help you understand (student 6).

I identified with the three social networks we have worked on: Facebook, Instagram, and YouTube. They are part of my life and teach me many things. All three are options for learning a language, as people worldwide share many topics in English (student 7).

Instagram is the app I use the most; I can mainly upload photos and have friends with whom I can chat. Instagram can be an option for learning English, as people are teaching this language and others (student 9).

I identify with YouTube because it allows me to delve into exciting and specific content when searching for a topic. Likewise, any of the three platforms we have used are effective for learning a language as long as we give them the importance and time required (student 10).

I identify with YouTube because there are tutorials that help me when I need clarification about pronouncing words or phrases. You can learn English on YouTube, as teachers from different countries offer complimentary classes in this language (student 12).

I use YouTube a lot because of its video format; I do not use other platforms like Facebook or Instagram because I do not like uploading my photos. On YouTube, you can find English courses that can help you learn (student 12).

I generally use Facebook. There, I can find English courses, and you can also find people who promote this language. I like to follow their pages and learn. On the other hand, Facebook allows you to understand this and other languages, making it clear that I use it for my degree (student 13).

I consider comments positive; I have always enjoyed sharing what I do with others, hoping for their perspective. It allows you to grow and improve in what you do (student 14).

I mostly use Facebook because I can share information with my contacts there, share some work, or communicate with my friends. Also, watching English videos and creating your form generates meaningful learning (student 15).

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## **Theme 2. Does it affect you when someone comments on your posts on Facebook or another social media platform?**

Regarding the comments made on the uploaded videos, the interviewees mostly responded that they were not interested at all, as they were used to the comments from people on the photos and videos posted. Another group of them deemed each comment relevant, as specialists made them.

When someone makes a nice comment, I feel happy, but if they make a negative comment, I do not take it to heart; in other words, I remain indifferent (student 1).

The comments were enriching (empowering) and motivated me to learn more about this language (student 2).

Comments made by third parties are part of the learning process because, in the end, they have been made by knowledgeable teachers. So, whether we like them or not, we should consider them (student 3).

I have not felt intimidated when someone commented on my video on social media. I have considered it just another comment among the ones I have already received (student 4).

The comments have made me see my mistakes, which is part of the learning process (student 5).

Comments are there to help you; they assist you in improving based on the observed mistakes. It would help if you put them into practice, and the next time you upload an audio or a video, you will do it better (student 6).

The comments on social media do not affect me, as they are for everyone; in other words, anyone can make comments (student 7).

I consider the comments constructive criticism and an opportunity to improve my skills (student 8).

I take comments as constructive criticism, which helps me improve certain qualities or skills. For example, next time, I can improve the parts of the videos that did not turn out optimally (student 10).

I take the comments as something positive because I am learning; I am not an expert in English, and I must consider the observations of those who are (student 12).

I have not considered the teachers' comments, but my classmates' feedback was interesting since I established a more fluid communication with them (student 14).

I feel flattered to receive constructive criticism from expert individuals (student 16).

### **Theme 3. Do you feel that your speaking skills in English have improved?**

All the interviewees viewed the social media video project positively, mentioning improvements in pronunciation, fluency in speaking, overcoming the fear of speaking, and even enhancing their comprehension and understanding of the studied language.

Based on the project I completed, I watched videos in English; I wanted to explore more advanced topics in this language and read out of interest. Additionally, I want to learn the lyrics of songs (in English), understand what they mean, and more. In other words, the English video project has encouraged that. (Student 1).

My pronunciation has evolved; the practice in class and the project have helped me achieve this (student 2).

My English has improved dramatically, especially considering how little I learned in school. I mainly highlight my improvement in pronunciation.

My spoken English has improved, even though I sometimes need help with words (student 4).

I have learned a lot and seen a significant improvement in pronunciation. The same is valid for vocabulary. Now, I can understand an introductory conversation, which motivates me to keep studying English (student 5).

Before (the project), I spoke like a robot. The practice in the project has made it so that I no longer speak like a robot (student 6).

I feel better understanding the words without using the translator, as it is only sometimes the solution to understanding people who speak this language (student 7).

My pronunciation has improved; I used to get stuck often, but now I can request something in English (student 9).

I have greatly improved my speaking skills, as I have had to practice specific words. I am not aiming for the highest score but practicing (student 9).

My skills in the English language have improved with this project, both in pronunciation and writing, as I was constantly practicing to create a good video; likewise, the feedback has allowed me to improve in certain areas (student 10).

My skills in the English language have improved, both in pronunciation and understanding. In addition to the ones we have used, TikTok is another social media platform that has allowed me to learn more words and phrases I did not know (student 12).

With this project, my skills in this language have improved. My level was elementary; now, it is more fluent, and I have lost the fear of speaking in front of an audience (student 14).

At the beginning of the course, I had many doubts about written and spoken English. Still, with the classroom interactions, the videos we uploaded, and how we were taught, my skills in this language improved significantly (student 16).

My fluency has improved because my willingness to seek new information and enhance my final product increased in the project (student 19).

#### **Theme 4. How does knowing English affect you emotionally?**

The psychological improvements after participating in the video project range from increased self-esteem to enhanced motivation for language learning to feeling happy that they can now understand songs in English.

With the project completed, I felt good and happy because I had wanted to improve my understanding of this language before that. Now, I can use a broader vocabulary, which makes me feel good (student 1).

At first, I felt very nervous since I did not know any English, but after this project, I felt motivated to listen to songs and translations and understand people's comments (student 2).

This project has improved my self-esteem, and now I do not see English as a complex language; in fact, the project has helped us to express ourselves better (student 3).

The English project has helped me free myself and record myself, considering I am introverted (student 4).

I am motivated to learn English because it is the language that allows us to communicate globally; it is truly essential when traveling to another country (student 5).

I feel satisfied to know and, above all, to feel that the project has benefited me (student 1).

Knowing English positively affects me, as it would open doors to new opportunities (student 2).

I feel safe because I have one more skill that will open doors to more opportunities (student 3).

Knowing English excites me because I love songs in English; before I did not understand the lyrics of these songs, but now it is different (student 4).

I feel good; now, when I listen to songs in English, I can understand them better, and I like that (student 5).

Knowing I can talk to foreigners has improved my confidence (student 6).

## Discussion

Many studies show that recording videos improve oral skills in English language students (Azkiya & Rahayu, 2019; Encalada & Sarmiento, 2019) with encouraging improvements in pronunciation, fluency, and control over the fear of speaking in public (Tailab & Marsh, 2019). The reasons for these improvements are varied; among them is the preparation of the recorded material before uploading it to the platform where other colleagues will view it (Krasna & Bratina, 2014) or because the higher the video quality, the more people will watch and comment. Likewise, it will keep many people engaged and maintain a more fluid communication (Lange, 2007). Continuous practice seeks to improve pronunciation, leading to automatic improvement in it. This activity is generally carried out by young people alone, often in their bedrooms or places away from the classroom, out of sight. Therefore, it is more likely to enhance all oral competencies in the target language (Hartanti & Zakiah, 2013). Another consideration that would improve oral skills is for the videos to cover topics relevant to the students' real-life context so that they feel comfortable, as has happened in this program of videos on social media (Behbudi & Sadeghoghli, 2018).



On the other hand, various papers have demonstrated the relationship between improving oral skills in the English language and positive psychological aspects simultaneously. Koosha et al. (2011), for example, indicate that there is a relationship between knowing English and self-esteem. Likewise, studies like ours, in which we monitor the students' learning, help them overcome the fear of public speaking and enhance their confidence to do so (Pinongpong et al., 2022). Similarly, Şahin et al. (2016) indicate that students will be more motivated to learn English if the classroom conditions are pleasant and interactive. When learning English using social media, it is possible if there is a planned teaching process with clear objectives (Liu et al., 2014). Because nowadays, young people worldwide spend hours on Facebook, Instagram, YouTube, and others, this condition can be leveraged to learn English and other languages, thereby increasing their confidence, motivation, and positive attitude (Kabilan et al., 2010). Another advantage of social media for learning English is the fact that they are easy to use and accessible to the vast majority of young people. This allows those mentioned to share videos or photos relatively easily with others in different parts of the world, including those who speak English, to become accurate tools for learning this language (Handayani & Pd, 2016). On the other hand, the almost negligible effect of the comments made by different people on the videos uploaded by the students may be due to how frequent and even routine it can be to receive them (Pempek et al., 2009). It may also be because the students knew the comments were constructive criticisms, suggestions, or compliments, not insults or discriminatory phrases (Spinks, 2020). However, sometimes, a comment on a social media platform can affect young people more than one made in person (Reich et al., 2012).

Regarding preferences for Facebook as a social network for posting texts and videos, Pempek et al. (2009) argue that it is accessible to millions of users who feel it is a space where they can interact with their friends and easily share photos. In this regard, Facebook is a good option for learning English, complementing what is done in the classroom, taking advantage of the possibility of creating study groups, answering questions, and, above all, creating a setting where students can learn on the social network where they spend at least half an hour daily (Low & Warawudhi, 2016). Regarding Instagram, it has been shown that its virtual environment allows interaction among millions of young people who find it friendly for learning languages like English. Moreover, countless groups have been created on this social network to learn English (Gonulal, 2019). To conclude this part, thousands of people have reported improving their English language skills by using one of the thousands of tutorials on YouTube (Jati et al., 2019). The tutorial format has allowed for personalized teaching, enabling any young person to watch the video multiple times, choose from the best ones, and gradually and

effectively improve their skills in this language (Ifthikar et al., 2019). According to the following inquiry about the effect of third-party comments on uploaded videos, the students expressed indifference or little interest in them. This is due to the frequency with which they are exposed to them; therefore, there is, in a way, little willingness to read and pay attention to them (Kim & Kim, 2019). Additionally, it has also been noted that there are specific topics expected by young people, such as drugs and sexuality, unlike issues like war and climate events (Mayoa et al., 2017). Analyzing the fact that students perceive their oral skills have improved by recording and uploading videos to social media leads us to mention that seeing themselves speak with greater fluency and less anxiety prompts them to say that their speaking abilities have strengthened (Tailab & Marsh, 2019). Likewise, seeing themselves in the video allows them to correct mistakes and enhance pronunciation and fluency, making this learning method of recording videos an extraordinary tool for self-evaluation (Putri & Rahmani, 2019). Among the psychological manifestations observed in students when they master English is motivation and improved self-esteem, which are related to perceiving more social and job opportunities (Sari et al., 2019). Let us not forget that among other psychological manifestations mentioned by the participants was willpower, which is related to elements such as the teaching-learning environment of the classroom, the tasks and programs carried out, the teacher, and even the infrastructure (Riasati, 2018). The confidence to speak in English comes from knowing a better and broader vocabulary in this language, impeccable grammar while speaking, improved pronunciation, and, above all, noticing the difference in the quality of conversation one can have today compared to a few months ago (Nadila, 2020).

## Conclusions

At the end of this research, students' oral skills improve when they upload videos to social media and post visible products in the virtual spaces where they spend a significant part of their day. The obtained results visualize this situation ( $Z = -6.745$ ;  $p = 0.001$ ; and effect size = 0.943). Before uploading the corresponding video, these students rehearsed not just once but several times, as they knew that many people would be watching them, especially their peers. In that constant effort to seek perfection in the video where pronunciation and fluency are perfect, learning and improving the mentioned skills occur. Likewise, they need to pay more attention to comments from people outside their circle because people of different ages frequent the platforms. Therefore, the circle of young people is different from that of older individuals, which is why students in this group tend to be more interested in the opinions and comments of their peers and pay less attention to those of

older adults. This statement is illustrated by the low correlation between oral competencies (OC) and the effect of comments (CE) of 0.36. Conversely, there is a high correlation (0.81) between the effect of the comments (CE) and the social network in which they are made (SN). Finally, it is concluded that the most suitable social network for this group of young people to learn English is Facebook, as it is the most visited by them; likewise, they are not much affected by the comments made by specialists, and they perceive an improvement at the end of the program, with psychological effects including an enhancement of their self-esteem, greater motivation, and confidence to learn English.

### Limitations

The limitations of this research were the need for more participants (200) to better fit the proposed model and the difficulties in accessing computer equipment that would allow us to optimize the recorded videos. Indirectly, the poor infrastructure conditions of the educational institution where the present study was conducted were also considered limitations. On the other hand, among the suggestions for future studies the implementation of projects in which social media and other teaching strategies, such as comics, are studied can be found.

### Acknowledgments

I am grateful for the selfless participation of platform architecture students from the Instituto de Educación Superior Tecnológico Público Almirante Miguel Grau in Piura in this initiative.

### About the Author

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## Appendix A

ITEM	STATEMENT
1	With the project of videos on social media and platforms, I have improved my writing in English.
2	With the project of videos on social media and platforms, I have improved my oral expression.
3	I have improved my English grammar with the social media and platform video project.
4	With the project of videos on social media and platforms, my English pronunciation has improved.
5	With the project of videos on social media and platforms, my fluency in English has improved.
6	My creativity has increased by participating in the video project on social media and platforms.
7	My motivation has increased by participating in the video project on social media and platforms.
8	Participating in the video project on social media and platforms has increased my confidence in speaking in front of people.
9	My willingness to learn English has increased by participating in the project of videos on social media and platforms.
10	My knowledge of English has increased by participating in the video project on social media and platforms.
11	The comments made by outsiders have boosted my self-esteem.
12	My classmates' comments have helped me correct my mistakes and improve my performance in the English language.
13	I am no longer afraid of someone commenting on my videos because I designed them very well before uploading them.
14	Comments are necessary as they allow you to understand what people think about them and to follow their advice for improvement.
15	All comments have something good in them, and you can learn from each one.
16	Negative comments are opportunities and part of my learning.
17	On Facebook, I have learned oral skills thanks to the video I shared.
18	I have learned oral skills on Instagram thanks to the video I shared.
19	On YouTube, I have been able to learn oral skills, thanks to the video I shared.
20	Social media and platforms are spaces where we can learn English efficiently.

## Appendix B

### Screenshot of videos uploaded to Facebook, Instagram, and YouTube

