

Teaching English Online Using Platforms Such As Whatsapp, Facebook and Youtube at the University of Guayaquil

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Abstract

A documentary review was carried out on the production and publication of research papers on the study of the variable Teaching English online using social networking platforms in Latin America. The purpose of the bibliometric analysis proposed in this document is to know the main characteristics of the volume of publications registered in Scopus database during the period 2016-2021 in Latin American countries, achieving the identification of 46 publications. The information provided by said platform was organized by means of graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics were described, the position of different authors regarding the proposed topic was referenced through a qualitative analysis. Among the main findings of this research, Brazil, with 19 publications, is the Latin American country with the highest production. The area of knowledge that made the greatest contribution to the construction of bibliographic material related to the study of online English language teaching using social networking platforms was computer science with 31 published documents, and the type of publication that was most used during the period

mentioned above was the conference proceedings, representing 48% of the total scientific production.

Keywords:e-learning; English; social networks

1. Introduction

In recent years, education has undergone certain changes in the way of imparting knowledge with the implementation of information and communication technologies (ICT) as an innovative alternative to make learning much more interactive. In the last 5 years, there have been changes in educational methodologies and even more in the last 2 years in which, due to the sanitary emergency declared by COVID 19, all educational processes went from traditional face-to-face methodologies to be 100% virtual through mediated education and educational technology platforms. For this reason, new alternatives are increasingly sought to make classes more interactive, awakening the interest of students to acquire this knowledge.

One of the alternatives that became more popular during the pandemic was the use of social networks as these are platforms that young people are familiar with and where they spend a large part of their time, so that by using them students acquire knowledge while using their leisure time. One of the most used platforms nowadays to complement the knowledge obtained in classes is YouTube because there you can find videos of any interest and that can help develop a better vocabulary in the English language and in any language in general.

Pizarro and Cordero (2013) found in their research that ICT offers updated complementary material, which allows classes to be less traditional and more innovative, but even so they would not completely replace the syllabus given in the classroom, so they propose the use of social networks as a complementary measure that helps classes to be interactive.

At the University of Guayaquil, Guato Andina (2020) carried out a project that proposes a web application for the teaching and learning of reading in English to allow the teacher to assess the level of reading in English that students have and share texts that may be difficult to access for the student. This project is seen as a great alternative for the use of ICT for teaching English.

On the other hand, De La Hoz et al. (2015) studied how the use of social networks can improve teaching processes. This research was conducted at the Antonio Nariño University where Facebook was the platform most used by students and teachers in order to impart knowledge, concluding that social networks are becoming a tool that allows the development of communication skills and could be useful in the teaching and learning processes implemented by teachers and students in their academic work.

This project can be taken as a reference to be applied to the University of Guayaquil and any other university that intends to integrate social networks as a complementary way of learning. Therefore, it is important to know in terms of bibliographic resources, the current state of research related to Teaching English online using social networking platforms in Latin America, so a bibliometric analysis of the scientific production registered in Scopus database during the period 2016-2021 is proposed to answer the question: How has been the production and publication of research papers related to the study of the variable Teaching English online using social networking platforms in Latin America during the period 2015-2020?

2. General Objective

To analyze from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Teaching English online using social networking platforms during the period 2016-2021.

3. Methodology

Quantitative analysis of the information provided by Scopus is performed under a bibliometric approach on the scientific production related to Teaching English online using social networking platforms. Also, from a qualitative perspective, examples of some research papers published in the area of study mentioned above are analyzed from a bibliographic approach to describe the position of different authors on the proposed topic.

The search is performed using the tool provided by Scopus and the parameters listed in Table 1 are established.

3.1 Methodological design

	PHASE	DESCRIPTION	CLASSIFICATION
PHASE1	DATA COLLECTION	Data was collected using the Scopus web page search tool, through which a total of 46 publications were identified.	Published papers whose study variables are related to Teaching English online using social media platforms. Research papers published during the period 2016-2021. Limited to Latin American countries. Without distinction of area of knowledge. Without distinction of type of publication.
PHASE2	CONSTRUCTION OF ANALYSIS MATERIAL	The information identified in the previous phase is organized. The classification will be made by means of graphs, figures and tables based on data provided by Scopus.	Word Co-occurrence. Year of publication Country of origin of the publication. Area of knowledge. Type of publication
PHASE3	DRAFTING OF	After the analysis	

	CONCLUSIONS AND FINAL DOCUMENT	carried out in the previous phase, the conclusions are drawn up and the final document is prepared.	
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Table 1. Methodological design.
Source: Own elaboration (2022)

4. Results

4.1 Co-occurrence of words

Figure 1 shows the co-occurrence of keywords within the publications identified in the Scopus database.

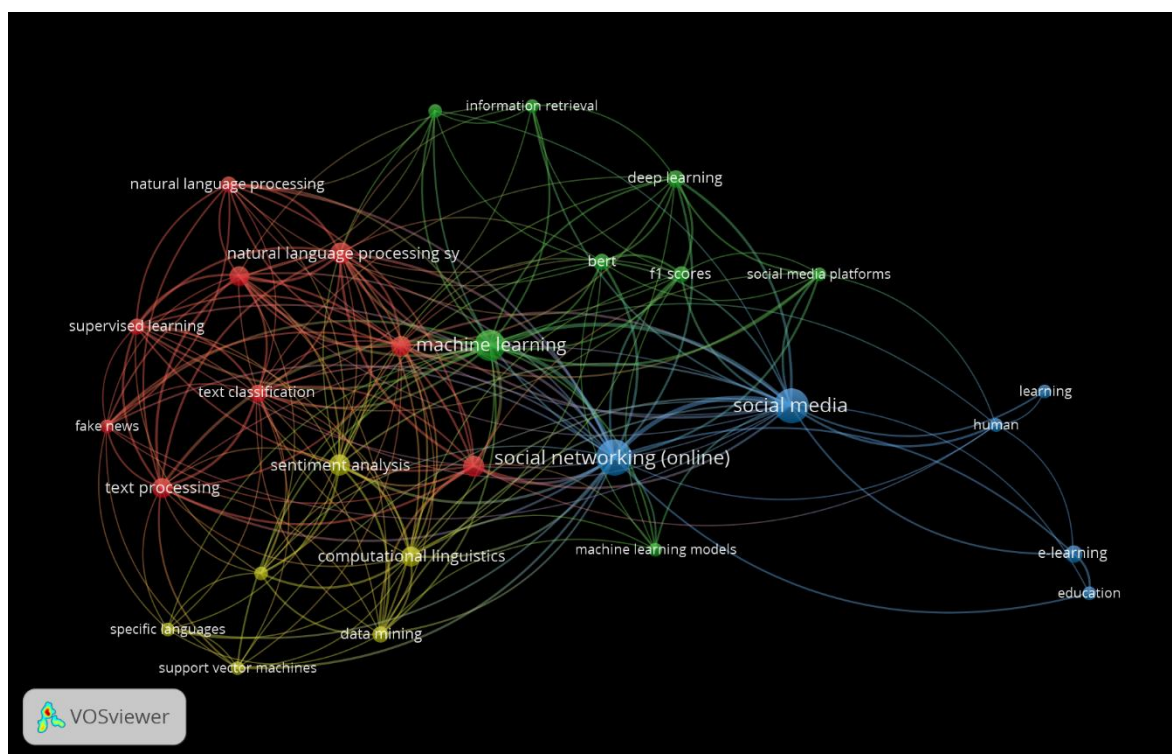


Figure 1. Co-occurrence of words

Source: Own elaboration (2022); based on data provided by Scopus.

As shown in Figure 1, the most used keyword is social media, which is one of the variables under study that refers to the online interaction platforms between people and through which the aim is to improve the teaching and learning process of the English language, being the applications preferred by young people and therefore used as an alternative tool that awakens the interest in learning in a different way to traditional pedagogy. There are also keywords such as virtual learning, education and computational linguistics, these refer to the new ways

of imparting knowledge that emerged from the use of ICT in recent years and which were even more used since early 2020 due to the health emergency declared by the COVID-19 which influenced the change of traditional education methodologies forcing a quick transition to virtual platforms, so that social networks are presented as a striking measure for young people to learn while using tools with which they are already familiar.

4.2 Distribution of scientific production by year of publication.

Figure 2 shows how the scientific production is distributed according to the year of publication, taking into account the period from 2016 to 2021.

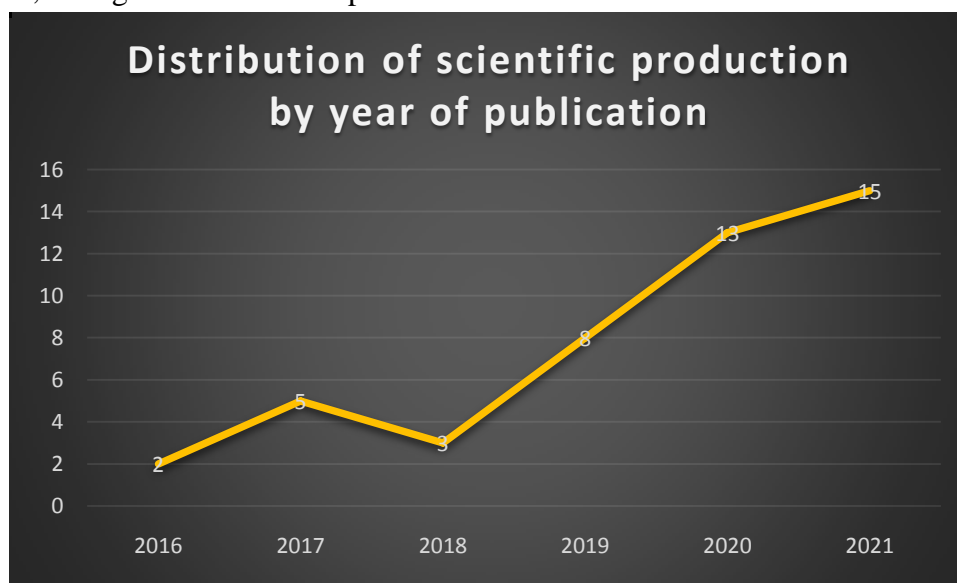


Figure 2. Distribution of scientific production by year of publication.

Source: Own elaboration (2022); based on data provided by Scopus.

2021 is the year with the highest number of publications registered in Scopus, presenting 15 documents, including “*Learning in social networks: Vermicular and academic literacies in the digital production of young schoolchildren*” (Valdivia, 2021). This article argues that social networks play a leading role in the daily lives of young people, especially those media where images are central, and analyzes the potential and complexity of digital production on Instagram from the perspective of learning and literacies. This study was given through interviews with young people, teachers and mothers, in situ and digital ethnographic observations, and visual pieces produced by young people and their subsequent data analysis, which show different levels of learning. with a level of complexity that is associated with the intensity of text production, and orientation and motivation and also let see gaps in digital literacy, to which education could contribute.

In second place is 2020 with 15 registered documents related to the study variable, among which is study carried out by Solano et al. (2020), which evaluates the use of EFL videos on YouTube as a complementary resource for teaching vocabulary in the classroom. This study was conducted with 50 native Spanish speakers who were divided into an experimental group (75 students) who received English lessons with EFL videos on YouTube and a control group (75 students) who did not use this resource. In addition, 4 trainee EFL teachers and 4 university professors participated, resulting in the finding that YouTube vocabulary videos as

a supplementary resource make lessons more productive by increasing interaction and making students feel engaged and motivated to learn vocabulary.

4.3 Distribution of scientific production by country of origin.

Figure 3 shows the distribution of scientific production according to the nationality of the authors.

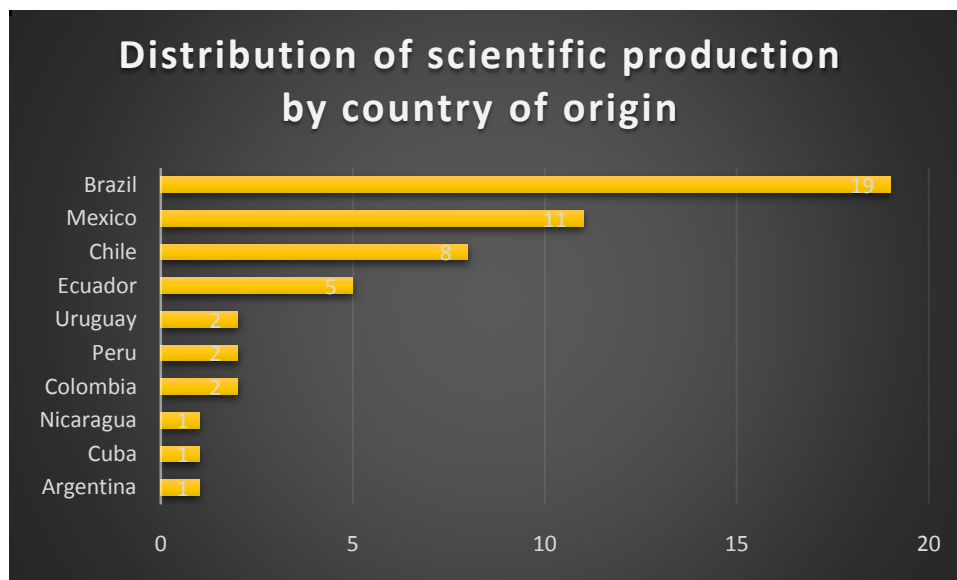


Figure 3. Distribution of scientific production by country of origin.

Source: Own elaboration (2022); based on data provided by Scopus.

Brazil is the Latin American country with the highest number of bibliographic records published in high impact journals indexed in Scopus database during the period 2016-2021, within these documents is “*Media convergence and additional language teaching as e-business: analysis of the open channel English Brazil on YouTube*” (Rocha & Perez, 2017). In this research, the channel of the online English course Open English on YouTube was analyzed in order to conduct a theoretical study of media convergence and market implications in the field of additional language teaching. As a conclusion, some considerations about the positioning of the company in the media, and its possible implications in the conception of the process of teaching and learning English as an additional language remained.

At this point, it should be noted that the production of scientific publications, when classified by country of origin, presents a special characteristic and that is the collaboration between authors with different affiliations to public and private institutions, and these institutions can be from the same country or from different nationalities, so that the production of an article co-authored by different authors from different countries of origin allows each of the countries to add up as a unit in the overall publications. This is best explained in Figure 4, which shows the flow of collaborative work from different countries.

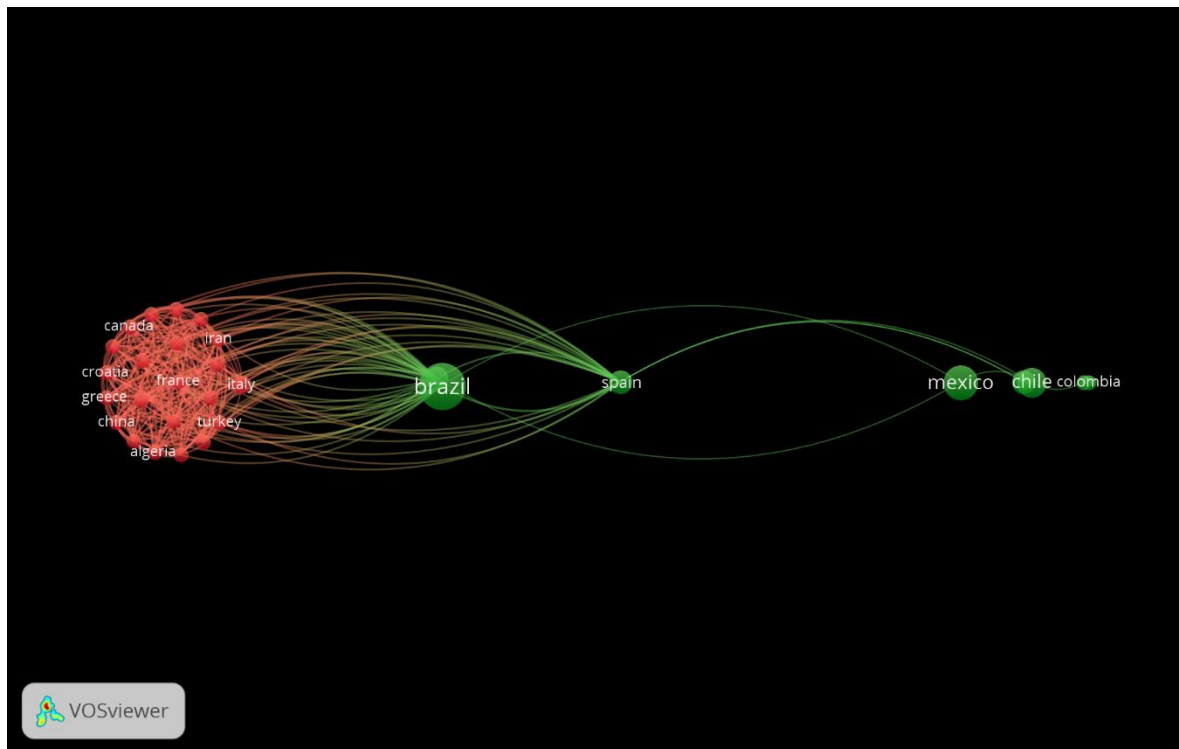


Figure 4. Co-citations between countries.

Source: Own elaboration (2021); based on data provided by Scopus.

As mentioned above, Brazil is the Latin American country with the largest number of publications that are related to the variables in studies having publications with non-Latin American countries such as Italy, France and Turkey, which demonstrates the interests of the countries on how English teaching is used from social networking platforms in Latin America. In second place is Mexico presenting 11 publications having co-authored papers with Spain, Chile and Colombia, within which is the title “*Online teacher placement during the COVID-19 pandemic in Chile: challenges and opportunities*” (Sepulveda-Escobar & Morrison, 2020). This article explains the significant changes in education systems around the world and the initial teacher education (ITE) programs that have been particularly affected by the associated challenges. Thus, the closure of schools and 100% virtual pedagogy brought with it certain challenges in teaching that are determined by factors such as the lack of direct interaction with students and the sudden change of environment are among those that most affect the learning process of the participants. As a last conclusion, recommendations are given for programs that are developed through virtual platforms as a way to encourage students.

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.

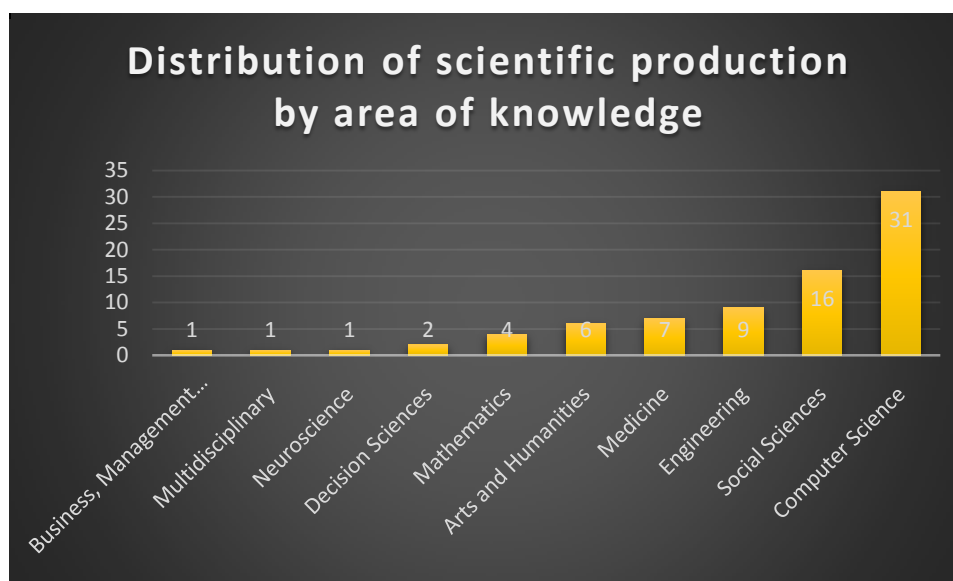


Figure 5. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2022); based on data provided by Scopus.

Computer Science is the area of knowledge with the largest number of contributions through the theories that are framed in it, in the search for new knowledge about teaching English online using social networking platforms presenting 31 papers, within which is “*In my humble opinion: Extending social networks to promote the development of critical thinking skills of future teachers of English as a foreign language*” (Charbonneau-Gowdy & Pizarro, 2017). In this paper, it is proposed how social networks happen to have the potential not only to transform approaches to teaching and learning, but also, and more importantly, to transform the learners themselves. Thus, the main objective is to examine peer tutoring of oral communication skills among trainee teachers in the context of the EFL teacher training program of a private Chilean university in order to find a new paradigm in which students are not seen as recipients of information, but as critical thinkers of the 21st century. This study concludes that it is important to take advantage of social networks in the classroom to enable critical thinking through peer tutoring, while improving the construction of knowledge of the participants.

In second place is social sciences with 16 papers were written following the guidelines of the themes related to that area within which is the title “*E-strategies for reading and writing English in virtual learning environments*” (Negrete & Gómez, 2017). In this article, the results of the use of virtual learning platforms in the teaching of English in undergraduate, being analyzed through online questionnaires for students and teachers of the course, and the use of the platform was observed. This showed the lack of skills of students to read and write in English, but also with the resources of the mother tongue, so it is necessary to design didactic electronic activities supported by interactive and innovative resources that motivate interaction and delivery of creative products.

4.5 Type of publication

Figure 6 shows how the bibliographic production is distributed according to the type of publication chosen by the authors.

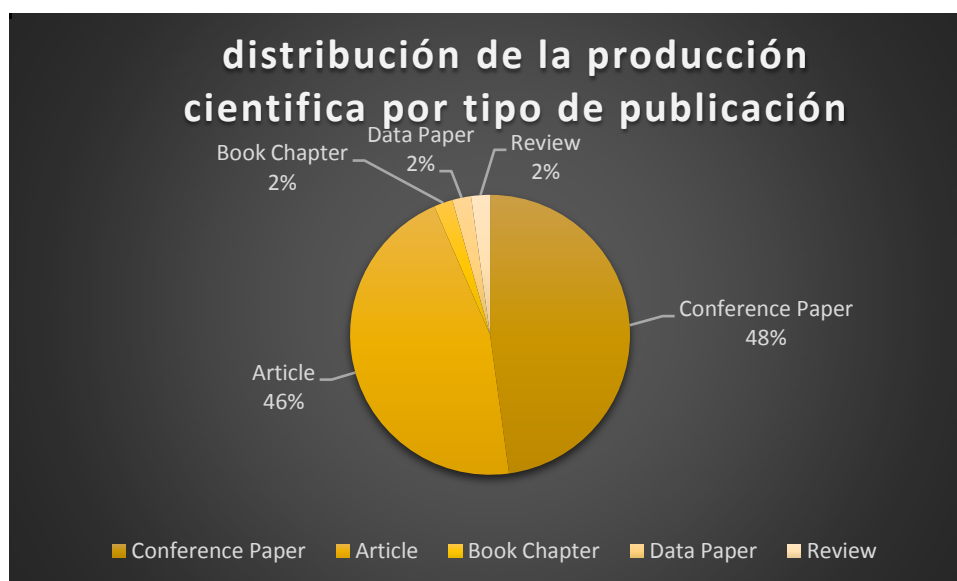


Figure 6. Type of publication

Source: Own elaboration (2021); based on data provided by Scopus.

As Figure 6 shows, within the different types of publications, 48% of the total number of documents identified through Phase 1 of the Methodological Design correspond to conference proceedings, among which is the one entitled “*Moving away from comfort zones: Working in community with teacher trainers to promote e-learning based research in the classroom*” (Charbonneau-Gowdy, Salinas, & Pizarro, 2016). This document first mentions the great challenge that education has gone through in recent years which is the implementation of ICT in their teaching processes, so they consider it important that future teachers are familiar with these virtual learning practices. This study was conducted with teacher trainers in the context of an English Pedagogy Program in Chile, which led to new knowledge about the use of electronic tools in teacher training and the influence they had on learning and practice at various levels.

In second place are the journal articles that represent 46% of the total documents used in this study, within which is “*Fostering public speaking performance in an English as a foreign language class through critical analysis of youtubers' content*” (Aristizábal-Jiménez, 2020). This article proposes an action-research aimed at exploring the benefits of critical analysis of Youtubers' content through the empowerment spiral model to foster students' speaking as a performance. The results showed that the implementation of critical media literacy helped students become aware of the content they consumed and improve their oral performance in English through specific speaking activities.

5. Conclusions

Thanks to the bibliometric analysis proposed in the present research, it can be determined that Brazil is the Latin American country with the largest number of bibliographic records in Scopus database during the period from 2016 to 2021 with a total of 46 documents. The scientific production related to the study of Teaching English online using platforms such as Whatsapp, Facebook and YouTube, has presented an important growth during the period previously indicated, going from 2 publications in 2016 to 15 units in 2021, that is, it was

possible to increase greatly the creation of bibliographic records in a period of 5 years, which indicates the importance of knowing the new platforms through which English can be taught virtually or in a complementary way according to what is taught in classes.

Over the years, and thanks to the technological era, ICTs have been increasingly used in the educational field as young people are more encouraged to use technological platforms. This integration of ICT in pedagogical processes has occurred since 2000 and has been much more visible in the last 5 years. In the last 2 years the world has gone through a rapid transition from completely face-to-face classes to mediated classes which were taught through technological resources, so that social networks were raised as an innovative method for teaching, YouTube being one of the most used. Although several digital platforms are currently used for teaching English, some of them do not arouse the interest of students. So, through social networks, it is intended that students add learning to their daily lives since they are the population that most uses these platforms and adapting teaching methodologies to the dynamics of students could help in student learning.

All of the above, allows this article to conclude highlighting the importance of knowing projects that use social networks in the teaching of English and adapting them to universities knowing the benefits and new ways to use ICT to complement and strengthen the knowledge taught in the classroom or in mediated sessions. That is why it is necessary to highlight the need for studies such as the one presented in this document, which make a tour of those texts that address the aforementioned topic, in order to give the reader a broad view of the current situation of the literature on Teaching English online using social networking platforms in Latin America.

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