



Original Research

Social Networks as a New Scenario for EFL Speaking Development

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Abstract: Social networks are incredibly popular among teenagers, and they have proven, when used with appropriate methodologies and strategies, suitable to be applied in educational environments. Considering that social networks aim to entertain, socialize, inform, and teach, it seems convenient to introduce them as complementary tasks in English as a Foreign Language (EFL) instruction. Thus, this work aims to investigate the effect of three popular social networks, (1) TikTok, (2) YouTube, and (3) Spotify, which are focused on the interdisciplinary issue of the responsible use of social networks, specifically on secondary education students' EFL oral communicative competence and participation. To do so, the speaking skills of a sample of eighty-one ninth-graders were tested when using social networks within the language cooperative learning framework and when being instructed with conventional communicative language teaching tasks. The results confirm the hypothesis that the use of social networks is beneficial for improving EFL oral communicative competence and students' engagement toward their language learning. Practical implications aimed at including social networks in EFL classes are discussed.

Keywords: Social Networks, EFL, Speaking Skill, Communicative Competence

Introduction

The online social network is undoubtedly an internet phenomenon that connects humanity. It is ubiquitous and completely reshaping human life, including education. It has attracted millions of users of different ages, genders, cultures, languages, and educational levels who build social networks through which communication and interaction with each other for mutual support is a priority. As Amichai-Hamburger and Vinitzky (2010), Orellana-Rodríguez and Keane (2018), and Vogels, Gelles-Watnick, and Massarat (2022) have observed in their studies, the use of social media is widespread (40% of the world's population seems to use, at least, one social media platform). Every youngster and/or teenager has several accounts on social networks, which help them to connect with other individuals, make new friends, and share similar interests. Social networks can also be used to build or expand professional networks (Abraham et al. 2019), as the flow of information is very strong in all fields a society can encompass (business, commerce, politics, social events, and, obviously, education) (Correa, Willard Hinsley, and Gil de Zúñiga 2010; Yin, Yin, and Xu 2023). Social networks offer young

students a more attractive format (Junco 2015). Considering that adolescents spend most of their walking hours using their mobile phones (Hayes, van Stolk-Cooke, and Muench 2015), listening to music, playing video games, talking on their phones, sending messages, or posting on social networks (Berk 2009; Zimmer-Gembeck et al. 2023), the use of social networks seems to be a potential tool that can be incorporated into educational practice. Social media communication even represents new forms of literacy, understood as socially constructed and cultural resources supported by new ways of interactions (Castanheira et al. 2001; Wang, Wang, and Li 2022). They provide an educational scenario in which students can interact, cooperate, and collaborate with their peers synchronously and asynchronously (Arteaga, Cortijo, and Javed 2014), usually in English (Lantz-Andersson, Lundin, and Selwyn 2018), as it has become the dominant language in social media and has developed into an online *lingua franca*.

With the ongoing growth of information and communication technologies and the growing importance of digital literacy (Bekker et al. 2015), using digital tools in English-language learning can help English as a Foreign Language (EFL) learners overcome the limitations of the formal EFL context (Ahmed 2015). Social networks are becoming increasingly popular in the EFL context, as they allow users to place language learning in an authentic community that extends beyond the classroom, in an environment that readily promotes meaningful learning (Gee 2004; Wang, Wang, and Li 2022). In this scenario, heutagogy, a pedagogical approach that supports self-determining learning, assumes that the learner is the primary agent of their lifelong learning (Blaschke 2021; Hase and Kenyon 2013). As social networks have become an integral part of the identity and e-routines of students, it could be suitable to use them in the EFL classroom to exchange information and propose collaborative and cooperative tasks beyond the time and space constraints of the physical environment of the classes. Moreover, shy students could express their ideas and communicate without feeling stressed, and the whole group may create a feeling of belonging. The Community of Inquiry framework (Garrison, Anderson, and Archer 2000) explains online learning from a social-constructivist approach with teaching, social, and cognitive presence as three dimensions of every online learning community.

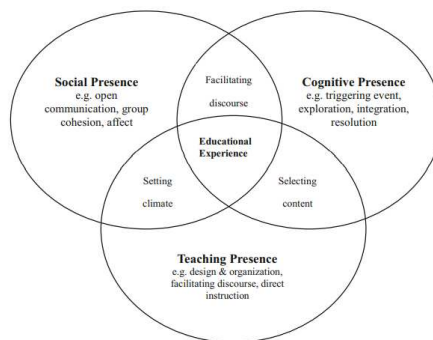


Figure 1: Community of Inquiry Framework
 Source: de-la-Peña and Chaves-Yuste 2024

According to Liu, Sung, and En Chang (2015), teaching presence comprises (1) design and organization; (2) facilitating discourse, in which the teacher responds to students' needs and comments and guides the class with appropriate tasks; and (3) direct instruction, in which the teacher provides guidelines for students' interaction and knowledge building. Social presence consists of open communication, group cohesion, and affect among learners as they build online relationships for knowledge exploration. In an efficient learning framework, students project themselves socially and emotionally into the proposed collaborative or cooperative online tasks. In this way, cognitive presence is also enhanced through problem-solving, exploration of ideas, and integration. Participation in social media consists of constant shifts between contributing and observing, joining and leaving conversations, with no instructional or geographical limits (Boyd and Ellison 2008; Guo, Wang, and Ortega-Martín 2023). The language emerges as a mixture of oral and written communication in a spontaneous, informal, and, sometimes, humorous style. In addition, the asynchronous interactions give participants time to think about and construct their contributions, allowing them to reflect on both meaning and form.

In this context, three popular social networks are examined to analyze their effectiveness in Spanish speakers' EFL oral communicative competence. These social networks are (1) TikTok, designed to create and share short videos (ranging from one to a maximum of seven minutes) to entertain other users in just a few seconds; (2) YouTube, a website that allows its users to upload videos (usually no longer than fifteen minutes) for others to consume online at any time; and (3) Spotify, a digital music, podcast, and video service that provides access to millions of files from creators around the world. Despite their different purposes, features, and functions, they share the essential characteristics of all social networks: their users share the same interest in sharing posts and they utilize the user's data and algorithms to generate content recommendations according to their tastes and interests. Figure 2 shows the visual representation of the conceptual model used in this research.

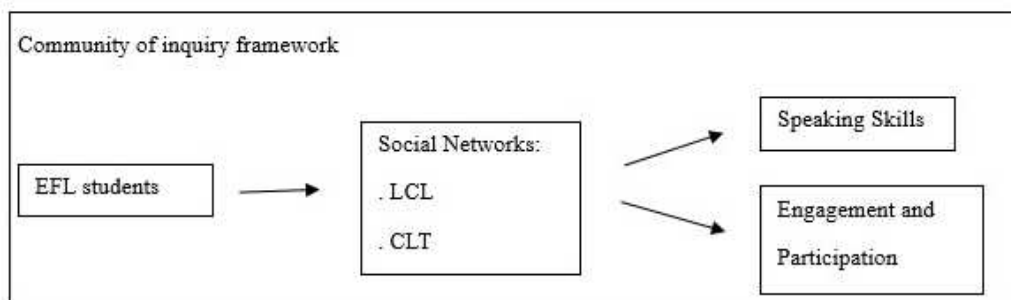


Figure 2: Conceptual Model in This Research

Source: *de-la-Peña and Chaves-Yuste 2024*

Despite the increasing popularity of social networks in education and the research conducted worldwide, their use in Spanish education remains limited. We find studies carried out in higher education (Alarcón-del-Amo, Lorenzo-Romero, and Gómez-Borja 2016; Balteiro et al. 2019) or in adult education settings (Martín and Yara 2016), but none have focused on secondary education. However, using social networks such as TikTok, YouTube, and Spotify has shown positive results in EFL contexts in other countries. TikTok is a social media application that was launched in 2016 and allows users to create short videos. When used with the appropriate methods and techniques, it works as an interactive learning medium that improves students' speaking ability (Zaitun, Sofian Hadi, and Dwi Indriani 2021). Students feel comfortable learning EFL unconventionally, and TikTok can become a strategy to improve reading, writing, and speaking skills (Pratiwi, Ufairah, and Sopiah 2021). Ferstephanie and Pratiwi (2022) demonstrated that using TikTok was efficient for developing speaking skills and motivating students to enjoy learning. In this vein, Afidah, Kumala Sari, and Hanifah (2021) argued that students expressed a positive attitude toward using TikTok inside the classroom, and Putri (2022) observed a pleasant and engaging environment when using this social network. In the studies conducted by Herlisya and Wiratno (2021) and Xiuwen and Razali (2021) in higher education, undergraduates improved their speaking skills.

YouTube is one of the most visited social networks on the internet internationally. It is a tool that has a high value in the educational environment due to its motivational nature (Gallego-Domínguez and Murillo 2018) and its great capacity for interaction, as it promotes what is known as visual learning, which leads to the improvement of working memory, in its visual and spatial components. This improves students' interest and understanding of learning and their comprehension of the visualized content (Posligua and Zambrano 2020). This social network has created a platform for teachers to control what their students can see: YouTube for Schools, a service that allows videos published on YouTube to be filtered through an email account set up by a teacher, which can be accessed through the school's network. YouTube has been used to improve EFL speaking skills as it can be considered an internet-based resource for language learning (Binmahboob 2020). In addition, Riswandi (2018) showed that grammar, pronunciation, vocabulary, and fluency improved, and Toleuzhan et al. (2023) and Bastos and Ramos (2009) proved that YouTube supported their eleventh-graders' speaking skills and made the learning experience more meaningful with more motivated students. In terms of higher education research, Kabooha and Elyas (2018) stated that students improved their vocabulary, and Jalaluddin (2016) and Teng (2020) argued that YouTube videos can better prepare students for social situations they may encounter in the future. YouTube has also been shown to play a role in teaching intercultural knowledge, as users from different cultures can upload videos (Barrs 2012; Dizon 2022) in a tension-free environment (Binmahboob 2020; Snelson and Perkins 2009), reducing anxiety and making learners feel comfortable. Students organize their ideas better while speaking and speak more fluently (Aldukhayel 2021; Alkathiri 2019). Creating and uploading interactive activities and

videos on YouTube can be entertaining and meaningful for students (Arianti et al. 2021), enhancing their creativity, interest, and motivation (Listiani et al. 2020). As Ataiefar et al. (2019) stated, the complexity of speaking skills requires constant practice and exposure, and social media allows students to actively learn both inside and outside the classrooms, which promotes autonomous and student-centered learning and remarkably transforms students and the interactive language environment (Kusmaryani, Musthafa, and Purnawarman 2019). In addition, YouTube seems to be beneficial for listening skills, as claimed by Chien, Huang, and Huang (2020) and Rizkan, Mukhaiyar, and Refnaldi (2019).

Spotify was launched in 2009 and can be used to upload or download songs, audio podcasts, or videos. Most research on Spotify has focused on improving listening comprehension (Andriani, Akik, and Ma'ruf 2018; Bona 2017; Salsabila, Irianti, and Thoyyibah 2021; Sinta 2021). Silva-Perdomo, Duero, and Castañeda-Trujillo (2022) stated that the use of Spotify is relevant and helpful for the language learning process, but no research has been conducted on secondary school students to improve speaking skills.

Social networks also have certain disadvantages. Their users are very concerned about their image and the responses they receive after posting a video (Boursier, Francesca, and Mark 2020; Moreno et al. 2011; Zimmer-Gembeck et al. 2023). Several studies have confirmed the existing correlation between social networks and depression, anxiety (Ciacchini et al. 2023; Koc and Gulyagci 2013; Pantic et al. 2012; Xu, Han, and Liu 2023), and dependency (Andreassen et al. 2012). Obaidat et al. (2023) indicate that social networks are becoming a space for harassment and bullying, generating cyberbullying. Therefore, it is imperative to raise students' awareness of their appropriate and responsible use by including them in the school advisory/guidance program and/or incorporating them as an interdisciplinary topic that can be addressed in Ethics, foreign languages such as French, or Citizenship Education.

Objectives

In this context of scientific literature, the following research questions are raised: Does the use of social networks improve students' speaking skills? Do social networks have an impact on students' engagement and participation in EFL oral assignments?

The aim of this article is twofold:

1. To analyze the impact of using social networks and traditional oral presentations on the oral expression skills of secondary school students.
2. To evaluate students' engagement and participation in oral assignments related to the responsible use of social networks through different means.

In light of these objectives, the hypotheses are as follows:

1. The use of social networks in EFL classrooms improves students' oral performance.
2. The use of social networks in EFL classrooms promotes students' engagement and participation.

Method

The study is an exploratory comparative empirical intervention. It offers a descriptive and inferential design with quantitative data and a cross-sectional design, as the data collection only takes place at a single point in time. The independent variable of the study is the type of tasks used: communicative language teaching (CLT) tasks for development of face-to-face presentations in the classroom and language cooperative learning (LCL) for the development of digital assignments using one of the following social networks: TikTok, YouTube, or Spotify. The dependent variables are oral communicative competence and commitment. Oral communicative competence is operationalized through the assessment of two indicators (which are further developed in instruments), while students’ engagement is operationalized through their participation in the different proposed assignments. The conceptual model can be represented as follows.

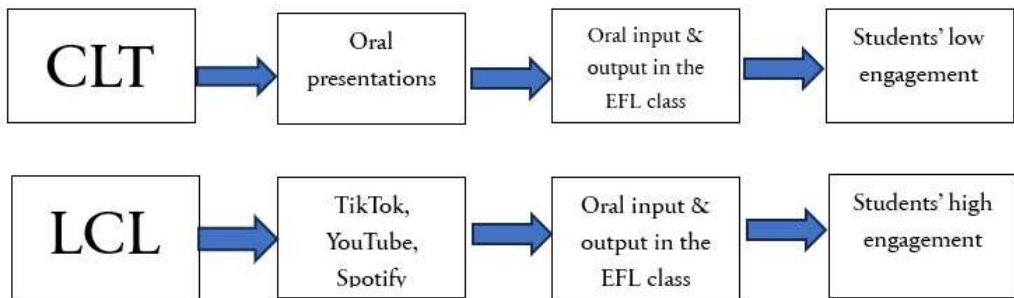


Figure 3: Methodology Model
 Source: de-la-Peña and Chaves-Yuste 2024

Participants

The sample of this study consisted of eighty-one ninth-graders. Their age ranges between 13 and 15 years ($M = 14.06$; $SD = 0.24$), with a higher percentage of male students (56.79%) than females (43.20%). All participants were Spanish native speakers. The selection of the sample was intentional through a nonprobabilistic sample by accessibility. The inclusion criteria for the sample were that the students were enrolled in the ninth grade of secondary school, regularly attended classes, had signed parental/guardian consent, and did not have learning difficulties or psychopathological problems.

Instruments

The data collection tools were collected during the months of January and February to assess students’ engagement in oral assignments and their oral communicative competence using different means and methodologies in EFL classes: CLT and oral presentations in the classroom, as well as LCL using digital tools such as the social networks TikTok, YouTube,

and Spotify. They were created by students and based on the responsible use of social networks, one of the main topics of the school counseling program. As the responsible use of social networks is a topic that is worked on with ninth-graders in the mentoring sessions, the students are familiarized with the topic. The teacher explains to the students that they will talk about the responsible use of social networks. The different tasks were scored on a scale of 0 to 10 points and were developed as follows:

- Task 1: Students are asked to give an oral presentation and talk for three to four minutes about the responsible use of social networks. They can use a PowerPoint presentation or an infographic to provide visual support for their presentations. The presentation is graded on a scale of 0 to 10 points using the oral presentation grading rubric (see Appendix).
- Task 2: Students are asked to talk about the same topic, responsible social media use, using one of the following social networks: TikTok, YouTube, or Spotify. They must work in cooperative groups of three members and provide the link to the video or audio post.

Procedure

The EFL department agreed to the proposal to work with social networks in the EFL classes with ninth-graders to explore the responsible use of social networks, a topic of great interest in the educational community and one of the main goals of the school counseling program. In this way, it was possible to test whether the students had improved their oral communicative competence and participation. Subsequently, we obtained the school principal's necessary authorization to conduct the research at the educational center. Parental-guardian consent forms were sent to all families whose children participated in the experimentation. They were also informed that they could leave the study at any time.

This experimentation started in January and lasted for two months until February. The teacher was the same throughout the experimentation to eliminate bias. The EFL lessons took place between 8:15 a.m. and 1:00 p.m. Twenty-eight sessions with an approximate duration of fifty-five minutes (four sessions per week) were held to work on speaking skills and awareness of the appropriate use of social networks and develop this experimentation. The sequence of tasks was the same for all the students and was scheduled the same day and time in their usual classrooms, with optimal lighting, ventilation, and sound conditions. All the data were collected in compliance with the ethical guidelines of the Declaration of Helsinki, and the confidentiality of the data was guaranteed.

Data Analysis

The IBM Statistical Package for the Social Sciences (SPSS) 25 for Windows was used to analyze the descriptive and inferential data. Given the sample size, the Kolmogorov–Smirnov test was performed to check normality. It was found that none of the variables complied with normality ($p = 0.000$), as they were smaller than $p < 0.05$. First, a descriptive analysis based on means and standard deviation was performed, and an inferential analysis was carried out to test the research objective and Hypothesis 1 with a significance level of $p < 0.05$. Second, we compared the amount of participation in the two tasks.

Results

The descriptive statistical analysis with the mean and standard deviation for the two variables is shown in Table 1. The evaluation criteria for all the tasks range from 0 to 10 points, with 0 to 4.99 points for “fail” (F), 5 to 5.99 points for “pass” (D), 6 to 6.99 points for “good” (C), 7 to 8.99 points for “very good” (B), and 9 to 10 points for “excellent” (A). In these oral tasks, oral expression is assessed. The two tasks are evaluated using an assessment rubric (see Appendix).

Table 1: Descriptive Statistics Results

	<i>Mean</i>	<i>Standard Deviation</i>	<i>Wilcoxon (p)</i>
<i>Oral Assignment 1: Oral Face-to-Face Presentation</i>	5.54	2.64	0.000
<i>Oral Assignment 2: Video or Audio Post Using TikTok, YouTube, or Spotify</i>	7.62	2.58	

The nonparametric Wilcoxon test for paired samples was applied for the inferential analysis. The result was $p = 0.000$, which means that there is a significant difference between the two assignments. This result confirms that there is a difference between using conventional face-to-face communicative activities and creating a video or audio post using social media in EFL classes, as it seems that students more accustomed to creating and managing these activities show increased confidence, engagement, and use language more appropriately in both form and content. These results are a response to the objective and Hypothesis 1. In order to analyze students' engagement in the different tasks, the level of participation was examined. In the first task, the traditional face-to-face oral presentation, 18.51 percent of students refused to participate. However, when they were asked to choose a social network (TikTok, YouTube, or Spotify), they seemed more involved, and only 11.11 percent rejected it. These figures answer the objective and Hypothesis 2 since students were more engaged and participative when working with one of the proposed social networks. Regarding the choice of social

networks, Figure 4 shows the percentages of the usage of the three options: TikTok, YouTube, or Spotify.

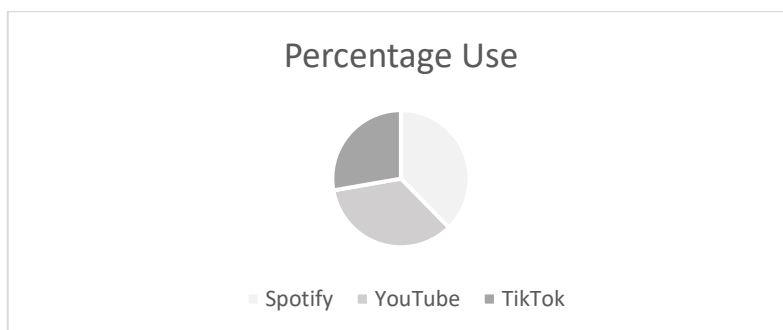


Figure 4: Participation in the Different Social Networks

Source: *de-la-Peña and Chaves-Yuste 2024*

Of these three social networks, Spotify was the most successful, with 37.5 percent of students creating and uploading audio posts on this network. Audio posts are more suitable for shy students who have no inhibitions about showing themselves in public. Additionally, those who struggled with language felt more confident when they were not visually recorded, as they could look at their notes and not feel pressured or stressed. The second most popular network was YouTube. Students seemed to enjoy creating their video tutorials and felt comfortable on this platform. Finally, TikTok, despite being so widely used among teenagers, had the lowest percentage: 27.7 percent.

Discussion and Conclusion

This work aims to analyze whether using social networks, such as TikTok, YouTube, or Spotify, could improve the motivation, engagement, and oral communicative competence of ninth-grade EFL Spanish students. To achieve this, we compared the performance of eighty-one students in two oral assignments focused on the same topic: the responsible use of social networks, developed in different formats and following different methodological principles (Assignment 1: CLT; Assignment 2: LCL). With the results obtained, where a significant difference is observed, the main objective of improving and optimizing the teaching-learning process in the EFL classroom is fulfilled. Consequently, it can be extrapolated to other foreign language courses and academic subjects, since it also contributes to the personal development of students in Spain and abroad.

The results confirm the hypothesis and show that using social networks when working with EFL, and probably in other foreign language contexts, not only improves speaking skills but also helps to increase students' motivation due to the higher volume of participation in the second task. These results support the conclusions of Ilyas and Putri (2020), who found that

students felt more motivated and participative when working with YouTube, and therefore, their speaking skills improved. In the same line, other studies (Budyanti 2022; Toleuzhan et al. 2023) state the improvement of EFL secondary school students' speaking skills. Students are very interested in social media (Anderson 2013; Vogels, Gelles-Watnick, and Massarat 2022) and may feel more relaxed, less inhibited, and more confident when communicating behind a screen in a stress-free environment, as is also the case in the studies conducted by Alhamami (2013) and Binmahboob (2020). As in Pratiwi, Ufairah, and Sopiah's (2021) research, students improved their pronunciation. In the same line as the work conducted by Zaitun, Sofian Hadi, and Dwi Indriani (2021) and Srisuk et al. (2022), the use of TikTok and Spotify has made students have fun while interacting and improving their speaking skills, with a significant improvement in their oral communicative competence. In addition, the improvement in class participation is consistent with the results of the study by Yin, Yin, and Xu (2023), which found a significant relationship between the use of social networks and student engagement, and Jeong (2023), which showed that social networks, as services in mobile devices are integrated, increase the engagement and motivation of EFL students.

However, no studies were found whose results contradict those of this research. In this direction, the works by Papadakis, Kalogiannakis, and Zaranis (2021) and Sharma and Behl (2022) focus on the concern for the responsible use of social networks to prevent students from becoming obsessed with social media and being distracted from learning by redirecting the educational purpose for which they are used in the classroom. Tullet-Prado et al. (2023) indicate that between 5 percent and 10 percent of social media users engage in addictive behavior, known as problematic social media use. People depend on social networks throughout the day and neglect other personal and school obligations, leading to anxiety, depression, and social decline (Tullet-Prado et al. 2023). Current studies (Gong et al. 2021; Papadakis, Kalogiannakis, and Zaranis 2021; Xu, Han, and Liu 2023) show the negative effects of social network addiction on students' mental, emotional, and academic health. For example, Xu, Han, and Liu (2023) demonstrate the relationship between social network addiction and disorders such as anxiety and depression. Twenge et al. (2022) state that heavy social media users are more likely to report high levels of loneliness and insufficient sleep, with corresponding consequences on physical and psychological health.

The findings of this research have practical educational and pedagogical implications for EFL teachers at the secondary education stage. It is particularly aimed at teachers who design EFL lessons using an active methodology like LCL and work with educational technology such as social media. EFL teachers need to find new ways to inspire their students to learn and improve their EFL by considering their needs when designing the curriculum. They should pay attention to how to disseminate knowledge that encourages creativity, critical thinking, and motivation while instilling moral values. Social networks seem to be suitable to promote all this. However, their integration into the classroom practice should be applicable, age-appropriate, meaningful, and appealing (Papadakis, Kalogiannakis, and

Zaranis 2021) to provide learners with appropriate opportunities to engage cognitively and support their computational thinking and fluency in real-world contexts (Papadakis 2021). Considering that social media applications are geared toward entertainment, socialization, information, and academics (Yang 2020), their use in the EFL classroom as complementary activities and in foreign language teaching is suitable and meaningful.

Specific strategies for using social networks in EFL classes are essential for developing and using the tasks properly. Teachers should set up an educational social network account for their classes. In this way, the whole group is connected, and education and learning go beyond the geographical confines of the classroom and the fixed and rigid lesson schedules. Teachers can also create a class blog to which students can contribute with regular posts. These posts can be shared on various social media sites, and they can also reply to comments on their posts. With these options, we encourage interaction and a sense of community. An attractive idea is to connect with other classrooms in other schools, whether in the same country or abroad, where English is the vehicular language. Thanks to social media, learners can interact with other students from different cultural backgrounds. Teachers can also set up a YouTube channel for the class and upload videos, and students can comment and answer questions in a collaborative discussion. Students can also upload videos with interviews, role plays, chat shows, and so on. Edmodo, commonly known as “Facebook for schools,” allows teachers to set up a digital classroom, post assignments and announcements, and interact with students and other teachers. TikTok or Spotify can be used in the class to hold group discussions about the content, listen to English-language songs, or create digital narratives. These activities, in turn, offer an opportunity to practice critical and creative thinking and analyze positive and negative aspects of the audio files. Teachers can also create tasks to search for information on a topic with critical comments and sharing of resources among students. In brief, the possibilities of strategies and activities that social networks provide for teachers are diverse and can be applied both inside and outside the classroom (Wang, Wang, and Li 2022). In addition, social networks integrate a variety of active methodologies that can be adapted to the EFL classroom to promote students’ active learning (Ghai and Tandon 2022). This means that teachers need to acquire certain skills to be able to use technology, in this case, in the form of social networks in the classroom (Asratie, Derseh Wale, and Tadele Aylet 2023), and make a higher effort when preparing the lessons (Zawilinski, Shattuck, and Hansen 2020). Finally, students need to be aware of the relevance of digital citizenship and the dangers that social media can pose. They need to learn how to create a professional-looking LinkedIn profile and know what can be posted on their social media profiles.

Consequently, by helping students improve their speaking skills, they also improve their communicative competence in the EFL classroom and become better language learners who are engaged and actively participate in their learning process inside and outside the EFL classroom. The results show that all ninth-grade students can improve their oral communicative competence in English through social networks in EFL lessons. This finding

aligns with SDG number 4 in the 2030 Agenda, which aims to provide quality education. At the same time, social networks improve students' motivation and engagement to learn English (Li 2022). These social networks make EFL classes more enjoyable by facilitating the acquisition of English as L2. Social networks focus on interaction, which allows students to use different independent learning styles, which, as Binmahboob (2020) argued, should be built with planning, encouragement, observation, and self-regulation. Therefore, applying the methodologies used (LCL and CLT) within the Community of Inquiry framework (Garrison, Anderson, and Archer 2000) is justified as an effective alternative for integrating social networks into EFL learning by promoting oral skills, engagement, and participation inside and outside the classroom. This approach, in which the learner takes an active role (Blaschke 2021), leads to meaningful curricular and cross-curricular content learning. The high number of students in Spanish classrooms usually hinders oral communicative skills. It is a challenge for EFL teachers to get students to communicate orally in every lesson, whether due to lack of time or students' shyness. Social networks, if used responsibly, are a suitable tool to practice and improve oral skills by benefiting from real input and creating output. Moreover, as digital natives and Generation Z, they are used to dealing with social networks and communicating successfully with other young people worldwide. Thus, they find digital tasks based on social networks more appealing than traditional oral presentations, where they usually do not pay attention and experience boredom and tiredness. In addition, they can continue their learning process in a stress-free environment outside the classroom in their free time, which positively impacts their communicative competence.

The study limitations mainly relate to the methodology, especially the sample size. For this reason, any generalization of the results to other groups should be interpreted with caution. Nonetheless, this study provides interesting data on the use of social networks for oral performance. Since English is the *lingua franca*, educators need to apply new techniques to increase the efficiency of the learning process (Aronin and Singleton 2012). The proposal presented could be applied transversally to all the contents of the EFL curriculum content at the different educational levels and explore the development of other linguistic skills (e.g., listening, reading, writing) to the extent that students have been previously trained to use them safely.

Future work in this area could increase the sample size with the same or different age groups and geographical areas, which would allow for better generalization of the data. In addition, a longitudinal study with social media could be conducted over an entire school year to test whether the effectiveness achieved in EFL is maintained, increases, or decreases. Other social networks could also be tested, such as WhatsApp or Telegram for instant messaging, Instagram, or Twitter. TikTok, Spotify, and YouTube are novel worldwide breakthroughs and should be considered as learning media as they have been shown to be effective for language learning.

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Generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this manuscript.

Informed Consent

The author has obtained informed consent from all participants.

Conflict of Interest

The author declares that there is no conflict of interest.

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Appendix

Table 2: Oral Presentation/Post Assessment Rubric

	<i>Exemplary 5–6 Points</i>	<i>Proficient 3–4 Points</i>	<i>Partially Proficient 2 Points</i>	<i>Incomplete 0–1 Points</i>	<i>Points</i>
<i>Introduction</i>	Catchy and clever introduction	Describes the topic and engages the audience as the introduction proceeds	Somewhat engaging (covers well-known topic) and provides a vague purpose	Irrelevant or inappropriate topic that minimally engages listener	
	Provides relevant information and establishes a clear purpose engaging the listener immediately			Does not include an introduction or the purpose is vague and unclear	
<i>Content</i>	Creative and original content enhances the purpose of the podcast/interview in an innovative way	Accurate information is provided succinctly	Some information is inaccurate or long-winded	Information is inaccurate	
	Accurate information and succinct concepts are presented				
<i>Delivery and Interview</i>	Well-rehearsed, smooth delivery in a conversational style	Rehearsed, smooth delivery	Appears unrehearsed with uneven delivery	Delivery is hesitant and choppy and sounds like the presenter is reading	
	Highly effective enunciation and presenter’s speech is clear and intelligible	Enunciation, expression, and pacing are effective throughout the podcast/interview	Enunciation, expression, and rhythm are sometimes distracting during the podcast/interview	Enunciation of spoken word is distant and muddled and not clear	

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	Open-ended questions are used that draw interesting and relevant information from the interviewee	Open-ended questions and follow-up questions are used appropriately	Open-ended questions and follow-up questions are occasionally irrelevant to the topic	Only yes-or-no questions are used	
				No follow-up questions are asked	
<i>Grammar and Vocabulary</i>	Shows a good degree of control of a range of simple and some complex grammatical forms	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms	Shows a good degree of control of simple grammatical forms	Shows a poor degree of control of simple grammatical forms	
	Uses a range of appropriate vocabulary to give and exchange views on a wide range of the given topic	Uses a range of appropriate vocabulary to give and exchange views on a range of topics	Uses a range of appropriate vocabulary when talking about the given situation	Uses a very limited range of appropriate vocabulary when talking about the given situation	

Source: de-la-Peña and Chaves-Yuste 2024 based on Bell 2007 and UCLES 2008