



Benemérita Universidad Autónoma de Puebla  
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**Improving pronunciation through the  
TICS during the pandemic for COVID. A  
case study.**

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This thesis has been read by the members of the committee of

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And is considered worthy of approval in partial fulfilment of the requirement for the degree  
of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS



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## **DEDICATIONS**

Dedico esta tesis a mis padres, maestros y alumnos.

“No se trata de un triunfo definitivo, sino de una lucha sin fin.”  
-Nikos Kazantzakis

## **ABSTRACT**

In this investigation we will find a case study with only one subject of participation, this study is about the improvement of the pronunciation of the English language through ICT during the covid 19 pandemic in the year 2020 when all students were learning from home using different media especially digital media.

As methodology and tools we used the method of participant observation and field notes that played a fundamental role in the development and completion of this research. Here we will also talk about the impact of social networks as alternative tools in education, mainly with the new generations.

Finally, in our conclusion, we explain the data obtain and leave the door open for future researchers who wish to take this research as a base an update or continuation, opening the horizons further, because we had to work only with one participant due to the Covid pandemic.



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## **CHAPTER ONE. THE PROBLEM**

### **1.1 Introduction.**

In the year 2020, Mexico and the world faced different challenges in terms of health, economics, and education; today, we face more challenges than yesterday. During those years of confinement, students have had to learn autonomously, which we can define as the way of acquiring knowledge, ideas, or attitudes produced independently by the apprentice. Rodriguez Puerta (2020) also tells us that autonomous learning is considered to occur when an individual decides to proactively and independently acquire new knowledge.

Thus, he takes responsibility for all aspects of learning, such as what topics to focus on, what methodology to follow, how to organize his time, and how to internalize what he is studying. Among the most widely transferred skills are those that contribute to "learning to learn." There is no more crucial educational objective than learning to learn and functioning as an independent, autonomous student capable of self-learning.

On the other hand, the quarantine in 2020 also helped us to rethink the use of TIC and the benefits that we can find in them. The TIC offers a new challenge to the educational system: to pass off a unidirectional model of formation, where in general, the knowledge relapse in the professor or their textbook, to more open and more flexible models, where the information is located in extensive databases spreads to be shared among diverse students.

On the other hand, it breaks the demand that the professor is present in the classroom and has his responsibility to the only group of students. The student can exchange with other

partners and professors without reason to be in the same classroom. The educational pattern based on resources requires a paradigm change for educators. New and varied tools are a central part of the learning process and not only a support to traditional teaching. But, with the quarantine all that changed so students had to find other ways to improve in the aspects sometimes they were helped face to face by the teacher and his/her classmates specially in the abilities and sub abilities they have to reinforce in order to improve in the foreign language.

This is the case of a student of a secondary school student who studies the third grade in a private school and decided to use his time in a positive way, finding strategies to improve pronunciation, but what tools can be used to improve pronunciation in times of pandemic?

Our study is based on identifying the TIC used by our research participant to improve his level of English, especially his pronunciation. Still, we will focus on the platforms they operate out of their conviction, not on the media used in school by the quarantine; for example, google classroom, meet, zoom, etc., we focus on what he sees in his day-to-day and free time. We will also analyse the platforms our research subject uses; what do they offer? How do they work? What is the differentiator? And above all, how he uses them, the time he uses them, and their context at that moment. Active observation and our field notes accompany all this. And finally, we will try to explain if our subject is having a meaningful and autonomous learning process or if simply using digital tools is a fad.

## **1.2 Problem.**

That year was full of uncertainty if we talk about education, and there are many questions; the main one is whether the students are learning with this modality at a distance, but we will not focus on whether the government is doing its job well or whether the educational institutions, both public and private, are making learning more effective. We will put on the table the importance of what we all know is autonomous learning.

Marquez (2011) ensures that self-learning is a practice that we all as human beings do in our daily lives, only that we are not always aware of. We can exemplify this with the children we know through play; they can acquire meaningful learning, which is also a way of forming self-learning. There is also the position of other authors where they explain that self-learning is more complex and even mention some factors to carry it out.

According to (Aebli 2001), the three pillars of autonomous learning are knowing, knowing how to do and wanting. The component of knowledge is knowing one's education. Very few men understand their behavior well, and even fewer children and young people. Knowing your behavior implies self-observation; it is not about turning all students into philosophers or learning psychologists; the correct expression captured in all its breadth is Metacognition; it is knowledge about the to know. Aebli suggests that we should talk about meta-learning, goal understanding, goal problem-solving, and goal motivation. However, it is not theoretical knowledge but knowledge relative to ourselves; we know about our ideal learning process and our actual learning process.

Learning is an activity. We pretend that students trigger it themselves and can direct it correctly. The learning objective is, therefore, self-orientation of learning. The knowledge must become know-how. The student should talk about more than just the process. It must be in a capacity to guide its correct implementation. It occurs fundamentally using self-instruction.

With this quarantine and distance learning, we have understood even more the importance of self-learning. It is not enough to know; it is also necessary to create an acculturation in students about being their teachers and forming self-learning with meaning. Focused on our case study, we want to analyze and explain how our research participant has tried to form his self-learning pro nunciation and the tools used, knowing that many of these are ICT. It is essential to mention that self-study does not have to be seen as an additional workload on the student. Quintanilla (2017) tells us that self-learning should be an activity that is done with pleasure and for our conviction, using the tools that best suit us.

Our research participant finds himself in a new reality, like all of us, where he has had to look for new ways to consolidate what he learned in online classes. What can be a waste of time for many social networks and technology platforms? The new generations find in them a new window to learning, but how effective is this?

### **1.3 Justification**

During that global pandemic, many things that we knew will never be the same again, and education will not be the exception; Heredia (2020) has said that today more than ever, we have to innovate in how teachers teach and how teachers students learn.

The pandemic forced us into a kind of global educational experiment that is forcing us if we want to explore what happens in an interconnected world in which we can no longer present ourselves in a physical classroom, and in these last days we have all been thinking about this, but there is also something we are learning from this new scenario. According to Furman (2020), For the first time all teachers have the urgency to try new ways of teaching, and redesign the classes and in this process and for this we find that we have many things such as tutorials on YouTube, online books, digital platforms, social networks in general, ICT and everything that helps us to stay connected with students. And once these strategies are used, they become ours.

Speaking about our study in which we will not focus primarily on ICT as an indispensable tool for learning in Covid times, focused mainly on the new tools that students use, we know that technology evolves rapidly as well as students with each generation. With this, we intend to analyze which are the most popular among adolescents and young people (younger than 18 years old) of these times, focusing on our subject of investigation, which presents these characteristics.

Furman (2020) in her second point is based on an investigation that she carried out in 2019 with a group of students on the ideal school. They collected the information that all students would like that the ideal school would have a space to choose what to learn, when and how, now this is a reality

Furman (2020) assures us that families have realized that children, especially adolescents, learn better when they manage to organize their own time; some will study at night, and

others will connect with classmates to carry out homework or start with the subjects they enjoy the most. This helps us think about future education and shows that moments of autonomy in students can be combined with other moments where we can all work together. Moreover, we also reflect that for students to take advantage of these moments of autonomy, we have to teach them to organize their time, manage tasks and do everything that requires learning to learn. “Today, the physical classrooms are closed, but we are working to open the door to continue building the education we dream of” (Furman, 2020, p. 22).

With our case study, we want to experience his autonomy process firsthand with our research participant and explain how effective it can be for some, as Furman (2020) assures or how bad it can be for other students. We will have to consider the context of each individual and the factors around him. Identify, analyze and explain the autonomous learning process supported by ICT of a student in the middle of the covid-19 pandemic; we want our study to help us understand how education should be modified for the next few years, identify what we have lost with this tide and also finding the hidden treasures that it has left us, such as the desire to explore in community, new woods to teach, rethink the use of times and ways of learning and also realize how much we need as a society of the school and teachers.

#### **1.4 General Objective.**

Explain the meaningful and autonomous learning process of the correct pronunciation of English with the use of ICT.

### **1.4.1 Specific Objectives.**

Identify the tools that the research subject uses autonomously to improve his pronunciation of the English language.

-Analyze the effectiveness of the tools used in the English language pronunciation process.

-Explain the benefits of autonomous learning and the use of ICT to improve pronunciation.

### **1.5 Research Question**

1.-What are the tools that the research subject uses autonomously to improve his English pronunciation level?

2.-How does the research subject use these tools in the English language process?

3.- What are the benefits of autonomous learning and the use of ICT?

### **1.6 Methodology.**

#### **1.6.1 Qualitative model.**

“I am myself and my circumstances...”. (Ortega y Gasset, 2019, p. 28).

Based on what I want to do, the methodology that I will use is the qualitative one and we can describe this as the activity that locates the observer in the world. It consists of a set of interpretive practices that make the world visible. These practices transform the world into a series of representations, including field notes, interviews, conversations, photographs and records. At this level, qualitative research implies an interpretive and naturalistic approach to the world. This means that qualitative researchers study things in their natural context, trying to make sense of or interpret phenomena based on the meanings that people give them. (Denzin y Lincoln 2005).

We can add that qualitative methodology is oriented toward understanding unique and particular situations; they focus on the search for meaning and meaning the agents themselves grant to the facts and on how individuals live and experience certain phenomena or experiences or the social groups that we investigate. Such epistemological statements come from the field of phenomenology and hermeneutics. (Rodriguez Gomez y Valdeoriola, 2005, p. 47).

We apply this methodology in our research through observation; we will closely observe our subjects, emphasising their behaviour, how they developed in their study environment, their study habits, and the different factors that influence them always take field notes so as not to miss any details. Also, as the qualitative methodology suggests, we have planned three interviews with our subject, the first at the beginning of the investigation, the second in the middle, and the third and last at the end. It is essential to mention that we will carry out this investigation for three months. With these interviews, we intend to obtain our subject's own experience; we will try to understand how he felt in his pronunciation learning autonomy

process without forgetting the quarantine time in which we live and how he has seen the progress of their learning process.

### **1.6.2 Case study method.**

“If the case study is more humane or in some ways transcendent, it is because the researches are so, not because of the methods.” (Stake, 2005. P. 23).

According to Cohen y Manion, 2002; Stake, 2005; Yin, 2009). The case study is not qualitative by nature, it can be approached from different perspectives (analytical or holistic, organic or cultural, or mixed methodologies, among others), since its distinctive feature is not the research methods used, but your interest in a particular case or several if it is a study of multiple cases.

Rodriguez, Gil y Garcia (1999) after the analysis of several attempts to conceptualize "case studies", they consider that all of them agree that "the case study involves a process of inquiry that is characterized by a detailed, comprehensive, systematic and in-depth examination of the case under consideration. of interest.

Knowing what a case study is, we can better understand our own study and how we are going to develop it. As we have already mentioned before, we are going to focus our study on a particular person, we are going to work on a single case. Stake (2005), considers that there are three main types of case studies: Intrinsic, Instrumental, and Multiple or collective cases. Ours is an Instrumental case, we intend to examine a particular case to provide more information on a topic. In our case, we are going to identify, analyze and explain autonomous

learning with the use of ICT contextualized in the quarantine of 2020. It is important to mention that according to Stake (2005), the instrumental case takes on a secondary role and its usefulness lies in the contribution of data to understand the phenomenon.

#### **1.6.2.1 Participant observation technique.**

It is known that participant observation is a qualitative research methodology in which the researcher studies a group not only through observation but also by participating in their activities. Participant observation offers the opportunity to collect candid and intimate information about people. In the research, participatory observation will be applied to the focus of the research subject and have an immersion in his life and his learning style, especially in the use of ICT.

#### **1.6.2.2 field notes.**

Martinez (2016) also warns us that the longer the time between the observed event and the writing of the field notes, the greater the probability of distortion and that we cannot reconstruct the behaviour action sequence with total precision.

They are practical notes that relate to the events experienced through direct observation of the environment.

Advantages that we can obtain from our field notes:

They are easy to keep records that require direct observation.

No external observer is necessary.

They provide a valuable database for the writing of our case study.

Knowing now with more precision what the field notes are and how we will apply them in our study, we have a clearer head and all the tools to carry out our research.

### **1.7 Limits.**

The scope of the investigation is a case study which took place in one year. The context in which we found ourselves was the covid 19 pandemic and although this seemed to be a great limitation for conducting research, in our case it favored us because due to the quarantine we were able to be closer to the participant due to existing family ties.

The quarantine favored us to be able to be closer to the participant and in turn make a more precise and prolonged observation.

### **1.8 Key terms.**

**Self-learning** “is the method of gathering, processing, and retaining knowledge without the help of another person.” (Indeed editorial team, 2022, p. 1)

**ICT** “ICT, or information and communications technology (or technologies), is the infrastructure and components that enable modern computing.” (Pratt, 2019, p.1)

**Observation** “A way to gather data by watching people, events, or noting physical characteristics in their natural setting. Observations can be overt (subjects know they are being observed) or covert (do not know they are being watched).” (Reinharz, S. 2011, p.7).

**Field notes** “Are a qualitative approach most often used in ethnography. Field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena encountered in the field.” (Tenzek, 2019, p.1)

**Technology** “The application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment.” (Solow, 2023, p 2)

**Social networks** “ It refers to using internet-based social media sites to stay connected with friends, family, colleagues, or customers.” (Kenton, 2023, p1)

**TikTok** “Is a popular social media app that allows users to create, watch, and share 15-second videos shot on mobile devices or webcams.” (D’souza, 2023, p1)

## **CHAPTER TWO. THE LITERATURE REVIEW**

### **2.0 Introduction.**

In this chapter, theories, investigations and precedents related to this investigation will be exposed.

### **2.1 Socio Constructivism in education.**

To start chapter two, we have prepared to discuss socio-constructivism; why? Because before we dive further into the broad field of self-learning, it is necessary to quote Lev Vygotsky, the maximum representative of this theory, to delve deeper into this world and better understand what we will do in our study.

Let's start with a brief explanation of the theory of socio-constructivism. Socio-constructivism is a theory of learning. The previous point places the human at the center of the learning process, the protagonist for their ability to build their perspective of the world and its functioning.

Socio-constructivism, learning is an actual constructive process which occurs from the inside out when the human being interacts with others and with her environment, according to Serrano (2011).

Neurosciences, according to Serrano (2011) is scientific knowledge about how the brain works, confirm that learning is unique, subjective, and conditioned by interest, curiosity, and the relationship with the environment.

This theory proposes an idea of a competent human being, full of potential, capable of shaping their learning experience of building knowledge. Serrano (2011) This contradicts the idea of the human being as a receptor and reproducer of knowledge. Instead, for socio-constructivism, the human being is born with the disposition to ask questions and build hypotheses (theories), seek information and evidence, interpret it and construct their meanings due to the interaction. Learning is, therefore, a dynamic and original process.

Analyzing this multiple-cited theory gives us a better understanding because we decided to return to it for our study. In this case study, we will explain how our research participant can build or reinforce his learning with his environment, emphasizing the pandemic we live in.

Of all the learning models proposed throughout history, socio-constructivism is undoubtedly the one that has had the most influence on the construction of this framework. Therefore, it is necessary to analyze what this perspective implies. Socio Constructivism can be approached from various perspectives. He has exerted influence in all areas of knowledge, from the humanistic to the scientific. The role that social, cultural, economic, and political agents have played in the construction, for example, of scientific thought, has been clear (Membiela, 2002). However, the pedagogical perspective focused on education is relevant to this research.

Socio-constructivism, understood from a pedagogical perspective, can be defined by several characteristic features. In the construction of knowledge, the individual is the protagonist of the construction of his knowledge. Ideas, images, concepts, theories, abstractions, etc., are created in each person's mind. New knowledge is built to the extent that the person interacts

with their environment. However, the success and scope of this construction are conditioned by the neurological and biological characteristics of each one Ginsburg (1987) Piaget (1937/2013).

One of the things that we hope to observe with our research participant is how in this year of the pandemic, he has become the protagonist of his knowledge; we must consider that some students can develop this ability more quickly than others. Although, indeed, all human beings learn simply by interacting every day many times without realizing that this phenomenon is happening to us, in academic habits and school, we have to be more aware that we can have an apprenticeship.

Our authors as Furman (2020) and Serrano (2011) tell us that new knowledge is built through the environment where the subject is. In this research, as we have already mentioned, we will analyze the tools our subject uses to facilitate his learning. We have already said this earlier. However, it is essential to take it up again because of the theory we are studying. As teachers, we know that each student has a different environment, which is why each one learns differently.

The students' environment or context is more inclusive than we can imagine. The environment is from their home, family situation, economic situation, the country's current situation, and even the current situation of humanity. We start from the particular and direct environment, which in this case is the home, to the general, the current situation of the country or the world.

We can understand this today more than ever because, due to this pandemic, the environment of all students in Mexico and the world changed; we know that school is saved from home, with different means and resources that each country and each institution has implemented, But the point is that the environment where we learn changes.

However, we must continue taking into account the environment that each student already has at their home, the economy of their family, and the facilities they have to maintain learning at home such as computer, internet, and a personal space for the school at home, etc..

In our study, we will be very clear about what we said of socio-constructivist tell us what influence the subject of their learning. With this, we make a detailed observation of the environment surrounding our research subject in this home school time.

Here we have two other authors Miller (2011) and Pritchard (2013) who tell us about the environment. It is interesting how they explain that even though we have several subjects in the same environment, their perception of it will be completely different. Therefore, we can conclude that their learning will be completely different.

The individual dimension implies that higher-ranking cognitive processes, such as logical thinking or memory, take place in the student himself, Miller (, 2011) Pritchard (2013). His perception of his environment is not only individual but also subjective. That is, the perception that a group of individuals has of the same reality will not always be the same;

Even the reaction that a particular word like 'mother' can provoke in a group of people can vary substantially Fourez (2008).

Knowledge and learning transform and evolve through interaction with others. This bidirectional process is what allows the individual to build new knowledge from the existing one Fourez, Englebet-Lecompte and Mathy (1997); Gaonac'h and Golder (2005); Hoppitt and Laland (2013); Wertsch (1988). Here we find a fascinating quote; our authors tell us that knowledge is created with interaction with others, and in this time of isolation, we have lost personal interaction; we indeed have many means that later, in another unit of analysis, we will study, media such as digital platforms, social networks, etc. How important is physical interaction for learning? Our authors probably did not imagine the isolation we would experience and the many other factors surrounding us this year. We will try to analyze and determine how important this personal interaction is for our research subject. Many students have lowered their academic level due to this online interaction, and many others have shown improvement. Each individual is different, and each of us does not adapt differently to the new normal.

Speaking a small quantity of the contextual dimension, which many authors relate to socio-constructivist, we have that if the interaction between equals contributes to the construction of knowledge, the context in which the individual operates does not have a less influential role. Again, it is a two-way, dynamic process: the person learns from and thanks to her environment and can influence and modify it. As this environment changes, its influence on the individual also changes. So, he is capable of creating new knowledge. It is a process that occurs permanently and not always consciously (Morales, 2010).

What we find with Morales (2010) is very important, he remarks that this process is often not in a conscious way. We have already mentioned that for academic learning many times it is necessary to be more aware of what we are doing to develop learning, but we do not diminish the importance of the learning that we obtain in an unconscious way. A clear example of this is the social networks where today's children and young people spend a large part of their time and where we might think that they only lose it, but this is where they can also find significant learning, finally, if we think about it in Social networks are also interacting and according to what the different authors that we have placed in the interaction tell us is where learning is found.

Wiske (1999) tells us that the different pedagogical perspectives collected within the framework of Teaching for Understanding are not unpublished, but the result of making a historical analysis of the contributions of other experts in education or learning.

After reading the article by the psychologist Sanfeliciano (2019) on socio-constructivism and educator we can summarize the following points. "Socio-constructivism in education focuses on the student, as a social being immersed and responsible in their own learning. We are facing a highly effective approach in the daily dynamics of the classroom." "Sanfeliciano, por 2019, p. ).

Throughout history, educational psychology has proposed various approaches to apply in teaching. Each of them has had its advantages and disadvantages, but all have contributed data for its improvement. One of the most relevant has undoubtedly been socio-constructivism in education, with Lev Vigotsky as its highest representative.

In general, the socio-constructivist approach mainly presents us with two educational premises. The first one is that knowledge built by the student, therefore education has to instruct around it. The second, greatly emphasizes the social context, since individuals live and learn through a culture. Therefore, education cannot be isolated from society and must be contextualized.

How well these two premises pose them, the subject learns through culture and that this should be contextualized, as we have already spoken, we contextualize our participant in his heart and context of 2020 and online learning from home, a context that does not only our subject of investigation is living, so do all Mexican children and children of the world with different opportunities and benefits according to their finances and the government and educational system of their country. "We are not in the same boat, we are all in the same sea, some in a boat, others in yet, a cruise, and a few others on the slope of the sea.

However, socio-constructivism in education raises various innovations in learning and instruction in the classroom. The pillars that sustain this perspective are scaffolding, situated learning, mentoring, and cooperative learning.

From a psychological and pedagogical point of view, many authors and experts see socio-constructivism in education as a key and facilitating approach (Coll, 2001; López, 1997; Carretero, 2001; among others). The reason for this is to strive that Vygotsky's model provides valuable strategies for classroom dynamics. Thus, studies such as those carried out at the University of Turkey by Dr Raja Hussain show this perspective's clear benefits to improving students' different skills. But, what socio-constructivism in education consists of.

The teacher usually gives direct instruction if a student is learning a new task. If the student has notions on the subject, remote support is provided. In this way, the student always actively participates in her knowledge. From the perspective of socio-constructivism in education, a concept widely related to this is known as Vygotsky's zone of proximal development (ZPD).

This refers to the potential of students and how to develop it. Specifically, it is defined as the distance between the student's level of practical development, that is, what they can do on their own, and the potential level of development or what they could achieve with help.

Talking about situated learning from socio-constructivist paradigms, isolating the individual from society and culture is meaningless. Since our whole world is built according to the influences of acquired social knowledge, instruction cannot be decontextualized from the lives of each student. Moreover, this is fundamental in our research and for all teachers in the world; in such a complex and challenging year, it is essential to understand the context in which our student's live day by day and, in our case, our subject of investigation. What is going through his head, especially in his family, friends, and even in his school? As we have already repeated this many times, we will do it through active observation. Teachers need to understand today more than ever the importance of understanding the context of each student because, definitely, from the context of their life, we can understand how they learn, which is one of the things we want to understand in our research.

According to Sanfeliciano (2019), When it comes to guiding a student's learning, it is necessary to know their social context and the culture surrounding them. For example, the

instruction may be different for a student living in a context with a great reading habit than for another who does not have access or reading habit. From this perspective, it is concluded that general education for all students has caused many deficits and inequality among students.

Thus, situated learning is an essential aspect of socio-constructivism in education. Furthermore, studies on this technique have shown that students benefit when teachers apply it. A contextualized learning relationship between student and teacher helps foster empathy and the resources available when teaching.

Another critical pillar of socio-constructivism in education is cooperative learning. This takes place when students collaborate to learn through mutual help. They build more successful and fruitful learning by having each of them an independent representation of reality. In this critical pillar of the theory about mutual aid, we can gradually introduce all the digital tools that students use in these years to learn better or reinforce their classroom learning. Every year and with each advancing generation, we have to rethink these theories and contextualize them to our time.

As an important fact, we have that studies on cooperation in the classroom have shown us a multitude of effective techniques that improve student learning. These strategies stand out for increasing student motivation. In addition, it favors an interdependence and a teaching relationship between equals. And ultimately, create a cooperative community between students, teachers, and families. Finally, socio-constructivism in education provides an innovative and exciting paradigm. The premises of this approach allow us to understand the

different ways to construct the reality of the students and act accordingly, emphasizing individualized teaching and focusing on active learning.

### **2.1.1 Self-learning.**

Reading Camargo (2020), we can find that in a very emotional way he tells us that anyone can be a self-learner! A 5-year-old girl who, guided by curiosity, flips through a book exhibits a self-learning tendency, for example.

At any time when a person is making a focused attempt to acquire new knowledge in a private setting, this is considered self-study. Camargo (2020) So in general, when a person expresses a motivation or willingness to learn something, he or she is a self-learner.

Through Camargo's own words (2020) we summarize that A self-learner is a self-taught person, someone who is a teacher and a student at the same time.

According to Camargo (2020) self-study is often carried out informally and privately, although a self-teacher may consult and discuss with others to elaborate on or challenge what he/she learns. Self-study can start at any time in a person's life and end (or not) whenever they want. Self-study is not limited to books; From craft skills to history to astronomy, virtually any material is considered an appropriate body of knowledge. Self-learning arises from the need for a person to acquire more knowledge that other environments (school, family, friends) cannot provide. Self-learning results from human curiosity, the need to participate in lifelong learning in a discipline or subject that you are passionate about.

Returning to the concept of our author Camargo (2020) we come across some keywords, Self-learning can begin at any time in a person's life and end (or not) whenever they want. Taking this small paragraph for our study, being in a context where, according to the assessment of different authors and experts in education, this year, the students of Mexico and the world have had to be forced to develop their self-learning more consciously, basically the Students have had to be their teachers but, as Camargo (year) points out, this is the decision of each subject, they decide when and how to start. Once starting our active observation process with our research subject, we will be able to know his case.

Some characteristics of self-learning are that the autonomous student has full control over their learning (from subject to the depth of knowledge, hours of study, and learning focus)

Self-learning is often stimulated by the passion and thirst for knowledge of the individual.

Unlike conventional educational settings, self-study is a self-imposed conscious activity that the student enjoys very much.

According to Camargo (2020) suggests to us to become a self-learner. Everyone, at one point or another, has committed to self-study. Read a poem at school and then head to the library to read more of that talented artist's work, be inspired by a friend's talent for making soap, and then watch YouTube videos to learn how to make soap, even try a new recipe. These are all examples of self-study. Self-learning is very advanced when you have a strong and fit memory. A good memory helps you process and understand new knowledge at your own pace by recalling it often for deeper and more critical processing.

Self-study is an entirely beneficial habit to acquire. It assures you that you learn things of genuine interest that help you become a better person and more qualified in what you love and are passionate about. Being a self-learning individual gives you an insightful advantage over those not involved in lifelong self-directed learning. If there is an excellent time to become a self-learner, it is now

### **2.1.2 Self-learning management.**

We already know how important self-learning is today more than ever, but how to make students develop a culture of self-learning? Ruiz Iglesias (2000), defines learning to learn as an educational trend that has the dimensions of learning to study, read to learn, and think.

Knowing how to manage our learning is important since, as Yelena Solórzano-(Mendoza, 2016, p. 04). mentions, "The period of permanence in an educational institution is relatively short compared to the development of knowledge for which each individual must be prepared and open to the dynamics of the evolution of knowledge and the advancement of research in all areas."

Self-learning is governed by principles of action such as:

A manifest interest in reasons for deliberate action.

Recognition of previous learning experiences.

The establishment of new relationships between learning work daily life.

Developing the personal potential of self-regulation.

In a simple way, self-learning is a process that a person undergoes who shows interest in learning about an issue and who creates learning strategies through time management.

Continuing with the topic, we have already explained that what Mexico needs in education is to create a culture of self-learning, where the student can take autonomy of their knowledge. Of course, this responsibility falls on the education system and the teachers themselves. However, this pandemic has reminded us that parents play an essential role in student learning and that education is a team between teachers, students, and parents. Therefore, creating a culture of self-learning lies from home with parents.

Melina Furman, a teacher in Buenos Aires and mother of two children, has given different education conferences; in 2017, she said that when a child asks a curious question, such as asking how do worms breathe under the ground? In these questions, there is a huge opportunity that can be seized.

Furman (2017) said that in her experience as a teacher, she has always realized that parents always focus on the education obtained in schools. We need to remember how we educate children at home. With homeschooling, we are not referring to good manners, Furman refers to how we build the bond of children with knowledge, how we can develop their love of learning, and this is what can make all the difference in their lives because it will make them the tools and above all the desire and commitment to always continue learning. We create this at home, from a young age and we can create it in our daily lives, with the interaction with parents, siblings, grandparents, etc.

How do we awaken the love of learning at home? Do parents have to stop working and spend all day with their children? Or put together sophisticated activities for them? Furman (2017) tells that it is not known, but we have some clues supported by education experts. We have three keys to this; the first is how do we answer their questions? How do we talk with them? Moreover, how do we congratulate them when they do something well?

Starting with the first question, we have known for a long time that in order to awaken and significantly sustain the desire to learn, we have to create the habit of deep learning; this is when we develop a topic and look for how it connects with others and with our life, looking at it from many points of view. This helps sustain the desire to learn because as we learn more about a topic, we gain confidence in our ability to learn, which helps us to continue. Moreover, a secret for parents is that the curious questions of children are the starting point for creating deep learning.

"It is not about teaching; it is spreading the love of learning" (Furman 2017).

We take this direct quote from Furman (2020) because, as teachers or parents, we want children to be good students; we consider that it is one of the goals that we have in the academic environment that they are good students, that they learn, that they go to identify their abilities and exploit them, but for this, a collaborative work between parents and teachers is needed, this is what this crisis in education has taught us, without the collaborative work between parents and teachers we will not be able to achieve these fundamental goals that we have in education.

Teaching by teaching is when explaining to the child or student any doubt or simply solving their questions, making them fall in love with learning is as simple as finding the answer to their question themselves. We can use a tool as popular as It is the internet, although if we only propose it in this way, we would forget the communities marginalized by poverty. With this type of student, we would have to consider other tools.

If we manage to manage the love of learning by making students a class of researchers on a small scale, so to speak, we will also achieve significant learning, the learning that they will maintain for many years, due to the search that they themselves had to do.

The second key is the conversations. We have known for a long time that to build thinking, and the effective medium is language, which is why it is so crucial that when we talk with children, we help them put what they think and why they think it. This is important because, from this, we can take the temperature of what they are understanding and help them from there and especially them, so that they can gain autonomy; in order to learn, students need to become aware of what they understand and what they do not, and how that new thing that they are connected to learning with what they already knew before.

The third and last key is praise; Furman (2017) tells us that not all compliments work, for example, saying you are a genius! How good it is! They can be counterproductive; today, we know that when we do this, students choose easier things and play it safe; on the one hand, we can say why they do not want to disappoint their parents or teachers and also because they do not want to disappoint themselves—using some others like for example that is good!

It can tell you practiced a lot! Students keep choosing things that help them more and more. We cannot control how talented we are but how much we strive to do so.

Quoting our author, we can understand that stop craving to build a culture of self-learning, that students become more autonomous and take love for learning is created at home. Indeed, it cannot always be done; as parents, there are many activities in the day-to-day, but if this is done at least once, it can create a big difference and generate moments of intimate family reunion.

### **2.1.3 Self-learning in times of pandemic.**

This issue is being debated by countless authors and learning experts, and everything indicates that self-learning is and will be one of the ways to be able to move forward in education not only in this pandemic but also in all the challenges and changes that come in the future.

After giving ourselves the task of reading different authors, and different articles, we will focus on a specific author. Ana Maria Gurola Togasi, who is a high school teacher at UNAM in Mexico City, wrote an article in August on the importance of self-learning in the face of the pandemic.

Gurola (2020) explains that Self-learning is a basic skill that current citizens must have in a changing society and with increasingly uncertain scenarios. The pandemic has highlighted the need to develop this skill, teachers must design activities for self-learning that take advantage of the potential of ICT.

In this quote, our author puts teachers in the foreground and tells us that we must start creating this culture of self-learning; anyone could indeed think this at first. We put teachers as the main responsible, but since we read. We analyze what other authors tell us and return to Furman (2017). To create a culture of self-learning, we would have to prepare the first teachers of children, that is, parents, without the commitment of each person who decides to be a parent. We cannot begin with the creation of this new culture. We understand that many external factors enter this hunger, such as adolescent pregnancies or what are unwanted, etc.. However, we want to understand and explain first the collaborative work between home and school. The younger a child begins to learn a second language, the better his performance will be, the same will happen in the culture of self-learning, if we start managing it from an early age at home, we can achieve better results.

So we emphasize at this point, to create what we like to call a culture of self-learning we have to point out the parents as the main ones responsible for starting this.

"Education is a complex process that requires multidisciplinary approaches and diverse tools that help students to learn meaningfully and develop their skills." Gurrola (2020)

In March the contingency was declared and schools were closed, completely disrupting the daily lives of millions of people of all ages. In the case of teachers, Gurrola (2020) points out that we have the responsibility to design various didactic strategies to continue with our classes, many schools, mainly private ones, required teachers to carry out videoconferences in the schedules of their face-to-face classes. The result was, in the best of cases, a huge number of students in front of the screen trying to simulate a face-to-face class.

The pandemic was like an examination of our education system in Mexico and of ourselves as teachers and society speaking on education. We focus so much on our role as teachers and permanent guides for students that we forget that we should only be their facilitators for learning, a guide, this is something we already knew but we forgot; fortunately, we found many tools that have helped us to facilitate distance learning, but this is something that we will return to in more depth in our next unit of analysis, for the moment we must consider the use of all these tools that we have used in the pandemic to carry out this school year, we must also use them as a significant reinforcement for self-learning, as our author mentions, we teachers had to create new activities and material for working from home in class, now let us focus on this and also that our activities encourage autonomous learning. We already said that easy parents are the ones who start with this culture, but we teachers are the reinforcement and part of the guide; at the end of everything, we are the education experts.

Several well-known authors in the field of the application of ICT in teaching agree that its simple introduction does not improve student learning, the key factor is in the teacher, in his educational ideas, teaching strategies, and in his ability to exploit the potential of technology.

If we teachers continue doing the same as always but now, with the support of ICT, nothing will change. Technology offers learning opportunities like never before; we can now simulate a process as complex as nuclear fission through a digital application, visit museums virtually and access vast amounts of excellent quality information. We will lose all these advantages if we continue using ICT to simulate a face-to-face class; our role in these circumstances should be that of designers of ICT-mediated learning activities that involve constructive and responsible student activity.

Gurrola (2020) suggests that the role of the student must also change, more than ever he must be responsible for his own learning, discipline himself in the development of activities designed by the teacher and, above all, be reflective and analytical regarding his own learning process.

In this appointment, we find what we would like the students of Mexico to do. Unfortunately, the reality is different. We could consider that one of the errors or points of improvement, as we like to call it more, would be to give more autonomy to the student in his knowledge, considering that all the students in this pandemic have done it in one way or another, take their tools to continue with their learning, they were forced to take autonomy, some of better than others. Later we will see how our research subject did.

Self-learning is a skill that all current humans must have, educational systems must emphasize educational policies that promote it. On the Internet we find a large number of open educational resources to learn almost any subject that interests us, information and knowledge are at the fingertips of anyone who has an electronic device connected to the network.

Some of the skills we need to learn on our own are: conducting effective searches for information from reliable sources, reading and writing skills to understand the information collected, ability to transform, communicate and apply it in solving a problem or everyday situation. . Another skill is self-regulation, this means that we must be able to set goals, design strategies to meet them and evaluate the results obtained to improve.

From our point of view, the development of these skills in students should be a primary objective throughout all educational levels, so that students are able to learn independently. If this is achieved there will be no limits for them, they will be able to face the continuous change that characterizes today's society and learns at the pace necessary to stay updated and current in an unpredictable and highly uncertain world.

To face the demands that the pandemic imposes, teachers must design learning activities that promote autonomous learning in students, that they themselves contrast their answers with those that are correct, identify where they were wrong, correct them and reflect on what they have to do to improve.

The voluntary formation of online study circles supervised by the teacher is yet another option; students can group and interact with each other using chats, discussion forums, or social networks to share materials or answer questions. If a member knows a specific topic better, they can explain it to the rest of the classmates so that everyone learns under the teacher's supervision.

Self-learning is a basic competence for today's citizens, the pandemic has made it very clear, that we are increasingly facing more uncertain and changing scenarios. Our ability to survive as a person, even as a species, is in the ability to adapt and learn by ourselves, let's not take away life opportunities for our students with archaic educational practices focused on the passive transmission of information.

We can confirm that self-learning is one of the best strategies to get ahead in this new challenge facing education in Mexico and the world, speaking specifically in the case of

Mexico if education has been affected. Many students have lowered their academic level partly because we have not been able to form a robust culture of self-learning; we teach students to be students when we should teach them to be teachers for their benefit.

#### **2.1.4 Benefits of self-learning online.**

From what we have written up to here, we are very clear about how good it is for a student to develop their own learning, in this subtopic we are going to investigate in greater detail the benefits of being self-taught.

As we said before, the primary function of Self-Learning is to learn new skills or develop and improve those that already have. We know that we all have different bits of intelligence; for example, in linguistics, music, kinesthetic, etc., as teachers, we have the mission of helping students to identify their intelligence and exploit it. We are not good at everything, but we can do it. Take great advantage and help students and even some parents understand that their children understand that students do not have to be good in all subjects.

Self-learning goes hand in hand with this because we must identify the skills we possess in order to know how we learn better, and no matter how complex this may seem, each student knows how they learn, they know when they are paying attention and when they are not, we do not want to generalize, Of course, there are exceptions.

With the topic of the pandemic, many students have managed to develop their work path and, consequently, their learning path, but many other students in Mexico find themselves lost and argue that it is not the same to learn from home. Lack of discipline and the comfort of

being at home without physical authority appears because many students are left alone due to different situations in the family.

We cannot know the real numbers and factors that affect each student in their online learning process, but we can already see a possible scenario according to the education experts in our country, we will have to wait for this half of the school year to conclude in December 2020 to better understand the situation with the students. Now focusing on some advantages of virtual self-learning, and why virtual? because practically all of Mexico is learning from home using electronic devices.

In October 2015, Yarzo wrote different articles about online learning and self-learning; as the advantage of this one, he points out that Learning autonomously, we only need a will. Each person can decide the schedules and carry out their school activities. For example, someone can learn languages at their own pace and study the subjects that suit them best, like conjugating English verbs or pronunciation.

Autonomous learning increases the levels of responsibility of people, this is due for two reasons:

- Because they must reserve a specific time to study.

- Because they must investigate what they need to learn.

In traditional teaching, teachers give us a study program that we must study in the course of their subject. In other words, teachers do not teach us to investigate from the beginning.

Therefore, when we study on our own, we must investigate each topic and subtopic of what we want to learn. In this way, we exercise our different skills such as:

-Bibliographic search skills

-Reading comprehension skills.

-Scientific investigation skills.

These are some of the advantages that Yarzo (2015) and many other authors describe. Due to the context that we are in, it is understandable that we, all students have the same resources or do not have developed a culture of self-learning because we as teachers have not worked to obtain this culture; with this new reality, our objective must change a bit, educate teachers and not students so that they can learn to learn and see the teacher as a facilitator and not as the person who has to learn how to learn. The challenge we have as teachers is great, and it will take time and many generations to develop this culture; there is no time to lose, and this year has shown us with the blow it gave us; this should help us to replant how we teach.

## **2.2 Information and Communication Technologies (ICT).**

To start our second unit of analysis, we want to start talking about ICTs. In this first topic of our second unit of analysis we will talk about ICTs but from the general point of view, understanding what they are and how they can serve us in the different areas of society. As experts in education, we are interested in ICTs and education, and we will analyze that in the following topics of this unit.

What are ICTs? After consulting different portals, we defined Information and Communication Technologies (ICTs) as the set of tools related to transmitting, processing, and digitized storage of information. An ally of anyone, both in new concepts and in the traditional. We understand that ICTs are an almost fundamental ally for anyone today, both for what we already know and for new concepts that may be born in the future; this always goes hand in hand with the current situation of the population and their needs.

The new generations are more than used to concepts such as community management, digital marketing, social networks, online stores or digital transformation, concepts that ten years ago were just beginning to be seen. These new models have been the result of the new ICTs, which have revolutionized the labor market.

ICTs have existed for several years, and many of us use them every day, such as when we use something as basic as Facebook or Whatsapp or even since we started sending SMS messages through our cell phones. The concepts we exemplify above are some of the newest, and that must be said that many grew in these last months of quarantine, which is essential to what we mentioned; ICTs are transformed according to the population's needs.

According to the UNAM, Information and Communication Technologies (ICTs) contemplate the set of tools related to the transmission, processing, and digitized storage of information, as well as the set of processes and products derived from the new tools (hardware and software), in its use in teaching.

Here we cite the UNAM to touch in a very open way on ICTs in education; these have helped us to collect information regarding teaching so that it is easier to access whether we are a

teacher or students. Today a student does not need to go to a physical library and take several copies of books to collect information on a topic; we know that it is already easier to find information on the internet in a simple and more organized way even if the student prefers it we can see a video on YouTube to save ourself reading, this has been widely criticized as productive or unproductive for the student. However, as we already said regarding ICTs and education, we will take it in depth in the following topics.

For the Mexican Institute for Competitiveness (IMCO), ICTs are “the most disruptive element of the modern economy, since in no other sector has a company with just five years of existence and fifty employees been sold, for the value of all the companies listed on a country's Stock Exchange

Here we already quote a little about the economy, of which we are not very knowledgeable but it is important to know the potential that ICTs have in different sectors. According to a study by this think tank, with 30 successful ICTs, more than 40,000 million pesos could be generated in the next 15 years or the equivalent of creating 64,000 (small and medium-sized companies) traditional SMEs.

For experts, there is no doubt that this is a significant space of opportunity for entrepreneurs and that it is taking more and more fields in them due to the importance that these tools represent for different objectives, ranging from positioning an enterprise to making it more profitable.

It is essential to point out that each of us uses ICTs for our benefit, these have to be a tool that helps us improve our brand, business, work, etc., and that is why it is essential to know

how to choose which may be the best option to achieve our objectives, although all ICTs are good tools, not all of them can help us in our project. As teachers and students, we must understand what our needs are, what the group needs in order to improve their learning, and what skills the students present to Knowing what ICTs I can use, for example, if we have a group where most of our students demonstrate visual ability, we can probably support us with some videos or documentaries, etc. to reinforce what we have learned in class. We need to know our needs to do our search for the best tool.

ICTs have not only allowed the creation of businesses in emerging sectors that could not have been imagined ten years ago but can also be applied in traditional businesses. They can be the perfect tool for the expansion of a project. As we mentioned, knowing what we need, we can take the best option for how in this case, it is exemplified to improve our business, and this will help us not only with modern ideas but also ICTs support for what has existed for a long time.

ICTs are an ally for all of us and speaking on the subject of education we can find a wide variety of options, our job as teachers and students is to understand each other, to know what we need, what we have and with this, we refer to the Digital tools such as the ease of access to the internet, cell phones, computers, etc. and mainly get to know each other, know what my skills are so that with them we as students can also facilitate the work of teachers and that they can give a diagnosis to our group and execute the best tools for the class.

### 2.2.1 ICT in education.

Now we are going to move on to what really matters to us as teachers and students, in this subtopic we will talk about ICT in the education system, this can be somewhat controversial because we know that Mexico is a country with many inequalities and in terms of education even more. According to a study by the UNAM carried out in 2018, just over 50% of the students in Mexico have ICTs, this means that the approaches and points of view that we will give on ICT and education are only applicable to half of the students in Mexico.

For this subtopic we wanted to take a little more voice and after reading and examining different authors focusing mainly on Fernandez Fernandez (2019) who is a researcher on ICT in education and author of different articles on we summarize the following.

It is clear that ICTs have a leading role in our society. Education must adjust and respond to the changing needs of society. Training informal contexts cannot be separated from the use of ICTs, which are increasingly affordable for students, according to the UNAM studies in 2019.

Precisely, to favor this process that begins to develop from informal educational environments (family, leisure, ...) the school must guarantee the preparation of future generations and for this, it must integrate the new culture: digital literacy, teaching material, source information, an instrument to carry out work, etc. For this reason, the presence of the computer in class from the first years is important, as one more instrument, with various purposes: recreational, informative, communicative, and instructive, among others.

At present, many male and female teachers request and want to have computer resources and the Internet for their teaching, responding to the challenges posed by these new information channels. However, the incorporation of ICT into teaching not only implies the provision of computers and Internet access infrastructures, but its fundamental objective is: to integrate ICT into the teaching-learning processes, in the management of schools, and in the relations of participation of the educational community, to improve the quality of teaching.

In other words, ICTs will only serve us as teachers to improve our classes, to be better teacher's ICTs will not supplant us, definitely, no one can take the place of a teacher, technology is still very far from being able to do that.

Teachers have the possibility of generating educational content on line with the interests or particularities of each student, being able to adapt to small groups or even to an individual student. In addition, the teacher has to acquire a new role and new knowledge, from properly knowing the network and its possibilities to how to use it in the classroom and teach their students its benefits and disadvantages.

This part is very important, although the student has become an expert in technology, it is necessary for the teacher to give him adequate guidance so that the student can focus on technology in the educational environment, since in many cases the social networks only come to be used for leisure. Then the teacher must become an expert in technology and social networks in order to guide students.

The teachers state that the use of ICT has very positive benefits for the school community, their high involvement with ICT has improved their personal satisfaction, performance in

their work, and the relationship with the students, due to the wide range of possibilities that offer.

To continue making progress in the use of ICT in the field of education, it is necessary to know the activity that takes place around the world, as well as the various pedagogical and strategic approaches that are followed. The popularization of ICT in the educational field entails and will entail in the coming years, a great revolution that will contribute to the innovation of the educational system and will imply challenges of renovation and improvement of the teaching-learning processes (Albero, 2012).

If we want our society to be not only about information but also about knowledge, it will be necessary to work from a pedagogical approach to make appropriate use of ICT, through which the creation of virtual learning communities and the treatment of information, the generation of new communication and learning strategies are essential. To carry out these actions, a teacher trained in this area is needed, who involves ICT in the teaching of their students and guides them in the proper use.

This is what Fernandez Fernandez (2020) tells us and it is what we had already told previously, we know that students are experts in technology in the leisure section, our job is to guide them to become experts in technology but for education, this may sound like a challenge, but the first step is for ourselves to become experts in them, innovating with new applications that are easy to access and easy to use to integrate them into the classroom.

In the educational field, the use of ICT should not be limited to transmitting only knowledge, even if it is necessary; in addition, it must seek to train in certain skills the need to train in a

healthy critical attitude towards ICT. By this, we mean knowing how to distinguish how they help us and what they limit us, in order to act accordingly. This process must be present and take place in an integrated way in the family, in school, and in society.

In the educational field, the use of ICT should not be limited to transmitting only knowledge, even if it is necessary; in addition, it must seek to train in certain skills the need to train in a healthy critical attitude towards ICT. By this, we mean knowing how to distinguish how they help us and what they limit us, in order to act accordingly. This process must be present and take place in an integrated way in the family, in school, and in society.

ICTs in education allow the development of competencies in the processing and management of information, the management of hardware and software among others, from various areas of knowledge, this occurs because we are now with a generation of children to whom they like everything in virtuality for various reasons and they demand it themselves.

Through ICTs it is possible to use computer media to store, process, and disseminate all the information that the student needs for their training process. Today the technology applied to communication is a clear difference between what is a developed society from other more primary societies, or that are in the process of development. Therefore, they allow us to process information and communicate with other communities, even if they are at great distances. This is very enriching for our educational project and to help integrate the growing group of students who come from other countries, given the phenomenon of immigration so relevant that it exists in Spain or the United States and Mexico although at a lower percentage.

As always in Mexico, we had to fail to realize what we needed to change in the educational system; this pandemic has shown us the importance of ICT today in education, something we already knew but had not implemented correctly; for what? Because teachers need to receive proper training on the use of these. Now that we are in the mid-pandemic, various educational institutes have incorporated into their classes subjects the use of platforms that can facilitate distance learning, something that was not done before. Unfortunately, these educational institutes are private and not public schools that depend 100% on the government. We hope that for the next few years, the Secretary of Public Education in Mexico will incorporate this matter with the students and effectively train the teacher to be able to handle ICT in a better way in the classroom; for the moment, it is our independent and collaborative work as teachers do it.

### **2.2.2 ICT for learning English.**

Continuing in this second unit of analysis, we already talked about the use of ICT in general, then we focused a little more on the use of these but in the academic field and now it is time to focus even more on talking about ICT for the learning the English language, we think that if you are not specifically a teacher of the English language, and you are a teacher of some other language, some of the things that we will discuss in this subtopic could be useful for you.

After reading different authors, analyzing their points of view etc., all this process that is necessary for us to write, we met Francisco Javier Barcos Romaña has written different articles on learning English and ICTs as support for this.

Barcos Romaña (2016) tells us that in the age in which we live, technology is influencing the lives of human beings in an accelerated way; present in all fields, it is a tool that facilitates processes in all axes of knowledge, allows planning, directing, executing and controlling in an organized manner and of course, the area of education cannot be alien to this type of advances and tools.

The use of these offers some beneficial elements, which allow a significant interaction between the teacher and the student, as long as they are used appropriately because it is necessary to remember that they do not work by themselves but are the human beings who give the movement and the application to these so that they can be exploited in the best way. In addition, it is essential to highlight that foreign language teachers must tend to train beings that not only understand and interpret the purposes of the speakers and users of the language in pragmatic and semantic terms but also that they are reflective, critical, autonomous, and managers of change in the community that they perform, through the incorporation of ICT as an enriching tool in the pedagogical task.

Therefore, it is necessary to strengthen the skills and competencies in the understanding and interpretation of messages, either orally or in writing, as an interactive and dynamic medium and at the same time as the production of meaningful knowledge, in which an enriching and enjoyable environment for the parties that allows interaction between teachers and students, and between students themselves through technological tools that help them exploit their potential and at the same time build knowledge in the foreign language.

It is worth highlighting the Doctor in Educational Sciences and Master in Educational Informatics from the UNED (Spain), (2011), with his book *The ICT in bilingual education*, which provides great general benefits towards the use of ICT.

In addition, ICTs are of great help because they provide excellent opportunities for developing and enhancing listening, writing, reading, and oral comprehension in the English language. Also, it is necessary to highlight the fundamental role played by the English teacher, which consists of the creation of didactic activities using ICT resources to strengthen the teaching-learning of the English language in a meaningful, dynamic, and interactive way, which allows them to enhance the different skills to students so that they can interact with native speakers or foreign language learners.

We stop here to do an exercise; for all of us who were English students about ten or fifteen years ago, let us remember that since that time, there was already a relationship between the subject of English and technology, all the books or the vast majority of them. They had a CD where we could do some exercises from home, on the computer for those who had it or on a tape recorder, the teacher would suggest the use of this to reinforce what was learned in class and if we talk about the classroom, all the teachers of English they carry with them a recorder and more than one CD to carry out the listening activities or the different activities of the book.

Taking this into account, we can affirm that since the 2000s, the English class has gone hand in hand with the use of ICT, and English teachers have also had this relationship more than any other teacher of any other subject.

From this point of view, English teachers have gone a step forward compared to math or science teachers, etc.; this is clear from a general point of view. Nowadays, it is common for all teachers of different school subjects to use ICT to help their students, but we, English teachers, must be included. This is mainly because there is an infinity of academic platforms for learning the English language; this is more than any other subject, according to a study by the language department of the UPAEP (2018). There are platforms where we can reinforce our speaking, our ability to write, to listen, and all the skills we need to develop when we learn a language.

Our job as English teachers is to investigate, analyze and approve the different platforms that our students can find to reinforce their skills, and by this, we do not mean the use of YouTube or recommending a game to learn vocabulary; this would be the most common. What we can do, we must be more professional and take this ICT research for our class very seriously, always remembering that this is only to improve the student's skills, we do not expect the student to learn with the uses of ICT, for that we are we the teachers.

Throughout our research, we have talked about the autonomy of students, but this is something that we know that today not all students have it; it is more a vision for the future, we are convinced that with the culture of student autonomy, the educational level in Mexico will improve a lot, but this is something for the future. What do we do as teachers when our students do not have autonomy? Today's students, especially young people, are technology experts, but they are experts in social networks and fashion platforms; for leisure, it is not very common to find students who look for a platform on their own to improve their level of knowledge. English, being realistic, is something that does not happen with students in

Mexico, that is why we emphasize that this should be the teacher's job, at least today, and being experts in learning English, we can assess whether it is a good platform or not.

This sounds somewhat different from what we have raised about autonomy, but we say it is thinking in the short term; with the creation of a culture of self-learning, students will look for ICTs to improve their learning, always using critical thinking, something that our author also tells us, we must train students with critical thinking so that they make good decisions in the academic environment. Their own lives, it is to stop working as a teacher.

At the moment in 2020, we consider it necessary that the teacher does not expect the student to have enough autonomy for them to look for their tools themselves, we say this without generalizing, each teacher knows their students and her group. We need to bring them closer to these platforms where they can improve their level, and even sometimes it is necessary to force them to use them, assigning some value to the qualification in the use of these.

For example, in this year where video calls have been one of the most useful tools for academic hunger and many other things, there are different platforms where students can connect with a native speaker or teacher where they improve their speaking. Here we pass the information of one of these platforms.

Conversifi is an online language-learning platform that connects native speakers with learners for 15-minute fully-immersive conversations. Studies prove that the best way to learn a new language is to fully immerse ourselves in an environment where we listen to and speak the target language. During the 15-minute sessions, we will only speak the target language.

This site pairs a learner and a coach. The coach's role is to facilitate discussion by using a conversation guide and to be patient with the learner during his / her experience of her. No prior training is required - the most important thing is to be understanding and willing to make mistakes!

Even if we have any problems with the video calls, or the website, or we have ideas on how to improve their service, we can send a chat in the lower-right corner of the screen.

This platform has a small cost of 7 dollars per semester; regularly, the price can vary, and compared to other platforms similar to this, converifi is one of the cheapest. According to a study by John Muir High school (2020) in California, this platform has shown an effectiveness of 87% according to a survey applied to users and teachers who have managed its use with their class group.

We understand that this platform has a cost and that it probably cannot be used by all types of students, we know that in Mexico the context is very different. What we want to expose with this is that each teacher, understanding the needs and context of their students, can seek the best option to implement the use of ICT in the classroom.

Therefore, it is necessary to assume the challenge of executing pedagogical proposals that contribute to the teaching of learning a foreign language in a way different from the traditional one, which generates an impact on their educational process and leads them to reflect on themselves in order to create digital citizen awareness that allows the appropriate and pertinent use of ICTs that promote the improvement of educational actions in this

specific knowledge, which results in effective teaching, which favors the understanding and interpretation of verbal and written messages in the language English.

Finally, it is necessary to have enough sources of knowledge, books that specifically develop these topics, specialists and interested parties in the matter, and the Internet, with the aim of enriching and reinforcing the argumentation of the ideas of the use of ICT in the teaching of English.

### **2.2.3 The role of ICTs in the face of the Covid-19 pandemic.**

To end this second unit of analysis, we are going to discuss the role of ICTs in the face of the Covid-19 pandemic. We started this research project in the midst of the 2020 pandemic, hence our idea to carry out this investigation arose, that is why throughout the study we are going to contextualize ourselves in what is going on this year.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) tells us that information and communication technologies (ICT) are playing a fundamental role in the global fight against the new coronavirus.

According to the entity, these technologies allow, during the pandemic, it is possible to share information to save lives, discredit erroneous information, reinforce the application of the fundamental right to information. (2020)

Likewise, they contribute to “taking advantage of the use of public interest communication media, ICTs and open educational resources (OER) for electronic learning, and connecting

people. For its part, the Pan American Health Organization (PAHO) explains that, in the face of a pandemic, health services, mainly those that are of the first level of care, run the risk of collapsing due to an overload of consultations that could be attended using information technologies.

In this case, they consider that ICTs allow greater equity in access to timely medical care, which facilitates the evaluation, diagnosis and treatment of suspected and positive cases in a safe way, minimizing the risk of transmission. This gives us to understand once again that ICTs are fantastic tools these days and is an ally of all; they serve us all to facilitate and improve the functioning of society if we focus on health, thanks to ICT Information about the virus and the current situation of each country and the world has been disseminated more efficiently, thanks to these we can also inquire about the hospital occupation that exists in each city and each health center, something that a few years ago as when the Spanish flu happened in 1918, in those years, it was tough for information to spread, they were limited to newspapers and government announcements in public squares and in that way it was much more complex to prevent information, unlike in this 2020 where it only takes a few seconds to spread the information.

Moreover, just as ICTs have helped different sectors of the population, they have also helped education; thanks to them, we have brought the school to the student's homes through digital platforms, video calls, etc. Dieguez Romero (2017) suggested in that year that through the different digital platforms that offered the option of video calling, we could take the school home to those students who suffered some disability or some other problem that prevented them from being in a physical classroom. He said that we should not limit ourselves to

thinking that the classrooms had to be in a physical school, that thanks to ICT, we could further expand knowledge.

According to a study by the University of Phoenix in Arizona (2016) in which a group of students between 12 and 19 years' old who had some difficulty attending a physical classroom, and took an online course by video call, showed that 65 % of the students had successfully completed the program and also had shown great improvement in their academic level, this of course, taking into account that the classes had been completely personal and not in groups, as it is now. A big factor that can affect the results.

When we talk about ICT for education in Mexico, we face a field full of inequalities, and this is because in the country not all students have the necessary technology to carry out an online course, this is so much for the students as well as teachers. The government of Mexico, in an attempt to save this school period, tied in open television the program "Aprende en casa" the dynamics are elementary, through the open signal of television, in different schedules and channels, the students of different educational levels they may take class according to the program of the Secretary of Public Education (SEP). This program is more aimed at public and low-income schools; we know that private schools where the family economy is better, students can use computers, unlimited internet, etc.

An article published by journalist Nancy Flores (2020) points out that only in the State of Mexico there are 37% of families with children who only have a television at home, which makes learning online difficult.

The Universidad Iberoamericana (2020) wrote a criticism in which it points out the failures of the program launched by the SEP based on the use of ICT, among all the points indicated here we take up some of them.

When analyzing this program of classes on television and the Internet of the SEP for the preschool, primary, secondary and high school levels, she commented that she would have hoped that they would not resort to evaluation since it adds anguish and stress to the students and, above all, their family members, in a contingency situation that is already quite stressful.

Although it is very important to make learning tools available to all students so that they can continue with their classes remotely, we think it is a mistake to ask that 'Learn at home' document the way these classes are being followed, that a folder is made, that folder will be used for the evaluation of the course and that following the classes will be linked with the passing or not of the year.

In the current conditions unleashed by COVID-19, in addition to being unnecessary, the evaluation of 'Learn at home' is unfair, as the grade and grade pass depend on it, without having considered the inequalities in Mexico, Like the fact that not everyone has access to the internet, that others cannot even watch the television channels where this SEP program is broadcast and that some students, especially older ones, have to work to help support themselves family due to the economic crisis that caused the pandemic.

For this reason, Schmelkes reiterated that, despite being commendable what the SEP is doing, it seems to me that this is not the time to link what is being offered with an evaluation process and with a decision of passing or not passing grade.

A second criticism that Schmelkes del Valle made of 'Aprende en casa' is the strong request for support that it makes to mothers and fathers of the family, without taking with them a parallel work (also at a distance and on television and the internet) to that they are able to help their children in this learning process at home.

And in a third observation, the Vice-rector of IBERO said that she would question the distribution of the program's schedules, as she was surprised that the first ones who must take classes, from 7 to 9 in the morning, are the preschool boys and girls, that is, the youngest students, who in a normal situation are the ones who enter school later.

However, he recognized that the 'Learn at home' program is an appropriate and extremely useful measure, because it makes available to students tools that they would not otherwise have in many places, and because it enriches the study environment at home with the learning of a school nature.

Finally, he mentioned that those schools that had already resumed their classes after the Easter holidays, in the online mode, can complement them with 'Learn at home', given that any effort to enrich student learning is valuable. And then they would do well to take this program as an additional input to what they are already doing.

And as children learn wherever they are, isolation at home is a time that can be used to learn about things that they rarely have a chance to, such as the history of their family or community, or questions about the work of their fathers and mothers. Likewise, interaction with family members would make up for the lack of socialization and human contact due to confinement.

These criticisms of the SEP program with the use of ICT make us reflect that in Mexico we still do not know how to implement the use of technology for education, this is to a certain extent normal since no country in the world was prepared to continue with a program from home.

In the case of students who have been able to work through a platform and video calls, the result has been entirely different; both could be better, but there is a big difference. According to Flores Ortega (2020), more than 75% of the students in Mexico who have taken an online program with a platform and easier access to the internet have successfully concluded this half of the school cycle, from August to December. Moreover, of the student's voice, more than 50% feel satisfied with what they learned and worked on at school.

While for students who only follow the learn-at-home program through television, 30% have decided to leave school while we continue in the pandemic, this due to the complication they have had to take classes due to lack of devices electronic devices, this is the case of those students who only have a television at home and have more than one child in the family.

In this last subtopic of our second unit of analysis, we wanted to explore a little with the actual data that we find on different websites about the two realities that are experienced in Mexico in terms of education in 2020 if we talk about education and technology in Mexico it is to speak on social inequality, analyze the different opportunities that each student and community have to continue teaching if we only focus on technology and intend to live in a bubble where all students have the same opportunities, we would be marginalizing a large part of the population. Population, that is why we decided to show a small quantity of both

realities by focusing more on what they have most minor since they would be the case that should be studied the most because we know that students who have more tools can have better use in this quarantine, this according to data from different researchers and pollsters.

### **2.3 Social networks.**

In this third and last unit of analysis, we are going to talk about social networks, specifically digital ones, we are going to talk in the same way, about the general, starting by explaining what they are and their use, and then we will go to the particular with the networks social and education, specifically in the teaching of English. We will also talk about some of the most popular social networks among children and young people, such as Facebook, Instagram, and the most popular in this 2020 TikTok.

We take these topics for our third unit of analysis because digital social networks are closely linked to ICT and because these are one of the tools most used by the general population, and a large part of these users are students. We know that many authors have proposed using networks for education, creating groups on Facebook where we can share links to websites or videos, etc., where students can find a new or better option for learning at school. However, this often has not worked out in the best way, and it must also be said that these networks and their popularity constantly change over the years, and it is necessary to re-plan the use and use that should be made with them.

Many times as teachers, we are left behind in knowing about the new platforms where our students are active; a few years ago, Facebook or Instagram were the social networks of the moment, which today is no longer the case; that is why, as researchers and teachers must

keep up with technology and what is a trend for our students and be able to make use of the new ones in our classrooms in the best possible way.

As we already mentioned, we are going to talk about various social networks but we will focus a little more on TikTok because it was the most popular in 2020 and also because there are not so many studies about it compared to Facebook or YouTube for example.

We begin by explaining that it is a social network; a social network is a group of beings that interact with each other; they are an open group which means that they can enter or leave whenever they want; social networks are divided into two, analogue and digital. The analogies can be a family network, our environment, our house; a community network, which would be the one we share with our neighbors; and a school network, which would be the apparent school environment.

With this, we understand that belonging to a school is a social network where each student and teacher contributes to their learning; remember that according to Vygotsky (1979) it is how we learn and interact with our environment, which implies other people. It is how human beings have taught others for a century, creating an analogue social network that can be formed from two (a teacher and a student) to more people.

Digital social networks are digital platforms formed by communities of individuals with common interests, activities, or relationships (such as friendship, relationship, and work). Social networks allow contact between people and function as a means to communicate and exchange information.

Individuals do not necessarily have to get to know each other before coming into contact through a social network, but they can do so through it, and that is one of the greatest benefits of virtual communities.

Digital networks are divided into two, horizontal and vertical. Horizontals are generic networks that anyone can use and revolve around the user, such as Facebook, created by Mark Zuckerberg and made initially for Harvard students. On the other hand, vertical networks are specialized and revolve around a specific content or theme, such as Edmodo, one of the platforms best known by teachers; this is a free social and educational platform that allows a proportionate and private environment. Its objective is to help the teacher to personalize his classes.

Edmodo has become one of the favorite educational social networks for teachers due to the tools and benefits that are obtained if it is implemented in the classroom. However, it will never be used by students like Facebook is used. Because it is closely linked to the academic world. In other words, students will never enter Edmodo for fun or pleasure.

A study carried out by teacher Jimenez (2017) in which she interviews more than seventy students from 12 to 15 years old, asking them about the use they gave to the platform, reveals that ten out of ten students affirm that they only entered Edmodo when they knew they had to deliver a new activity or there was a new one.

This reveals that the students never used the platform out of their conviction, as in the case of other social networks where we know that they spend a large part of their time connected; this is because Edmodo is an exclusive platform for the academic field. We are not saying

that it is terrible to employ this in our classes; on the contrary, we know the great tool it is for our classes. We need to turn more to the networks that students use almost than for love.

As researchers and teachers, we have been able to recognize and focus on the needs we have for the creation of new tools, this has resulted in the creation of different academic platforms, but we reiterate in turning to see the social networks that are viral where students enjoy staying connected. Analyzing them and trying to obtain some educational use of these and above all that, they can do it without us, the teachers, forcing them, such as when we send them videos through WhatsApp on YouTube about the explanation of a topic or something for the style.

Nor do we mean trying to convert any of these platforms into academics, because we know that these were not created for this from the beginning, they are horizontal social networks, as we explained above. The purpose is to try to ensure that the student, to a lesser extent, can obtain significant learning for their classes when they spend time in any of these networks. We can achieve this in the first instance by analyzing and learning about the new viral platforms of the moment, that is our job as teachers and investigators.

In this study, we will work on analyzing one of them; as we have already said, let us talk about Facebook, Instagram and others, but we will focus mainly on TikTok because our participant of the investigation has obtained some knowledge through its use, we are not affirming that we have acquired it through the use of this platform, we will determine that as our investigation progresses. We also decided to focus on this network because it was one of the most popular in 2020. There is still a lot to study compared to others that are already out

due to the passage of time and fashion or that there are already many investigations about those.

### **2.3.1 Social networks as an educational medium.**

The topic of social networks and education is a topic that has already been debated on several occasions by authors and education experts, on the internet there are countless articles in research magazines etc. where they speak and propose different points of view.

We undertook the task of analyzing different authors to propose their ideas in our research, it could be said that we chose these authors for their style of writing, with a simple vocabulary that anyone could understand, that is, they do not need to be teachers or be in the world of education to understand what has been proposed. This is also a purpose for us, anyone who reads our research can understand us.

Social networking sites such as Facebook, Instagram, Twitter not to mention we were analyzed for their application both in adolescents and in the university environment and in recent years with children as well, highlighting their potential as a complement to teaching. These technologies allow students to interact with the content and communicate through different media, select it, remix it, create it and share it. An article published by Perez (2016) tells us that making use of social networks allows the teacher:

| Access knowledge instantly and stay updated.

| Create a network of educational and professional contacts, while bringing the students of their subject closer to professional reality.

| Develop informational skills that allow managing the large amount of information that circulates on the network.

We add that:

| Encourage collaborative work in your subject.

| Open the subject beyond the walls of the classroom.

| Create or improve a reputation and visibility on the network.

| Share or reflect on the work generated and experiences.

Speaking a bit about our own proposals, you consider the fact that as teachers we do not simply lock ourselves in four walls, with social networks we have the opportunity to open the subject beyond the classroom. Definitely, this is something that we have heard before, but the pandemic reminds us again and we take it as a teaching and point for improvement, remember, as teachers we cannot stay locked in a classroom, we have to open ourselves to more spaces and social media is a great tool to do it.

On the reputation and visibility on the network we mean that we must stop thinking that in social networks only time is wasted, we know that human beings learn through our heart, it is proven that a child can acquire significant learning through play, is the reason why today

the toy industry is specializing in creating innovative toys that can also generate learning and knowledge for children. The same goes for social networks, many of them are already focusing on this, not simply entertainment and leisure time.

It is necessary that, as teachers, we get up to speed and stop thinking that students cannot learn through social networks, we must even help parents to stop thinking this way, but we must also serve as guides so that students can make the most of their space on the networks, without wanting to return to Instagram or TikTok in an academic, social network, serve or try to be a guide for the content they see on them.

We say it this way because for those of us who work with teenagers it can become a challenge to want to influence in one way or another the content they see on their networks, this due to age, etc., but we are still influencers in the life of each of our students.

Making a small summary of what Camacho (2010) proposes, adding our proposals, we have to create learning communities, understanding them as thematic groups of individuals with an educational purpose, based on the fact that people learn socially through active participation in the development of activities with their peers and other people. In many cases, these activities are individual. These communities favour aspects such as communication and participation, helping the student move from the academic context to the real world. They stimulate learning through the interactions that occur between their members through their reflections and shared resources or ideas, generating new knowledge.

The learning communities that occur on the network have the adjective of virtual, it is common to use social media platforms to offer support given their interaction characteristics and ability to share content, that is:

They offer the student an environment with multiple tools and materials.

They facilitate contact between all students and with teachers.

They avoid problems like location or time.

They allow the student access to a large amount of information.

They promote informal and autonomous learning.

They raise awareness of the professional use that the student can make once they have completed their training.

Here Camacho (2010) focuses more on vertical social networks, that is, those that have a specific purpose; in the case of education, we refer to those that have an academic purpose; the use of these platforms is excellent, and we have to follow introducing its use as far as possible, since as we have mentioned before, Mexico is a country with much inequality. Not all students have the facilities for social networks. Doing our critical thinking, we know that here in Mexico, many times the government gives electronic devices to students who do not have children with them, and in most cases, they do not give them correct use to them; a better strategy should be to make available these tools to teachers so that they teach students

to use them and then each student can have their tool, once they know how to use it, this is more intended for students who still do not have the facilities of ICT.

Returning to using platforms, we said that academic and social networks are beneficial for use in the classroom. However, we must also include non-educational networks with great popularity in the population since they represent a more significant influence for learners and can be a fabulous tool that helps create meaningful learning and self-learning. The following are a series of advantages that this type of social learning offers within the educational field through virtual learning communities created through social networking sites. We propose these advantages after analyzing the authors and with the knowledge we have about teaching.

Advantages:

Publish and share information.

Include content in different formats.

Facilitate communication and socialization.

Allow almost instantaneous informative feedback.

Expand the limits of the teaching-learning process.

Generate a role change in the teaching process.

Build knowledge in a shared way.

Reinforce internal relationships between students in the class.

Motivate the student and involve him more actively in the subject.

Promote autonomous student learning.

Focusing on the last one where we suggest the favoring of autonomous learning, we focus primarily on this one because our study speaks broadly to autonomous learning, so we have been able to analyze from each author that many of them suggest that the active use of the most popular social networks among students can generate the culture of autonomous learning, this if as teachers we know how to introduce them to the academic world to a lesser extent because they are finally networks for entertainment not for the academic world, but they are a valuable tool for teaching.

How can we achieve it? We must say that there are no guides to achieve this; the authors suggest that we must know our work team, that is, our students; we have to open up to know them and enter their minds to know how to introduce these platforms to the classroom, this because each student is different and also each classroom. So the first step is to get to know our students to know how we can work.

Talking about social networks always brings advantages and disadvantages, especially when we talk about education and is linked with children and young people. Although we know that many parents give many children the freedom to use the networks, not all think in the same way, probably if we are primary level teachers it could be a bit more difficult to want to introduce the networks in the classroom, and we must use another strategy, but if we are

teachers of older students we can work in a better way, even so, it is necessary to expose some of the disadvantages of social networks for education.

Reduced attention and productivity. Certain social networks such as Facebook offer a multitude of distractions within the website itself, for example, internal chat. Also the possibility of having multiple browsers open with others.

Laxity in language.

Negative attitude on the part of students when associating them with leisure or fears of exposing their private life within the academic environment.

Dependence and addiction towards this technology.

Increase in dangers associated with security and privacy such as cyberbullying, grooming, sexting or sextortion.

Infoxication, understanding this as the excess of information found on the network.

Technical lack of knowledge of the correct handling of these technologies and the associated tools.

Conflicts in the work and study groups created due to the new paradigms that occur on the web such as anonymity or distance.

Saturation of tools on the web and use of them without a methodological basis that justifies their application.

As teachers, we must be open and know all these dangers that come with wanting to use the networks active in the classrooms; we would even have to consult with parents before putting it into practice, many issues such as Siberian harassment and sexting are real, situations and very delicate that the use of these means can trigger. However, there is also a great responsibility for each parent. They should be the first to talk about these issues with their children and, of course, we as teachers.

Although the list of dangers may seem superior to the advantages, it is true that most of these difficulties are easily overcome and are mainly associated with fears due to the novelty and lack of content of these technologies.

There are two basic principles that will help protect us from the dangers of social networking sites. The first is to have digital literacy in these contexts, mastering aspects of the use of these such as privacy and how to use them, allowing us to get the most out of their features and tools, also ensuring a certain security.

The second principle is common sense: dedicate a few seconds before performing any action within a social network, especially when publishing. Knowing characteristics such as virality in the network or the difficulty of erasing our tracks will make us aware of how dangerous it can be to make a simple comment without thinking about it. The anonymity and immediacy of the network often lead us to act and say things that, perhaps in another context and with a much smaller audience, we would not do.

As a result of the difficulties mentioned, it will also be interesting to develop and educate in informational competencies to improve efficiency when working in learning communities and when filtering the information found on the network. As teachers it is important to take on a new role of facilitator and guide following the new strategies of educational innovation.

### **2.3.2 Facebook**

Throughout this third unit of analysis we have talked about digital social networks and how they can contribute something positive to education, we have mentioned some very specific ones, such as Facebook, Instagram, Whatsapp and TikTok, since these are some of the most popular and the most used by children and young people between eight and 25 years according to UNESCO (2019).

In this subtopic, we are going to talk about the use that has been made of Facebook in the educational field, based on the Basterrechea Guide to Facebook for educators (2017). This guide addresses different issues on the platform aimed at education. We will analyze in more detail the subtopics of Facebook as a teaching tool and how to use this platform inside and outside the classroom.

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Facebook is a social tool that connects us with people, brands, and organizations that matter to us. It was founded in 2004 and has quickly become one of the most used and visited platforms by people of all ages to communicate and connect with friends and others with whom they work, study or share their lives. The mission of Facebook is to make the world a more open and connected place.

It is in this spirit that Facebook has begun to work with schools, institutes and universities to better understand how its services can be used inside and outside the classroom as a learning tool, making the most of its potential to improve the educational possibilities of Young.

We will focus on what Facebook is as a tool for teaching and learning. Education systems around the world are experiencing a revolution in teaching and learning. With the arrival and establishment of new technologies, new communication channels and interactions have been created between students, teachers, and the rest of the world powered by the web. Digital and social learning is often based on young people having access to knowledge and learning for themselves. That learning is typically interactive, student-centred, collaborative, and instantaneous. It takes place outside of school hours, in non-formal contexts, and increasingly with friends and through social networks. Teaching and learning are and will be much more social.

Today's youth can also communicate with anyone around the world using various digital platforms, primarily mobile phones and tablets. These tools allow millions of people to connect and share information unprecedentedly. Questions have been raised about how to better prepare young people for a digital world, the need for digital literacy, and the necessary

skills for the world of work. Young people must be given access to digital platforms in schools, institutes, and other learning environments to provide them with basic and essential skills that allow them to navigate within their digital world and that allow them to be prepared as digital citizens.

Already a few years ago digital literacy was being proposed, which is practically what we are doing today in this quarantine, education has become completely digital. Although we were already thinking about this a few years ago, we never thought that we were going to digitize education in this way, it was practically a 180 ° turn.

This revolution coincides with rapid growth in access to smartphones and mobile devices by young people that allow them to have information at their fingertips in real-time. Likewise, 'online' platforms are being used by teachers and students to create and share knowledge and learning inside and outside the classroom and at home.

Our point of view is that facebook has been a vital tool for teaching and learning in the 21st century that will make education a much more social experience. It is an essential 'toolbox' for educators in schools, colleges, institutes, universities and other learning environments to open, inspire and catalyze young people's learning. From the transformation of the teaching of subjects in the classroom to the enormous potential for the use of Facebook in informal educational settings inside and outside of school, hours such as recess, free time, holidays and weekends; give a 'like' to work done by a colleague on a shared Facebook page or create your content or other ways in which social networks can be leveraged to engage young people in informal learning in their social environment.

We definitely agree that Facebook has been one of the best tools that we have been able to introduce in the school, the different options it offers us, such as creating study groups where we can share information for more knowledge or to maintain close communication between students, etc. . Throughout these years with the platform we have learned to use and evolve with it, the Facebook we have today is not the same as we had five or ten years ago, new options for use have emerged and we have adapted them to our needs.

Most of the authors like Quiroz (2017) who talked about this platform about five or seven years ago focused on educational use, placing Facebook as the best tool of the century and the one that will continue to help us in the coming years, imagining ourselves with it in about fifteen or twenty years in the future. This has been a severe mistake; although the platform has indeed been a tool excellence in education in recent years, we cannot believe that things will always be this way, technology advances exponentially, and the school must advance with her. Our reality is that Facebook is no longer the only social network; many others have emerged and have become more popular among children and young people. The teacher who thinks that today Facebook is the number one social network has remained in the past. We understand that these tools are temporary and can be very useful for some time or some options, but we should not be stuck in time and advance hand in hand with technology and new generations.

According to Melero (2013), approximately since 2010, it has been working with a broad group of schools around the United Kingdom to explore new ways to use Facebook and develop more resources for teachers and educators interested in the usefulness of the Facebook platform in an educational environment. The following case studies from the UK

and comments from leading organizations in Spain and other countries show the endless possibilities of using Facebook in schools, colleges and universities.

Next we will expose five of the most popular ideas for the use of Facebook at school, always taking into account the age of the students and also knowing that there is no form that tells us how we can introduce these tools in our classes because each group and student is different and the formula may change for each case.

Sharing ideas.

Creating a Facebook Group is easy and fast and limits access to only students in a course/class. Students can be invited to participate via email. The Group Administrator can upload files and start discussions with an application built into the survey system. Students receive the link to the group where they have access to resources for a specific subject, where they can share links to other resources and comment on revision work. Students also have quick access through their mobile devices from anywhere. The group can be configured to be invisible to those who are not members of the group. When a teacher uploads a file, question, or post, they can see how many group members have seen and read it.

The group we chose is called the Faculty of Languages, a group made up of students with a focus on supporting teachers and students. Facebook offers the opportunity to bring learning to a space already known to them, so it became an effective tool for them to share and communicate throughout the school.

The second group was a discussion and speaking group organized by the English teacher. The teacher invited the students to “like” her page instead of creating a closed group. The final group was a math group that used a page to discuss math-related topics outside of the classroom.

Communicate with parents.

Facebook can be used to communicate with parents when a face-to-face meeting is not always necessary - for example, to share information about an upcoming field trip. Parents can be invited to join the group via email - and they also have control over whether students can access the group. This group acts as an information centre - therefore, using the example of a trip or excursion, the group can be used to share itineraries, maps, and contact phone numbers of teachers. You can even use the group during the trip by posting photos. You can control how many parents have seen and read the posts as a group administrator.

Use Facebook Pages to promote group and project work.

Creating Facebook pages can be a dynamic and exciting way for students to present projects or group work. They can post news, photos, videos, comments, contests, and pertinent information on their page. Moreover, in the centre of each Facebook page is a timeline, showing all the activities on the page in the last days, months, and years. Students can create a page relevant to their project - for example, WWII history and then post relevant images and relevant articles in the Bio right around the time those significant events occurred. As they add more information, they build a complete Biography of the era they are studying.

Make it easier for foreign language students to communicate with their exchange partners. Before going abroad on an exchange school trip, a group can be created for all teachers and students. This makes it easier for students to get to know each other before the trip and offers them the opportunity to practice the language as well; for example, it can be agreed that international students publish in their language and the other students only in English, in such a way they learn from each other. After the trip, the students can search for each other on Facebook and continue their friendship through the conversations from before.

Collaborate and learn from other teachers.

Facebook groups are a very useful way to share resources and tips with other teachers in a private and closed way. Group updates appear in the "latest news" section but can be configured so that they are not visible to non-members. This means that only members of the group can see the posts.

Despite the years, Facebook continues to be an excellent tool for use in our classrooms; we exposed some of the most popular ideas of the academic use that is given to this platform, and even in our years, it can continue to serve us in the same way it does five did. We can continue working with this without forgetting innovation and creativity as teachers. However, Facebook offers us all these options; there are many other social networks used by students that offer us different options that we can use to our advantage.

### 2.3.3 WhatsApp

We continue with another of the most popular platforms of recent years which is WhatsApp, as we know this social network allows us to send messages, calls, and video calls always and when we are connected to the internet, it has become one of the best options to keep in communication with important people for us, due to the ease of use and the different tools that it offers us, such as sending our location in real time, sharing internet links, images, videos, creating groups and many more options. With WhatsApp it is very easy to keep in touch with our friends, family, work team, etc.

Focusing on the academic world, many of us know perfectly the use that we give to this platform in the school, because we are users of it and as teachers we have implemented the use of it in our classrooms, focusing on close communication that allows us the app with our students, parents, and colleagues at the institute.

Practically the use that we have given to this platform in education is very similar to what we have given to Facebook; we are talking about active communication; even WhatsApp has become the number one social network for scholarly communication in this, according to a study carried out by Tecnológico de Monterrey (21019). We can see this since, as we mentioned earlier, the popularity of Facebook has been declining, and we have begun to adopt other platforms with similar uses that can be more useful to us.

Using this platform in education has been beneficial to maintain communication; as teachers, we must be very cautious with using these applications since using this in chats can be misinterpreted, it can generate professional problems for us and the educational institution,

so let us handle ourselves with due respect since WhatsApp is a more informal network than an email, our vocabulary can be distorted for both teachers and students. Remember that although it is an informal electronic medium, communication must remain academic as if we were in the classroom.

In the middle of 2020 WhatsApp has become a vital tool for the school, not only because of the constant communication that we can maintain, it has also worked to share class material, organize new hours, open discussion tables with students, etc.

We understand what a great tool it is for today's school. However, we will review one of the many investigations on this platform, focusing on the one carried out by Tecnológico de Monterrey (2019) with the author Arlette Audiffred Hinojosa, a teacher of the multicultural program at Prepa Tec Campus Morelia.

They spent more than two years using the cell phone to provide timely follow-up and mentoring high school students from the Tutorío y Bienestar Integral class at PrepaTec. Four tutors coordinate with around 120 students each through WhatsApp. This application was very supportive of being in contact with our students and parents. With WhatsApp, the living room becomes a virtual space without limits. This helped to provide a better follow-up to our students to support them in achieving their academic and comprehensive training success.

Similar instant messaging solutions have been implemented in US universities to address issues such as the summer melt phenomenon. This is the name given to the process experienced by a student who graduates from high school and begins a series of activities and requirements that must be met to enter the university. However, a large percentage of

them need to register on the road. They have also been used to increase enrollment and increase student retention (Schwartz, 2019).

In the case of Tec, the main complaint that we had from parents and some students was that we were not "accessible" in the offices or we did not answer the landline phone during office hours. The reality is that teachers spend a great deal of time from one classroom to another teaching classes. During a regular day, the tutors constantly move around the campus, attending to school activities or specific situations of each student. It is not feasible to carry a laptop everywhere, but, in general, tutors have personal cell phones that they carry with them most of the day.

To equip each tutor with an institutional line, we participated in the NOVUS Call of the Tecnológico de Monterrey. Thanks to this initiative, we obtained the necessary resources to acquire the equipment. With this project, we want the classroom "in the palm of our hand". It is easier to organize the agenda to attend to all the students and to be in continuous contact with the parents throughout the working day, monitoring them in time.

The first stage consisted of creating WhatsApp groups for each student tutored. The chat must be the student, his mother, father or legal guardian, and the tutor of the class. In this way, we involve even more parents in forming their children. Also, the communication and information that we share in the chat are not triangulated.

In the chat, the tutors solve doubts such as Where is the computer technical service? How do we justify a lack? How to find a teacher? How to participate in an international program?

How to make the schedule or administrative record? among many other questions. Over the phone, we can give quick and continuous feedback.

Although supporting students through a mobile application may seem trivial, this action promotes a greater sense of belonging to the institution and their studies. When there is a figure that provides what researchers call “reliable support” or “supportive accountability” in English (Gottfredson & Gottfredson, 2010, p.18), the likelihood that young people will feel “alone” or confused about what the next steps, preventing them from dropping out of school.

Tutors must be very attentive in communicating with students to detect any critical change in mood that must be addressed or any indication that something is not working quite well. When a case of this nature occurs, we follow a protocol with the psycho-pedagogical department. They support us in following up in a face-to-face way with the students. In the time we have used the WhatsApp tracking system, we have not had a case of this type.

In addition, the number of calls we received from parents and students decreased considerably. Previously, they called the office landline once or twice a week to resolve doubts or concerns; now, they call, if anything, once a month with particular questions.

In the satisfaction survey that was applied to the 295 students of PrepaTec Campus Morelia, at the end of the August-December 2018 semester, on the interaction with the tutor and the advice received during the learning and mentoring process, on a Likert scale from 1 to 10 where (1 is unsatisfactory and 10 is very satisfactory), scores of 10 were obtained with a standard deviation of 0.00.

On the other hand, the retention rates of students were satisfactory. At the end of the August-December 2017 semester, we had a retention rate of 88%, while at the end of August-December 2018, 100% retention was achieved, which confirms that the fact of giving punctual and timely follow-up to concerns and students' needs increases adherence to the institution. The fact that students feel a constant presence through the cell phone, albeit asynchronously, strengthens the relationship between students and educational institutions.

In the January-May 2019 semester, the students were consulted about "the role of the tutor in terms of their commitment to learning, development and integral growth of the student." Scores of 9.76 with a standard deviation of 0.68 were obtained.

It was possible to verify a good result of using WhatsApp with the students and parents to improve our communication and follow-up. It shares other ways to use this application in class in these links.

This case that we have just exposed was a summary of what the Monterrey Campus Morelia High School implemented in its educational community to solve a problem and improve communication through the use of WhatsApp, taking the platform not only with teachers and students or teachers and parents, also to the offices and administrative staff of the institution, proving that the use of this social network has been highly satisfactory.

One more tool that we cannot leave out in our classes and institutions. The fact that students feel a constant presence through the cell phone, albeit asynchronously, strengthens the relationship between students and educational institutions.

#### **2.3.4 Instagram.**

As it is known, that our research is about the autonomous learning that many students have had to develop in these months of quarantine due to Covid-19 contingency based in ICT more specifically in the social network TikTok because this is a case study and our research subject has made this platform his greatest tool for this learning process at home. Due to the research we are trying to carry out, it is necessary to talk about autonomous learning, ICT, social networks and the different ways that we can implement them in our classes. That is why we have talked about Facebook, WhatsApp and now it is Instagram's turn. Always giving an educational approach, we have not talked about what the network is, or its history because we already know something about that.

When we expose examples of social networks, we do it with an educational approach; that is, we share some ideas and experiences of different authors about using these in the classroom. We do this to further our research and learn what the different social networks can offer us in the classroom.

Before talking about our social network par excellence in this investigation, which is TikTok, let's take a look at Instagram.

Here we are going to share some of the best ideas that we have found from different authors and also personal ideas that we propose so that you as a teacher and if you are an active user, you know and like Instagram you can adopt its use in your classes.

One characteristic that differentiates Instagram from other social networks is that what is published on it are photos, which may or may not be accompanied by text. Its publications are very visual, which is why it has become a tool widely used by teachers to share their ideas and educational activities through it. There are many examples of teachers who have accounts to share their resources by creating a virtual blog; what used to be done with scissors and paper in classrooms, now we can do it on Instagram. It is beneficial for visual students, according to Ortega (2018).

Romero (2017), the creator of the educational project 'The literary garden', tells us that for some time, the idea of using visual schemes based on Visual Thinking had been in her head to bring literature and other concepts that could lead to some complexity closer to my students. We decided to share their drawings that clarify the explanations in class in an unconventional way: a social network that is present in their daily lives, as is Instagram. Through this initiative, Alicia periodically publishes diagrams of drawings that explain the Literature syllabus to facilitate her students' study. Another excellent idea for more visual students, although this does not mean that it does not significantly impact kinesthetic hearing.

An interesting phenomenon that has occurred in recent months since the summer and after the experience of online education, many have been the teachers who have contributed their bit by sharing activities, ideas, cards, stories or experiences for free for other teachers on their Instagram accounts. So far, some forty dossiers and notebooks on various topics have been shared on thousands of Instagram accounts. All this without profit, only with the illusion of sharing knowledge and learning. Saida Leal, a Infant and Primary teacher, tells us about it, one of the participants in this movement.

Instagram is a social network that allows, among other things, to work on concepts, feelings, or values in the class. Of course, it is essential to protect privacy, so it is advisable to create a private account for each group or institution to control potential followers. Looking for the Instagram profile of some small institutions, we realized that most only share information about their facilities and costs and do not share relevant educational content where their students can be supported in what is studied in the classroom, even though this would serve more to demonstrate how their students learn, especially speaking of private institutions. Among the many possibilities that apply Instagram to the educational field are proposals such as creating blogs, starting an essay from our photo, or teaching geography with Cartogram. This website superimposes the photos present in this social network on interactive maps. Creating a blog like this could give us tremendous curricular weight as teachers or an institution, where our content is seen by thousands of followers and opens the classrooms even more.

The proposal that Instagram has for us is about creating visual content, as we can understand it is very different from what other social networks propose to us. Creating an account for each classroom where students can create and share infographics about what is seen in class can be an excellent proposal to reinforce learning; this can be replicated in each subject seen in school, from physical to foreign language.

### **2.3.5 #LearnonTikTok.**

It is time to talk about the social network that we will focus on in this investigation, we are talking about TikTok, to begin with we will talk about what the platform is in general,

how it works, and the tools of use that it has so that those who do not know it completely well can better understand our proposal for the use of TikTok in the classroom.

TikTok is one of the most popular social networks of the moment; this is due to the ease with which we can go "viral" and also because you do not need to be a professional in technology to learn how to use it; it is as simple as many other platforms. TikTok is a mobile application for IOS and Android systems designed to create and share short videos (from 3 to 60 seconds) with the smartphone, in addition to allowing you to use music, insert text, also record voice, play with the composition speed and camera effects and offers the possibility of viewers can record their reactions to the videos. The interface is simple and intuitive and allows searches, visualizations and content creation.

For children and young people, using TikTok is a mix of entertainment, wanting to be known and have fans, perform challenges and be able to compare their own creations with those of others, be in contact with their friends and belong and function within a cyber-community.

It is a somewhat inspiring social network, because we are already familiar with the concepts of videos on YouTube, although in TikTok the creation of content is much easier and simpler. Now, talking about the educational issue in this social network, we can find two faces: the profiles dedicated to creating entertainment and leisure, as well as the part that creates higher quality content. Various profiles create content on different topics of social interest; talking about teaching English, we can find an infinity of videos where we can correct the pronunciation of a word and learn new vocabulary in just one minute.

Our research is based on this platform due to the phenomenon that we have been able to observe and later we will analyze with our research subject, who is a potential TikTok user. We propose this platform for use in the classroom, as many other researchers have already done, because in the first place this is the most popular social network of the last year 2020, a large number of our students are frequent users of this platform and how We have already talked about it before, part of our work as teachers is to know what are the tools and websites where our students spend much of their time, in past years this site was Facebook but now things have changed, technology continues to update just like the new generations and we have moved from one social network to another.

That is why we believe it is appropriate that we make TikTok a tool that we can introduce little by little in the classroom, but how can we do this? here we share some ideas.

The first thing we must do as teachers is to get to know the platform; if we are not a user of it yet, this is the moment, once we know more about it through its use, we can focus on searching for the content that interests us, in this research, we will focus more on teaching English. However, if we are a teacher of some subject, some of these tips and this social network may also be useful.

For English teachers, we share some profiles on TikTok that create content in English and can be of great help; we have @andreseningles and @itsmanuelq. These two young people are Spanish speakers, but their command of the English language is noticeable; even Manuel is a language teacher and has an online course program. It is necessary to investigate well

among the different options that we can find so that we can give an excellent recommendation to our students to follow the profile of any of them.

According to a study by the platform itself, TikTok users watch an average of 500 to 700 videos a day; this means that if our students guide the content they see in a good way, they have the opportunity to acquire meaningful learning in just one minute and replicate it day by day. For example, let us imagine that our students follow one of these accounts; there is a probability that they will see ten videos of it a week, and we could calculate that in 3 or four of these videos, they obtained significant learning of the correct pronunciation of some words in English. The results will be excellent if we replicate this phenomenon in more weeks and months. We obtained this calculation according to the research by Caldevilla (2020).

You can even use some of these videos to start your class, and demonstrate yourself with a trendy and avant-garde teacher, who knows technology, understands it, and operates in a space similar to that of the students.

TikTok is a social network that offers us something very different from the other networks of the clues we have already talked about, in addition to as we already said, it is the most popular among children, youth, and adults, this is a year that we must always take into account, we invite them to learn more about this platform by yourselves, and to continue accompanying us in our investigation, since later we will continue talking about this platform, its pros and cons in our case study.

### **2.3.6 Impact of social media in times of pandemic.**

Throughout our research we have made mention of the situation that has been experienced during this pandemic by covid 19, without a doubt we can say that the education system in Mexico was robust but not bulletproof, and this quarantine has been something similar to a bombing, but from this we have been able to see in a clearer way the areas that we need to work and strengthen to lift and strengthen education in Mexico and surely in many parts of the world.

In this last sub-item of our third unit of analysis, we are going to make an account of the impact that social networks have had in the face of the pandemic, talking about education.

Undoubtedly, we know that the arrival of this pandemic in the middle of the digital age has saved us to a great extent because we have been able to a great extent to bring the classrooms to the homes of our students, with difficulties and different opportunities for each student. We know that it has not been easy, and the results have not been the best due to the different opportunities for each student. They all focus on the health and economic crisis because it is what we can see immediately the problems that we face; speaking of education, we know that there will be problems, but we put them in the background because they are not the results that we can see immediately over the years. The story will tell about whether we could get education in a good way, the results of these measures, and the new challenges for it.

We are going to take up an article published by the Mexican government on digital tools in the midst of the pandemic, during the covid-19 contingency, UNICEF Mexico made

reference to the challenge that distance education has meant for teachers, although it also stated that it is an opportunity to learn to use new tools.

In an analysis of the impact of the pandemic on the Mexican educational system and the use of technology, Álvarez Mendiola (2020) head of the Department of Educational Research at Cinvestav, pointed out that the health emergency took education by surprise and its response was improvised, based on things he knew how to do, but lacking in the ability to teach and learn, as well as economic-administrative problems.

One problem is socioeconomic inequality, which is expressed in access to technology, because data from 2017 indicate that four out of 10 students had at least one computer and in the same proportion three had the internet; in addition, it is shared with other family members. Only those who have access to technology have educational service that changes when open television is used, but many homes do not have.

During the pandemic, the idea of saving the year, the program, and guaranteeing the official curriculum, contained in textbooks, with its distribution through new technologies, has prevailed; It was assumed that it would be easy to make up for the lack of schools with activities mediated by the Internet, television or radio, such as a transfer from school to home, with educational practices very similar to those carried out in classrooms.

The pandemic provided an opportunity that was not taken: study to understand the phenomena of life, be able to act on them and take care of themselves. Covid-19 involves biological, medical, sociological, political, cultural, and economic issues that could have been introduced for children, youth, and adults to creatively understand.

On the other hand, he mentioned that the school has many more functions than is commonly thought. Many of them cannot be transferred to the home, not even the simpler ones like teaching, because parents are not teachers and, in some cases, they have less schooling than their children; the tendency was to do more or less the same, but in different ways.

An outdated conception of teaching and learning has prevailed, with linear, elementary, and basic sequences that start from erroneous pedagogical assumptions. Learning is more complex, it is the acquisition of a sense of the meaning of a concept or phenomenon and involves mental processes to confront what you know or imagine with new learning by formulating hypotheses and that is the important work material.

“The Mexican educational system disregards the importance of generating student questions, based on what they know or imagine and hypotheses that they formulate along the way; for this reason, their learning shows many problems, expressed in poor training, and the bad results of the country in international tests”, said Álvarez (2020) .

In distance classes, digital technologies were taken as a way to distribute educational services, but they lack a positive educational impact because they are used in a stiff educational paradigm, accumulated knowledge and are not attentive to cognitive development; Technologies in themselves do not help strengthen education.

Cell phones or computers can be used, but lacking a defined purpose, they do not serve in the formation of citizens who interact positively; without an educational sense, they only serve as entertainment, commerce, or other things. You must say yes to digital, but in the educational aspect, it is convenient to have a clear idea about its objective.

"During the emergency, education has also faced a lack of teacher training to use technology in their teaching work; they had to improvise, some did well with novelty, creativity, and imagination, but most followed the pattern of repeating content, asking some questions, generating routine activities to respond and requesting a 'delivery', as if that constituted the process of learning", Said the also president of the Mexican Council for Educational Research (2020)

As we can see, we know that the challenges have been great and difficult for education in Mexico, Latin America, and many countries in the world, but each of these regions have been able to face different challenges due to the context of their students and many other factors.

In summary, we can affirm that social networks have been able to allow our schools not to fall from they do; they have helped us to survive in the middle of the storm thanks to platforms such as Meet, Zoom, and all those that offer us video calls and all other platforms. Surely we know, as students, teachers, and parents, that the tools we have put into use to move forward in many aspects of our daily life are adapting them to our possibilities.

Imagining ourselves in a pandemic without the technology we have today, just imagining that the pandemic would have been in the year 2000, makes us think about how we could have survived this and also makes us reflect on the responsibility that the use of these implies, we will use it appropriately and see it as support tools and not simply for leisure. Because even the networks that are designed for this purpose, we can also introduce these networks in the classrooms, that is the commitment as updated and avant-garde teachers and students.

## **CHAPTER THREE. THE METHODOLOGY.**

### **3.1 Introduction**

In this chapter, the type of research and the method used in this investigation are explained as well as the participants, the instrument designed as well as the methodology used.

#### **3.1.1 Qualitative model**

The qualitative method that is the one that we are going to apply in our research. We will briefly explain what the qualitative method is, what aspects it focuses on, its characteristics, and examples. In addition to that, we will also give an overview of how this method is applied in our research.

As we already know, many authors and articles explain this method; we researched and read several of these proposals to create one more of our own and share it with us.

When we talk about qualitative methods, qualitative research or qualitative methodology, we refer to the type of information-gathering procedures most used in the social sciences, which is ultimately the area in which we are teachers.

These are linguistic-semiotic-based methods. They employ techniques other than surveys and experiments, such as open interviews, focus groups, or participant observation techniques.

All qualitative methods aspire to collect the complete speeches on a specific topic, and then proceed to its interpretation, thus focusing on the cultural and ideological aspects of the result, instead of the numerical or proportional ones.

This implies understanding the natural and everyday context of the phenomenon studied. It also considers the meanings attributed to it and the assessments people make. In other words, paraphrasing Taylor and Bogdan (1984), the qualitative method proposes understanding what people think and say.

So, up to this point, we already have a lot to say about this method in our research.

First and as we already mentioned, this method is used a lot in the area of social science and humanities; this is ultimately what we as teachers dedicate ourselves to; as teachers, we are always in contact with human beings every day.

The following is that this method applies different techniques, as we have already explained, and one in specific in active observation; with this technique, we will be working in our research since one of the objectives of our research is to analyze how the autonomous process of our research subjects in their learning, therefore this technique will be beneficial to us, later we will talk specifically about the techniques but what we show now is how this qualitative method fits perfectly to our research.

Finally, Taylor and Bogdan (1984) affirm that the qualitative method proposes to understand what people think and say. One of the purposes of this research is to understand our research subject amid the 2020 context in the COVID pandemic and with online classes, as he designed in a conscious or non-conscious way but was able to create autonomous learning and significance. We still need to find out if it was efficient, but he developed and designed it.

Regarding the characteristics of this method, we can summarize that qualitative research tends to be multimethodic in its approach to the object of study, that is, it tends to apply different methods for obtaining information at the same time. It yields descriptive data: the cultural content of the people, the observable data of what they say, etc.

On the other hand, this type of research does not usually pose an a priori hypothesis, but rather aims to use the logic of induction to answer the questions that motivate the study.

Some keywords for our research is that this method is usually applied to different methods of obtaining information at the same time. We used active participation which we know consists of interactor and interrogating the participant with the things we observe, hand in hand with field notes so as not to lose any details of our observation. They are different methods but they work very well together and therefore we applied them at the same time. It is a very marked characteristic of the qualitative method and that we applied in our research.

Also, something significant is that it yields descriptive data: the cultural context of the people, context, and observable data of what they say.

This is something that we have already applied in our research, and we will continue doing so, contextualizing the year 2020 and what has been experienced in education issues; we have also talked a bit about the environment in which the subject of investigation develops, even speaking of their social and economic condition since whenever we talk about technology and education, it is necessary to know if everyone has the opportunity and the facilities of approach to this medium.

To end this subtopic, here we have some possible examples of applying the qualitative method to the following forms of research:

Ethnographic studies. In which it uses participant observation. That is, a scientific description of the researcher's experience in a different society and culture. There are many examples of this in the studies of certain African tribes during the 19th century, by European scholars.

Participatory research. Those in which the researcher interrelates his research with the participation of the investigated subjects, to understand the functioning of a community for their benefit. Examples of this are social work that seeks to propose development models for depressed communities, such as urban neighborhoods or marginal populations.

Cultural studies. Turning to the relevant documentation, context, and other textual sources, many investigations aspire to understand the cultural logic behind specific manifestations, applying a transdisciplinary method. For example, a study of the forms of artistic representation of a social conflict in a country sheds light on what people feel about it but does not say.

Focusing mainly on ethnographic studies where we already know that participant observation is used, and specifically, these two are going to be applied in our study; in the next subtopic, we will talk about this study, but first hand we understand that this is a very descriptive study and is just what we seek to do, understand, describe our subject to know how their learning

process has been autonomous with the help of ICT without losing any size to describe it in the best way so that we all know it.

### **3.2 Ethnographic method.**

We already talked a little about ethnography as a research tool in the last subtopic, but now we are going to delve a little deeper into this, for this we are going to take as a reference the article by Marquez (2015).

Here we have that ethnography has its origins in anthropology and sociology. Giddens (2008) sociologist, defines it as the direct study of people or groups during a certain period, using participant observation or interviews to know their social behavior.

What we tried to do in our research is that in a period of time that we will determine, we were having a direct and participatory observation with our research subject, to know how he carry their self-learning process with the help of ICT. Basically, this is the immediate relationship we have with this method, and that is why during our research we went hand in hand with ethnography.

Ethnography is one of the most relevant methods used in qualitative research. It is a research method by which the way of life of a specific social unit is learned, which may be a family, a social class, a school or a person; such is our case, we will only be working with a research subject. It allows us to interpret the consumer's day-to-day life from what he does and not only from what he says he does, focused on understanding the cultural codes surrounding a brand or specific product. Moreover, by saying brand or product, we also mean human

beings; we will analyze their behavior. Also, as we have already said, ethnography goes hand in hand with qualitative aspects; it is the complete profile of our research.

Despite the various scope that the technique may have, depending on the researcher's intentions with its object of study, the following conditions are characterized:

The object of study is approached with a view to understanding and interpreting a reality that interacts with a broader context, in order to obtain knowledge and theoretical approaches rather than to solve practical problems as action research could do.

The information found in the field, both verbal and non-verbal information, must be analyzed and interpreted to understand what they do, say, and think, as well as how they interpret their world and what happens in it.

An ethnographic study collects a global vision of the social field studied from different points of view: an internal point of view of the members of the group and an external perspective, that is, the interpretation of the researcher himself, which in sum can show us the appropriation of the brands in life as a tool in the construction of identity.

Taking into account these three points, we emphasize that our objective is not to solve the problem of autonomous learning or something like that; we want to know the process that our subject followed, give it the correct verbal and non-verbal interpretation of those whom

we can observe during the period that we assigned and as point three days, we tried to collect a global vision of the social environment studied.

As a last piece of information, we have that ethnography allows us to investigate the consumer's thoughts about things beyond the product, it allows us to understand the person in a more personal way: their biography, personality, judgments, and prejudices or their deeply rooted brand images.

### **3.3. The Participant**

The research participant is a student in the last year of secondary school, he is 15 years old and the school in which he studies is private.

### **3.4 Research techniques and instruments.**

We know that it is of particular importance to grant and not forget the value of the techniques and instruments that we are using in an investigation. Many times, a job is started without identifying what type of information is needed or the sources from which it can be obtained; This results in wasted time, and sometimes even the initiation of a new investigation. For this reason, it is considered essential to define the techniques to be used in collecting the information, as well as the sources from which such information can be acquired.

Rojas Soriano (1997) points out when referring to the techniques and instruments to collect information, such as field information, the following:

That the volume and type of information, qualitative and quantitative collected in the fieldwork must be fully justified by the objectives and hypotheses of the research, or there is a risk of collecting data of little or no use to analyse the problem correctly. Moreover, Rodríguez Peñuelas (2008) believes the techniques are the means used to collect information, among which observation, questionnaires, interviews, and surveys stand out.

As already mentioned, carrying out an investigation requires a good selection of the subject under study, an excellent approach to the problem to be solved, and the definition of the scientific method that will be used to carry out said investigation. In addition, techniques and tools are required to help the researcher carry out his study. The techniques are, in fact, resources or procedures that the researcher uses to get closer to the facts and access their knowledge and are supported by instruments to save the information such as the notebook for the record of observation and facts, field diary, maps, camera, tape recorder, video camera, supporting software; Strictly indispensable elements to record what was observed during the investigation process.

The research instruments, according to Hernández (1991), serve to collect the research data. In the same way, the author states that an adequate measuring instrument is the one that registers the observable data, so that they truly represent the variables that the researcher aims at.

The instruments can be: questionnaires, interviews, etc.

Techniques	Instrument
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Observation	Observation Guide
Poll	Survey sheet
Interview	Questionnaire
Document analysis	Document analysis guide

### 3.3.1 The observation.

Up to this point, we have talked a lot and in a general way about the methodology that we will followed in this research, we already have more clear what the qualitative and the ethnographic model is, and we also already talked a little about the techniques and the different ones that we can use in a research, besides that we have understood the relationship that exists between these methodologies and our analysis.

Now one of the techniques that we are going to implemented in our research is active / participant observation. We are going to analyze a little more in depth what this technique is about and why we decided to use it for our research.

Basing ourselves on Ruiz Medina (2018), Observation is the action of observing, of looking carefully, that is, in a broad sense, the experiment, the process of submitting behaviors of some things or conditions manipulated according to certain principles to carry out the Observation. Observation also means the set of things observed, the set of data, and the set

of phenomena. In this sense, what we call objective, Observation is equivalent to data, phenomena, and facts.

In the opinion of Sabino (1996), observation is an ancient technique, the first contributions of which would be impossible to trace. Through his senses, a man captures the reality that surrounds him, which he later organizes intellectually and adds: Observation can be defined as the systematic use of our senses in the search for the data we need to solve a problem of investigation. Observation is direct when the researcher is an active part of the observed group and assumes its behaviors; it is called participant observation. When the observer does not belong to the group and is only present to obtain the information (as in this case), the observation is called non-participant or simple.

In social research, the observation of social phenomena, Pardinas points out, (2005) that are human behaviors, behavior means a series of actions or acts that are perceptibly seen or observed in a certain entity or groups of entities.

These actions or acts occur following a sequel that appears repeated with the same characteristics in other entities of that class; Information and communication has chosen among human behaviors those that transmit a message from an individual or group of individuals to another individual or group of individuals, in all cases, observations, data, phenomena are the behaviors that transmit or they receive a message.

In conclusion, observation lets us know reality through direct perception of objects and phenomena. We already have an idea of what observation is in a research study; this

technique is applied in ours because we want to carefully analyze the process of our research subject in his or her learning, see how he does it, at what times of the day, how many times a day, also analyze the context around us and some factors that influence it.

Analyze his self-learning process, in particular, that he has been developing and probably perfecting in this quarantine. We also know that it is probably difficult for us to collect all the information we need so that it will be active; that is, we were asked questions to our subject, and we were interacted with him to understand his methodology even better, and to try not to lose No detail, in summary, we can say that the participant observation is to understand even better the phenomenon and the analyzed subject.

Finally, in order not to lose details about what we were observing, we are going to made some recordings with our research participant, this will be part of our instrumentation and basically, it will be to not lose detail of what we are observing.

### **3.3.2 Field notes.**

In chapter one we talked about the field notes, also explained that these would have a fundamental role in our research because thanks to this tool we can have more precision in the information that we collected during the investigation, this hand in hand with participant observation, in this way we were obtained more accurately important information for our research.

So let us again raise what field notes are as a tool in research. According to what we have read, we can define that fild notes are specific observations, collected most of the time

immediately, "on the ground" due to their relevance, which cannot be left to memory. Thus, they are notes made at the time of the performance, support to refresh the memory about what has been seen and experienced, to later record through notes or more extensive reports, such as the diary, when having more time to do it. It should be noted that the longer the time lapse between the observed event and the writing of the field notes, the greater the probability of distortion. It is impossible to reconstruct the sequence of actions and behavior with complete precision.

These involve events experienced through listening and direct observation of the environment.

They are a non-interactive form of interpretation that describes the action. They focus on description rather than interpretation and should be done as accurately as possible. Each note represents an event or event, it approaches the who, what, when and how of the observed action, describing environments, and processes ... and can appear as discrete units by themselves.

At the time of registration, the identification and spatial-temporal contextualization of what is to be observed/investigated is essential. For this, qualitative categories of observation can be used, whose mission is to direct attention towards certain aspects of the fact that it is desired to observe. However, it is necessary to differentiate the accurate record of what is observed (description) and the observations and comments that arise during writing.

The field notes are a tool that were helped us to have the essential information about our participant observation; if we only observe, we can lose or forget two crucial details for the investigation, and with the help of the field notes, we can have better control. It is not a question of writing down everything; it is simply writing what we consider most relevant in our observation. For this, we can design a schedule that will serve as support to keep the critical points we want to analyze. For example, in our research, we will take notes primarily on aspects such as: how much time does our participant spend on TikTok? How much of the content we see on TikTok relates to learning English? How is the moment in which our participant sees this type of content? Does he have a specific schedule, or does he do it in his free time?

In this way, we can focus more on what we want to have for our research and our field notes were more effective, it will helped us not to wander among everything that we observed.

As extra data we are going to review how the field notes are divided:

As extra data, we are going to propose some advantages of using field notes:

They are easy to keep records that require direct observation

No external observer is necessary.

They are excellent as a "direct ethnographic record" of action.

Problems can be studied in the teacher's own time.

They provide a useful database for writing a robust case study.

They can function as medical records. They provide keys and data not obtained by quantified means.

## Chapter four: THE RESULTS

### 4.0 Introduction.

In this fourth chapter, the results obtained from the investigation will be presented. Through participant observation, we worked with the research participant, collecting field notes of more than 30 days. It is necessary to mention that not all the notes that were took are relevant to the investigation because at that time the research participant was not very active on that day. In the following paragraphs, you can read some fragments of the most relevant field notes accompanied by an explanation based on different authors and the point of view of the author of this research.

Starting with the first fragment of this note, which we called "The generic field note" because the actions observed here are constantly repeated.

Here is the field note and then there is the explanation to this first point. The first observation was on March 8, 2020 and the last on April 9, 2020.

Tuesday, March 9, 2021.

4:00 PM TO 7:00PM

The subject was connected to TikTok for approximately 3 hours throughout the day. The two most relevant videos were about the correct pronunciation of the word "jewelry".

With this note, it can be seen that the research participant spends a lot of time on social networks, especially on the TikTok platform, this behavior can be discussed from different points of view, as something good or bad.

During the last years, human beings have learned to coexist with our environment through digital platforms, this is not something new. But due to the health situation because of Covid-19, this behavior increased, that is, video calls, being connected to social networks, etc., are now much more common. It can be said that it is the way in which today many people live with their environment, through digital platforms. Focusing on this point with Vygotsky's learning theory (1924), it is known that he proposes that human beings learn through interaction, that is, while humans coexist with their environment, they are also learning. With this, it is understood that when a child is playing, he is also learning.

Taking this argument today and with the context of the pandemic, today humans interact completely through digital platforms and social networks, they interact with the environment around them as Vygotsky proposes, but now the way what is done is a bit different.

As teachers or parents, we must stop thinking that children do not learn when they are interacting with this type of media because, in reality, it is exactly the same as what the author tells us but in a digitized context.

Basically, this research is based on that learning that is obtained through the coexistence of a digital medium and it is also something that was observed during the more than thirty days of participant observation.

**Friday, May 12, 2021**

**3:00PM TO 5:00PM**

On Friday our research participant worked with two videos, the first common expressions that you can use in English, 7 expressions were introduced, the subject repeated each one several times and saved the video in his profile, the research participant told us that it saves time to watch later and refresh his memory.

The second video he worked with was "How to pronounce the word daughter" . The process was the same, listen to it several times and then repeat it out loud.

Here we can see that the participant continues using the method of listening and repeating, this is a method widely used by various teachers and institutions, especially those that adjust to teach the foreign language through a natural method. Such is the case of the Spanish school "Truffleuncy" its founder Micah Bellieu (2021) assures that before starting to speak a second language it is necessary to listen to it many times, as with our first language, then we can start speaking it.

**Thursday, March 18, 2021,**

**4:00 PM TO 6:00 PM**

Today the participant of the investigation did not show interest in any video seen on the platform. He only saw two videos but he said didn't find them interesting because it was very simple vocabulary about animals and he already knows it.

In this fieldnote, a constant is presented throughout the observation. Because the research participant showed disinterest on different occasions because the content found on the platform was not the best or the most appropriate for their level.

Castro (2020) explains the importance of preparing good material for the class according to the level of the students. In his research, he explains how in a group where there are students with different levels of the English language, the teacher of the group faces the challenge of designing classes and materials where all students can participate and are presented with a challenge in class, since if the students with the highest level do not find the challenge in the class, they simply show disinterest, while the students with a lower level, being exposed to a challenge greater than their level, the phenomenon will be repeated.

It has been explained that in this investigation the Tiktok platform is like the advisory of the English classes of the research subject because here you can find material that helps improve the student's level.

This is as if the content creators on this platform, specifically those who create material for learning the English language, were teachers in the classroom, they create material, activities, examples, etc. for learning the language. The challenge for users is to find "the class" that best suits their level. That is, they find the content that represents a challenge for them at their level of English. If this challenge is not found in the different content with which it interacts, the phenomenon explained by Castro (2020) in his research will be the same, only in a different context. The result is that the user loses interest in the content of the platform, just as in the classroom the student loses interest in the class.

**Saturday, April 3, 2021**

**3:00PM TO 5:00PM**

This Saturday the subject found a video on mathematical symbols. He was very motivated to watch the video and repeated the name of each of these symbols, he did it three times out loud. Although he doesn't take math classes in English at his school, he mentioned that sometimes his English teacher prepares some simple math operations in English to review numbers. He knows the numbers in English well but gets confused with the name of the sign, that is, if he has to add, subtract, multiply or divide.

We continue to observe the method of listening and repetition, this is something quite natural that as humans we do when learning our first language and in the same way we try to learn the second, third etc.

**Friday, May 12, 2021,**

**3:00 PM TO 5:00 PM**

On Friday our research subject worked with two videos, the first common expressions that you can use in English, 7 expressions were introduced, the participant repeated each one several times and saved the video in his profile, the research subject told us that it saves time to watch later and refresh his memory.

Here is another important and interesting point, the way in which the research subject works with the content of the platform, the common denominator is repetition, the subject repeats the phrases or vocabulary that is introduced in the short videos.

How good is this practice for learning?

Bellieu (2021) assures that one of the best methods that can be followed when we are learning a language is that of immersion, this can be achieved through the constant repetition of sentences and vocabulary during classes, although this may sound a bit boring and old, the key to success lies in the form of execution in the class.

This proposal could be verified in some way during this investigation, although in a slightly different context, because it is not in a class, as Bellieu (2021) exemplifies.

The research subject repeated everything he heard in the videos, he mentioned that he did this because it is a good way to memorize and listen to himself better.

## **CHAPTER FIVE.**

### **CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS.**

#### **5.1 Conclusions**

In this fifth and last chapter of the investigation, the suggested conclusions of the research subject process are presented, all based on the research questions found in chapter one.

Knowing the context in which the research subject and many students live throughout the country due to the covid-19 pandemic, it is completely obvious that the tools used for this particular purpose are digital. During the long period of online school, practically the vast majority of students will use digital tools to support learning.

Different conventional tools can be mentioned such as Zoom, Classroom, Meet, Edmodo, etc. All these are the most common and the vast majority are imposed in some way by the educational institution or by the teachers, but a key point in the research question is that we tried to focus specifically on the tools that the research subject uses consciously and autonomously, basically the digital tool that the subject uses because he wanted to, without it being a special task or assignment from the teacher.

To think that a student uses a digital platform for knowledge and school support is to imagine a student with academic excellence. But no, the participant subject is a student like any other and the main point is that the digital platform that the research subject used during all these months is not a platform specifically designed for school and knowledge, this platform is a social network that every teenager uses today, which is TikTok.

Social networks are part of the daily life of many people, including students of different ages and grades, that is, social networks today are the window and the environment of more than 50% of the student population according to an article of the UN (2017).

The research subject found an ally to the school evidently in an unconscious way because the main reason for using this social network is entertainment, but as was explained in the previous chapters, diverse content can be found in any social network, that is, not only an entertainment content.

Social networks are part of many of us, they are in our environment as Vygotsky mentions in his theory of learning, the human being learns through his context and environment. As a teacher, we must strengthen the ties between social networks and school, teaching students to find this type of educational content in them, which can benefit education in general. In the words of the research participant and with everything that was observed during these months, he used this platform as a tool to support his knowledge and classes.

The diverse content that was found and many times was also specifically searched for on the TikTok platform, according to the research subject, is an easy, simple and fun way to put the English language into practice, since during free time where find it on social networks, you can learn something new or reaffirm something already seen in class.

Basically, the research participant tells us that this should be the way in which we can apply the use of social networks at school in an organic and natural way where the teacher buys content that students can find in their day to day and does not feel like an extra burden, that is, as a task that must be done, but simply find it spontaneously.

The research participant uses what is part of his context to support his learning, but this is presented in an unconscious way, like when a child is playing and learning at the same time,

the child does not realize this because the playing is part of their daily life and it is not an obligation or something that parents say, it is something that they do on their own, and thus the research participant takes what is part of them, such as social networks to have fun and be entertained, but the time is learning and acquiring knowledge.

The tool is used in a spontaneous and simple way without being seen as an application and this is the point of reflection for teachers, in this way they should take advantage of the use of social networks at school. It is known that today a large part of students use this type of platform, it is necessary to know the type of content that is created in these spaces, take the good things and relate it to school and learning. Based on this research and from the hand of various authors who have spoken about autonomous learning, such as Polo (2018), we can suggest that one of the greatest benefits is the ability to solve problems, the promotion of self-discipline and self-discipline. independence. Obviously, these abilities cannot be seen with the naked eye and active observation of the research participant is necessary to be able to verify these points. This is where we leave the door open for future research that can resume this study to fully verify the long-term benefits. autonomous learning.

Speaking of short-term benefits, we can assure you that they are the confidence generated by the student searching for their own information and their way of putting into practice what they have learned in school, in addition to developing the ability to create quality content on social networks according to their needs. criterion. With this last idea, we can move on to what are the benefits of the use of ICT in the study, and indeed one of them is the formation of character and criteria in the search for good content on the networks, it is known that in this type of platform We can find a lot of content but not everything is good. One of the most

notable abilities and benefits that could be observed with the research subject was that he was forming his own criteria to consume good or bad content.

Another point in favor is that according to the Internet site "Curiosa mente" (2022) is that in the next few years more than 60% of jobs will require knowledge of ICT, that is, if the candidate has the ability in this area there is a higher percentage of him being a potentially accepted candidate. Knowing this, it is good that students develop these skills from school to continue with their professional life.

### **5.1.1 Recommendations.**

For future researchers they can take this research as an example and apply it to social networks and ITC for years to come. Even this investigation can be made even bigger and not only work with a subject of participation, but with a larger group of students of different academic degrees.

### **5.1.2 Limitations**

Speaking about limits, we know that The scope of the investigation is a case study which took place in one year. The context in which we found ourselves was the covid 19 pandemic and although this seemed to be a great limitation for conducting research, in our case it favored us because due to the quarantine we were able to be closer to the participant due to existing family ties.

The quarantine favored us to be able to be closer to the participant and in turn make a more precise and prolonged observation.

Even so, also due to this quarantine, the research was reduced to a single participant, in the future this project can be resumed and done with a group of participants and be able to make a broad comparison with the different results obtained.

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### 5.3 APPENDIX

a)

**Monday, March 8, 2021.**

**4:00PM TO 6:00PM**

Throughout seven hours of observation, our research participant remained approximately two hours and skipped on the TikTok platform. He watched three videos with content in English, but only one caught his attention in a particular way, the title of the video: Pandemic vocabulary in English. His method was to watch the video four times in a row and then save it on his profile. (TikTok platform allows you to save videos on your profile) After the subject remembered four of the eight words presented in the video; Vaccine, mask, pandemic and hand sanitizer.

**Tuesday, March 9, 2021.**

**4:00PM TO 7:00PM**

The subject was connected to TikTok for approximately 3 hours throughout the day. The two most relevant videos were about the correct pronunciation of the word "jewelry". The video of approximately 60 seconds suggested some tips to pronounce the word correctly and was repeated several times. The subject followed the advice and repeated the word aloud in the way that the voice in the video said.

The second video was about the expression "poker face" which was related to a famous song by artist Lady Gaga. Here we could take Chavez (2009) again on the relationship with daily life or a previous experience or knowledge to create meaningful learning.

**Wednesday March 10, 2021**

**4:00PM TO 8:00PM**

Today was a very busy day for our research participant due to the tasks and activities of the school. He spent approximately one hour on the social network and no interaction with any video in English content was observed.

Something that we must understand about the TikTok platform is that the videos and content appear instead of an algorithm that shows different videos on different topics, what our research participant told us is that many times the videos that appear in English do not enable their Attention due to different factors such as the theme, the images that are used in this or the way the user explains it.

They are factors that, as in a class, must be taken into account, nor do you capture the attention of the student, the student will not be able to pay attention to what you explain, and for this we can use different factors. The same happens with the content of social networks.

**Thursday, March 11, 2021**

**5:00PM TO 6:00PM**

Today our subject only saw one video in English, the content of this was about how to correctly pronounce the word "castle" in English. In the video some examples were given with this word. The subject of investigation repeated the video several times and pronounced it aloud, also saved the video in his personal account.

From what we have been able to observe, our research subject uses the repetition method in his self-learning process. And he really spends more than three minutes watching the video to understand it and, in this case, perfect the pronunciation.

**Friday, May 12, 2021**

**3:00PM TO 5:00PM**

On Friday our research participant worked with two videos, the first common expressions that you can use in English, 7 expressions were introduced, the subject repeated each one

several times and saved the video in his profile, the research participant told us that it saves time to watch later and refresh your memory.

The second video he worked with was "How to pronounce the word daughter" . The process was the same, listen to it several times and then repeat it out loud.

**Saturday March 13, 2021**

**4:00PM TO 6:00PM**

On Saturday he worked with a "was / were" video recalling the claim and exemplifying the video, he saw it three times and then he spent approximately 10 minutes of his time rewatching some videos that he had already seen in the past but it serves to Refresh the memory.

**Domingo 14 de marzo del 2021**

**1:00PM TO 3:00PM**

The research participantt observed two videos of content in English, the first was about singular and plural, where he told us that the video was of great help because he was confused with these words, he saw the video about four times and He repeated aloud to perfect the pronunciation, at the end I save the video in his profile, I affirm that it could be of great help in the future.

The second video was about how to correctly pronounce the word "debt" in English. The video explained it correctly in just one minute, our research subject repeated it several times creating the correct pronunciation of the word.

**Monday, March 15, 2021**

**4:00PM TO 5:00PM**

On Monday the participant of the investigation found different videos but only focused on one in particular, this because by his own words, the other videos were not very clear and could not capture his attention. The video taught how to pronounce the word "currently" correctly. The video repeated it several times and mentioned that he used to be confused with the word "in fact". He finished watching the video he pronounces it correctly.

On Tuesday the research participant used this word in his English class in a speaking exercise: "I am currently working on my science project."

**Tuesday March 16, 2021**

**4:00PM TO 5:00PM**

On Tuesday our research subject was working on a science project, he was busy much of his time, and in his spare time, while watching TikTok, he did not find any video of content in

English on the platform, this because the platform always shows content from different users and topics, the algorithm shows them randomly and today we had no sure.

The research participantt also showed no interest in looking for this type of content, stating that he had already studied several of these videos in recent days.

**Wednesday March 17, 2021**

**5:00PM TO 7:00PM**

The research subject worked with the pronunciation of the word "hierarchy" ensuring that in a reading of his English book where he spoke of the British monarchy, this word appeared in the reading and was a bit difficult to pronounce. He watched the video three times and repeated it out loud.

The second and last video of the day was about idioms in English, the video introduced common expressions for a conversation, the research subject saw the video several times and saved it in his profile, arguing that he could probably use it for some class.

**Thursday, March 18, 2021**

**4:00 PM TO 6:00PM**

The present day the subject of the investigation did not show interest in any video seen on the platform. He only saw two videos but he said didn't find them interesting because they

were very simple vocabulary about animals and he already knows it. We asked why he didn't make the effort to find interesting videos, and he said that he didn't like working like that. He prefers to just wait for the videos that the platform shows him on its own, he says it is more exciting that way.

**Friday, March 19, 2021**

**5:00PM TO 7:00PM**

This Friday in the afternoon the subject found a "live" from an English teacher who explained the present continuous, grammar and also gave some examples. The subject remained observing the "live" for about ten minutes and repeated aloud the examples given by the teacher. At the end he mentioned that this was a topic that he had already seen but it served as a review, especially for the verbs because he does not like to study with the typical lists of verbs and that listening and repeating examples is easier for him to remember them.

**Saturday, March 20, 2021**

**9:00AM TO 1:00PM**

This morning the research subject found a video of a "role play" . It was a very small conversation of approximately two minutes about what he had done yesterday.

The creator of the video asked questions and then gave a few seconds for the viewer to respond, on the screen a small guide of what you could answer was shown, this guide is written by the creator of the content or "Tiktoker"

In this way, a small conversation in English could be simulated very well. The research subject did it twice in a row. The second time was better than the first, he felt more confident and his pronunciation was better.

**Sunday, March 21, 2021**

**9:00AM TO 3:00PM**

This Sunday research participant had a little family outing and was completely disconnected from social networks. He therefore did not see any video on the platform.

**Monday, March 22, 2021**

**4:00PM TO 7:00PM**

On this Monday the research participant found another "role play" about the holidays. The dynamics were the same, only this time the participant repeated it four times because the vocabulary was a little more complex and newer for him.

In the end, he managed to simulate the conversation between himself and the Tiktoker very well. This was the only video he watched all day because he was busy with school and chores.

**Tuesday, March 23, 2021**

**5:00PM TO 8:00PM**

The resent day the research participant spent approximately three hours on social networks and watched two videos about English. The first did not interest him at all because it was a higher level of language compared to the one the subject is immersed in. The second video was a "review" about verbs in the past, the "Tiktoker" mentioned the verb in the present and gave a few seconds for him to say the verb in the past. In the first attempt the subject obtained 4/6.

**Wednesday, March 24, 2021**

**4:00PM TO 5:00PM**

This Wednesday the research subject spent little time on social networks, approximately one hour divided into the entire day.

Several videos of content in English were found but not all of them pleased the subject, regularly the subject likes videos with great content design, that is, they are very visual. The video that caught the subject's attention today was one on the synonyms of "A lot of". In order to expand the vocabulary, the subject watched the video four times and repeated some out loud.

**Thursday, March 25, 2021**

**4:00PM TO 5:00PM**

Today the research subject paid special attention to two videos, the first was about "Bathroom vocabulary" the video did not show the usual vocabulary, it taught more specific things such as toothbrush, mouthwash, hand towel etc. The subject saw and repeated the vocabulary aloud three times in a row.

The second video was about the synonyms for "you're welcome." The procedure was the same, the subject watched the video four times and repeated the different examples aloud and saved the video to use in a next class.

**Friday, March 26, 2021**

**5:00PM TO 7:00PM**

The research participant spent little time on social networks. He only found a video about a "Role play". The topic was about "Enter yourself". The dialogue was quite simple for the participant and he did it twice, both in an excellent way

**Saturday March 27, 2021**

**3:00PM TO 5:00PM**

In the time that the research participant spent in his social networks he found a video about "Duet me", the video was about showing different kitchen utensils and giving the name, the subject was a little interested at first but later lost interest, this because the vocabulary was very specific such as whiskey, bread, ladle, grater etc.

The subject stated that the vocabulary was very specific and he did not see a great use of it in his English class.

**Sunday, March 28, 2021**

**1:00PM TO 3:PM**

This Sunday the participant was on the road and spent much of the day on social networks, but showed no interest in content in English. He mentioned that it was Sunday and he didn't want to know anything about school or study.

He was asked if watching English videos on Tiktok saw it as a study or if it meant an effort on his part. He said yes because he has to pay attention to the video and do his repetitions out loud. "I don't always feel comfortable repeating words or phrases in English anywhere, I prefer to do it at home."

**Monday, March 29, 2021**

**5:00PM TO 6:00PM**

On Monday the research subject kept much of his day busy due to his exams at school. He had some free moments in the afternoon but he did not show interest in any type of content in English. He argued that he was tired from school work and that he didn't feel like studying English.

**Tuesday, March 30, 2021**

**5:00PM TO 7:00PM**

Today the participant subject was again immersed in the exams of his school and other activities, he did not show interest in any type of content in English. The reason is the same,

due to the workload of school and spending so much time in front of a screen, in his free time he prefers to do other activities and not continue on social networks.

**Wednesday March 31, 2021**

The present day the research participant was more relaxed, and although he spent more time on social networks, he did not find any video that interested him about the content in English.

**Thursday, April 1, 2021**

**4:00PM TO 7:00PM**

On Thursday the research participant was much more relaxed and without the pressure of school. He spent several hours on social media in his book time and watched a video about the difference between saying "Can I go to" and "May I got to ...". Basically the video focused on the meaning of the verb "Can" = ability "May" = permission.

The subject did not practice his English as such but it was a good video about the differences of these two verbs. In addition, the video had the explanation in English and the subject could understand how 80% in summary understood the final message, so we can say that he practiced his listening.

**Friday, April 2, 2021**

**9:00AM TO 10:00AM**

Today is Good Friday and the participant was completely disconnected from social networks. He was working a little on school things because he is behind with some subjects etc. He didn't spend time on social media so he didn't see any content in English.

**Saturday, April 3, 2021**

**3:00PM TO 5:00PM**

This Saturday the subject found a video on mathematical symbols. He was very motivated to watch the video and repeated the name of each of these symbols, he did it three times out loud. Although he doesn't take math classes in English at his school, he mentioned that sometimes his English teacher prepares some simple math operations in English to review numbers. He knows the numbers in English well but gets confused with the name of the sign, that is, if he has to add, subtract, multiply or divide.

**Sunday, April 4, 2021**

This morning the participant of the investigation spent a long time on social networks, he found several videos in English but none managed to capture his attention at all. There was a video where a calendar shown, different days were pointed out and he asked "What day is it? The subject tried it twice but honestly it was very easy for him, it was an exercise of a fairly basic level.

Later he found a video quite interesting and apparently it was motivating. The video showed audios of different types of accents in the English language, the subject only managed to recognize the American accent because it is the one with which he is most familiar. He liked the type of video and watched and listened to it four times, trying to recognize the difference in accents.

**Monday, April 5, 2021**

**4:00PM TO 6:00PM**

Today the participant was quite busy with different activities that he had in his day, in the afternoon he saw a very interesting video about the difference between the preposition "in" and the preposition "at" with several examples. He watched the video three times and repeated the examples aloud. There were some vocabulary words that he did not understand very well but in general he managed to understand the difference between these two and their use in language.

**Tuesday, April 6, 2021**

**5:00PM TO 8:00PM**

This Tuesday we worked with LIVE on the use of the verb "have" and also a bit of "how to read the clock?". According to the research subject, this is a topic that tells him a bit of work, he mentions that it is not difficult but it is simply difficult for him. He watched this LIVE for about 15 minutes and then continued browsing the networks.

In the evening he found a video about the expression "Dark horse" this is quite a popular pop song. The subject told us that in particular it is not his favorite song but he knows it, so he decided to watch the video. Literally he knew the meaning of the name, but he did not know the meaning in context. After watching the video and understanding the context he assures that he will use it in his English class and hopes to see the reaction of the teacher, to see if he understands the meaning of this expression.

**Wednesday, April 7, 2021**

**5:00PM TO 6:00PM**

The research subject kept doing different activities, it is vacation and he went out for a walk.

Therefore, he did not spend time on social networks. No content was viewed in English.

**Thursday, April 8, 2021**

**4:00PM TO 8:00PM**

Today he worked with a video called "pronunciation challenge" this is something that had already been worked on before and the research participant likes it a lot. The content creator in Tiktok shows several words and you have to say them out loud to hear your pronunciation and then they give you the correct pronunciation along with some tips. The research participant viewed the video twice. The word that complicated him the most was "average". He mentioned that it is a word that he had never used in a conversation or something like that.

**Friday, April 9, 2021**

**5:00PM TO 6:00PM**

This Friday, the research subject saw a LIVE on Tiktok about the future going to and will. He mentions that he has not seen this subject as such in his school but he has heard about it, that is to say that he understands less. He watched LIVE and listened to the different examples for about 20 minutes. A LIVE on Tiktok is basically a real-time class on some topic, the people who watch can interact with the teacher by asking questions through the chat. The subject was quite motivated before this new way of working, he mentions that they are "express" classes.

### 5.4 ACTIVITIES PROGRAM

N°	Activities	Months												
		1	2	3	4	5	6	7	8	9	10	11	12	
1.-	Theoretical Framework.													
2.-	Select and create the design of the research.													
3.-	Identify the sampling and apply the protocol of acquiescence.													
4.-	Design validation and application of the													

	instruments.												
5.-	Collecting date												
6.-	Create a research report												
Initial date: 26 August 2020													
Final date: 26 August 2021													