

TIK TOK AS A TOOL TO ENHANCE ORAL PRODUCTION

Tik Tok as a Tool to Enhance Oral Production in Twelfth Graders at Escuela Normal
Superior María Auxiliadora: An Action Research

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Chapter I

General Presentation of the Project

The main purpose of the present educative research is to foster twelfth graders' oral production in a public school, while allowing tenth semester preservice teachers of Bachelor Degree Program in Foreign Languages English-French to acquiring new experiences related to their future profession.

This project is divided in four components which are pedagogical-investigative component, outreach component and the intra-institutional component. Consequently, each component has to deal with some specific tasks, for instance the pedagogical-investigative element which is related to the identification of a phenomena and its possible solution, this contains the main objectives, sub-objectives, literature review and theoretical framework which allow to create a determined methodology to implement such project.

The outstretch section is normally related to providing English classes to primary schoolers but in the present case it was related to giving tutoring to sixth and seventh graders. The main objective of this component was to provide some help to those students that actually had some difficulties in understanding any topic seen on classes.

Finally, the intra-institutional component is emphasized in the role that pre-service teachers have regarding to their involvement in tasks like parents or directives' meetings.

These three components demonstrate the sort of assistance that practitioners offer to the academic context in which they are. Hopefully such experience may provide to new teacher a different perspective about what an educator does in his/her daily professional routine, in this manner they could be more conscious about their future duties and they may also have a better management of groups or solving problem skills.

Introduction

The English language is one of the most important languages around the globe, since there are about 350 million native speakers and two billion people that speak it as their second language. (The Lincoln English Center, 2018). In fact, this is one of the six official languages of the United Nations (United Nations), hence its importance is easily notorious in current days, this is the reason why Colombia has fostered a national bilingualism plan in its territory in order to ensure the learning of English as a Foreign Language in all students of public schools from kindergarten to 11th grade, this may bridge the gap between public and private educational sectors regarding to the learning of a Foreign Language (FL).

Although Colombia has this kind of goal, results in 2019 ICFES are not that good, in fact, most of the 11th grade students from the public sector are placed in A- or A1 English proficiency (ICFES National report of the outcomes 2019) which demonstrate a bad learning and teaching of the target language, nevertheless, this test verifies only writing and reading skills neglecting in this way listening and speaking skills, but if students have this English level in such skills, it can be concluded that they probably have such level in the other two skills.

Moreover, what has been stated before was verified in 12th grade by means of a diagnosis made by the supervisor who realized that students actually need to improve their English level, specially their writing and speaking skills, by focusing in their oral production it emerges an idea of working with Tik-Tok since this is an application is booming in recent years with the kind of population that this study seeks to work with. This is because Tik Tok is seen as a tool in which students can create short dialogues or dramatizations focused in situational conversations, they may also make some monologues in which they may express themselves.

Regarding to the research methodology, this study has a qualitative approach since through this one a phenomenon can be understood in a specific setting (Patton, 2001) moreover,

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its design is the action research which tries to find a practical solution to a phenomenon. Such design may use of either qualitative or quantitative or both methods. (Cresswell, 2002)

To sum up, the pedagogical goal of the research is focused in enhancing 12th graders' oral production by means of a flourishing application, Tik Tok, that allows students to interact orally by means of short videos that can become in situational dialogues or dramatizations due to the duet option, or they may also create short monologues or funny short videos by making use of the English language, this kind of activities may make them feel motivated for improving their oral production.

Justification

In the setting in which this project is carry out, students have difficulties to maintain a basic conversation, since few of them participated when teacher asked them to talk, and those who were willing to participate had few errors regarding to the pronunciation of some words, but the problem is that these students are studying to become primary school teachers, this is why it is so important to enhance their oral production since they may improve at same time future primary scholars' listening and oral expression, in this way such students may have a better experience in learning English as a Foreign Language.

Now, regarding to the interests that has the preservice teacher of making use of Tik Tok as a tool to enhance oral expression, this is mainly due to the knowledge she has had about such application, she has discovered some native speakers that try to teach English in a fun way by creating interesting content with or without subtitles, she thinks that Information and Communication Technology (ICT) in addition to social media has much to offer to the educative system. Sadly, social network has been underestimated, or ignored since it is perceived as a distracting factor, this author wants to give it an opportunity to discover if it may have a positive impact in these students concerning to their oral production.

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Moreover, the implementation of tutoring meetings is based on the interest in developing a space in which students can share their doubts about topics seen during classes by means of them students may feel more comfortable in learning English and they may also feel more confident about themselves. This is part of the outreach project.

Finally, regarding to the Intra-Institutional Component this aim to prepare the preservice teacher in regard to administrative tasks that he or she have to do in his or her professional life. (this is related to meetings with other teachers, coordinators or directors in order to talk about some modifications in the syllabus or future projects).

General Objective

To implement the use of Tik-Tok as a pedagogical tool to enhance students' oral production.

Specific Objectives

To use reflection as a pedagogical tool in which virtual meetings and quizzes' results are analyzed.

To create curious pills in which students will know about the correct pronunciation of specific words identified as constantly badly pronounced by them.

To design cultural pills that allow students to know about important dates, famous people or remarkable places in the Anglophone culture.

To motivate students to participate in dialogues through duets.

To foster students' creativity by making a monologue or syncing a song.

To be an active member in the intra-institutional tasks proposed when required.

Conclusions

Regarding to the pedagogical-investigative component findings were not the expected, this is mainly because students expressed an improvement while the evaluative charts show the contrary. This is the reason why there are some recommendations such as fostering the submission on the Tik-Tok account, moreover two Tik-Toks should be created by students for each tense learnt or practiced, this is with the aim of being able of making a comparison between both activities of the same or similar subject, in this manner an enhancement or deterioration can be better perceived.

According to the second survey, participants D and F expressed that this experience could have been better if they have had a space to know this application better, in this way they could solve some doubts about the use of such app and they may have had a better experience in using Tik-Tok.

In the opinion of participants B, C, D, F, H and I Tik-Tok is an interesting, funny, entertaining didactic and a modern tool to foster their oral production which means that this had a good reception in them regarding to their active skill (speaking).

As a final recommendation interesting information should be shared and not only regular academic topics.

In regard to the outreach component students had a good development after having some tutoring meetings, this was reflected in their participation during classes and in their homework and quizzes grades. Besides, there was an improvement in the relationship among students and the pre-service teacher.

Finally, with respect to the Intra-Institutional Component, the preservice teacher just had a passive participation by attending some meetings.

Chapter II

Institutional Observation

Report of The Institutional Observation

Exploratory Survey

In this survey the supervisor expresses that the Normal Superior María Auxiliadora is a public school located in Cúcuta and she stated that this school makes use of a mixed methodology for having academic meetings (synchronous and asynchronous ones), she also manifested the curses she has in charge, they are six and seventh grade, she conveyed that the platforms used to develop her classes are Google Classroom, Zoom and WhatsApp in addition to the school platform to share their students' grades. Finally, this educator declared that she has not have any kind of problem adapting herself to the virtual environment, on the other hand, her students have had according to her from 25% to 50% of difficulties regarding to the access and use of the (ICT's) during this health emergency.

Administrative Level

Normal Superior María Auxiliadora School's PEI

There are four components included in its PEI which are conceptual, where there are institutional symbols, context, conceptual and legal frameworks, institutional horizon, educational offer and access and permanence policies; Administrative in which representative organizations are established; Pedagogical where its curricular approach, pedagogical model, pedagogical proposal, curricular structure and study plan are evidenced; And community interaction in here there is an integration between the projection and service offer since it contains all the covenants that this school has.

Conceptual framework

Philosophy

The Normal School chooses to be a universal and universalizing school, inserted in a globalized society, which bases its work on a humanistic, critical perspective, committed to the formation of citizenship and the construction of society from the Salesian educational work.

Vision

The Escuela Normal Superior María Auxiliadora projected itself as an educational institute committed to Salesian teachers training with human qualities, a sense of belonging and intellectual, pedagogical, technological, investigative and civic skills; generators of environments of peace and social transformation.

Mission

Institution "Formadora de Formadoras" tends for a new intellectual of pedagogy teacher, with community leadership, capable of self-management and scientific, pedagogical and technological innovations based on permanent research and pertinent to the environment in which it interacts, being an agent of social transformation with Salesian style.

Goal

The goal of the Educational Project of the Escuela Normal Superior María Auxiliadora is the training of the educational professional, intellectual of pedagogy, engaged to the honest exercise of citizenship, supported by the new trends in education and nurtured in the principles and criteria of Salesian philosophy.

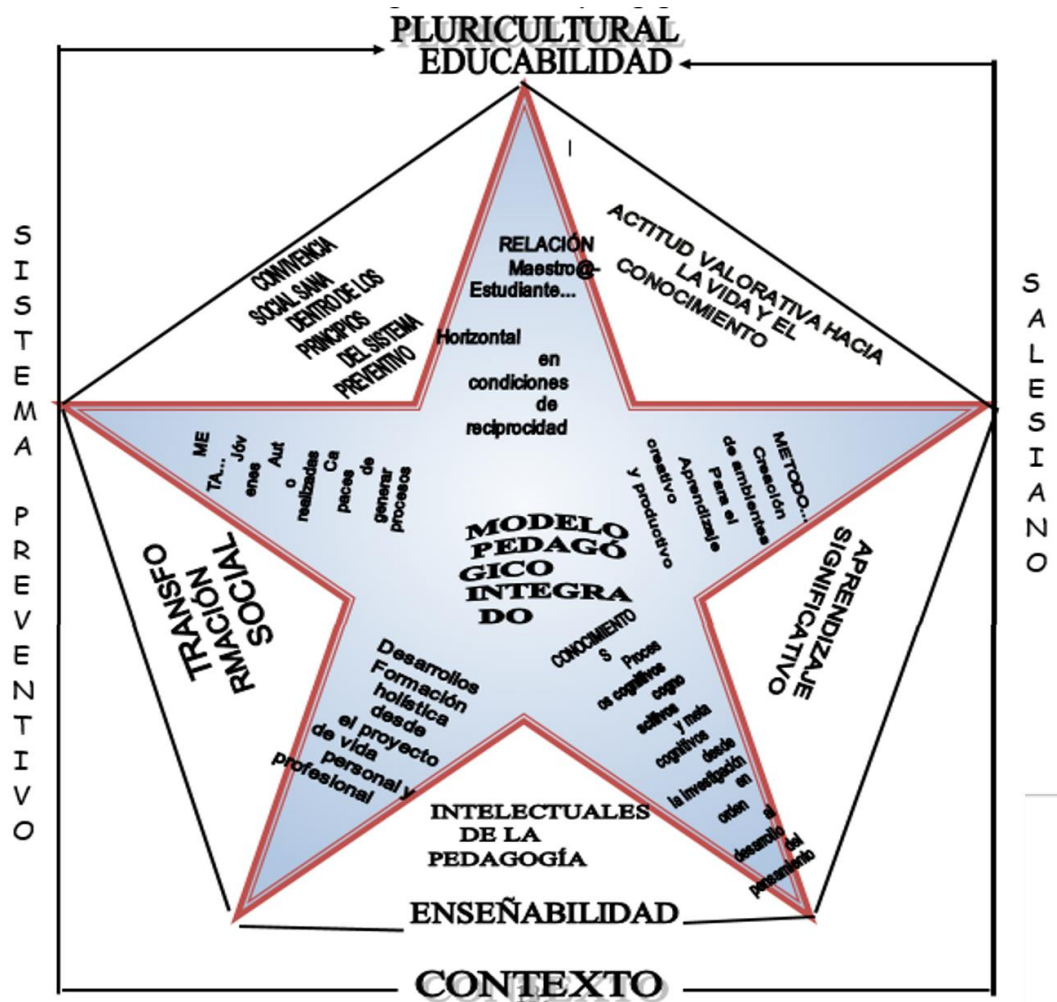
Pedagogical Framework

Curricular approach

The Normal Superior María Auxiliadora has a humanistic approach with a social projection and cognitive conception.

Pedagogical Model

Figure 1 Pedagogical Model



In accordance with the humanist approach and the social cognitive theory that supports the proposal, the integrated pedagogical model is built, we call it integrated because it remains open to the polyphony of theories, methods, approaches, learning styles as long as they are in accordance with the integral human development.

Primary School's Study Plan*Figure 2 Primary and High School's Study Plan*

Nº	AREAS OBLIGATORIA	GRADOS				
		1º	2º	3º	4º	5º
1	Humanidades: Lengua castellana	4	4	4	4	4
	Inglés	1	1	1	1	1
2	Matemática	4	4	4	4	4
3	Ciencias naturales	4	4	4	4	4
4	Ciencias sociales	4	4	4	4	4
5	Educación religiosa escolar	2	2	2	2	2
6	Educación física	2	2	2	2	2
7	Tecnología	1	1	1	1	1
8	Ética y valores	1	1	1	1	1
9	Artística	2	2	2	2	2
Total		25				
Optativas	Movimiento juvenil salesiano (Lúdicas)	2	2	2	2	2

High School's Study Plan

AREA	COMPONENTE	6°	7°	8°	9°
1. MATEMATICA		4	4	4	4
	Componente Estadístico	1	1	1	1
	Componente Geométrico	1	1	1	1
	Componente Numérico aritmético	2	2	2	2
	Fortalecimiento en las competencias matemáticas	0	0	0	0
2. CIENCIAS NATURALES Y EDUCACION AMBIENTAL		4	4	4	4
	Componente Biológico	2	2	2	2
	Componerte Químico	1	1	1	1
	Componente Físico	1	1	1	1
3. ÉTICA Y VALORES		2	2	2	2
	Ética y Valores	1	1	1	1
	Acompañamiento	1	1	1	1
4. INVESTIGACION PEDAGOGICA					
	Investigación pedagógica	1	1	1	1
	Métodos de investigación.	0	0	0	0
5. CIENCIAS Sociales: geografía, Historia, Constitución Política, Civismo (Cultura De La Legalidad en 9) Competencias Ciudadanas Y Catedra de la P paz Ciencias Políticas y Económicas.					
	Sociedad, política y económica	1	1	1	1
	Catedra de la paz y Competencias Ciudadanas	1	1	1	1
	Espacio territorio ambiente y población	1	1	1	1
	Tiempo y las culturas	1	1	1	1

6. EDUCACIÓN RELIGIOSA ESCOLAR		2	2	2	2
7. LECTURA CRITICA: LENGUA CASTELLANA FILOSOFÍA					
	Componerte Sintáctico (identifica y entiende los contenidos explícitos en un texto) factor producción textual	1	1	1	1
	Componente Semántico (comprenden como se articulan las partes en un texto para darle un sentido global) factor literatura, comprensión e interpretación textual	2	2	2	2
	Componente Pragmático (solo la básica) factores ética de la comunicación y ética de la comunicación	1	1	1	1
	Fortalecimiento de las competencias para la lectura crítica	0	0	0	0
	Filosofía	0	0	0	0
8. LENGUA INGLESA		2	4	4	4
9. EDUCACIÓN FÍSICA RECREACIÓN Y DEPORTE		2	2	2	2
10. EDUCACIÓN ARTÍSTICA.		2	2	2	2
	Música	1	1	1	1
	Desarrollo creativo	1	1	1	1
11. TECNOLOGÍA E INFORMÁTICA		2	2	2	2

12. PSICOLOGÍA GENERAL Y PSICOLOGÍA DEL DESARROLLO		0	0	0	0
13. FUNDAMENTACIÓN PEDAGÓGICA		0	0	0	0
14. ORIENTACIÓN DE PRÁCTICA PEDAGÓGICA		0	0	0	0
	Lúdica	2	2	2	2
15. ORIENTACIÓN VOCACIONAL		1	1	1	1
TOTAL		32	32	32	32

Media's Study Plan

Table 1 Media and Formación Complementaria's Study Plan

AREA	COMPONENTE	10°	11°
1. MATEMATICA		4	4
	Componente Estadístico	1	1
	Componente Geométrico	1	1
	Componente Numérico aritmético	1	1
	Fortalecimiento en las competencias matemáticas	1	1
2. CIENCIAS NATURALES Y EDUCACION AMBIENTAL		7	7
	Componente Biológico	1	1
	Componente Químico	3	3
	Componente Físico	3	3
3. ÉTICA Y VALORES		1	1
	Ética y Valores		
	Acompañamiento	1	1
4. INVESTIGACION PEDAGOGICA		3	2
	Investigación pedagógica	2	2
	Métodos de investigación.	1	0
5. CIENCIAS SOCIALES: geografía, Historia, Constitución Política, Civismo (Cultura De La Legalidad en 9) Competencias Ciudadanas Y Catedra de la P paz Ciencias Políticas y Económicas.		2	2
	Sociedad, política y económica	1	1
	Catedra de la paz y Competencias Ciudadanas	1	1

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	Espacio territorio ambiente y población	0	0
	Tiempo y las culturas	0	0
6. EDUCACIÓN RELIGIOSA ESCOLAR		2	2
7. LECTURA CRÍTICA: LENGUA CASTELLANA FILOSOFÍA		5	6
	Componente Sintáctico (identifica y entiende los contenidos explícitos en un texto) factor producción textual	1	1
	Componente Semántico (comprenden como se articulan las partes en un texto para darle un sentido global) factor literatura, comprensión e interpretación textual	1	1
	Componente Pragmático (solo la básica) factores ética de la comunicación y ética de la comunicación	1	1
	Fortalecimiento de las competencias para la lectura crítica	0	2
	Filosofía	2	2
8. LENGUA INGLESA		4	4
9. EDUCACIÓN FÍSICA RECREACIÓN Y DEPORTE.		1	1
10. EDUCACIÓN ARTÍSTICA.		2	2
	Música	1	1
	Desarrollo creativo	1	1
11. TECNOLOGÍA E INFORMÁTICA		1	1
12. PSICOLOGÍA GENERAL Y PSICOLOGÍA DEL DESARROLLO		2	2
13. FUNDAMENTACIÓN PEDAGÓGICA		2	2
14. ORIENTACIÓN DE PRÁCTICA PEDAGÓGICA		2	2
15. LÚDICA		2	0
16. ORIENTACIÓN VOCACIONAL		0	0
17. TRABAJO SOCIAL			2
TOTAL		40	40

Formación Complementaria's Study Plan

Table 2 Formación Complementaria's Study Plan

CAMPOS DE FORMACION PFC	CREDITOS ACADÉMICOS
CAMPO DE FORMACIÓN PEDAGÓGICA	
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza en el Nivel Preescolar.	2
Epistemología de la Pedagogía. Tendencias de la pedagogía contemporánea. Nuevas pedagogías del siglo XXI.	2

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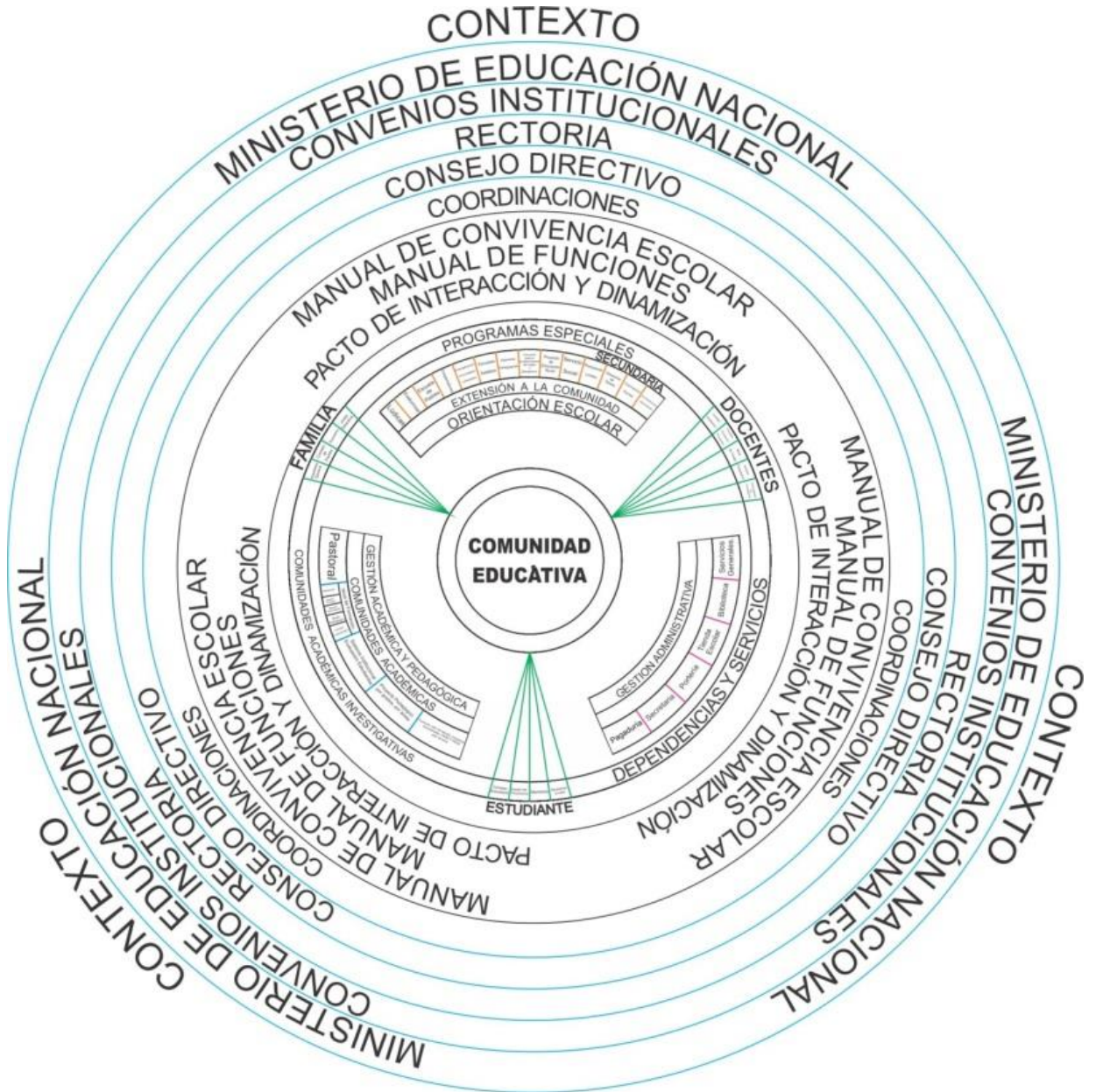
Diseño curricular en Preescolar y Básica Primaria Proyecto Educativo Institucional – PEI. Proyecto Educativo Rural.	4
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza en el nivel de Básica Primaria.	2
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza en educación rural. Escuela nueva como opción para la educación en el sector rural.	2
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza en Educación Inclusiva. Educación para la sexualidad y construcción de ciudadanía	2
Seminario de profundización en el campo de formación:	
Integración de componentes curriculares. Seminario 20 H.	
Nuevas miradas a la ruralidad y cartografía. Seminario 40H	
CAMPOS DE FORMACIÓN DEL DESARROLLO HUMANO	
Pedagogía Infantil I. Pedagogía infantil II. Pedagogía infantil III. Pedagogía infantil IV.	2
Psicología del Aprendizaje. Psicología Social Psicología cognitiva. Psicología de la personalidad.	3
Formación sociopolítica. Axiología y ética profesional.	1
Seminario de profundización en el campo de formación:	
Gestión de calidad. Sem 20 H.	
Administración y legislación educativa. Seminario. 20 H.	
Seminario de Neuroeducación y lúdica Seminario. 40	
CAMPO DE FORMACIÓN EN DIDÁCTICA	
Propuesta Educativa Salesiana. Fundamentos, epistemológicos, teóricos y didácticos para la la enseñanza de la ERE.	1
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza del inglés I – II – III – IV.	2
FUNDAMENTOS E, T Y D. PARA LA ENSEÑANZA DE LAS ÁREAS BÁSICAS EN PRIMARIA Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la lengua castellana Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la matemática. Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de las ciencias sociales. Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de las ciencias naturales.	3
Seminario de profundización en el campo de formación:	
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la Educación Física. Sem. 20 H	
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza del de la Educación Artística. Sem. 40 H	

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Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la Música. Sem. 20 H	
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la tecnología e informática I –II . Sem. 20 H	
Fundamentos, epistemológicos, teóricos y didácticos para la enseñanza de la Educación Física. Sem. 20 H	
Adecuación de espacios escolares. Sem. 30 H	
Proyectos pedagógicos productivos. Sem. 20 H.	
Taller creativo I –II. Sem. 40 H. (Cada uno).	
SEMINARIOS DESDE LA PERSPECTIVA CLÍNICA:	
<ul style="list-style-type: none"> • Discapacidad cognitiva. • Fonoaudiología y terapia del lenguaje. • Neurodesarrollo y Terapia ocupacional. • Fisioterapia. • Autismo y síndrome de asperger. • Sistema braille y acompañamiento sordo - ciegos. • Lengua de señas. 	
CAMPO DE FORMACIÓN EN INVESTIGACIÓN Y PRÁCTICAS PEDAGÓGICAS	
Investigación pedagógica I – II – III – IV.	8
Práctica pedagógica investigativa en el preescolar. 5 semanas	3
Práctica pedagógica investigativa en Básica Primaria. 4 semanas	3
Práctica pedagógica investigativa integral final. 3 semanas	3
Práctica pedagógica investigativa integral inicial. 5 semanas	3
Práctica pedagógica investigativa rural. 4 semanas	3
Práctica pedagógica investigativa inclusiva. 4 semanas.	3
SEMINARIO DE PROFUNDIZACIÓN EN EL CAMPO DE FORMACIÓN:	
Filosofía para niños y desarrollo de pensamiento. Sem 20 H.	
CAMPO DE FORMACIÓN EN LENGUAJE Y COMUNICACIÓN	
Fundamentos lingüísticos para la enseñanza lengua castellana de la en Preescolar y Básica Primaria.	2
Semiología y medios de comunicación	1
Diversidad lingüística.	1
Desarrollo del proceso lecto-escritor desde la literatura infantil.	2
Construcción textual I – II.	2
Seminario de profundización en el campo de formación:	
La lúdica como dispositivo para la construcción de pensamiento y desarrollo del proceso lecto-escritor (s). Sem. 20H	
TOTAL CRÉDITOS ACADÉMICOS:	60

Organigram

Figure 3 Organigram



Educational Community Handbook

This Community handbook was created by taking into consideration Don Bosco and Mother Mazzarello’s Philosophy of the Preventive System that seeks to train “good Christians and honest citizens” consistent with Salesian spirituality.

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In this there are students' rights and duties, students, teachers and parents' profiles, it also contains participation instances and its institutional organization. There is also an organization regarded to teachers' work to improve their pedagogical meetings, it includes the institutional horizon and it presents some possible students' flaws and how to punish or correct them as well as procedures regarded to admission, enrollment and application for study certificates.

Student's Profile

A Normal School's student builds her life project based on the evangelical values, which give her a foundation to her being and work, becoming a good Christian and honest citizen. She is called to be an autonomous, critical, supportive, responsible, assertive inclusive person and mediator of conflicts; builder of knowledge, researcher, with human sensitivity, capable of leading, innovating and promoting through teamwork, the sustainable and sustainable development that the country needs.

Teacher's Profile

A Normal School's teacher is distinguished due to his/her salesian identity and his/her leadership concerning to the Institutional Educational Project that seeks the training of new teachers, this is why teachers of this institution are engaged with their constant own training which allows them to improve their pedagogical practice, willing to dialogue, mediator in conflict situations; responsible, honest, with a sense of belonging and consistent in their actions.

Parent's Profile

It is characterized by its active commitment to achieving the Institutional Horizon of the Normal School, which is reflected in the support of the educational actions that the Institution assumes and in the constant monitoring of the different processes that the student lives inside and outside of the institution.

Guidelines of The Ministry of National Education in Regard to The Sanitary

Emergency

The Escuela Normal Superior María Auxiliadora has adopted some of the guidelines of the Ministry of National Education, the most important among them is the curriculum review and adaptation of the study plan, this activity has been done even before of the pandemic situation, since this school is used to constantly assess itself, each area group has their own schedule to analyze themselves and, in the particular case of English, teachers meet on Thursdays.

Moreover, the Normal School has been working on the organization of students' and teachers' schedules in order to provide a proper academic space to interact with each other. This is fantastic inasmuch as several public schools just can have classes by means of some worksheets and WhatsApp but this school have the opportunity to communicate in a better way thanks to its students' socio-economic situation and probably due to its interest in improving its teachers' technological skills.

Working day

The Escuela Normal Superior María Auxiliadora has a day-time journey, since this institution normally develop some extracurricular activities in the afternoon or provide some seminars to students from 10th to 13th grade related to their training as future teachers.

Escuela Normal Superior María Auxiliadora's Timeline

Table 3 Escuela Normal Superior María Auxiliadora's Timeline

CRONOGRAMA GENERAL DE ACTIVIDADES 2340	
De acuerdo a la modificación de la Resolución 2340 del 31 de diciembre 2020 Luego el Consejo Directivo realizara el acta de adopción	
SEMESTRES	
Primer semestre	1 de febrero al 20 de junio (19 semanas)
Segundo semestre	05 de julio al 28 de noviembre (20 semanas)

DESARROLLO INSTITUCIONAL	
3 semanas	<i>11 de enero hasta 29 de enero de 2021 (evaluación y planeación institucional)</i>
1 semanas	<i>29 de marzo hasta 3 de abril</i>
1 semanas	<i>11 de octubre al 15 de octubre</i>
1 Semana	<i>29 de noviembre al 4 de diciembre</i>
Total 6 semanas	
RECESO ESCOLAR PARA ESTUDIANTES	
1 semanas	<i>27 de marzo hasta 4 de abril</i>
1 semanas	<i>19 de junio al 05 de julio</i>
1 semana	<i>09 de octubre al 18 de octubre</i>
PERIODOS ESCOLARES : LA ENSMA ESTABLECIO 2 PERIODOS ACADÉMICOS	
Primer periodo	<i>01 de febrero al 19 (junio 19 semanas)</i>
Segundo periodo	<i>20 de julio al 28 de noviembre (20 semanas)</i>
CORTES Y AJUSTE DE NOTAS PRIMER PERIODO	
1 de febrero al 17 de abril	<i>Primer corte del primer periodo. Seguimiento a las estudiantes para verificar su responsabilidad en los aprendizajes incluyendo diagnostico</i>
12 al 17 de abril Primer corte	<i>Ajuste de los aprendizajes</i>
19 al 24 de abril del primer corte	<i>Espacio para verificar como van las estudiantes (Comisiones de evaluación)</i>
26 al 30 de abril	<i>Encuentro con padres de familia</i>
26 de abril al 30 de abril	<i>Refuerzo y nivelación de los aprendizajes</i>
24 de abril al 18 de junio	<i>Corte final primer periodo</i>

Pedagogical Level

Language Teaching Collective's Methodology work

Educators have meetings through zoom in which they analyze the syllabus also known as area plan and share their thinking about modifying a part of the area plan, such meeting are done weekly on Thursdays and/or Fridays from 12:00 to 1:00 pm. These meetings are directed

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by the head of the area; she is who received the suggestions at first and then during the meeting they discuss about what others teachers think or suggest regarding to the syllabus or area plan.

These rendezvous are known as “mesas de trabajo” these gatherings are at first directed by rectoria but then different rooms are created for having educators divided in their own areas, next teachers have an hour to discuss about their area.

Pedagogical Resources

Regarding to the teaching resources the supervisor stated that English teachers made use of the Ministry of National Education books, which are Way to Go from 6th to 8th grade and English, Please! For 9th, 10th and 11th grade.

Syllabus of Twelfth grade

Concerning to the syllabus of twelfth grade the supervisor declared that she made it herself in order to provide that knowledge that students actually need in order to allow them to have a better base to teach English to children.

Methodology of classes

Respecting to the methodology for having English classes these are done synchronously and asynchronously, for synchronous classes teacher make use of Zoom and during this time she usually begins by taking attendance, then she talks about their grades and explain a topic or try to re-explain the topic seen beforehand, then the supervisor promotes students' participation by giving them some systematic exercises and by asking them directly, finally teacher assigns a homework, it may be other systematic or productive exercises, the educator usually tries to be demanding in regard to the delivery of the homework. If this is easy. (it has to be sent the same day during the next hour or at most at 5:00 pm) but, if this homework requires more time, then she allows students to deliver their homework on weekend or until next week. Other possible asynchronous activity that teacher may give to girls is a test about the topic seen.

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Tutoring

With reference to accompany tasks teachers never do them, nevertheless, this supervisor wants to create such space in order to help those students that have some difficulties in understanding a particular topic while other students will be doing other worksheets related to the topic. It is also necessary to express that Google Classroom, E-mail as well as WhatsApp are used as their communication tools.

Ministry of National Education Guidelines and Supervisor's Schedule

In regard to the use of guidelines of Ministry of National Education (MEN), educators of English area work with Basic Learning Rights (BLR) that are well linked in the books: Way to go and English please! In order to work with such books, the Normal School has prepared a special schedule that allows tutors to have a sort of normal meetings with their students, in this specific case, the supervisor has the next schedule with 6th 7th 12th and 13th:

Table 4 Supervisor's Schedule

Monday	7:00 - 8:00	8:30 –				
	7 th A & B	9:30				
		7 th D				
Tuesday						
Wednesday			10:40-	12 – 1		
			11:40	6 th C & D		
			6 th B			
Thursday	7:00 –	8:10 – 9:10	9:40 –	10:55 –	2:00 –	
	8:00	7 th A & B	10:40	11:55	3:50	

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	7 th B		6 th D	6 th B & C	13 th	
Friday	6:45 – 8:35					
	12 th grade					

Technological Level**Connectivity**

Based on what was asked to the supervisor and on the observations made, it can be say that all of the students have internet access, although sometimes there are some internet issues, reason why some students prefer to turn off the camera or to have classes with their camera off, other pupils prefer to get out of the meeting and trying to come back again, this works pretty often.

Access and Use of Platforms

According to the teacher and what was watched during the observations, the supervisor makes use of two main platforms to develop her virtual meetings, they are Google Classroom Zoom, and WhatsApp until what was experienced, students may have some troubles to upload some of their homework on Google Classroom, that is why the teacher provided them her phone number in order to have her girls' homework in case they could not upload it on Google Classroom.

Type of Virtual Meetings

The Normal school has chosen a mixed methodology to approach their educators and students, this means that tutees have synchronous and asynchronous meetings by means of some video-conference platforms and interactive worksheets, quizzes or other kind of homework.

Development and meetings' duration

At the beginning of each meeting teacher takes the students' attendance while she gives them their grades, the supervisor congratulates them if they made a good job and looks concerned for those girls that may have some troubles to understand the topic and offer a future homework in order to improve such grades, then educator tries to solve some doubts by correcting the previous homework or begins a new one, after this explanation she gives to students some exercises of filling in the gaps or she does a miming play in which students figure out what she is performing. The teacher tries to speak in English but when students seem to do not understand what she is trying to say then she speaks in Spanish these synchronous meetings have a duration of one hour, then she gives them fifteen or twenty minutes to develop the quiz or worksheet she wants them to do.

Digital Resources

Among all resources used during this first approach the main one was liveworksheets, a page in which professors can develop some interactive and interesting work sheets. This page also provides an immediate feedback that facilitates teachers' work of grading, however, the teacher also made use of slides and extracts of both books promoted by Ministry of National Education in order to work with 12th grade, this supervisor made use of Kahoot as well as Wordwall but in these cases she only took it as a participatory activity, it means, it was not graded.

Population's Level and information**Number of Students, genre, Age and English Proficiency**

Twelfth grade is composed by thirty-three female students that have a range age between seventeen to eighteen years old. According to the supervisor's diagnosis most of these tutees have an English proficiency of A.2.2 and few of them, actually eight, may be in B1.1 level.

Chapter III

Pedagogic and Investigative Component

Introduction

Due to the Covid-19 pandemic every single educational institution around the world has adapted itself in order to provide an academic continuance to their students, therefore the mobile learning and the micro-learning as well as social media have had an important role, schools had been working by means of some known platforms such as Zoom, Google Meets or Microsoft Teams.

However, the preservice teacher thinks that social media could provide an interesting learning environment to scholars for enhancing their oral production. Therefore, this project is focused in implementing Tik-Tok as a tool to work in an innovate way such skill inasmuch as it has had an exponential growth because of its popularity, according to Statista it has had an increase of six times in July 2020 compared to July 2019 in Colombia. Moreover, it is speculated that such evolution will be maintained during 2021, since this app is quite attractive to teenagers because it gives instant gratification, the chance to go viral, and the fortune to connect with people that share similar interests. This is the main reason why this app was chosen to develop the present study. (Alnaji, n.d.)

Statement of The Problem

In Colombia English has had a low development and it can be verified by taking into account ICFES and Saber-Pro tests in which most of the students are in an elementary or null English proficiency. (ICFES, 2020). This is the reason why students of 12th grade do not have a B.1. Level, hence they may wrongly teach English to elementary scholars, since they are their target population, this is why the author is interested in improve their oral production because it indirectly may affect future elementary scholars' learning of English. She tries to innovate this

learning by means of a popular application known as Tik-Tok that have some possibilities in the educative environment.

Justification

The Escuela Normal Superior María Auxiliadora is known for training a new generation of teachers, engaged to the honest exercise of citizenship, supported by the new trends in education. These educators can only teach to primary school students. It is important to remark that in Colombia, tutors that work with these elementary levels usually have to teach all the subjects to children, this is why the Normal school was concerned about its future educators in regard to their English proficiency and their capability of teaching such a subject, by making a diagnostic exam it was notorious a lack of knowledge by side of twelfth grade students (the first level of Formación Complementaria, composed by twelfth and thirteenth grade) this is the reason why the English teacher in charge of these grades was asked to improved their speaking and writing skills.

by taking into account this situation, the preservice-teacher thought about a creative way in which this population may boost their speaking production, this is why Tik-Tok appeared as an interesting tool that could work for this proposal, since it is quite attractive to young people, and by means of this app students may develop dialogues with their partners (through a duet), lip sync a song, and record a short monologue (in which they can even subtitle what they are saying), they may also know a new specific vocabulary (useful to teach English for elementary grades) and the practitioner could also share with them some valuable information regarding to grammar and culture of the aim language. (Spanish Teacher Tiktok Ideas, 2020)

This is quite interesting for the pre-service teacher inasmuch as she thinks that social media have an opportunity to be more than just for entertainment, micro-learning its part of this phenomena that could help educators to boost their students' interest for learning more about a Foreign Language (FL). Furthermore, an advantage of social media is that it is used

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mainly for young people from eighteen to thirty-four-year-old, and actually students of twelfth grade are between the age range of seventeen to eighteen years old, which means that students may be open to this new methodology of learning a Foreign Language since they may be used to such app. (Social Media 2020: ¿cómo Estamos En Colombia?, 2020)

Research questions

Grand Tour Question:

How does the implementation of Tik-Tok improve the oral production of twelfth graders?

Sub-questions:

How do the curious pills enhance the pronunciation of specific words identified as constantly badly pronounced?

How do cultural pills allow students to know about important dates, famous people or remarkable places in the Anglophone culture?

How does Tik-Tok motivate students to participate in dialogues through duets?

How does Tik-tok foster students' creativity by making a monologue, a duet or syncing a song?

General Objective

To implement the use of Tik-Tok as a pedagogical tool to enhance students' oral production of twelfth graders.

Specific Objectives

To create curious pills in which students will know about the correct pronunciation of specific words identified as constantly badly pronounced by them.

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To design cultural pills that allow students to know about important dates, famous people or remarkable places in the Anglophone culture.

To motivate students to participate in dialogues through duets.

To foster students' creativity by making a monologue, a duet or syncing a song.

Theoretical Framework

In this section you will find the core concepts such as communicative language teaching, oral production, mobile assisted language learning, micro-learning, and Tik-Tok. In addition to some theories which are divided into Tik Tok as a Tool to Improve Students' Oral Proficiency and Advantages and Disadvantages of Using Tik-Tok as a Tool for Teaching a Foreign Language which guide the present research

Communicative Language Teaching

This is connected with maintaining a conversation despite of having some limitations (Richards, 2006). According to Joyce, communicative language teaching (CLT) is focused in producing meaningful oral productions, these may be related to real world activities, working with (CLT) implies the use of interviews, realia, and some technological tools; for instance: blogs or videos.

Oral Production

Oral production needs to be understood such an ability that allows people to effectively create sentences in several sort of settings and situations in a way that let them convey information about things they are familiar to. (Bygates, 1991, Valdes & O'Malley, 1996).

According to Ramirez and Artunduaga (2017) the type of tasks that helps to facilitate the oral production are those related to the students' closet environment, therefore such task may be:

To talk about personal experiences

To talk about likes, interests and dislikes

To plan or create something.

From Tannenbaum (1996) perspective, there are types of oral assessments and some of them can be developed in several kind of English levels. He actually provided the next chart as a guideline for teachers interested in improving oral skills.

Table 5 Oral Assessment Activities

ASSESSMENT ACTIVITY	DESCRIPTION	LEVEL OF LANGUAGE PROFICIENCY
Oral Interview	Teacher asks students simple information questions.	All levels
Picture-cued Descriptions or Stories	Teacher asks students to describe or tell a story about pictures of real people.	Beginning, Intermediate
Radio Broadcasts	Students respond to radio broadcasts by answering questions, matching items, pictures or diagrams to the message, filling in a grid with pre-specified information	Intermediate, Advanced
Video Clips	Students respond to video clips	All levels

	<p>using worksheets or prompts to help them focus on what to look for</p>	
Information Gap	<p>One student is given information that is kept from a partner. The first student provides instructions, descriptions, or directions to the other, who must complete a task based the information related by the first student</p>	All levels
Story/Text Retelling	<p>Students retell stories or text selections that they have listened to or read.</p>	Beginning, Intermediate
Improvisations/ Roleplays/ Simulations	<p>Improvisations involve providing students with an oral or written cue (prompt) to generate language.</p>	All levels

	<p>Role-plays assign distinct roles to each student and ask them to speak through these roles.</p> <p>Simulations provide a context or situation in which students need to interact in order to solve a problem or make a decision together.</p>	
Oral Reports	<p>Students present research or other project in the form of an oral report</p>	All levels
Debates	<p>A type of role-play where students are asked to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.</p>	Intermediate, advanced
Teacher Observation	<p>Observation of students working individually, in groups, pairs,</p>	All levels

	cooperative learning, presentations.	
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Mobile Assisted Language Learning

This is defined as using mobile devices that bear the learning process of a (FL), this Mobile Assisted Language Learning (MALL) includes popular social media such as Facebook, WhatsApp, Instagram, Telegram, Twitter, Tik-Tok among others. These social networks facilitate communication in social and educational contexts innovating at same time learning and teaching experience. (Pempek, 2015).

According to Kaceti and Klimova (2019) (MALL) has become in a useful tool to support the learning of a (FL) this in part because students can practice the language every time and everywhere.

Tik Tok

TikTok is a massively popular app that lets users create and share videos up to 60 seconds long. Lip-synced music videos are especially popular on it. The app has given rise to a number of young social media influencers. (Tik Tok, n.d.)

Micro-learning

It consists in little fragments of digital information that is always in circulation, it is based in the use of small learning units which can be easily consumed, for instance, when people takes a break or travel. (Salinas & Marin, 2014).

According to Grag (2010) there are three kind of situations in which micro-learning may be used.

1. Use of the micro-learning as a part of the blended learning: In this case micro-learning would be used to add a learning experience, it may be like a synthesis of what was seen.

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2. Use for accessing to the information: This is quite common in adults' learning, this is mainly used to solve a problem or error, in this case information is related to tutorials.

3. Use as a support for a performance: In this case the micro-learning works as a tool that may improve the performance regarding to a task.

Literature Review

Tik Tok as a Tool to Improve Students' Oral Proficiency

Enhancing Form 4 Pupils' Speaking Skills via TikTok, Ipan, Igai & Binti (2020); The use of Social Media for Learning English, Handayani, Syafei, Ririn & Utari (2020) According to these authors and by taking into consideration their different studies it can be concluded that social media is something quite attractive to young learners, moreover, in their opinion there is a positive impact in enhancing speaking and writing skills, moreover there are other kind of online tools in which students may improve some other skills, among them manhwas, Cake English app, Quora and Discord.

Advantages and Disadvantages of Using Tik-Tok as a Tool for Teaching a Foreign Language

Learning Foreign Languages on the Instagram and Tik-Tok Platforms: Problems and Prospects for Development Lukina, Lopteva, & Gurova (nd); The Potential use of Social Media on Malaysian Primary Students to Improve Writing Yunus, Zakaria, Suliman (2019); Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom Yang (2020) Some advantages and disadvantages were stated by these authors and among the first ones they stated that Students are interested in learning about a (FL) by means of Instagram and Tik-Tok platforms, this is mainly due to the playful way that learning may have by using such platforms, this makes of learning an interesting and engaging task specially for young people, furthermore students may have access to authentic material and more important, they may approach to all this information with no time and location limit.

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However, among some possible disadvantages it was concluded that students may experience online threads, or may find people that are not qualified to teach English and they may learn something wrongly which may make them feel confused when a qualified person correct them, furthermore short videos may contain out-of-date English knowledge, on the other hand these short videos may be a problem since they may lead to an imperfect explanation.

Methodology

Pedagogical methodology

Tik-Tok is used as a tool to support the enhancement of oral production in 12th graders, in this sense the syllabus has an important role, this is why some cultural and curious pills will were created by taking into account the English plan.

Cultural pills are focused in providing some interesting information about the Anglophone culture this is why important dates, famous people or remarkable places are shown in these pills.

On the other hand, curios pills aim to enhance students' pronunciation, actually the words in such pills are those that students constantly badly pronounce, or they may provide new vocabulary important for a topic class.

All of the pills above allow students to acknowledge important vocabulary, cultural aspects and correct pronunciation that may help them to enhance their oral production, moreover through this platform the preservice teacher may create a Tik-Tok allowed to be duet, in this way students' and preservice teacher can simulate an elementary dialogue. (it may be an interview, a dialogue related to ask and give information, or a dialogue for booking a room or for buying something)

Students may develop other Tik-Toks in which they may give a short presentation in which they talk about themselves (a daily routine, about their likes and dislikes regarding to hobbies, about their recent trips or about places they would like to visit) they may choose an image of one of their favorite person (famous or unknown) and describing their clothing and place in which they are) this may be made by making use of green screen that offers Tik-Tok, it may be a video or an image.

The Tik-Tok account is Englishtiktok00, in there you can find all the information released until now. Such Tik-Tok account has a combination of English and Spanish since students expressed their low comprehension of what was shared. It is important to remark that most of the post has been published by taking into account the students' syllabus in order to facilitate their understanding and to complement the lessons seen. However, some of the posts has been done by considering the bad pronunciation of some words or the pre-service teacher's interest in teaching something.

Furthermore, regarding to the creation of Tik-Toks students firstly had to present a draft about what they were to talk in their Tik-Toks, after being checked students could make some corrections in such draft and then they could practice what they were to record and finally they had to upload the Tik-Tok on Google Classroom in order to be graded, for doing such qualification an evaluative chart was created in order to make a comparison between the first and second Tik-Toks done.

Research Methodology

Approach and Design

The approach of the present study is a qualitative one since this can be used to understand a phenomenon in a defined setting (Patton, 2001), regarding to the design, this is an action research since this one foster actions that may have an impact in the educational context, such actions should be developed based on observations made of the setting and population.

This kind of design allows to have spaces of reflection concerning to what is done during classes and to find out its weakness and progress which permit some changes with reference to what has been done until that moment. This design is a kind of trial and error. (Christensen & Johnson, 2014)

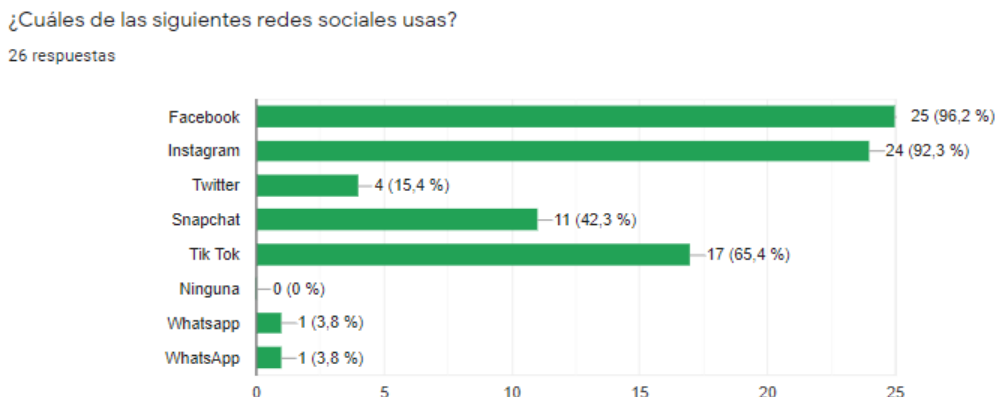
Techniques and Instruments to Obtain Data

Survey

This has been developed in order to have an idea about of what communicative skills they think they need to improve as well as knowing students’ perspectives about the use of Tik-Tok as a tool to improve their oral productions. According to Malhotra (2004) surveys are structured questions that are sent to a population in order to obtain some valuable information from them. This is normally used in a quantitative approach, however, this may be modified to fit with a qualitative research, nevertheless, it is important to keep in mind that action research can manage both type of data.

This survey was applied during the third week of the beginning of the present practicum. Here were identified the students’ preferences regarding to their favorite type of social media.

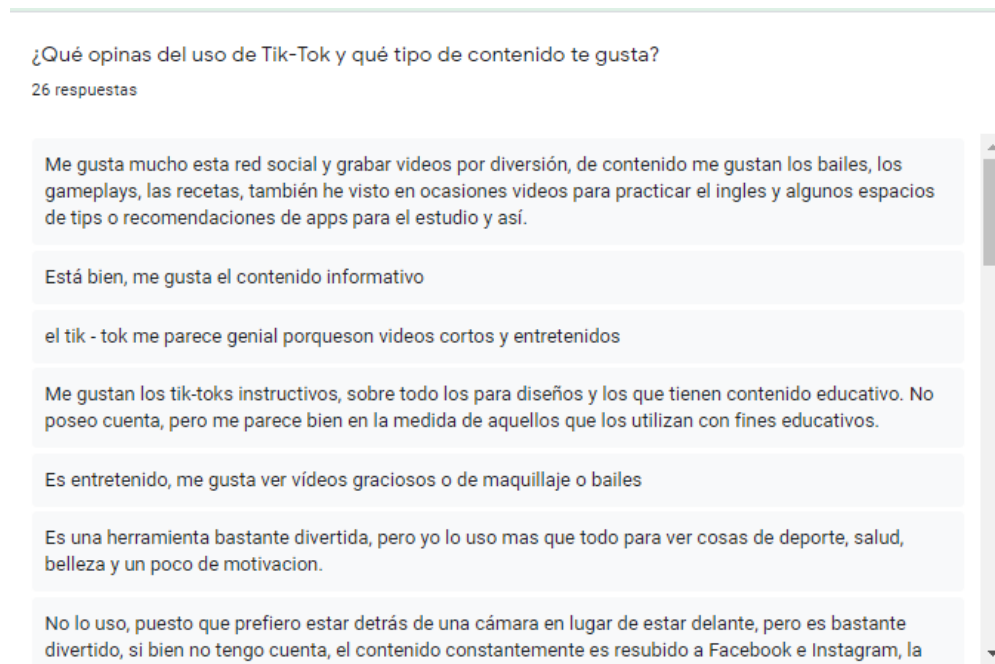
Figure 4 Social Media Preferred



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Moreover, students also expressed their thinking about using Tik-Tok and what kind of content they usually consume.

Figure 5 Students' opinion in using Tik-Tok to enhance oral production

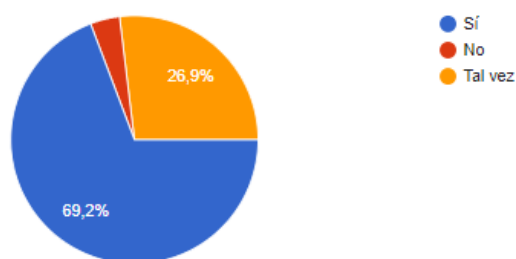


According to students Tik-Tok may be an interesting tool for teaching English Fig. 6

Figure 6 Students' answer about usng Tik-Tok to improve their Oral Production

¿Crees que sería interesante usar Tik Tok para la enseñanza del inglés?

26 respuestas



A second survey was developed at the end of the project in order to know students perspectives about the implementation of the project, based on this it can be say that students

think that they had an improvement in their oral production specially in their pronunciation and fluency but according to themselves even in their knowledge about new vocabulary.

Non-Participatory Observations

These were developed during the first approach to the educative environment in order to know important information regarding to the methodologies used when having classes.

This were developed at the beginning of the process.

Participatory Observations

These are developed in order to obtain information and develop it in the natural context. There was a total of 4 participatory observations This kind of observation allows to observe while participating in activities of the interest group. (Cuadros, 2009 & Bisquerra, 2004)

This has been done until now while listening to students' oral productions on Tik-Tok. In order to grade these students an evaluation chart was made. You can appreciate it in the annexes. (annexes 1)

Journals

Normally, journals support observations its structure can change but it usually includes events, facts or day-to-day situations, dates, important observations and comments regarding to what was observed.

Journals has been developed until now weekly in such journals not only the pedagogical-investigative project has been analyzed but also outreach and administrative projects. A total of 10 journals were written during this project but 5 of them had valuable information.

Ethical Considerations

Students were informed about their complete anonymity since in this way they could feel more comfortable about sharing their real thinking about a phenomenon which is fundamental

to have a better kind of understanding of the problem and the possible solution. These was conveyed by means of

Population

Concerning to the population aimed, they are students of 12th grade of the Normal School, they are in a range of age between 17 to 18 years old, they are 33 students and all of them are women.

Sample

A total of thirteen students, since these are the students who presented both Tik-Toks to be evaluated and analyzed.

Data Analysis

In order to organise and to analyse the information collected in this component the data triangulation technique is used, this takes into account all sources of information and converges it in order to solve the research questions (Denzin, 1998).

With the aim of doing this data analysis, the aims of this project were read, after some categories were proposed and then the information gathered was read, this means, two surveys, five journals and two evaluative charts and organized in the respecting categories and sub-categories, (Table 6) this task was made by hand during two days, valuable information was recognized and obtained from different instruments, the 2 evaluative charts, 2 surveys, and 5 journals, after, this information was digitalized by using excel and a word document. Some categories were created and based on the valuable information obtained. (Annex 3)

Table 6 Categories

Students' perspectives
Improvement Pronunciation Vocabulary Fluency
Motivation
Activities Duet Exposition
Things to improve about the project

A total of 26 codes were organized in all the categories and subcategories. (See annex C)

Findings

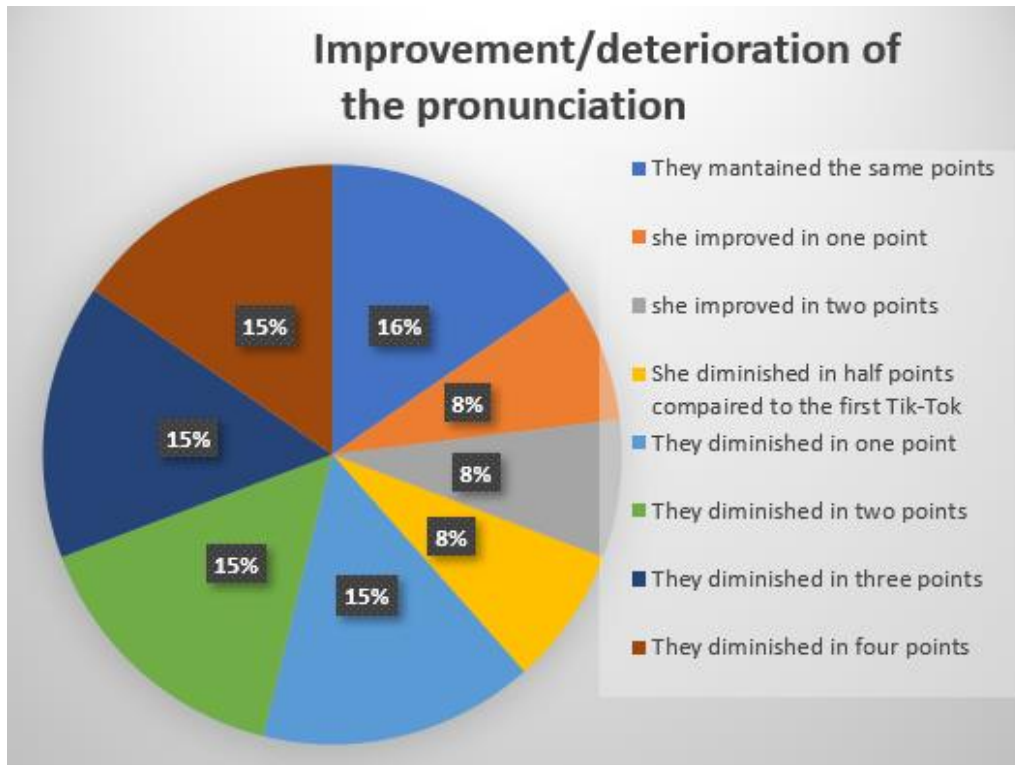
Students perspectives

Improvements

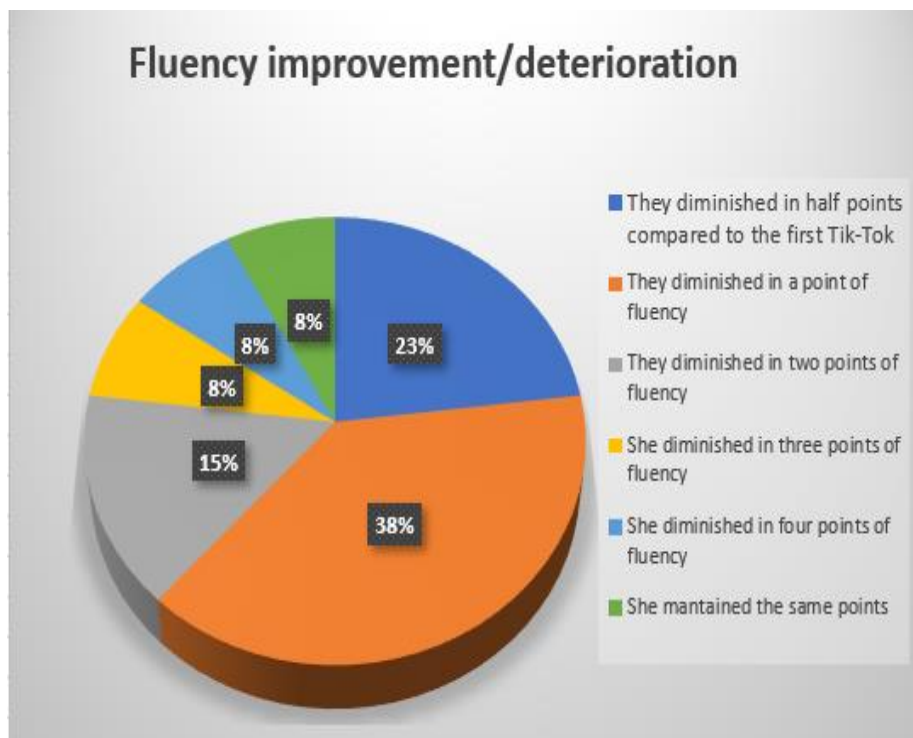
In first place according to the survey made at the end of the procedure student D stated that they perceived an improvement in “understanding some words and their pronunciation” student E expressed “I learnt the pronunciation of some unknown words” and tutee I stated that “We can listen to ourselves to check how we are in pronunciation”. Regarding to their fluency student E claimed that “Tik-Tok is a good and modern tool that helped me in my English fluency when speaking”, undergraduate G shared that “Tik-Tok enhances fluency and pronunciation”.

However, after comparing the grades obtained in first and second Tik-Tok it emerged a different perspective, actually according to the evaluative chart there was just a little improvement in their pronunciation, but this was positive only in two students, this represents just the 16% of the sample, most of the students diminished their pronunciation in 1, 2, 3 or 4 points, this represents 60%, only 8% of the participants diminished their performance to the half in comparison to their first Tik-Tok, it means one student, and finally 16% of the students still maintained their same pronunciation score.

Figure 7 Improvement/deterioration of the pronunciation



Now regarding to the fluency there was no improvement, just 8% of the participants maintained the same score than in their first Tik-Tok and 23% of the participants diminished their score to half in comparison to the first Tik-Tok and 69% of the students diminished their fluency in 1 or 4 points.

Figure 8 Fluency improvement/deterioration

According to the second survey which was answered for 9 students 5 of them stated that they did not know any important date of the anglophone culture even when the Easter Sunday was in the englishtiktokoo account.

Motivation

In regard to the motivation tutee F stated that “the methodology was entertaining and different which made me feel more interested and motivated in it”. Moreover, regarding to the fostering of creativity in making these Tik-Toks it can be say that some of the students were quite motivated and interested in making these videos in a fun way by creating interesting scripts or scenarios by using a green screen provided by Tik-Tok, or some costumes, gifs or images in the duet or in the story telling.

Activities

There were two activities during the implementation of this research project, in one hand there was a duet, according to students B, F and G this was the best one since team group is

mutually beneficial, because they could practice their English with somebody else and have some constructive criticism.

In the other hand there was a story telling which was preferred for participants C, E and H, because according to them they could explore better the app and had all the time for themselves for talking about a topic they wanted to talk finally, they also expressed that for them this task was much easier than the duet. (Annex 3)

Conclusion

It can be stated that the findings are contradictory but this could be explained due to some factors, in first place there was a change in the evaluative chart, this is due to some analysis of itself, timing had in the first evaluative chart a score of 10 while in the second one this had a total score of 5, moreover, there was also a change regarding to the presentation, in the first grading chart it had a score of 5 while in the second one this had a score of 10. This was made in this way in order to give more importance to the content than to the delivery date.

In second place, it is important to highlight that the first Tik-Tok was related to the present simple while the second one was linked to the past simple, now it is crucial to remember that this tense is especially difficult for Spanish native speakers due to the rules to pronounce regular verbs Benitez, Solano & Solano (n.d.) it can be said that tutees may have some difficulties in expressing themselves in this tense, this could explain the decrease in most of the students regarding to their fluency and pronunciation.

Besides, scholars expressed their thinking about the use of Tik-Tok to improve their oral production and in their perspective, they actually noticed an improvement related not only to their pronunciation but also in their fluency and vocabulary this could be due to their interest in making a good Tik-Tok, this may made them look for some unknown vocabulary and their correct pronunciation in order to achieve to express themselves.

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This application is considered as useful, interesting, funny, entertaining didactic and a modern tool to foster their oral production this had a good reception in them regarding to their active skill (speaking). However, the Tik-Tok account created to this project had some difficulties in having them watching its content, this could be said since just 3 of the participants are still following the account.

Recommendations

First of all, it is suggested to foster the submission of your students in the Tik-Tok account and in order to make them check it out, if you can foster their interaction on its comments, it could be quite interesting even if they just write in their mother tongue or in the target language. This project may work for fostering students' oral and written production, however, this project was focused in oral production.

Secondly, try to offer them a space to explain the app some basics, how to use it, how to make some subtitles, how to edit a short video, they may create some short videos for practicing it can be during some classes, this could facilitate them the management of such app, moreover, you may also share them some videos in which they may understand how to use the app. This application is quite attractive for youngsters but it is a little difficult to use, this is the reason why you should be sure about their management of such app, at least in its basics.

Thirdly, try to be more specific in the delivery date of the draft in order to check them and give them a soon feedback, in this way students would have more time to correct their scripts and practicing before making the Tik-Tok.

Fourthly, share interesting information, not only regular content that can be seen during classes. And finally, try to ask for your students to create other Tik-Toks, this with the aim of analyzing better the impact that this app may have in their oral production.

Timeline

Figure 9 Research Timeline

Activities	Practice weeks															
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Observation week																
Project Proposal (creation)																
Delivery of the project																
Implementation of the project (Tik Tok as a tool to enhance students' oral production)																
Delivery of the first report																
Students and parents meetings to verify students' progress.																
Implementation of the Extension																

project (Tutoring for 6 th graders)																
End of practice																
Final report																

Chapter IV

Outreach Component

Introduction

This component is normally developed with primary scholars, however, in this case it is developed in students of sixth and seventh grade, this is due to the decision of the Elementary School English teacher of not having a pre-service teacher in primary graders.

Nevertheless, a problem situation was identified during the observation week, there are some students that have some problems regarding to understand a topic this is why they actually need more time investment and tutoring emerge as a possible solution to this phenomenon. In few words, this social projection attempts to improve sixth and seventh graders English understanding while enhancing the pre-service teacher abilities as future educators.

Justification

Tutoring is important during the learning of a (FL) since there are some topics that may be perceived as difficult by side of students, however tutoring is normally something developed out of the official teacher schedule which may difficult educators' organization since this profession require a lot of time investment not only for planning a class but also for grading students' homework, therefore this is an opportunity to help not only students to understand

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some English topics but supervisor as well since this may facilitate her teaching inasmuch as all of her students may be at same level of English proficiency.

General Objective

To implement tutoring sessions for scholars of sixth and seven grade in order to improve their understanding of English.

Specific Objectives

To make use of webpages that may motivate students to learn more about English.

To have a save space in which students may share their doubts about any kind of subject regarding to English.

To enhance students' self-confidence in learning a foreign language.

Methodology

In order to develop these tutoring sessions two days of the week (Wednesday and Friday) are chosen to have them, moreover it is important to highlight the necessity of having such meetings in the afternoon since students have to attend to several classes in the morning. This is considered as an extracurricular activity and the idea is to work with those students that actually have problems in understanding an English topic, students that are good at English may attend to these meetings but those who have problems are the main focus of this project.

These meetings are planned to be developed by means of Zoom. Furthermore, the pre-service teacher may make use of the homework assigned by the supervisor and herself to explain the topic as well as the slides used during synchronic classes. Nevertheless, she may use other exercises and platforms such as wordwall, Educaplay and PearDeck among others.

This project has been developed until now and there is a kind of improvement in some of the participants, other students seem to need more attention to completely understand some topics. It has been difficult to use some webpages with such students since they seem to need an

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over explanation of what to do on some of the pages. (Such pages have been Socratic and Liveworksheets). This project was mainly aimed to students of sixth grade, however the supervisor suggested to develop such meetings to sixth and seventh graders. Finally, there are students that always arrive late to the tutoring meeting and begin to interrupt the class I always remember them the importance of arriving on time and some of them excuse themselves by explaining that an elder or younger brother was using the computer or by telling that their internet connection is not quite good which is proved by taking into account their leavings and returns to the meeting sometimes in such case I extend a bit more the tutoring just to explain them better.

The way in which these students were chosen to participate during the tutoring section was based on their answers during classes, if they made some errors, had some difficulties in answering what was asked to them or if they had some internet issues then they were summoned in order to help them to understand the topic seen, moreover those students who did not attend to class were also invited, there were other students who voluntary attended to these meetings, a google form was done for every meeting in order to have the attendance of the meeting and students had to send the evidence of the work done during such meetings, since students had difficulties to send them by using the e-mail, it was facilitated the pre-service teacher number phone, in this way their tutoring work was received and checked.

Conclusion

This component was the most rewarding since it fostered a safe space in which few students participated most of the time, this was facilitated due to the quantity of students that attended to each tutoring section, they were usually 10 or 12 students per grade, in rarely occasions this amount was exceeded, thanks to these meetings the pre-service teacher achieved to create good bonds with students of both graders. Furthermore, students seemed to understand the topics better since they answered to some questions in a faster way during the

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synchronous encounters (demonstrating a management of the topic seen) this was also reflected in their homework graded, the students who usually participated in the different tutoring meetings had an improvement in their grades, this was quite emotive and motivating because it reflected the effort of the pre-service teacher as well as the interest of the students in understanding a topic.

This was recognized by the supervisor as well as the students and even some parents who shared their approval to these kind of meetings to the supervisor such people seemed to acknowledge the impact of such meetings.

The students’ perspectives were collected by means of a survey in which they shared their thinking about this project and it only received a good feedback. (annexes 22-25)

Timeline

Table 7 Timeline of the Outreach Component

Activities	Teaching Practice weeks											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
A												
B												

A. Tutoring Planning (This is related to the modification of the slides used during Synchronous meetings) since the planning is the same as in such meetings.

B. Tutoring meetings (On Wednesday from 3 to 5 pm with sixth graders and on Friday from 2 to 4 pm)

This project has been developed until now and there is a kind of improvement in some of the participants, other students seems to need more attention to completely understand some topics. It has been difficult to use some webpages with such students since they seem to need an over explanation of what to do on some of the pages. (such pages has been Socrative and Liveworksheets) Finally, there are students that always arrive late to the tutoring meeting and begin to interrupt the class.

Chapter V

Intra-Institutional Component

Introduction

The intra-Institutional Component is related to activities that requires the educator's participation and it does not imply the classroom setting it may include some meetings with coworkers, directives and parents, as well as the celebration of important dates for the educative community. It is important to get involved in such activities since they will make part of her / his usual work in a close future.

Justification

This kind of non-specific work is essential in order to make future professors capable of work in this kind of situations, this experience may guide them for future important meetings with their coworkers, directors and parents.

Main Objective

To Facilitate experiences that allow pre-service teacher to be an active member in this kind of inter-institutional activities.

Sub-Objectives

To share ideas for future events or meetings.

To help to organize parents' meeting

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Organization of the meetings													
Other Meetings													

Regarding to this component I have just participated in general meetings, such as Women's day, Easter, students' election journey and the celebration of language day. Moreover, I also had a meeting in which I had the opportunity to share my project with the director and the other English teachers as well as two coordinators.

Conclusions

First of all, it is important to invite students to follow the account created (in this case the Tik-Tok account), just some of the students (mainly of other grades) has begun to follow such account. This is the reason why still some students mispronounce some words that has been taught and corrected in such platform. Doing Tik-Toks is a time consuming task, even when it has a maximum duration of one minute. It is for this reason that shorter Tik-Toks has been created in order to make such task easier. It is also recommended to look for some information on YouTube in order to learn how to use such platform since this is not as easy as it looks, it requires a minimum understanding of edition on such app.

On the other hand, students seem to be quite inventive regarding to the creation of Tik-Toks, grading such videos was a really enjoyable activity, some of them preferred to make some funny Tik-Toks instead of a too formal Tik-Tok. Moreover, most of the students took care of their pronunciation in contrast with presentations that they did before during classes, this demonstrates that they sometimes are conscious of their lack of correct pronunciation is due to

this and also to the fact of the evaluation criteria was shared that they payed attention to such criteria.

Regarding to the pedagogical project, this experience has been difficult since at the beginning it was established a kind of intervention (one week the supervisor was supposed to have classes with the girls and next week will be of the pre-service teacher, but in recent days such agreement changed and now all classes must be prepared by the practitioner however the supervisor is going to have some interventions with students of seventh grade on Thursdays due to new negotiations) This project has been difficult since the pre-service teacher still do not feel enough sure about her own teaching skills and this can be proved by several supervisors' observations, even when the practitioner try to follow all of them she always have other piece of advice, nevertheless such recommendations are took as a way to improve her teaching skills. She still has to learn a lot more. For this time the practitioner has begun to grade little by little all the homework and evaluative worksheets in order to avoid the accumulation of work. (that is the worst thing to do).

Concerning to the outreach project, tutoring seems to be a good idea, since some of the students that usually looks to be lost during classes are a bit more attentive during classes. This may be because of the identification of such students and the pre-service teacher try to ask them directly at least twice during classes in this way she can also correct some errors regarding to grammar or pronunciation. Some of the tutees seem to enjoy such encounters since they apparently understand better the topic, this may be perceived by them since during tutoring there are just 10 to 15 students which allow the pre-service teacher to be more attentive to students' doubts and it also allows her to ask to each one of them at least three times.

Respecting to the inter-institutional project this has been developed by participating in some important meetings such as women's day, Easter, students' election journey and the celebration of language day.

Chapter VI

Reflective Focus of the Practicum

The writing process of the journals was a little difficult since I had to recognize those things in which I had some difficulties when teaching or even related to the pedagogical-investigative project, however, by means of it there was an interesting recording of my evolution as a pre-service teacher, I noticed a kind of enhancement in regard to some teaching skills but I recognize that I still have to work a lot more to improve such abilities.

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Annexes

Pedagogical-investigative project.

Annex 1 First Evaluative Chart

Evaluation criteria Student:										
Respecting Instructions 15										
Timing Adequate use of timing recommended by the teacher.	1.0	1.5	2	2.5	3	3.5	4	4.5	5	x
Punctuality in delivering the activity	1.0	1.5	2	2.5	3	3.5	4	4.5	5	X
Presentation The student try to accomplish her task in a creative or attractive presentation	1.0	1.5	2	2.5	3	3.5	4	4.5	5	x
Oral production 35										
Fluency Express in a clear and fluid way her ideas	1	2	3	4	5	6	7	8	9	10
Voice tone The student manage a good voice tone which facilitates to understand her message	1	1.5	2	2.5	3	X	X	X	X	X

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Pronunciation Student is able to pronounce correctly some words related to the main topic	1	2	3	4	5	6	7	8	9	10
Grammar The student is able to use the grammar taught.	1	2	3	4	5	6	X		X	X
Elaboration of simple and complex phrases.	1.0	1.5	2	2.5	3	X	X	X	X	X
Mastering vocabulary The Student is able to use focused vocabulary.	1.0	1.5	2	2.5	3	X	X	X	X	x
Grade:										

Annex 2 Second evaluative chart

Evaluation criteria Student:										
Respecting Instructions 15										
Timing Punctuality in delivering the activity	1.0	1.5	2	2.5	3	3.5	4	4.5	5	X
Presentation The student try to accomplish her task in a creative or attractive presentation	1	2	3	4	5	6	7	8	9	10
Oral production 35										
Fluency Express in a clear and fluid way her ideas	1	2	3	4	5	6	7	8	9	10
Voice tone The student manage a good voice tone which facilitates to understand her message	1	1.5	2	2.5	3	X	X	X	X	X
Pronunciation Student is able to pronounce correctly some words in past simple.	1	2	3	4	5	6	7	8	9	10
Grammar The student is able to use the past simple to talk about an important event in her life.	1	2	3	4	5	6	X		X	X
There is a coherence and cohesion when talking about a past event.	1	2	3	4	5	6	X	X	X	X
Grade:										

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Improvement			Motivation	Activities		Thing to improve about the project
<p>Oral Production</p> <ul style="list-style-type: none"> • Tik-Tok is useful for fostering oral production. (St. A) • It is a great idea to use this app to promote the oral production. (St. D) • I improved in my oral production since I had to constantly practicing for having good videos. (St. F) 			<ul style="list-style-type: none"> • The methodology was entertaining and different which made me feel more interested and motivated in it. (St. F) 	<p>Duet</p> <ul style="list-style-type: none"> • I prefer this activity because I practice my English with somebody else. (St. B) • Because the team group is mutually beneficial. (St. F) • There is some constructive criticism. (St. F) • It was fun and enriching. (St. F) • It enhances fluency and pronunciation. (St. G & E) ➤ It was difficult 	<p>Exposition</p> <ul style="list-style-type: none"> • I prefer this activity because it allowed me to better explore the app. (St. C) • I had all the time for me. (St. C) • I talked more about the topic I wanted. (St. E) • It was easier than the duet. (St. H) 	<ul style="list-style-type: none"> • Better establishment of a time delivery for the drafting. (St. B) • To explain such app. (St. D & F) • To create other dialogues Tik-Toks. (St. H). • To foster the knowledge of the Tik-Tok account as well as the interaction in such account. (journal 3)
<p>Pronunciation</p> <ul style="list-style-type: none"> • This helped me in understanding some words and in their pronunciation. (St. D) • I can learn better the pronunciation (St. H) • We can listen to ourselves to check how we are in pronunciation. (St. I) • I realized I wasn't that 	<p>Fluency</p> <ul style="list-style-type: none"> • It is a good and modern tool that helped me in my English fluency when speaking (St. E) • It enhances fluency and pronunciation. (St. E & G) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary and pronunciation are improved. (St. E) • I learnt new vocabulary (St. E) 				

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<p>bad in pronouncing some words. (St. D)</p> <ul style="list-style-type: none"> I learnt the pronunciation of some unknown words. (St. E) 				<p>since there was a problem related to time management and knowledge about the app. (St. D & F)</p>		
<p>After examining the evaluation charts, it seems that just two students of thirteen had an improvement in their oral production, specifically in their pronunciation, this represents the 16%, the other students maintain the same proficiency 15%, or diminish it in one point 15% in two points 15%, in three points 15% and in 4 points 15% or had half of the points in comparison to the first Tik-Tok 8%.</p>						

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Regarding to the fluency none of the students seemed to have any kind of improvement, on the contrary most of them diminished in their proficiency. 23% diminished in half points compared to the first Tik-Tok, 38% diminished their proficiency in one point, 15% diminished their proficiency in two points, 8% diminished in three points, 8% diminished in four points, 8% maintained the same points.

Moreover, according to the analysis made just three of 26 students follow the Tik-Tok account, which means they mainly participated in this project by creating their Tik-Toks

Annex 3 Categories and codes table

