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The Effects on the Work of the Teaching Practice: TikTok and Discord in English Language Education

QUE PARA OBTENER EL TITULO DE
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN
EDUCACION SECUNDARIA

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Introduction

Education is a dynamic field that constantly evolves to meet the diverse needs of learners in the modern digital age. As educators, it is crucial for us to continually assess and adapt our instructional strategies to create engaging and effective learning experiences for our students. This document serves as a comprehensive exploration a series of lessons, aiming to analyse the impact of platforms such as Discord and TikTok on student engagement and learning outcomes. The proposed argument, whose investigation method may serve for the elaboration of a report and might simultaneously contribute to transform the current course of action of the teaching of the professor, is in line with the requirements of the new educational plan of the Ministry of Public Education (Secretaría de Educación Pública) as, according to SEP (2019), the use of technology and the update on technological infrastructure gives teachers the opportunity to create and use contents through the use of collaborative platforms such as Twitch and Tiktok that promote online learning communities, active participation and dialogue by means of different digital resources. Furthermore, it is proposed to identify the relationship between digital streaming platforms and the forms of teaching and learning of English as a Foreign Language (EFL).

It is critical to incorporate elements such as the *Gratification Theory* simultaneously considering that, according to Karimi, L. et. al. (2014) quoting a study carried out by Cozmo in 2009, it encompasses three soughts: 1) with entertainment purposes, 2) for social interaction desire, and, 3) the need to quest information. Therefore, we professors must consequently consider them as a base for designing our lessons to promote components (i.e. moderators, the use of chat forums and the emerging skills of the 21st century).

By the way, Twitch (n.d.) notes that mods (moderators) that have functions such as mediating behaviour, content, and removing offensive comments from conversations so that the participants that make up its

community can develop an effective environment of participation and inclusion. All these aspects may have effects on both the educator and the students, as it involves experiencing emotions related to gratification that are proven to have a significant impact on learning, and professors must consequently modify their teaching. Therein lies the importance of conducting studies that identify the effects of incorporating such elements into modern day average classrooms.

The Mexican Government (2022) has pronounced in the same terms that a curricular transformation in Mexico is vital, as we have to restate exactly what we want for the future of education, considering aspects such as the fact that learning shall be transformative of the reality in which students are situated. In this matter, Díaz-Barriga, A. (2022) maintains that propelling elements that affect the curriculum as it is conceived should be a regular practice instead of simply including isolated components. It also lies in the fact that students take a more active role and are able to make decisions about their own educational process and are even able to partially modify their facilitator's form of teaching and thus, the content and methodology of the curriculum.

It is now generally acknowledged that the employment of digital streaming platforms such as Twitch and TikTok has a significant impact on their users. Therefore, an analytical study on their application within English lessons - with possible profits for general education - may conduct vital research that is transmuting contemporary practices.

Thus, the proposed didactic intervention can possibly foster improvements in the current methodology, as well as in the curriculum -particularly in the content to be taught- and enhance the use of language for communicative purposes that generate an impact on learners, so that they have the function of being creators of content, cooperators of the educational process and that they can use the language content themselves.

In relation to the use of language within the platform, Olejniczak, J. (2015) concludes that communication within platforms, namely Discord, an extension of Twitch, or TikTok and the mechanics behind them promotes the creation of short messages that eventually become larger texts and that, simultaneously, this influences the general language of a determined community.

There are several studies about the application of digital streaming platforms such as Twitch as a medium for learning, especially because the promotion of gamification is enabled through video-gaming content within it. For instance, investigators including Payne, K., Jeith, M., Schuetzler, R. & Scott, J. (2017) developed research that concluded that interactive learning can be developed under specific conditions on live-streaming platforms that promote learning. Simultaneously, Li, R., Lu, Y., Ma, J. & Wang, W. (2021) inspect engagement through the consideration of gifting behaviour, personal and social identity, and motivation on social live streaming services. However, there is little data about their usage for learning a language (namely English as a Foreign Language) in face-to-face lessons as well as an analytical study on how elements from those platforms may affect teaching. Even though Twitch is not implemented directly as a medium for attending lessons, dynamics contained within the platform are present within lessons, such as the use of moderators or the obtention of badges.

For instance, even though the category of "languages" is popular on TikTok, it is necessary to conduct an analysis on the reasons behind the success of some videos that go viral and promote learning with an archaic method such as Grammar Translation and the addiction of users to watching less-than-a-minute average videos on it. In this concern, Xiuwen, Z. & Razali, A. B. (2021) claims that TikTok shall be considered when developing a learning-English lesson, as it fosters communicative competence through motivation and can also enhance peer-feedback through the use of comments.

Moreover, it is intended to analyse how the practice of “new” skills stimulates students so that they can be exposed to the language without it being the focal point of learning, but a medium for promoting the development of interdisciplinary competencies. For instance, the learning process might conduct the acquisition of abilities related to multiple formational fields (as the ones stated in the new educational model 2022: languages; knowledge and scientific thinking; ethics, nature and societies; and human and community) that learners shall employ within their immediate contexts, considering the ones the curriculum manifests. In this matter, Ivanitskaya, L., Clark, D., Montgomery, G. & Primeau, R. (2002) claim that interdisciplinary learning shall contribute to the creation of knowledge through the involvement of a series of areas, which is in line with the idea of nurturing knowledge and significant skills for students without English being the nucleus of learning.

Finally, the adoption of positions similar to those of an influencer on digital streaming platforms such as TikTok and Twitch by the teacher is proposed. Acquiring functions like those of an influencer, such as being a content creator and engaging with followers on these platforms, and the consideration of the dynamics of these platforms, including data analysis and sending and receiving gifts are considerations that shall be performed by the teacher.

Through this document, we draw insights from a range of resources, including Bloom's Digital Taxonomy, UNESCO's ICT Competency Framework, and the Gratification Theory, to inform and evaluate our instructional strategies. The document begins by presenting an overview of the instructional context, providing a glimpse into the lessons and the subject matter covered. We then delve into an analysis of each lesson, examining the alignment with Bloom's Digital Taxonomy and the integration of technology tools such as TikTok. Additionally, we explore the incorporation of competencies outlined in UNESCO's ICT Competency Framework, highlighting their relevance and effectiveness in enhancing student learning.

Furthermore, we delve into the incorporation of badges as a means to foster motivation and engagement among students. We discuss the challenges encountered in implementing this system and reflect on its impact on student participation and achievement.

The first chapter examines learner profiles and the use of TikTok by students. It recognises the necessity for technology integration in education and affirms that using this platform as a learning tool has the ability to develop fundamental abilities that are in line with a variety of situations. The chapter also covers the persuasive tactic of using it to introduce students to a variety of content sources and foster them to develop their own. The suggested strategy asks for adjustments to learning materials, assessments, and the consideration of digital skills. It places a strong emphasis on non-graded assessment, and the use of TikTok and Discord aligned with the UNESCO ICT Framework. The document addresses the usage of badges for recognising certain abilities and accomplishments as well as the necessity of modifying the curriculum to fit with current standards. Finally, the objectives are planted.

The theoretical framework presented in Chapter 2 highlights various advantages and concepts namely the integration of Bloom's digital taxonomy, the Digital Competence Framework, and gratification theory, which contribute to student interest, a sense of belonging, and identity-based motivation. Furthermore, the importance of gratifications such as social interaction, information seeking, and entertainment is recognized, and the potential of technology tools, like streaming platforms is acknowledged. The importance of learner-learner interaction and collaboration in online settings is highlighted.

Three phases of the study are described in Chapter 3. In Phase 1, a thorough diagnostic is carried out to determine the characteristics of the student group and pinpoint any current issues with English language teaching. This stage demonstrates the need for a fresh approach and the lack of interest in conventional English sessions. Due to its popularity and

adaptability for encouraging creativity and self-expression, Phase 2 concentrates on using TikTok as the main instructional tool. Phase 3 incorporates planning, action, observation, and reflection phases and adheres to the Kemmis Framework.

Chapter 4 focuses on the integration of TikTok videos in language teaching. Lesson 1 introduces the topic of films through a TikTok video, while Lesson 2 analyses tenses in the context of TikTok videos featuring movie dialogues. Lesson 3 incorporates TikTok to teach the names of the punctuation marks. Lesson 4 incorporates TikTok videos to teach the process of creating recycled paper. Finally, Lesson 5 uses TikTok to raise awareness on gun possession. The analyses highlight the application of Bloom's Digital Taxonomy, effective use of TikTok videos as authentic learning resources, and the integration of ICT strategies to enhance learning. Some lessons incorporate the use of Discord as a medium to share content and reflect on problematics encountered.

Finally, Chapter 5 of the book presents the conclusions drawn from the analysis of the five lessons.

Chapter 1

1. Problem delimitation

The effects of the implementation of Discord and TikTok as digital streaming platforms on secondary school students' learning are a catalyst for the author's professional development. As an educator, I recognize the need to continually refine my skills and explore innovative approaches that can have a positive impact on student learning. It is conventionally popular that the existence of the platforms mentioned hereinabove has reverberations around the globe, particularly with teenagers, as they are considered to be addictive. Thus, its exploitation within the classroom is considered to have potential beneficial outcomes. While the ultimate goal is to enhance student outcomes, it is essential to acknowledge that my professional development also plays a central role in this process. This paper is an opportunity for me to grow as an educator. As I embark on this exploration of Discord and TikTok as transformative tools in my teaching practice, I am driven by the belief that continuous professional development is essential for delivering high-quality education, through an analysis of my practice, and the outcomes of the application of such platforms.

Millions of users are engaged towards the content existent within platforms namely Twitch; however, categories such as gaming or sports are the most popular among the apps; for instance, Ebenizer, P. (2022) affirms that around 3.3 million viewers watched what is now acknowledged as the most viewed stream in the history of Twitch during the event "La velada del año", an noteworthy occasion in which streamers from multiple countries fought in a boxing battle. The interpretation of this data is that people tend to manifest interest towards competencies and their possible purposes such as entertainment and learning skills. With this, it is thought that learners would benefit from competing towards each other in educational contexts. Additionally, the profile of the group of study is in line with the content provided.

The exponential increase of content-consuming users of such platforms requires a detailed analysis in relation to the general employment learners give them. For this purpose, a questionnaire was applied in December 2022, for which the results are presented as an Annex (**Annex 1**). The current report focuses on describing how the teacher used the feedback of students during his lessons to provide them with content from those platforms. A more detailed explanation is provided in the learners' group profile. An examination of multiple factors such as the types of content that can be provided to learners, the educational purpose with which they are presented, and the manner in which learners interact with such content is thought to result in the development of creative and communicative skills, personal expression, and the promotion of social interaction.

Apps such as TikTok and Twitch, base the selection of their content in a systematic algorithm that promotes engagement through the recommendation of content based on their actual interests. The impact of streaming platforms enables the opportunity to use intern elements within an educational context. Vásquez, A. (2021) remarks that, for instance, online interactive streaming may be useful to develop a high-participatory and dynamical class. Likewise, he argues that deferred streaming might be useful for pre-recorded content with undefined use. With this, it is inferred that teachers' role would require them to provide learners with content adjusted to their profiles, in accordance to the kind of content they most view. Consequently, the presentation of content from this platform takes multiple forms within the classroom; firstly, content generated by multiple creators whether they are for educational purposes or any other objective but employed with a different focus is presented. Secondly, content generated by the professor in two ways – as short videos or as a series of photographs – are presented with the objective of getting learners to interact with the content, in accordance with Bloom's Digital Taxonomy. This would allow learners to access the content whenever they find it suitable (when they require to use it). Alternatively, it is intended to provide learners with content

in English, even if it is not directly related to the topic to be analysed during the lessons, to observe the kind of interaction they have with it.

It has become more evident, particularly after the global pandemic that resulted from the virus of SARS COV-2 (COVID-19), that 21st century education requires technology usage within regular lessons. Teaching had to be adapted from minimal to meaningfully everyday telecommunication utilisation.

However, people's attention spans have been greatly disrupted by the pandemic, resulting in a shorter focus on tasks that call for prolonged focus. The brief content video format on TikTok has grown in popularity in these circumstances. Users may easily absorb a lot of material rapidly since videos are often brief—lasting no more than a minute—and are made to be easily consumable. Therefore, the use of TikTok within educational matters can be exploited both by the teacher and the students; teachers could benefit from providing students with content made by them or by other creators, using dynamics from the platforms or simply using it as a source of inspiration, and featuring evolutionary trends to adapt their teaching methods and maintain the interest of learners; pupils could reach multiple skills of Bloom's Digital taxonomy, by becoming viewers, commenters, or content-creators, demonstrating their understanding of a topic through dynamics such as posting, replying or commenting each other's content, thus sharing their own ideas and perspectives.

The usage of digital platforms namely TikTok as a medium for learning has results such as the incorporation of an innovative practice that is compelled to take place in the educational field and the restructuring of the competences that pupils should have and consequently shall be considered as essential to be taught. In Prensky's view (2015), we shall develop a new curriculum that encompasses the new skills that individuals may require in relation to the global context in which they are. Additionally, the Article 15 of the CGPFCDPD-2021, published by the DOF under the name of *CRITERIOS Generales de los programas de formación continua y desarrollo profesional*

docente, y para la valoración de su diseño, operación y resultados en educación básica y media superior (2021, December 13th) state that “Los dispositivos formativos refieren a los modos en que se organizan tiempos, espacios y contenidos con enfoque de formación situada, para posibilitar la construcción y desarrollo de los saberes y conocimientos docentes” with purposes such as reaching objectives, the development of content, and carrying out self-evaluation and co-evaluation processes of training practices, for which the proposal of considering student feedback is addressed.

Thus, the expected achievements ought to be tapped in order to consider the necessities of learners, in order to their profiles’ needs, including social issues and digital competences. In this regard, the teaching intervention that occurred on May 8th to June 2nd considered the fact that learners needed to heighten conscious awareness in gun possession and recycling, in addition to the specifications contained in Aprendizajes Clave (the curriculum for teaching in Basic Education in Mexico). Due to the urgent problems of gun violence and environmental sustainability, there is an increasing social demand for students to spread awareness about carrying guns and recycling. With repeated incidents of mass shootings and violence in schools and communities, the issue of gun violence has grown more common in recent years, underscoring the need for action and awareness to stop such tragedies from happening in the future. Students may contribute to the promotion of a culture of non-violence and lower the risk of injury to themselves and others by educating them about the hazards of carrying firearms. Likewise, as the effects of human activities on the environment grow more obvious, the issue of environmental sustainability is becoming more serious. One essential element of sustainable living is recycling since it helps to cut waste and preserve natural resources. Students may encourage appropriate environmental practices and motivate others to take action in the direction of a more sustainable future by promoting the value of recycling. These are relevant concerns to the educational authorities, who have identified these as potential problems that need to be addressed, as stated by the principal during the School Technical Council of March, derived from

the fact that certain students whose identities remained anonymous were identified by the school authorities for possession of bladed weapons, LSD (Lysergic Acid Diethylamide), and the whole school was recommended to implement a recycling campaign as the amounts of waste produced by the community were exponential.

Moreover, Bloom's digital taxonomy is in line with Prensky's perspective. The taxonomy integrates a wide range of elements, including but not limited to commenting, collaborating, tagging, playing, uploading, editing, sharing, and subscribing, across a hierarchy of levels ranging from high-order skills to low-level skills. It is worth noting that these elements are applicable to the objects of study of the present research, and as such, they can be leveraged to enable learners to develop and hone their digital competencies. By utilising these elements, learners can engage with educational content in a more interactive and dynamic way, which can in turn facilitate the development of higher-order thinking skills, such as analysis, synthesis, and evaluation. Therefore, incorporating these elements into the learning process can lead to more effective and engaging educational experiences, ultimately enhancing learners' digital literacy and their ability to succeed in an increasingly complex and interconnected world, in addition to incorporating the practices specified before which involved the reflection of gun possession and recycling, by providing students with opportunities to interact with the content of creators and taking on the roles of being the creators themselves. One possible outcome of the proposal is that some learners will become content creators while others remain at a different level of Bloom's digital taxonomy that involve low-level skills namely viewing and sharing content.

Users may not be aware when they are experiencing content that they are unconsciously acquiring knowledge by being directly involved in an environment that requires them to put into practice both low-order thinking skills and high-order thinking skills; however, the fact that content creators are actually teaching users without them being aware of it or that addiction to

the media use is, connotatively declaring, positively influencing consumers to acquire abilities that enables them to socially interact and perceive gratification is a point that could serve with educational purposes.

A person who actively participates in the passive consumption, observation, reaction, or contact with various forms of multimedia content distributed within these social media settings is referred to as a content consumer in the context of the TikTok and Twitch platforms. Consumers of content on TikTok and Twitch interact with user-generated videos, live streaming events, and on-demand content. They frequently express their interest through reactions, comments, likes, or shares. A content consumer can be positioned inside the digital taxonomy of Bloom's educational aims within the context of the TikTok and Twitch platforms. Content consumers, who operate at lower levels of cognitive engagement, primarily use the "remembering" and "understanding" stages of the taxonomy. They show their capacity to remember information and understand its meaning by attentively watching and taking in multimedia content.

Karimi, L. et. al. (2014) claims that, according to Katz, Gurevitch, & Hass (1973), there are five different reasons to consume social media, to which they refer as 1) cognitive needs, 2) tension release, 3) affective needs, 4) social integrative needs, and, 5) integrative needs.

Therefore, it is induced that their application with educational purposes may cause students to increase their communicative competence in EFL by creating an environment where they feel in optimum conditions to use language and successfully increase their level of competence on determined skills in a context similar to the one presented naturally on the platforms to be examined (i.e. Twitch and TikTok) and also to use the proposed learning strategies without them being aware of the term (strategies), but as a common redirected practice.

Exploiting TikTok as a means to promote the Gratification Theory could serve as a persuasive strategy to prompt students to compete by

creating content for a reward, such as a badge or peer recognition, while exposing them to a variety of sources of inspiration. By enticing students to create content that will be shared with the community to satisfy social needs (which will be done in Discord, a Twitch extension), including cognitive demands (a need for learning) educators can effectively incentivise them to invest additional effort in producing high-calibre products that showcases their mastery of the subject matter. In addition, educators can encourage students to examine content from a variety of sources on TikTok, including those generated by peers, instructors and established creators within the platform's ecosystem.

Specific areas that might be affected by the application of the didactic alternative are in terms of both pedagogical and learning matters. In the first instance, it is intended to incorporate modifications to a series of elements regarding the current curricula to teach English, such as assessment, learning products, and the consideration and development of digital skills, in addition to the profile needs even if they do not take part of the current curriculum (such as in the case of the awareness of gun possession and recycling).

Teacher performance evaluation is a crucial aspect to consider when adapting educational content. Evaluating the performance of the biggest influencer of the classroom (i.e. the professor) can lead to the identification of possible improvements in relation to teaching methods or the educator's interaction skill; factors that impact the conveyance and absorption of content. By considering such factors, a more effective and engaging learning experience can occur. The factors to be considered are part of UNESCO's ICT Framework, in relation to the application to multimedia content in the classroom

In light of the specific purposes for which platforms such as TikTok and Twitch are used in an educational context, it is recommended that the assessment strategies used are ungraded and focus on the process and feedback provided by both the professor and peers. The primary goal of

using these platforms in education is to foster the development of creativity, collaboration and communication skills in both teachers and students which are critical components of 21st century competencies. However, the focus of this dissertation is on students. In contrast to traditional assessment approaches, a non-graded assessment strategy focused on feedback and process provides a more accurate representation of the learning outcomes achieved by students. The use of such an assessment strategy allows for a more nuanced and comprehensive understanding of the effectiveness of these platforms in facilitating the development of essential competences. In addition, it should be noted that a non-graded assessment approach is more conducive to promoting learner autonomy as it encourages learners to take ownership of their learning process and reflect on their own progress. By adopting an ungraded assessment approach that emphasises feedback and the learning process, educators can promote a more learner-centred learning environment that enables learners to take an active role in their own education by learning from their mistakes, and be motivated to take risks, experiment and reflect on their own progress.

In an article published by Toch, T. & Tugend, A. (2021) in The Washington Post Magazine entitled A Crusade to End Grading in High Schools, it is presented how Looney, headmaster of the Hawken School near Cleveland and a leader in private education, and Korda, a Bell Laboratories engineer and software entrepreneur turned high school maths teacher, created a Transcript, an assessment method where “students would submit work to teams of teachers and outside experts, earning credit if they met school benchmarks. If not, they’d improve their work and resubmit it, a process stressing student growth”, as a response to the argument that schools have failed to portray students’ experiences. He also expresses that “the existing high school transcript, however, with its simple summary of courses and grades, wouldn’t do justice to the interdisciplinary, project-based learning he wanted. It wouldn’t capture students’ creativity, persistence and other qualities.” Toch, T. & Tugend, A. (2021) affirm the next:

Looney and Korda built the mastery transcript together, combining the concept of “micro-credentials” emerging in higher education with a version of the digital portfolio — featuring students’ work samples — that Looney had discovered at the Lerner medical school. The transcript would reflect students’ mastery of competencies in half a dozen curriculum areas selected by their schools, many of them reaching beyond the borders of conventional high school subjects and classrooms. Students might earn mastery credits for “understanding cultural differences” in a school’s “global perspectives” curriculum category, for example, by studying non-Western history or by working on immigration issues at a local nonprofit.

The Mastery Transcript Consortium (2021) also known as MTC affirms the next information on their webpage “MTC has co-designed and built a software platform that members use to create scalable, flexible learning records”, adding that “MTC members don’t reduce learners to single numbers, but they do hold them to high standards. When learners master critical skills and content, they earn competencies which combine to create a clear, succinct visualization of each learner’s strengths”. They also mention that “MTC does not mandate a specific set of skills. At the same time, we provide a consistent format so that readers can review our records with speed and accuracy”. Therefore, the profile and set of skills to be considered as part of this research dissertation can be tapped according to the necessities of the institution and the school community in which learning is to take place.

The non-gradable assessment approach reinforces the idea that academic and personal development is different from student to student. Therefore, non-grading is changed by the perception of the acceptability of work that meets the standards of a committee that includes the teacher's perspective. Even though in the present study, the formation of a committee is out of hand, the teacher will be able to decide on whether a product meets the standards previously agreed with the students, and some of their products might be able to be shown to the school community, who should be able to provide them with their own perspectives, by seeing, reacting or

responding to their content. Simultaneously, additional badges could be considered depending on the type of skill to be developed by the students in an educational context, such as creativity or the promotion of social awareness for example, in situations such as the context of the intervention that involved learners to interact with content related to victims of a shooting or recycling.

However, the consideration of the skill entitled as Communication within the transcript in the classroom is presented, along with some of the descriptors as they fit the context of the investigation: consider the audience and purpose when communicating, ask questions and provide feedback, participate effectively in discussions, and listen to build understanding, as well as the one titled as Disciplinary Literacy, with the descriptors “central ideas, writing, advanced writing and vocabulary”, presented as badges that will be given physically to students, as it is considered that would impact them more meaningfully if they see the badges displayed in the classroom. The badges will be provided to learners once their products go through at least two of the next filters, along with the descriptors presented before: having the recognition of the educator on the task, being presented to their classmates and recognised by them, having received feedback and/or obtaining positive feedback on the development of the activity, such as an improvement compared to previous work. Finally, another badge which purpose would be to promote the use of digital streaming platforms such as Twitch and TikTok to develop further investigation and as a complement to the lessons is “Researcher”, which is planned to be given to learners who attach a link to a TikTok or Streaming Clip that is linked to the content of the classes five times in a row, as well as one recognised as “Watcher”, which is given to learners who attach evidence of them watching content from those platforms in the Target Language (English). These two last actions would be made on Discord, a communication platform commonly used with Twitch, where users can post, react and video call other users of the platform. However, a personal channel will be provided to students to interact with themselves excluding people from other places.

In order to ensure that my classes are aligned with the current curriculum and meet the necessary guidelines, certain modifications to the learning topics covered may be necessary. However, while some adjustments may be necessary, key dynamics of the learning experience, such as the production of final products, should not be eradicated, but adapted instead to accomplish with the specifications of the intervention.

Cabrera, H. D. (2016) claims that it is fundamental to perceive teachers as figures whose authority can contextualise and modify abstractly what the educational authorities present (i.e. the contents proposed within *Aprendizajes Clave para la Educación Integral*, the current curriculum for teaching English). To achieve this, it is necessary to define the skills that are to take centre stage within the new Curriculum Framework, with both teachers and learners working together to develop them. Prensky, M. (2014) mentions that, for this, we teachers shall make use of what he denominates as the three C's (by their initials in Spanish), Character and Passion, Communication and Problem Solving, and Creation and Skills, where he invites us to transform the current curriculum. In this matter, *Marco Curricular y Plan de Estudios 2022* (2022) maintains that educational approaches, because of the fact that they are political projects, ought to be designed by society. For instance, during the School Technical Council that occurred on March 31st, the school authorities and teachers agreed on the importance of providing students with content that satisfies the necessities of the community, which needs to be put as the central axis of the learning process. For instance, the urgent need to raise awareness on gun possession, and recycling was addressed, as these are current problems that affect the school. During this technical council, it was recognised by the principal that some students were caught carrying bladed weapons and LSD (Lysergic Acid Diethylamide), and that the school had problems with the recycling project, as an increase in waste production had become evident. The community was producing more waste and bringing it from other places in order to contribute with the project without realising that the purpose of the project itself was to raise awareness on reducing and learning to manage

waste. However, it is necessary to state that this programme is still being developed and is implemented in only a series of selected institutions. Even though the Secondary school in which the report takes place is not part of the selected schools, by command of the institutional authorities, the implementation of this curricular view must take place in the current period of practices.

It is envisaged to work with the social environments family and community learning, ludic and literary, and academic and training, according to the present curriculum Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Basic education, in cycle 4 corresponding to Secondary. However, despite the fact that it indicates that the language learning level according to the Common Framework of Reference for Languages should be B1, it is different considering the profile of the pupils (shown below). The purposes of the cycle, which will be the focus of the practices developed during the period of the thesis, and quoted by SEP (2017), are:

1. Aplicar algunas estrategias para superar retos personales y colectivos en el aprendizaje de una lengua extranjera.
2. Transferir estrategias para consolidar la actuación en situaciones de aprendizaje de la lengua extranjera.
3. Emplear un repertorio lingüístico sencillo pero amplio en una variedad de situaciones conocidas y de actualidad.
4. Intercambiar información de interés actual.
5. Desenvolverse con un registro neutro en intercambios sociales dentro de un rango variado de situaciones.

Furthermore, it is pertinent to highlight that the skills to be reinforced will be both receptive skills (listening and reading) and productive skills (writing and speaking), each to a different extent according to the social practice of the language to be addressed within each practice period. Data

on the planning of the individual practice days in 2C are shown below. As part of my proposed work, a detailed analysis of the level of application of each of the language skills involved in the learning process will be provided if the information is considered to be relevant to the research.

- March 06th-March 31st. The Social Learning Environment (SLE) is Ludic and Literary, the Communicative Activity (CA) is Understanding oneself and the other, the Social Practice of the Language (SPL) is Reading short literary essays to contrast cultural aspects, and the Expected Achievements (EA) were reviewing short literary essays, reading and understanding general sense, main ideas and details of literary essays and describing and comparing cultural aspects.
- The Social Learning Environment (SLE) was Ludic and Literary, the Communicative Activity (CA) was Literary Expression, the Social Practice of the Language (SPL) was Reads plays and the Expected Achievements (EA) were that students needed to read short plays for young people, read short plays and understand general meaning, main ideas and details and participate in dramatised readings. Additionally, for another week the SLE was Academic and Training, the CA was Interpreting and Following instructions, the SPL Interprets and writes instructions to make a simple experiment, and the EA were to follow instructions, to interpret and write instructions, and to edit instructions.

1.1 Group of Study

I am a teaching assistant in 2 groups (2C and 3B), the first being my study group, i.e. the group in which my study will be concentrated and in which I will have to obtain samples. The description of the group profile is to design the lessons and working ways in accordance with it.

The focal study group that is the target of our research is the 2nd grade group C. Currently, there are 43 students in the classroom, consisting

of 21 female learners and 22 male ones. According to the results of a questionnaire that was applied during the observational period in September 2022, most of the students have an average level of A1. The assessment was divided into 3 sections (a1, a2 and b1), in order to show their level of proficiency within the Use of English category. Twenty six students scored higher in the a1 section, followed by 11 students scoring higher in a2, and a total of only 3 students scoring higher in b1. It is essential to stress that not all pupils answered the diagnostic which was applied asynchronously. The selection of the group is due to the description next, including the group's familiarisation with the use of TikTok, and features described in The App Generation. The majority of learners affirmed in the questionnaire attached in the Annexes (Annex 1) to be familiar with the platform, to count with electronic devices to access the platforms, to have internet, etc. Consequently, it was determined that they possess the appropriate conditions for the application of the proposal. As for the time spent using those platforms, the majority of students affirmed to use them from 1 to 2 hours a day, watching mostly memes, watching gaming content, news, or content related to music.

Even though when students were asked if any of them were certified in English no one claimed to be, 2 students argued that they were being taught at an external institution. 1 male pupil claimed that he is placed at level 6 on a scale of 14 within the CeAC (Centro de Actividades Culturales, for its Spanish acronym) and another is situated in the b2 band by the Anglo. Furthermore, 10 of the remaining students considered themselves to be fluent in English when questioned by a counsellor during the first English session.

The trainees were also questioned about their overall and English language averages. In the first instance, only 1 student scored between 6 to 6.9, 3 scored between 7 to 7.9, 14 scored between 8 to 8.9 and the majority of students (22 to be precise) scored between 9 to 10. As for the English

class, 5 students scored between 8 to 8.9 and a total of 34 students scored between 9 to 10.

Simultaneously, a diagnosis was applied in order to obtain information about the likes and interests of the students. The objective of the application of the diagnosis was to know the group profile of the students so that the teacher is able to elaborate planning and specific material that generates interest and allows the teacher to generate effective work strategies to be able to develop a class in which all students are able to participate and promote learning. Among the students' favourite places are their home, room, open places such as the beach, the shopping centre, or natural ones such as a park or the forest. Preferential animals are cats and dogs, although there are also a few students who do not have pets. Frequent hobbies include listening to music, playing video games, eating, dancing, drawing, playing with someone else, etc. Moreover, some of the films or TV series they fancy the most are Grown Ups, Gravity Falls, WandaVision, 31 Minutes, etc. In the same way, the students expressed that when they grow up they want to be lawyers, doctors, pilots, entrepreneurs, among others. In addition, they stated that they are good at playing the guitar, playing video games, dancing, reading, subjects such as English and Mathematics, and athletic activities such as boxing, football, running, swimming, basketball, tennis, etc.

Finally, as a result of the ideological exchange on what the learning environment ought to be about, a series of agreements were reached on the rights and obligations to which the students will be subjected throughout the class sessions. The design of the internal regulations took into account their needs and expectations. For instance, the use of artificial intelligence (such as digital translators - as the accuracy of translations has recently been improved by the incorporation of AI technology into several translation programmes, including machine learning and natural language processing -) is allowed in the classroom, as well as going out to buy materials from the stationery shop under strict conditions. Accordingly, food intake is allowed as long as a number of descriptors are met. Additionally, participation and

submission of work is bound by a set of regulations. The aim of the exercise itself is for students to be contributors to the practice and educational community of which they will be a part.

Similarly, a diagnostic was conducted within the study group in regard to the consumption of certain digital streaming platforms. The implementation was carried out asynchronously. Understanding the application and scope of these contemporary educational resources in order to be able to integrate them into the sessions was the purpose of their application. Therefore, it is proposed that the educator will be able to undertake a critical analysis that will allow him to interpret data on whether their application increases the level of student learning, promote innovative forms of learning and identify which elements are related to the New Educational Model 2022. The results of the questions formulated as part of the diagnosis are presented as Annexes (see Annex 1).

The data obtained permits understanding, for example, whether it is feasible to apply the work strategies proposed in the thesis in the study group (see questions "Which of the following electronic devices do you use?" or "Select the streaming platforms that you use..."), the use that students make of these platforms (see questions "What content do you see on these platforms? ", "What content appears on your fyp on TikTok?", etc.) and whether they could be used within the classroom as a teaching medium (see questions "Would you like a medium for your learning to take place within a streaming platform such as Twitch?", "Have you used any of the platforms to learn anything?", etc.). The findings of the applied diagnostics favour the implementation of the work proposal, since it facilitates the design of work strategies with mixed skills which in turn allow for the increase of competencies in the pupils, taking into account innovative ways of working. Likewise, the possibility to identify the areas that the teacher must consider, as well as possible obstacles, in order to be able to work in a way in which everyone is capable of learning is contemplated.

An analytical study on the current generation of teenagers was developed by Gardner, H., & Davis, K. (2013), where they state multiple features of what they name “The App Generation”. This is particularly useful, considering that the members of the group of study are considered to be digital natives. Some of the descriptions provided in the study are presented next.

Gardner, H., & Davis, K. (2013) maintain that “digital media technologies have given rise to a plethora of new tools and contexts for youth to express and explore their identities—from social network sites, instant messaging platforms, and video-sharing sites, to blogs, vlogs, and virtual worlds.” Thus, sites such as TikTok represent a medium for expression, where interaction through posts, comments and replies influence the personalities of learners. Students’ ability to modify their profile becomes a vital characteristic to take into account at the moment of designing lessons, as it is generally recognised that their personality changes depending on their interaction with other people (whether it is face-to-face or digitally). The authors add that “in the early days of the Web, scholars probed the many opportunities that the Internet opened up for identity exploration.”

Additionally, Gardner, H., Davis, K. (2013) affirm that

MIT scholar Sherry Turkle depicted online spaces as identity playgrounds that give people the freedom to try on identities bearing little resemblance to their offline selves and lacking any repercussions in the physical world.' Suddenly, it became possible to alter- -with little effort- one's physical appearance, such as gender, eye and hair color, and height and weight, as well as aspects of one's personality, such as sense of humor and level of extraversion. Indeed, if one wanted, it was now possible to become a completely different species!

The use of Fall Guys character skins as badge identifiers, as previously described, might be related to this as it would allow students to promote themselves as an alter ego. Students would then have the flexibility to explore many identities depending on accomplishment and competition for

more. Fall Guys characters are avatars that originate from the popular video game "Fall Guys: Ultimate Knockout." This game has gained significant popularity among the student community. In Fall Guys, players control these endearing characters as they participate in a series of obstacle courses, aiming to outmanoeuvre and outwit their opponents in a bid to emerge victorious (which is in line with the competence intended to promote among the students). The utilisation of Fall Guys character skins as badge identifiers, as mentioned earlier, would involve students customising their digital personas with a variety of distinctive and visually captivating outfits and accessories inspired by the game's characters. By doing so, students would have the opportunity to present themselves as unique alter egos, enhancing their individuality and self-expression within the academic environment. In the Annex 3 Google Drive, there is a file called INITIAL BADGES, where it is possible to observe some of the badges students handed in as explained in next chapters.

Likewise, the current generation of students focuses on achievable short-term present or future goals. As a result, the presentation of goals that can be easily achieved by them within everyday lessons is believed to help them realise the potential of learning a foreign language. Gardner, H., & Davis, K. (2013) echo one study, where "researchers found evidence of growing individualism in American culture", adding that "Individualism goes hand in hand with a focus on the self, and there's evidence that today's youth are more self-focused than youth in decades past". Simultaneously, the Narcissistic Personality Inventory (NPI) is mentioned, claiming that there exists a rise in the score obtained by college students. This test is commonly used by psychologists to measure levels of narcissism. The fact that this condition is present in the current generation of students, and due to current trends on sites like TikTok that promote the acquisition of the role of "sigma" people, the perception of errors by narcissistic people is believed to affect the reception of feedback in the lessons. In this regard, Mück, M., Mattes, A., Porth, E., & Stahl, J. (2023) in a study published by the National Library of Medicine, an official website of the United States Government, echoing

Kernis & Sun, 1994; Rhodewalt, Tragakis, & Finnerty, 2006; Stucke, 2003, affirm that “Several empirical studies suggest that highly narcissistic individuals particularly use cognitive avoidance to cope with failures. For example, highly narcissistic people self-aggrandise by more strongly attributing failures to external causes – and success to their own abilities” They quote who state that “instead of cognitively avoiding their failures, highly narcissistic individuals might show vigilance towards them. It was shown that highly narcissistic people reacted to everyday failures with lower state self-esteem levels”, and add that “instead of leaving them unhighly narcissistic individuals might either reduce error processing to avoid conscious awareness of imperfection or enhance error processing to better regulate their behaviour in the pursuit of grandiosity affected, failures might disturb highly narcissistic individuals even more.” Due to this evidence, it is believed that the badges would impact students and generate positive results in their obtaintion.

Finally, the results of a questionnaire that was developed in early stages of the current practice period is presented next, as part of the group’s profile. This was created with the intention of examining how the use of digital gadgets affects students' capacity to pay attention during academic lectures. This questionnaire was applied during an early stage of this paper. A number of questions in the survey were designed expressly to gauge how frequently and intensely learners use their devices, and analyse data in relation to this. The whole questionnaire is presented in the Annex section (**Annex 2**).

The first question was addressed to identify the activities performed by students out of the English lessons. Talking to their classmates was the most voted option (performed by 48% of the total of students who answered the survey), followed by using Instagram and doing activities from other assignments (see Annex 2. 1. Activities Done by Students When in English Class).

As for the time used for doing out-of-class activities, most of the learners affirmed to spend 0 minutes doing them, which would mean that

they focus on English activities. However, 33.3% of the pupils stated they spend from 1 to 10 minutes (see Annex 2. 2. Students' Time Doing Other Activities During the English Class)..

When asked to identify their own level of interest within the lessons, the majority of students voted it was 90%, which corresponds to what was asked later; most students affirmed that nearly all topics were interesting to them. Thus, the identification of the object of the lesson that is inhibiting learners from paying attention must be performed and extracted out of the lesson plan (see Annex 2. 3.Attention Levels), Additionally, 70.4% of students affirmed that the majority of the topics seen in class were of their interest (see Annex 2. 4.Percentage of Interesting Topics).

Finally, regarding the significance of tasks, as students were able to learn something, 40.7% of learners affirmed that the whole tasks reviewed in the series of lessons were meaningful to them, followed by 18.5% of them affirming only 90% of the tasks were significative and another 18.5% stating that 80% of them were meaningful (see Annex 2. 5. Significative topics).

1.2 Objectives and Goals

The implementation of TikTok content will result in the development of creative and communicative skills, personal expression, and the promotion of social interaction in the students.

Further explanation of additional purposes is provided next.

- To interpret the data obtained during the application of TikTok content, in order to identify how students react to it and analyse if it was suitable for their interests.
- To employ TikTok as a platform that promotes the seek of information and as a medium for complementing topics seen in the lessons.

- To use TikTok as a means of sharing information, engaging in conversations with the possibility of replying and interacting with other English users, etc.
- To utilise the Discord platform as a collaborative learning tool to enhance student interest and participation by sharing resources such as TikTok videos or pictures, and collaborate on learning activities.

The aim of my internship report is to provide a comprehensive analysis of the use of TikTok as a tool for enhancing the teaching and learning process within the classroom in which this intervention takes place. Specifically, this report seeks to explore the potential of incorporating TikTok content generated by both platform creators and instructors to supplement class topics, with a view to improving student interests and interaction, as well as being a medium for them to create evidence of their learning. Simultaneously, the level of interest of students in the content provided by the professor is likely to increase. Learners may enhance their verbal and nonverbal communication with the use of TikTok, both by being content consumers and content creators. Writing is the main skill to be worked by learners as part of this dissertation.

As for the professor, it is thought that this will contribute as a complement to his lessons, supported by the use of UNESCO's ICT Framework to analyse ways in which the educator can provide appropriate content and tasks for students to use digital tools responsibly.

Chapter 2

2. Theoretical Framework

Among the advantages proposed within the research of Buitrago, A., Martín, A., Torres, L. (2022) are the use of gamification, noting that, with Twitch, “Ya no se trata de un “consumidor pasivo de un contenido digital” sino de un “participante activo de un proyecto comunal y colaborativo””. Furthermore, the possibility of self-monitoring has emerged as a result of the use of the platform, he says. Synchronicity is one of the benefits established by the author. He states that “las potencialidades del live-streaming para convocar a una comunidad de usuarios durante un mismo período de tiempo y trabajar, descansar, e interactuar de manera simultánea.”, so that the development of activities is carried out synchronously by a community which provokes in "el usuario una motivación extra a la hora de enfrentarse a sus objetivos personales". As for the statement of turning learners into content creators, we mean both content creators of English, producing texts both written and orally, and applying Bloom’s digital taxonomy, as explained hereafter.

Additionally, information regarding the consumption area, even though it is centred on purchasing and selling online, is presented by The Digital Competence Framework created in 2016 by the European Commission, as it presents a series of descriptors about the navigation of online websites. For instance, Brečko, B., Ferrari, A. (2016), authors of the framework affirm in different stages of the document the next skill descriptors: “Understanding that not all information online on goods and services is reliable or complete”, which can be interpreted from the perspective of the document as that not all content creators are valid sources of information and the profiles of the creators need to be criticised. For instance, during a lesson which involved the response to a critic stated by a conductor of an American TV program about school shootings performed by caucasian children instead of Latin American or immigrants and the lack of attention Americans give to that issue, students were provided with the oral version of the profile of the person who was manifesting the critique.

Another point stated by the same authors is “Being able to find relevant communities, networks, and social media groups where consumers share opinions”, which is in line with one of Bloom's Taxonomy's levels: responding and commenting on other people's content. With this, students are able to contrast their perspectives within the same field. Additionally to reading the comments of the original posts in the platforms (a wider community than the school's). “Weighing benefits and risks when/if sharing data in digital environments” is another descriptor that can fit within the current practise, as students were encouraged to use the app TikTok but not obligated to, after a student manifested her inconformity with the platform regarding the collection of her personal data in order to provide her with personalised content. She affirmed her parents would not allow her to use it and thus asked for an alternative to work. She was invited, as the whole group was either, to work in teams, so that the ones who could actually use the platform would do so to create the videos (without posting them in their actual profiles, as stated since the beginning of the lesson). The creation of the video was in relation to the creation of recycled paper as an alternative to the community's need to raise awareness on recycling, due to the increase of waste in the surrounding areas. Finally, “knowing that some digital content (music, movies, books, etc.) are available for free” is the last descriptor that may be in line with the report, as students were encouraged to create a series of content on TikTok and published on the Discord channel which involved the use of music to engage their audience. Students were invited to use sounds or music already existent in the platform.

A sense of belonging as a consequence of community work is reinforced by the user achievements as a group, according to Buitrago, A., Martín, A., Torres, L. (2022). This is in line with gratification theory. Thus, the work developed in teams and the competition may contribute to a sense of belonging to the classroom community

Engagement is one of the main advantages of streaming platforms, which have high rates of audience engagement on channels whose

streamers generate it due to a number of variables such as profile, content type, number of viewers, statistics, etc. Buitrago, A., Martín, A., Torres, L. (2022) argues that, as a sense of community is generated, “la experiencia de coworking no podría solidificarse si no existieran vías internas para fomentar la interacción entre usuarios y su participación dentro del desarrollo de cada stream.” Similarly to the reactions that the audience of TikTok gives to posts existent in the platform, the teacher intended to generate reactions of students to his lessons, as will be explained in further chapters.

By applying the gratification theory, students will become active constructors and seekers of media aligned with their personal interests and motivations. By consuming media, in accordance with the gratification theory, individuals can feel fulfilled, entertained, informed, and even validated in their beliefs and values. Camilleri, M., Falzon, L. (2020) echoe Katz, et. al. (1973), who affirm that the Uses of Gratifications Theory (UFT) “assumes that individuals use media technologies to enhance their gratifications. This theory is positivistic in its approach and holds heuristic value”. They also quote Troise and Camilleri (2020) who affirm that “online users use digital media technologies to access information or to share it with their followers”, adding that other technologies offer gratifications such as entertainment, communication or building relationships. Thus, the applied lessons seek to fulfil some of those gratifications in accordance with Bloom's digital taxonomy.

Gifting behaviour is a form of participation within streaming platforms. Li, R., Li, R., Lu, Y., Ma, J. & Wang, W. (2021) maintain that through these mediums “viewers can build and participate in impromptu channels through co-viewing, where they can interact with other viewers by commenting or sending gifts to their favorite streamers”. This type of participation stimulates interaction and is “a cost-efficient way to express support and interact with the streamer”, which in turn “ play a role in expressing the giver’s personal and social aspects of identity”. In this regard, the proposal to award badges

to learners after they accomplish determined objectives is in line with this. Thus, the Transcript matches the Gifting Behaviour Theory.

The Identity-Based Motivation Model (IBM), quoting Li, R., Lu, Y., Ma, J. & Wang, W. (2021), “offers a social cognition framework by integrating cultural and social identity perspectives and highlights the role of social contexts in triggering salient identities and personal goals that motivate behaviors” and thus “people are motivated to understand and behave in a way that is congruent with the personal and social aspects of their identities”. For instance, when asked to adopt a serious posture, as the class would discuss controversial matters (e.g school shootings and gun control), students were expected to behave properly. At first, learners remained silent about the presentation of cases through poems and TikTok videos. However, students participated more orally by responding to that content, manifesting what they thought in the matter and how they felt emotionally about it.

Within this context, a notable incident occurred during class when a series of poems were being read, and some students resorted to making fun of their classmates' pronunciation. As complaints arose from those who were being mocked, their attention was deliberately redirected towards the understanding that we all pronounce words differently, especially when learning a foreign language, and that such linguistic progress should be acknowledged as an achievement in itself. Consequently, the students were reminded to demonstrate respect towards their classmates, emphasising that everyone would be participating and that no one would appreciate being ridiculed for their efforts. Remarkably, following this intervention, the students ceased their mockery, demonstrating a newfound understanding and empathy. As a result, more students expressed a desire to actively participate, eagerly awaiting their turn to contribute and engage in discussions moderated within the classroom environment. Furthermore, the adoption of a serious posture in the classroom, particularly when addressing sensitive topics such as school shootings and gun control, aligned with the expectations set forth by the IBM.

Li, R., Lu, Y., Ma, J. & Wang, W. (2021) contend that “the relational identity, which indicates the role of fans in the relationship between a viewer and his/her favorite streamer, forms an individual’s social aspect of identity on SLSS platforms”. Therefore, the behaviour of the streamer (the educator) can influence that of the students. In addition, Payne, K., Jeith, M., Schuetzler, R. & Scott, J. (2017) maintains that “The emoting capabilities enabled effectively reduced the psychological distance created by the video-streaming environment.” This is particularly essential, as the models provided by the teacher can serve as an influential medium that not only focuses on the accuracy and correctness of the language, but on modelling their profiles towards being aware of their surroundings (particularly in the topic of recycling, stung consumption or gun possession).

Payne, K., Jeith, M., Schuetzler, R. & Scott, J. (2017) strongly argues that “education is evolving from teacher-learner interaction, in which teachers disseminate knowledge to students that can ask clarifying questions, to teacher-learner-learner interaction in which teachers and learners share knowledge and practice with other learners”.

Payne, K., Jeith, M., Schuetzler, R. & Scott, J. (2017) take the view that “studies have shown that enabling and encouraging learner-learner interaction in an online setting improves academic performance. Students learn more when they have collaborative, interactive, and real-world tasks (Kearsley & Shneiderman, 1998)”. Thus, projects that require the interaction of students and consider elements such as the ones presented before are essential. In this regard, student interaction should focus on their peers, for which the discord channel and the exchange of reactions among the creation of some videos are thought to be a good option.

Karimi, L. et. al. (2014) echo a study conducted by Cho, et. al. (2003) “individuals who are young and come from high socioeconomic levels have a tendency to use the Internet as their desired gratification, while those who are young and come from lower socioeconomic background use the Internet to gain their learning gratifications.” Karimi, L. et. al. (2014) affirm the next:

Katz, Gurevitch, & Hass (1973) clarified that their motivations to consume media are derived from five specific needs: (a) Cognitive needs which is related to “strengthening information, knowledge, and understanding” (p. 167); (b) Affective needs that is related to “strengthening aesthetic, pleasurable and emotional experience” (p. 167); (c) Integrative needs which is to “strengthening credibility, confidence, stability, and status” (p. 167); (d) Social integrative needs which relates to “strengthening contact with family, friends, and the world” (p. 167); and (e) Escape or tension release needs which helps to escape or release tension from society and self.

Similarly, some gratifications are sought by Cozmo’s (2009) study, which according to Karimi, L. et. al. (2014) are “ (1) a desire for social interaction, (2) information seeking and (3) entertainment”. This becomes crucial, especially in light of the fact that the influence of gratification on learning defines different types: cognitive, affective, social, stress release and personal integrative. For instance, gaining a benefit from learning, the feeling of satisfaction derived from it, the cessation of stress, among others, are all motives for learning.

In addition, derived from the study of Karimi, L. et. al. (2014), the following data was obtained in relation to the main gratification manifested by teenagers from different countries from all over the world: “Iranian students reported “Information seeking” (28.40%), as the key gratification obtained by using SNSs”, “The most important reasons for Malaysian in using SNSs were claimed to be “Interpersonal Utility” (31.40%)”, “Among the UK students “Convenience” (33.50%), was identified to be the main reason for using SNSs”, “African students reported that the key reasons for using SNSs were ‘Pass time’ (26.50%)”, excluding entertainment as their key reason. It was the fourth reason for Iranian students, the third one for Malaysian pupils, as well as for British and South African students.

In the age of technology, the access to tools that are similar to those offered by platforms like Twitch, which can provide immediate feedback and

insights into student participation and progress, is thought to be a reality within the average classroom' possibilities of appliance. However, the actual average classroom in a public secondary school in the State of Mexico is not equipped with the necessary tools to apply such technologies everyday. For instance, the school in which this research paper takes place does not count with internet connection (which difficulties practices such as the incorporation of certain dynamics such as the presentation of audiovisual materials in every lesson). Rather than solely focusing on traditional grading assessment, educators should consider measuring immediate progress on the development of tasks that align with theories such as gratification, focusing on the progress of the development of tasks (not necessarily whose primary purpose is academic).

The "Cambridge English Teaching Framework: Framework Components" is a comprehensive guidebook that outlines key principles, strategies, and techniques for effective language instruction. The guidebook provides a wealth of practical advice on creating an engaging and supportive learning environment for students. It is structured into three main sections, covering teaching and learning, planning and preparation, and assessment and continuous evaluation. This is particularly useful when considering that the focal point of the document is in relation to the author's teacher persona. However, for the object of study of the current dissertation, the focus will be on the areas described next.

For instance, section 2.2 of the document by Cambridge English Language Assessment. (2016), under the name of "Using language-learning resources and materials", states the following: "demonstrating the ability to improvise when certain learning materials, resources and technology are limited, unavailable or not working.", adding abilities for using teaching aids with the descriptors "core techniques for using the board, visuals, realia and audio/visual equipment, as well as techniques for teaching without such aids: "core techniques for using digital teaching aids (i.e., interactive whiteboards, PowerPoint, etc.)" "demonstration of the ability to use these techniques

effectively in a specified context in order to engage and motivate learners.” And the ability to use digital resources with the description “core principles and techniques for selecting and using digital/online resources, where available, as a resource for learning (i.e., digital videos, podcasts, learning platforms such as Moodle, downloading tasks onto mobile devices, etc.)”.

Additionally, a focus on providing feedback is presented in the current paper. This is in line with the profile offered by Cambridge English Language Assessment (2016) mentions:

Providing feedback on learner language; this refers to:

- key principles and techniques for providing positive and corrective feedback:
 - on learners’ spoken language (i.e., teacher-led correction, learner self-correction, peer correction, reformulation, etc.)
 - on learners’ written language (such as use of drafting, peer-checking, error codes, etc.)
- demonstration of practical application through a variety of appropriate teaching techniques in a specified context in order to achieve desired learning outcomes.

Equally important, Cambridge English Language Assessment (2016) describes some features teachers should be able to have in relation to assessing learners' products.

- familiarity with different kinds of assessment evidence (i.e., test results, homework, classroom performance, etc.) and different options available (such as feedback, consolidation, recycling, etc.) to help learners become more autonomous and develop better language learning strategies.
- demonstrating the practical ability to effectively use assessment evidence to make appropriate planning decisions for individuals and

groups of learners, in a specified context in order to facilitate language learning, both in class (assessing learning while it is happening) and after more formal assessment.

As for the professional development of the author of the present report, an analytical study of the competencies that educators shall be able to develop, in words of the UNESCO's ICT (Information and Communication Technology) Competency Framework for Teachers is presented next.

UNESCO (2018) describes multiple aspects teachers should be able to cover. Due to the focus of the present study, the attention will be centred on the aspects II: Curriculum and Assessment, and V: Organisation and Administration, As for aspect number II, they claim that “this aspect explores how ICT might support the specific objectives as identified in the curriculum, and play a role in supporting assessment”, adding the reinterpretation of the curriculum and the design of assessment strategies to monitor development. This is in line with what was described in previous chapters about the need to include community issues as initial points for the development of the lessons, which include the application of Tik Tok videos. The objectives declared by the same author, and that are strengthened with the current practice are: “Use ICT appropriately to achieve curriculum standards”, by selecting and applying adequate digital tools to assist the curriculum standards, “Adapt OER to support local contexts and curriculum standards”, by using Tik Tok videos that are adapted in order to fit within the parameters and context of the lesson, and “Analyse the curriculum standards to identify opportunities where students can master Knowledge Society skills”, by analysing the content of the curriculum of allied subjects and determining the best way to support problem-solving, critical thinking and creativity in a way to combine subjects (for instance, some students have manifested to require the help of the professor in order to use English as a means for exploring ways to contribute to their projects from other subjects).

Additionally, the Aspect V , which according to UNESCO. (2018) “suggests ways to manage the school’s digital assets as well as safeguard

the people who use them”, adding that “the emphasis is on organizing the physical environment, such as computer labs and classrooms, to support effective use of ICT for learning”. The objectives that are strengthened by this practice are: “Support small groups and individuals [...] to use digital devices in the classroom”, by coordinating learners that may not have access to a digital device to work collaboratively to achieve the objectives planted, “Identify appropriate technologies, including mobile devices, and pair with corresponding social arrangements to support learning goals”, by promoting the use of devices outside the classroom as homework activities in order to complement the lessons, which is part of the description of the badges “Researcher” and “Watcher”; and finally, to “Manage student project-based learning activities in a technology-enhanced environment”, which is developed by organising ways of working that support activities that provide evidence of interest and interaction. This was particularly seen in a lesson in which learners had to record videos for demonstrating their understanding about the elaboration of recycled paper. By implementing an intermittent lesson -as will be explained later on this document- focused on abilities students desire to develop or without English being the focal point of the lesson but a medium for it, some of the objectives stated at the beginning of this paper might consequently occur. Thus, learning of an ability could take place simultaneously as the development of language skills. The whole Framework by UNESCO is attached as an annex.

Chapter 3

3. Methodology

Phase 1

In the initial phase of this study, a comprehensive diagnosis was conducted to understand the characteristics of the student group and identify the existing problem in the context of English language education (presented in Chapter 1: 1. Problem delimitation). This diagnosis, as outlined previously, aimed to gain insights into the students' profile, and their experiences during English lessons, including their levels of interests.

Additionally, observations made by my persona in other secondary schools indicated similar issues among students, such as a lack of interest in traditional English classes that primarily involved dictation, textbook-based exercises, and minimal opportunities for teamwork and peer interaction. Consequently, a need was recognised to implement a novel approach based on the successful outcomes observed in the previous phase of this research.

By acknowledging the shortcomings of the conventional teaching methods and recognizing the patterns of disinterest among students, it is crucial to adopt a proactive stance in addressing these challenges.

In light of these findings, it became apparent that a paradigm shift in teaching methodologies was necessary to alleviate the identified problem. Drawing upon the successful outcomes observed in the previous phase of this research, a forward-thinking solution was conceived. Leveraging the popularity and influence of emerging social media platforms, namely TikTok and Twitch, it was contemplated that these platforms could be harnessed as innovative means to enhance student interests and foster a dynamic learning environment. The implementation of TikTok and Twitch as educational tools in the English language curriculum aligns with the current digital era and capitalises on the preferences and interests of contemporary learners

Phase 2

In Phase 2 of the research study, TikTok was strategically employed as a primary pedagogical tool within the English language curriculum. The decision to utilise TikTok was rooted in several key factors, taking into account its widespread popularity and extensive usage among the school community. By leveraging a platform that students were already familiar with and actively engaged in, it was anticipated that incorporating TikTok into the learning process would foster a seamless transition and heightened student enthusiasm. One of the primary reasons for selecting TikTok was its prevalence among the target student population. The advantages offered by TikTok within the educational context were manifold. Firstly, the platform's short-form video format provided an ideal medium for promoting creativity and self-expression.

During the planning phase, other social media platforms, such as Twitch and Instagram, were also considered for integration into the curriculum. Instagram, though widely used, was ultimately discarded as TikTok offered similar features and proved to be a more plausible choice. Utilising both platforms would have resulted in redundancy and unnecessary effort, as TikTok encompassed the desired functionalities and had established itself as the platform of choice among the student community.

Similarly, Twitch, known primarily for its live-streaming capabilities, was initially considered for integration. However, after careful evaluation, it was determined that the content available on Twitch could also be found in TikTok, making the inclusion of Twitch redundant. Nevertheless, certain elements of Twitch were retained, particularly its Discord extension. Discord provided a convenient platform for ongoing communication and collaboration between students and teachers, facilitating interaction and the exchange of products, as you can publish videos or photographs, which is particularly useful in the context of the employment of TikTok.

Phase 3

A broadly utilised research methodology in education is the Kemmis Framework. Planning, doing, observing, and reflecting are all steps in a cyclical process that ends with planning afterwards. This methodology assumes that the research is based on the experiences and requirements of the participants and allows for the iterative refining of research topics and techniques.

The Kemmis Framework begins with the planning phase. The research problem is determined during this stage, and research questions are created. During this stage, we will define the learning objectives, identify the content to be covered, and select appropriate instructional strategies and resources. We will also consider the specific needs and preferences of the learners, ensuring that the methodology aligns with their backgrounds, interests, and abilities. The planning stage lays the groundwork for a cohesive and well-structured instructional design.

The second stage of the Kemmis Framework is the action phase. The researcher actively works throughout this phase to address the research issue and respond to the research questions. This stage involves delivering the lessons, facilitating discussions, and providing hands-on learning experiences. The aim is to engage learners actively, promote their understanding of the content, and encourage their participation in the learning process. The acting stage is where the learners' interaction with the instructional materials and activities takes place.

Under the Kemmis Framework, the observation phase comes third. At this degree, the researcher examines and gathers information on the activities that were taken in the prior stage. In this study, the observation phase will entail gathering information from a chosen sample of students using questionnaires and interviews. During this stage, we will observe learners' behaviours, interactions, and levels of participation to gather

valuable data and feedback. This information will be used to evaluate the effectiveness of the instructional approach and make necessary adjustments.

The Kemmis Framework concludes with the reflection phase. At this stage, the researcher evaluates the information gleaned during the observation phase and makes adjustments to the research questions and procedures. Here, I will reflect on my teaching practices, student reactions to the content, and discoveries made in relation to what I have written in previous chapters. This stage encourages self-reflection and critical analysis of the instructional process. I will analyse the data collected during the observing stage, review student feedback, and consider my own insights and observations. Through reflection, I can identify areas of strength, areas for improvement, and potential modifications to the instructional approach.

Rukhsar, F., Poh, S., (2021) manifest that "social media influencers' are individuals who make an offer intriguing or important substance with the specialty crowds that tail them." In addition to the definition of an influencer, the author encompasses additional information by echoing Bandura (2011), who affirms that "Social learning hypothesis causes why influencers can be persuading. Thinking that people can acquire new patterns of behavior by watching others", adding that "Influencers show others how it's done, prescribing, or strengthening items that they like through advertorials." From this perspective, it can be inferred that the role of teachers is being the main influencers of the classroom, by demonstrating how products shall be achieved and modelling the information presented, in addition to presenting content from other famous influencers among the school community. An example of this is when the professor introduced @lagranjadelborrego, a Colombian content creator on TikTok, Facebook and Youtube, famous among the mexican community. In the video presented, it was visible how he executed the steps towards the creation of recycled paper. The model recalled pupils' attention towards the creation of the products, which they would have to imitate both in the creation of the paper and on the dynamics of the video recording.

Smith, K. (2010), echoing Stephen M. C. (1953), affirms that Action Research (A-R) “is research that is undertaken by educational practitioners because they believe that by doing so they can make better decisions and engage in better actions.” Johnson, (2008) is mentioned by the same author, who states that “systematic reflection of one’s professional practices, in order to increase teaching effectiveness, is the core of action research in an educational setting. Action research is an ideal approach for facilitating educational changes within a classroom, a school, across districts, if not nationally”.

Action research gives educators a place to test out avant-garde methods of instruction, such as integrating streaming platforms into the curriculum. These strategies can help students develop their creativity, critical thinking, and problem-solving abilities. It can produce useful suggestions on how to incorporate popular streaming content into the classroom. These insights may be conveyed to other educators and teachers, serving as a useful means of improving intervention in a wide range of circumstances.

A-R is a methodology that may be modified when new insights are discovered since it is adaptive and flexible. Given that they are evolutionary and continue to develop with each passing day, new trends in technology and popular culture are particularly ideally facilitated by this adaptability. While current content might be very popular among students, they still needed to go through a filter from the perspective of the professor in order to select the one that suits the characteristics of the group and the curriculum. As a result, it is suggested to analyse that content that, given the setting in which the intervention takes place, is helpful for classroom sessions. This permits the application of the Kemmis model, which was previously covered.

Chapter 4

4. Description of the Lessons and Analysis of Data

During a series of multi-purpose sessions, we explored innovative ways to foster the development of a competency profile without relying on grading methods (the use of badges). Through the application of TikTok and Discord, the purpose of leveraging these platforms as tools for video sharing and interaction, was presented, in order to allow participants to showcase their skills and engage in meaningful conversations.

The presentation of the use of TikTok in multiple lessons is demonstrated next, along with their individual purposes. For this, the production activities, and the materials employed are contained within a series of files in the Annexes.

Lesson 1

In what will be denominated as Lesson One for organisational purposes, a TikTok video (1.1. GUESS THE MOVIE) was projected at the beginning of the lesson, where students had to guess a series of film titles as a lead-in activity in order to introduce the topic of films which would be used in multiple stages. In the video, a series of emojis were presented along with music and a timer. As the time passed, the actual title of the films were presented. During this dynamic, the moderators of the group selected the students to participate with the names of the films. Learners had to raise their hand and the moderator selected the ones to participate, as well as register the participation if the guesses were correct. The presentation of the titles continued smoothly, as learners had minimal hesitation to respond. Several learners wanted to try to guess, as about 10 learners raised their hands simultaneously; for which the task of the moderator selecting the participants was appropriate.

Additionally, it is necessary to state that learners had to guess the titles of a series of films as a complementary activity to the main activity of the lesson - the recognition of the attitudes of the film dialogues based on

contextual clues such as pictures, which were sent on a WhatsApp group, where both the head professor and the moderators, along with the author of the thesis are administrators. However, the idea of using TikTok videos in order to provide learners with the actual scenes that included the presented dialogues was presented, as the educator initially performed a dramatical lecture of them.

Analysis of lesson 1

The smooth flow of the activity, with minimal hesitation from learners, indicates their comprehension of the material and ability to apply knowledge, fulfilling the Understand and Apply levels of Bloom's Digital Taxonomy, fulfilling the understanding and Applying levels of the taxonomy. In addition to the main levels of Bloom's Digital Taxonomy, there are various sub skills involved in the instructional activities described. One such subskill is the ability of students to react, in this case, to the TikTok video presented at the beginning of the lesson.

When students were prompted to guess the movie titles based on the emojis, music, and timer presented in the video, they were required to analyse the visual and auditory cues provided. Analysing involved interpreting the meaning behind the emojis and the relationship between the music and the timer, which helped students. Moreover, the activity allowed students to create their own reactions and responses to the video. By raising their hands and participating in the guessing game, students actively engaged in the creative process of generating ideas and expressing their thoughts.

As the teacher, my incorporation of TikTok into instructional practices exemplifies a commitment to fostering competency development among students, in alignment with the objectives and competencies outlined in the UNESCO ICT Competency Framework for Teachers. The incorporation of TikTok as a lead-in activity facilitated the introduction of the film topic, promoting meaningful student involvement. This pedagogical approach

showcases my proficiency in adapting Open Educational Resources (OER), such as TikTok videos, to support local contexts and align with curriculum standards as stipulated by the UNESCO framework.

By incorporating TikTok videos as a lead-in activity and adapting OER to support local contexts, the ability to use ICT appropriately to achieve curriculum standards and adapt resources to meet the specific needs of my students was demonstrated.

Finally, in this lesson, the use of Twitch as a platform for live streaming engages students in cognitive needs by providing them with information, knowledge, and understanding related to the subject matter.

Lesson 2

As for the lesson 2, after the controlled practise of multiple tenses used to convey meaning for a story including expressions in past, in the present and in the future, the analysis of the use of the mentioned tenses in the context of two different films shown in the format of TikTok videos for students to be able to identify their placement in a timeline was conducted. In the first video, 2.1. TITANIC SCENE, a scene among the characters Rose and Jack in the film Titanic accompanied with background music and the subtitles for the dialogues are presented. Regarding the second video, 2.2. HEARTSTOPPER SCENE, a conversation among the characters Charlie and Nick from the Netflix series Heartstopper is presented along with the written dialogues presented within the dialogue of the original book in a divided screen published on the platform by the original Netflix account.

The identification of the tenses in which the dialogues were was the continuation of the class. For instance, students affirmed “Rose, you're no picnic, alright?” is in present simple tense, “you're the most amazingly, astounding, wonderful girl, woman that I've ever known” is in present simple tense, “Was that not established the last ten times I made out with you?” is in

the past simple and “ You’re my boyfriend. I’m your boyfriend. We’re boyfriends” is in the past simple.

Additionally to the continuation of the development of the class, students were shown a series of videos where content creators provided explanations of some topics, for students to be able to distinguish between present, past, and present perfect verb tenses and use them correctly in a scene. When the TikToks explaining some mechanics of some tenses were being projected, they were paused so that the professor could get the chance to deepen what was said, for example mentioning that the present simple tense is used for saying habits and explaining examples of those habits using realia (e.g. I walk to school. I throw the trash, etc), clarifying doubts or proving deeper explanations of the information presented.

In the video 2.3. PAST SIMPLE the username @halloenglish provides an explanation of the use of the tense, stating that most of the time users of the language need to employ the verb form ending -ed. As students were already familiar with some regular and irregular verbs in past tense, they were asked to say the ending of the regular verbs. The uses of the tense were mentioned by the creator and exemplified by the teacher. For example, when she mentioned that the tenses were used to say specific events in the past, the teacher mentioned examples like “I walked to school yesterday”.

In the video 2.4. PAST PERFECT, which was conducted by a Spanish speaking creator, the focus was on the uses of the tense, avoiding the overload of information in a short video, as it was thought that would confuse learners, as the presentation of the video was an introduction to this tense. Several examples were mentioned along with the introduction of its uses. Aspects such as the adverbs used commonly in this tense. Finally, it is important to state that the examples were presented in English, with subtitles to Spanish.

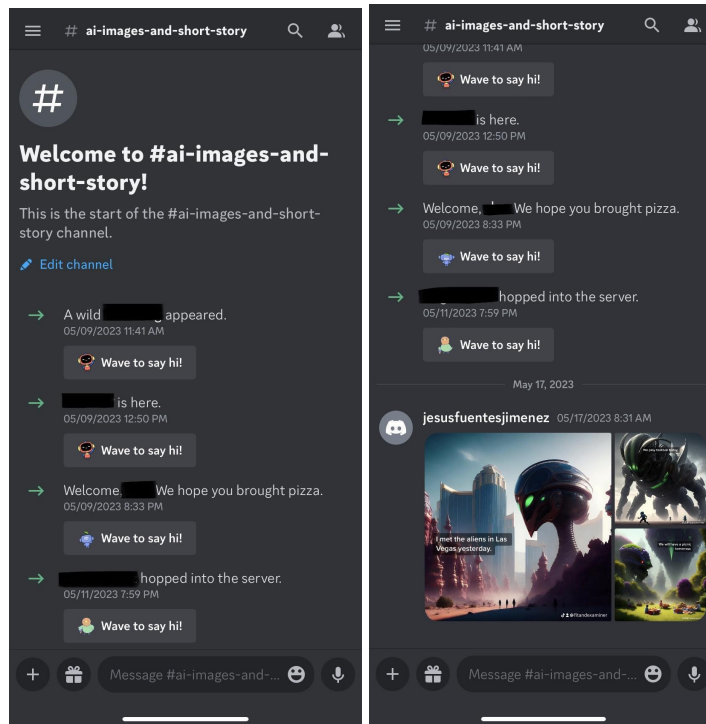
Finally, in the video 2.5 MILTI-TENSE SCENE, students watched a scene from the Netflix series Stranger Things, where the characters Hopper

and 11 argue over the fact that 11 can not leave a house because Hopper wants to protect her from external circumstances. The TikTok video contained background music and subtitles. Students identified the tenses of some dialogue lines, for example saying that “You lie”, “Nothing happens and you stay safe” is in present tense or that “You promised I go” is in the past simple.

Additionally, as a closure of the lesson, students were asked to create short TikTok videos using the format of presentation by creating AI images using the website [fotor.com](https://www.fotor.com) to get the images generated by the prompts they give the platform. Thus, they were asked to use the three tenses seen in class to serve as prompts to create their stories. The teacher demonstrated an example of this by showing a TikTok created by himself using the next three sentences: “I met the aliens in Las Vegas yesterday”, “We play football today” and “We will have a picnic tomorrow”. The video contains the description “The aliens and I: short story with multiple tenses. Images created with #AI. #english” on the platform, and includes a background song. However, it is relevant to state that, unfortunately, students did not accomplish the activity, which was set as homework. Students were asked to share their works on Discord. When questioned about the reasons for their null participation, some of them affirmed they can not access the platform or that they could not use the website for the AI image creation. Even though they were invited to send their works on WhatsApp or to use images already generated and come up with a story for the images, they did not perform the task, which was assigned as homework.

Figure 1

Discord Channel for Uploading the AI Images and the Stories Created by the Teacher



Note: The names or usernames of the students are censored for data use security measures. In the pictures, it is visible the dates in which the activity was requested, and the lack of participation of the students. The same images can be found in the Google Drive link in the Annex section, as 2.6.1 PAST TENSE AI, 2.6.2 PRESENT TENSE AI and 2.6.3. FUTURE TENSE.

Analysis of Lesson 2

In Lesson 2, the application of Bloom's Digital Taxonomy can be observed in the analysis of tenses used in the context of two different films presented in TikTok video format. The identification of tenses involved the subskills of remembering, understanding, applying, and analysing. Students were required to recall their knowledge of different verb tenses, such as the present simple, past simple, and past perfect. Through the TikTok videos, they were prompted to remember and identify the tenses used in the dialogues. By recognizing familiar patterns and recalling the corresponding tenses, students demonstrated their ability to remember and retrieve the information.

The TikTok videos provided students with a visual and auditory representation of the tenses in action within authentic dialogue scenes. They gained a deeper understanding of the purpose and usage of different tenses by observing their application in real-life contexts. This understanding allowed students to grasp the significance of tenses in conveying meaning and time relationships in storytelling.

Students actively applied their understanding of tenses by identifying and categorising the specific tenses used in the TikTok video dialogues. They analysed the dialogues and determined whether the phrases were in present simple, past simple, or past perfect tense. By incorporating TikTok videos into the lesson, students were encouraged to progress through different levels of Bloom's Digital Taxonomy. They moved from remembering the tenses, understanding their usage, applying their knowledge in analysis, and finally reaching a deeper level of comprehension.

In terms of Aspect II, I incorporated TikTok videos as a means to analyse the use of different verb tenses in the context of film scenes. By presenting TikTok videos like "2.1. TITANIC SCENE" and "2.2. HEARTSTOPPER SCENE," I provided students with visual and auditory examples to identify the placement of tenses in a timeline. The students were able to analyse the dialogues and determine the tenses used, such as present simple, past simple, and past perfect. This activity allowed them to apply their knowledge of verb tenses in a practical and engaging manner, fulfilling the objective of using ICT to support specific objectives identified in the curriculum.

Moreover, in addressing Aspect V, I effectively managed the digital assets and platforms such as TikTok and Discord to facilitate learning. The videos presented by content creators on TikTok, such as "2.3. PAST SIMPLE" and "2.4. PAST PERFECT," served as additional resources to support students' understanding of verb tenses. By pausing the videos and providing further explanations, I ensured that students had the opportunity to develop deeper explanations into the presented information. Additionally, the

use of subtitles in the videos, especially in "2.4. PAST PERFECT," catered to students who needed language support. This demonstrated my ability to identify appropriate technologies and pair them with corresponding social arrangements to support learning goals.

Furthermore, the closure of the lesson involved a practical application of the learned tenses through the creation of short TikTok videos. Despite alternative options such as sharing their works on WhatsApp or using pre-generated images, students did not fulfil the task. This highlights the need for further consideration in terms of managing student project-based learning activities in a technology-enhanced environment.

Moreover, affective needs are fulfilled as students experience pleasure and enjoyment through the creative and engaging format of the TikTok videos that contain scenes with which students are familiar. The incorporation of background music, subtitles, and visually appealing content enhances the emotional experience for the students. Furthermore, the lesson allows for tension release as students actively participate in the analysis and identification of tenses, engaging in a learning activity that breaks the dynamics of lessons that do not involve audiovisual elements.

In retrospect, I realise that one of the reasons for the failure of the AI task was my oversight in not providing explicit instructions on how to create the AI images. While the students had practised constructing sentences and understood the tenses they were going to use in their work, I failed to teach them the necessary skills to generate the images using the fotor.com website. It seems that I made an incorrect assumption about their technological proficiency based on my perception of the profile of the current generation. I had thought that given their familiarity with digital platforms, they would be able to navigate the process easily. Unfortunately, this misinterpretation hindered their ability to complete the task as intended. Consequently, the assessment of their understanding and application of tenses through the creation of mini-stories with images could not be effectively evaluated.

Lesson 3

Lesson 3 began with the release of a TikTok film that explained the names of various punctuation marks. Regrettably, a technical quandary surfaced wherein the font size employed to display the aforementioned names appeared relatively diminutive, impeding the entire group's ability to discern them. In order to help the pupils become familiar with the pronunciation of the names, and for students to be able to observe the names of the marks and the marks themselves, the teacher continued to write the names on the chalkboard and played the video repeatedly. Two punctuation marks were then removed from the presentation since they had no bearing on the current lesson. However, after a student stated that he wanted to become familiar with those missed marks in case they appeared elsewhere, they were later also written on the board. Furthermore, pertinent information pertaining to the utilisation of punctuation marks was addressed, exemplifying, for instance, the usage of exclamation marks to denote excitement or surprise. In the video employed as part of the beginning of the lesson (video 3.1. PUNCTUATION IN ENGLISH), the introduction of the names of the punctuation marks was made. In the video, the marks are presented along with its written name variations, being pronounced by the author of the video.

As a consequence to the fact that learners were not able to finish the activity of the development of the class because of the presentation of problems namely the extension of the time to develop the activity, the class time reduction (as the time of the lesson was initially thought for a 50 minute class but due to the fact that the lessons were moved, most students were not able to finish the task). As a result, the closure of the class about sentence correction through a TikTok video where the answers were mentioned was not conducted. On the video a series of sentences were presented without punctuation, and the creator, an influencer and English teacher asked her pupils to do the correction as a whole group, while she read the sentences and provided feedback to them. The sentences were

initially thought to be provided by using a projector, and students could watch the video then to check their answers. Thus, the video 3.2. PRACTISE PUNCTUATION and its activity were not developed.

Students were expected to remember and recall the names of various punctuation marks. The TikTok video served as an initial introduction to these names, although technical issues hindered the visibility of the names. The understanding level was demonstrated as the teacher addressed relevant information regarding the utilisation of punctuation marks. The video (3.1. PUNCTUATION IN ENGLISH) presented the names of the marks along with their written variations, allowing students to visually and audibly comprehend the pronunciation and usage of the punctuation marks in later stages of the lesson, where learners had to punctuate a dialogue of a film. Although the application of the punctuation sentences took more time than the one initially thought, and that impeded students from the completion of the second activity of the lesson that involved TikTok, students were able to practise the information by correcting a paragraph from a film.

The creation of bands to showcase badges as a means of promoting activity development and profile enhancement rather than relying on grades was introduced to the students from the outset. Despite the initial explanation of how the bands would function and the process of acquiring badges, it took approximately two weeks before the first students began bringing their bands into the classroom. Notably, it was only after informing them that receiving a stamp on their bands would be accompanied by a corresponding entry in the stamp chart, a record used for assessment purposes, that their motivation to showcase their bands heightened. This delayed response highlights the significance of establishing clear incentives and tangible recognition to encourage active participation and foster a sense of achievement among students.

The data presented regarding the use of bands and badges in the classroom reveals a contradictory situation. Initially, the purpose of implementing the badges was to offer an alternative to grade-based

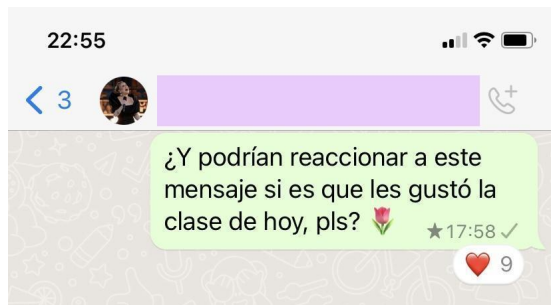
assessment, focusing instead on promoting activity development and profile enhancement.

This contradiction suggests that students might still be driven by traditional grading systems and the desire for recognition tied to academic performance. It raises questions about the effectiveness of the initial intention to shift the focus away from grades and towards a more holistic approach to learning and development.

Furthermore, there was a noticeable lack of motivation among students to submit the requested products or share TikTok videos on the Discord channel for earning bands. It was observed that despite the provision of badges for students to evaluate the quality of the class and provide feedback on their preferences, they exhibited minimal interest in engaging in this evaluation process. Instead of actively evaluating the teacher and expressing their opinions, they simply omitted the activity. As a result, a decision was made to seek feedback in the medium where student participation was most active—the WhatsApp group. At the end of some classes (particularly the ones that served as part of the development of this report), students were asked to react to a message if they enjoyed the session, with a clear clarification that their participation was voluntary and not obligatory. This adjustment aimed to leverage their existing engagement and encourage more meaningful feedback, acknowledging that student preferences and comfort levels vary in different communication platforms.

Figure 2

Alternative to the Assessment Proposal of the Teacher



Note: Sensitive information is covered in order to safeguard the data of the participants of the group. The reactions substitute the physical badges provided to the professor.

Analysis of Lesson 3

In Lesson 3, I successfully implemented ICT strategies to address the curriculum and assessment objectives outlined by UNESCO's ICT Competency Framework for Teachers. By incorporating a TikTok video, I introduced the names of punctuation marks to my students. Although we encountered technical difficulties with the font size, I promptly adapted by writing the names on the chalkboard and replaying the video to ensure clear visibility and audibility.

However, the data I collected revealed a contradiction in my initial purpose of implementing badges as an alternative to grade-based assessment. It became apparent that my students still strongly value traditional grading systems and recognition tied to academic performance. This highlights the need for me to further explore and refine my approach to shifting the focus away from grades and towards a more holistic approach to learning and development. Additionally, I noticed a lack of motivation among my students to submit requested products or share TikTok videos on the Discord channel. To address this, I made adjustments by seeking feedback in the WhatsApp group, where student participation was more active. This demonstrated my adaptability and awareness of student preferences and comfort levels.

The repetition of the video and the teacher writing the names on the chalkboard enable students to visually and audibly comprehend the pronunciation and usage of punctuation marks. This gratifies their need for knowledge acquisition and understanding.

The implementation of bands and badges as an alternative to grades aims to fulfil psychological needs for achievement and recognition. By receiving stamps on their bands and corresponding entries in the stamp chart, students gain tangible recognition for their efforts, fostering a sense of accomplishment and fulfilment. This gratifies their need for recognition and self-worth. Despite the initial intention to fulfil psychological needs for achievement and recognition through the implementation of bands and badges, there were challenges that hindered the full realisation of these gratifications. One notable challenge was the lack of interest and motivation among students to actively participate in the band and badge system.

While the concept of bands and badges was introduced to the students, it took approximately two weeks before the first students began bringing their bands into the classroom. This delay suggests a lack of enthusiasm and engagement with the alternative assessment method. It was only after informing the students that receiving a stamp on their bands would be accompanied by a corresponding entry in the stamp chart, which served as a record for assessment purposes, that their motivation to showcase their bands heightened. Furthermore, there was a noticeable lack of motivation among students to submit the requested products or share TikTok videos on the Discord channel for earning bands. The students exhibited minimal interest in evaluating the quality of the class and providing feedback through badges. Instead of actively evaluating the teacher and expressing their opinions, they simply omitted the activity. The initial intention to shift the focus away from grades and towards a more holistic approach to learning and development might not have fully resonated with the students or met their expectations for recognition.

Despite the compelling evidence and the initial expectation that the badge identifier system, incorporating Fall Guys character skins, would captivate student interest, regrettably, the students displayed a lack of enthusiasm towards it. It became apparent that their initial disinterest, rooted in their inherent personality traits, hindered the efficacy of the badge system. The pervasive focus on achievable short-term goals and the rise of individualism among the current generation of students, as highlighted by Gardner, H., & Davis, K. (2013), created a context where the presentation of easily attainable goals within everyday lessons was believed to enhance their perception of learning a foreign language.

Lesson 3 incorporates TikTok as a platform that fulfils cognitive needs and social integrative needs by providing information and promoting student interaction. However, limitations in the completion of activities and challenges in implementing the bands and badges suggest potential gaps in fulfilling gratifications related to achievement and recognition.

Lesson 4

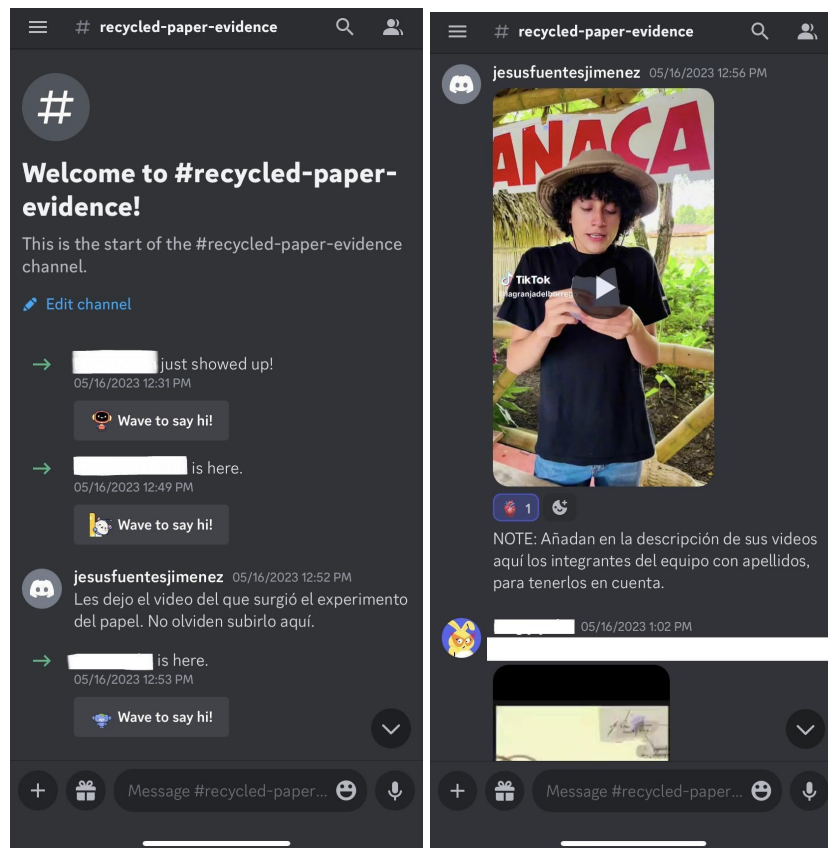
Lesson 4 involved both the presentation of a Tiktok video by the professor and the creation of videos that were shared on Discord. In the first video, the Colombian influencer @Iagrajadelborrego demonstrated the process towards the creation of recycled paper using his mother tongue, Spanish, pupils' first language. In the video 4.1. RECYCLED PAPER MODEL, the content creator exemplified the steps towards the creation of the paper. The video was presented twice using a projector. As the video was in Spanish, the steps were then exemplified in the target language by the professor, who asked learners to follow his instructions. When they saw the author of the video, learners affirmed the next "Es el Borrego" (using colloquialism) or "Me gusta mucho. Estaba viendo sus videos ayer" (I love him. I was watching his videos yesterday). Some technical difficulties in relation to audio were presented; the projector did not produce any audio. However, the teacher reproduced the audio from his mobile phone at the same time the projection of the video was happening.

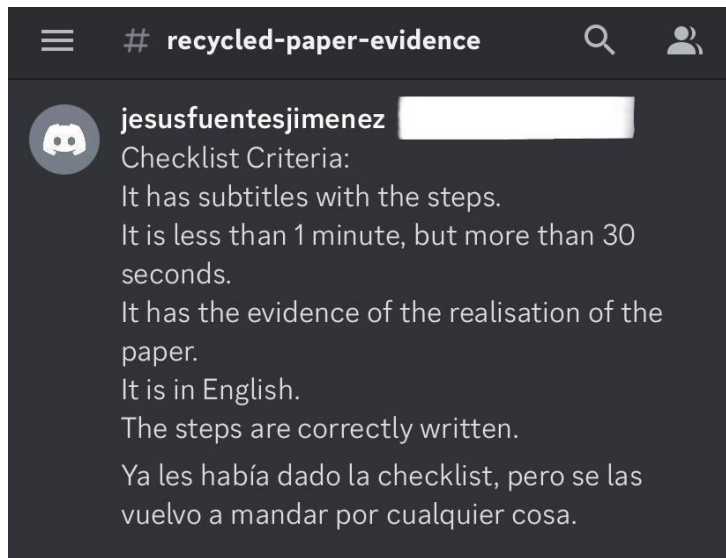
A checklist was given to learners in relation to the assessment of the video elaboration (the product of the lesson). The same checklist was published in the Discord channel, where students were asked to publish their works and react to the videos they most like, as the team with more reactions would obtain 5 extra decimals. Nevertheless, some students manifested their concern towards sending their products in other mediums, such as on the WhatsApp group.

A description of some selected videos is presented next. However, it is necessary to state that, due to data protection matters, the videos are not presented, as their privacy would be transgressed. Data namely their names or even showing their faces would affect their legal right to privacy.

Figure 3

Discord Channel for the Recycled Paper Experiment





Note: Pictures of the discord channel that include the channel itself, the video that was projected during the class, so that students could use it as a model and the Checklist that served as evaluation for the activity, with a scale from 1-10.

Among the evidence collected, there is one who had 25 reactions and thus became the winner of the competition. The video had the format of a presentation, initiating with a page including the name of the product "Recycling Paper", followed by the materials (which include a term error, as the material "Leaves to reuse" were confused with paper sheets, as expressed in the lesson), which comes from the confusion of the word in Spanish "hoja" which is often confused with "leaves" as it means both "paper sheet" and "leave". The materials were listed in another slide, including water, a container, scissors, cloth and a glass. The steps accompanied with evidence of the realisation of the paper followed the materials. The steps commenced with the information "We cut the paper into little pieces" along with pieces of paper and a slide of a famous background from the TV series Spongbob Squarepants stating "A few moments later" as well as background sounds. The description of the step "We put the little pieces of paper in the container" accompanied by a short video of the student putting paper in a glass was the next step. The legend "We add water" with a picture of the student holding the glass was next. When the step "Mix until the paper dissolves" appeared, a video of the learner submerging the paper in water

was shown along with another background of the same TV series with the legend “2 hours later” following the same dynamics of the song. When the step “We should have a homogeneous mixture” appeared, a series of pictures were shown, followed by the step “We add that mixture in the extended cloth” shown at the same time as a video of the mixture on top of a piece of cloth on a table while pressure was being applied to it. The next step was “Spread the mixture on the cloth with the help of the glass” next to “Let dry for twenty-four to forty-eight hours”, with a series of pictures of the process as background and a slide about the same show with the phrase “Much, much, much later”. Finally, the text “And because of so much waiting time, we will finally have our sheet one hundred percent recycled” with a video of the complete paper sheet being held by the student is presented. y”. The video was accompanied with background music and the tool of text reader were one on top of the other, for which they both were inaudible at certain parts of the video. The grade for this video was 8, as the video was longer than the time parameters; its duration was of 1.13 minutes.

In a second video made by a group of learners and published under the title of “How to create things with recycled paper” and followed by the materials “scrap sheets, container, water, two rags and scissors” the whole process recorded of the exact actions mentioned in the steps are executed. The numbered steps are the next ones “cut reusable sheets into very small pieces”, “put the pieces of the leaves of the container with water”, “make a dough with the bits”, “put the dough on the two rags”, “spread the dough and wrap it with the rags”, and “wait 24 hours to dy”. The video was accompanied with background instrumental music, which was paused and did not recall more attention to the sounds than to the procedure. The video had 11 reactions, and lasted exactly 46 seconds. The grade for this work was 10 out of 10, as it accomplished all the criteria previously mentioned.

In a third video under the title of “How to make recycled paper” followed by the materials “paper, water, bowl and 2 rags”, the next text was divided thought the 58 seconds of the duration of the video: “In the container

we add the paper by cutting it in any way either with scissors or with our hands. We add water to the container along with the paper and start undoing the paper. Followed by the same previous procedure until we have a mixture of puree with the paper. The mixture will have to be this way (and the student shows a picture of the dough). Since this mixture we put it in both rags. We cover both sides and begin to spread it a little.” The video had 4 reactions and a grade of 10 out of ten. As the steps appeared on the screen, the procedure of what was being said in the steps was being performed by the student, without showing her face.

Analysis of Lesson 4

The first level of Bloom's Digital Taxonomy, remembering, is evident as students recall and recognize the influencer in the video, showing familiarity and interest in his content. Moving to the application level, students were provided with a checklist to assess their own video creations, emphasising their ability to apply the knowledge and skills learned during the lesson. They were also tasked with reacting to and evaluating their peers' videos on Discord, indicating the level of analysis and evaluation in assessing the quality and preferences of the videos. The creation of videos by students reflects the higher-order thinking skills of creating and evaluating. The students demonstrated their understanding of the steps involved in the paper recycling process by creatively showcasing the procedure in their videos. The videos incorporated various multimedia elements such as text, images, and background music, showcasing their ability to use digital tools effectively.

As the pedagogue, it is incumbent upon me to establish well-defined guidelines and expectations concerning appropriate content creation and responsible digital citizenship. This ensures that students comprehend the ethical and responsible utilisation of digital tools, thereby aligning with the objective of managing digital assets and safeguarding users as stipulated in the UNESCO framework. Among the competencies described in UNESCO's ICT Competency Framework, I was able to achieve the next ones: by incorporating TikTok videos and digital tools, I effectively used ICT to support

and enhance the curriculum standards. Students were engaged in the creation of videos, which aligned with the objectives and content of the lesson. I coordinated learners who may not have had access to digital devices, allowing them to work collaboratively and achieve the learning objectives. This fostered inclusivity and promoted collaborative learning experiences, fulfilling the competency of supporting small groups or individuals to use digital devices within the classroom. I encouraged the use of mobile devices outside the classroom as homework activities, complementing the lessons and providing additional learning opportunities. This approach aligned with the "Researcher" and "Watcher" badges, allowing students to explore and engage with content beyond the classroom. Finally, I worked with the competency of managing learner project-based learning activities in a technology-enhanced environment, as: I organised the lesson in a way that supported this, specifically with the video recording task for demonstrating understanding of the recycled paper elaboration. This approach provided evidence of student interest and interaction, promoting interest and a technology-enhanced learning environment.

In Lesson 4, a competition was introduced as part of the educational context. A checklist was given to learners for the assessment of their video creations, which served as the product of the lesson. The checklist was published on the Discord channel, where students were asked to share their videos and react to the ones they liked the most. The competition aspect was introduced by offering 5 extra decimals to the team with the most reactions on their video.

The offer of 5 extra decimals to the team with the most reactions on their video further incentivised students to strive for excellence and encouraged them to elicit positive responses from their peers. This recognition and reward system provided additional motivation for students to put in their best effort and produce high-quality video creations.

The alignment of the study group's profile with the content provided in the competition was another important factor. Considering the interest in

competencies and their purposes observed in popular platforms like Twitch, incorporating competition within an educational context catered to the preferences and motivations of the students. It allowed them to engage with content that resonated with their interests and demonstrated the practical applications of their skills.

Additionally, the incorporation of competition in Lesson 4 demonstrates the application of the Gratification Theory. By offering a reward in the form of extra decimals, students were motivated to engage actively and produce high-quality video creations. This aspect aligns with the gratifications sought in social media consumption, where individuals often compete for recognition and validation from their peers.

Lesson 5

In lesson 5, which was about school shootings in order to raise awareness on gun possession, a TikTok was shown in order to introduce the lesson. In the video (5.1. SCHOOL SHOOTING NEWS PROGRAMME), the activist and influencer Carlos Eduardo Espina, director of a non-profit organisation that helps the immigrant community, as well as refugees reacts to a video of a Northamerican news programme, where a news anchor criticises the way in which Americans react to the school shootings and the attention they pay to these kinds of issues, in comparison to the ways in which they react to Latin people who commit crimes. The profile of the activist was mentioned orally to students. The screen of the video was divided in two; on the upper side of the screen, the extract from the TV show appeared, along with the subtitles to Spanish. The presenter provides his critique in English. In the lower part of the screen, Espina, E. shows his reaction to the video, constantly showing facial expressions such as smiling, nodding or raising his eyebrows, along with hand movements such as pointing or touching his chin.

Some of the comments stated by learners were that Americans tend to pay attention to those kinds of issues because of their tendency to be racist,

and discriminators. They echoed the phrase mentioned by the conductor to whether Americans would regulate more gun possession if the aggressor were not a white American child.

The use of subtitles in Spanish allowed students to comprehend the English critique provided by the news anchor. Moving to the analysis level, students' comments regarding Americans' tendencies towards racism and discrimination demonstrate their ability to analyse and evaluate the content presented in the video. By reflecting on the news anchor's question about gun regulation based on the race of the aggressor, students engaged in critical thinking and drew connections between social issues and potential underlying biases. In terms of Bloom's Digital Taxonomy, the video facilitated students' understanding and application of concepts related to gun possession and its societal impact.

Analysis of Lesson 5

By incorporating a TikTok video (5.1. SCHOOL SHOOTING NEWS PROGRAMME) as an introduction to the lesson on school shootings and gun possession, I used ICT to support the curriculum standards. The video provided a real-world example and stimulated students' thinking about the topic.

Through the analysis of the curriculum standards, I was able to identify opportunities that led students to master one topic. Through the video and subsequent discussion, students were able to analyse and evaluate the content presented, demonstrating their ability to critically think about social issues, such as racism and discrimination, and make connections to gun regulation.

The cognitive needs of students are addressed through the presentation of information and knowledge about the topic. The video serves as a source of information, strengthening students' understanding and

potentially enhancing their cognitive competence on the subject matter. This aligns with the cognitive gratification described in the Gratification Theory.

The affective needs of students are catered to through the emotional experience elicited by the video. The critical commentary on Americans' reactions to school shootings and the comparison with their reactions to Latin people who commit crimes may evoke emotional responses in students. This emotional engagement fulfills affective needs, providing a gratifying experience. The social integrative needs of students are also addressed in Lesson 5. The video prompts students to reflect on societal issues, biases, and discrimination. By engaging in discussions and sharing their opinions on topics related to gun possession and social attitudes, students satisfy their social integrative needs, connecting with others and the world around them.

Chapter 5

5. Conclusions

The analysis of the five lessons reveals a comprehensive application of Bloom's Digital Taxonomy in the instructional approach. Each lesson incorporated various levels of cognitive engagement, allowing students to progress from remembering and understanding to higher-order thinking skills such as analysing, evaluating, and creating. The integration of TikTok videos and other multimedia resources effectively captured students' attention and facilitated their comprehension of complex topics.

Throughout the lessons, students were actively involved in the learning process, participating in discussions, completing hands-on activities, and creating their own videos. It is evident that the lessons successfully promoted a deeper understanding of the subjects at hand, as evidenced by students' ability to analyse content, draw connections, and provide thoughtful comments.

The use of badges as an alternative to traditional grades demonstrated an effort to shift the focus from performance-based assessment to promoting student engagement and intrinsic motivation. However, the lack of motivation and participation in badge-related activities suggests that further strategies may be needed to enhance students' involvement and interest.

Despite some challenges and inconsistencies, the lessons showcased an effective integration of technology and instructional strategies to facilitate student learning. Moving forward, it would be beneficial for the teacher to reflect on students' feedback and adapt instructional approaches accordingly. Exploring additional methods to increase student participation and motivation, such as incorporating more interactive elements or providing opportunities for peer collaboration, could further enhance the learning experience.

Incorporating TikTok content has the potential to generate interest and promote interaction among students. The use of TikTok videos in the lessons sparked student engagement, elicited comments, and stimulated discussions. Students expressed their opinions, shared personal experiences, and reflected on the topics presented in the videos.

Furthermore, TikTok's visual and interactive nature allowed students to create their own videos as evidence of their learning. They were able to demonstrate their understanding of the concepts taught and showcase their creativity in presenting the information. This active involvement in creating TikTok videos not only reinforced their comprehension but also provided an avenue for self-expression and autonomy in their learning process.

The use of platforms like Discord and TikTok in the lessons caters to various gratifications identified in the Gratification Theory. These platforms fulfil cognitive needs by providing opportunities for learning, affective needs by offering pleasurable and emotional experiences, and social integrative needs by enabling contact with peers and the wider community. Additionally, the incorporation of streaming platforms facilitates tension release and serves as a means for entertainment. Students can find enjoyment and release stress by engaging with the content and participating in activities on these platforms. This aligns with the gratifications sought by individuals in their use of social media.

While the implementation of bands and badges aimed to fulfil psychological needs for achievement and recognition, there were challenges related to student interest and motivation. The delay in student engagement and the minimal participation in evaluating the class through badges indicate the importance of establishing clear incentives and tangible recognition. Adapting the feedback collection method to a more active communication platform reflected an effort to address these challenges and enhance the fulfilment of students' gratifications.

The initial implementation of badge identifiers, inspired by Fall Guys character skins, did not yield the expected results, partially due to the lack of student interest during the initial stages of the lesson series. Despite the anticipation that such a system, based on competition without formal qualifications but rather on the acquisition of badges, would be effective, it became apparent that it did not resonate with the particular personality traits of my students.

The analysis of the five lessons demonstrates the successful implementation of instructional strategies that encompass multiple levels of Bloom's Digital Taxonomy. Throughout the lessons, students were consistently engaged in higher-order thinking skills, moving beyond basic recall and comprehension. They were challenged to apply their knowledge by participating in hands-on activities, analysing information, evaluating different perspectives, and creating their own content.

The analysis of the five lessons reveals the successful implementation of instructional strategies that not only fostered student interests and comprehension but also contributed to the development of my teaching competencies. Throughout the process, I applied a range of pedagogical techniques and integrated technology platforms such as TikTok and Discord to enhance the learning experience for my students. By incorporating TikTok videos and other multimedia resources, I was able to effectively capture students' attention and facilitate their comprehension of complex topics. This integration showcased my ability to leverage technology in the classroom, demonstrating competence in utilising innovative tools to interest students and enhance interaction. By incorporating TikTok videos and digital tools, I have effectively utilised ICT to support and enhance the curriculum standards. The integration of TikTok videos into the lessons aligned seamlessly with the objectives and content, providing a captivating and relevant learning experience for the students.

It is important to acknowledge that the development of my teaching competencies was not without challenges. One notable obstacle was the

initial lack of motivation and participation in badge-related activities. This obstacle prompted me to reflect on alternative approaches to incentivise student involvement and adapt the dynamics to a more interactive communication platform. Another problem was that the professor overestimated students' ability to use digital tools when asked to create AI images. Instead of showing learners how to use the platform, he only modelled a completed product.

Moreover, my ability to effectively use assessment evidence and integrate it into planning decisions for individuals and groups of learners is in line with the recommendations of UNESCO's ICT Competency Framework for Teachers (2018).

In addition to feedback on language proficiency, I also provided guidance and support in the use of digital devices and technologies. By coordinating learners in small groups and individuals to use digital devices in the classroom, I promoted collaborative learning experiences. Furthermore, I have demonstrated my ability to coordinate learners who may not have had access to digital devices, enabling them to work collaboratively and achieve the intended learning outcomes. This approach fostered inclusivity and promoted collaborative learning experiences, thus fulfilling the competency of supporting small groups or individuals in effectively using digital devices within the classroom setting.

Finally, by managing student project-based learning activities in a technology-enhanced environment, I organised the physical environment to support effective use of ICT for learning. This enabled students to engage in activities that demonstrated their interest and interaction, such as recording videos to showcase their understanding of the elaboration of recycled paper. In closing, I have demonstrated an effective capacity to modify Open Educational Resources (OER) like TikTok videos to support specific tasks. According to the UNESCO ICT Competency Framework for Teachers, this skill demonstrates my ability to use ICT effectively to meet curricular requirements and adapt resources to the unique needs of my pupils.

In my pursuit of aligning my instructional practices with the objectives outlined in UNESCO's ICT Competency Framework for Teachers, I created a comprehensive checklist to review and self-assess the specific lessons where I successfully achieved these objectives. Through a thorough analysis of the lessons, it is evident that I have made significant progress in integrating ICT appropriately to achieve curriculum standards, adapting Open Educational Resources (OER) to support local contexts and curriculum standards, managing student project-based learning activities in a technology-enhanced environment, analysing curriculum standards to identify opportunities for students to master Knowledge Society skills, supporting small groups and individuals in effectively using digital devices in the classroom, and identifying appropriate technologies to support learning goals. The checklist can be reviewed in Annex 6.

While the integration of Discord as a learning tool had its challenges and shortcomings, it provided valuable insights and lessons for future implementation. The use of Discord initially faced obstacles such as a lack of student interest, participation, and a preference for alternative communication platforms. These challenges highlighted the need for further exploration and refinement in order to fully leverage the potential of Discord as an educational platform. The limited interest observed on Discord underscored the importance of understanding student preferences and comfort levels with different communication tools.

Despite these challenges, it is important to acknowledge the positive aspects of Discord in facilitating communication and collaboration among students. The platform offered opportunities for video posting, file sharing, and resource sharing, which promoted active participation and knowledge exchange. Thus, it also provided valuable insights for future improvements.

The following recommendations in subsequent practices to improve the effective use of Discord as a communication medium are presented. First and foremost, it would be advantageous to carry out a complete needs analysis in order to comprehend students' preferences and degrees of

familiarity with various communication channels. Determining a feasible and interesting platform for student interaction might be considerably smoother as a result. Additionally, addressing initial obstacles and boosting student participation can be accomplished by offering clear instructions and guidelines on how to use Discord effectively.

Furthermore, while introducing new digital tools or platforms, it is critical to give clear instructions and assistance to help students become familiar with the capabilities and functionalities of the platform; this may entail developing tutorials or leading interactive workshops.

It would be crucial to reevaluate the system of badges to ensure that it is in line with students' interests and motivations in order to address the difficulties encountered in the initial installation of badges. This may entail investigating different strategies, such as praising students' accomplishments through individualised comments or exhibiting their work on a public platform. A more student-centred and participatory use of Discord can also result from consistently consulting students for feedback and incorporating their suggestions, such as the incorporation of badges they desire to obtain.

As for the use of TikTok, a continuous reflection of students' response to the content provided would result in a more appropriate selection. By regularly assessing the impact of my practices in students' learning and interests, decisions can be made as well as adjustments to the practices.

Schedule of Activities

Activity	2022			2023						
	October	November	December	January	February	March	April	May	June	July
Applying diagnostic instruments										
Theoretical Background										
Methodological Background										
Design of data recollection instruments										
Applying data recollection instruments										
Preparation for the presentation of recollected data										
1 st Forum for the presentation of the degree document										
Planning of 1 st Action Research Plan (ARP) Cycle										
Application of 1 st ARP Cycle										
2 nd Forum for the presentation of the degree document										
Planning of 2 nd Action Research Plan (ARP) Cycle										
Application of 2 nd ARP Cycle										
3 rd Forum for the presentation of the degree document										
Final draft of the degree document is delivered to the degree committee										

Correction of observations made by the degree committee

Final version of the corrected degree document is presented to the degree committee

Graduation Exam

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ANNEXES

Annex 1. “(2C) Diagnóstico de Plataformas Digitales de Streaming - Google Forms. PDF.”

https://drive.google.com/file/d/1CN3wP-HsoG3TZwRdZqm_6fFKsmMV0JyZ/view?usp=sharing

Annex 2. “(2C) Trabajando Juntos 2C - Google Forms.pdf.”

<https://drive.google.com/drive/folders/1lb4fsvgIWSGDEOSX9yqshMhUped3eNx5?usp=sharing>

QUESTIONNAIRE

(2C) Diagnóstico de Plataformas Digitales de Streaming.pdf

1. Activities Done by Students When in English Class
2. Students' Time Doing Other Activities During the English Class
3. Attention Levels
4. Percentage of Interesting Topics
5. Significant Topics

Annex 3. Google Drive Files.

<https://drive.google.com/drive/folders/1lvvUxmQTJdB7B-nBYgPi0vJj9EZkajPq?usp=sharing>

BADGES

BADGES INSTRUCTIONS

INITIAL BADGES

LESSONS PLANS

TIKTOK

LESSON 1

TEACHER USE

1.1. GUESS THE MOVIE

LESSON 2

TEACHER USE

2.1. TITANIC SCENE

2.2. HEARTSTOPPER SCENE

2.3. PAST SIMPLE

2.4. PRESENT PERFECT

2.5. MULTI-TENSE SCENE

2.6. AI IMAGES

2.6.1. PAST TENSE AI

2.6.2 PRESENT TENSE AI

2.6.3 FUTURE TENSE AI

LESSON 3

TEACHER USE

3.1. PUNCTUATION IN ENGLISH

3.2. PRACTISE PUNCTUATION

LESSON 4

TEACHER USE

4.1 RECYCLED PAPER MODEL

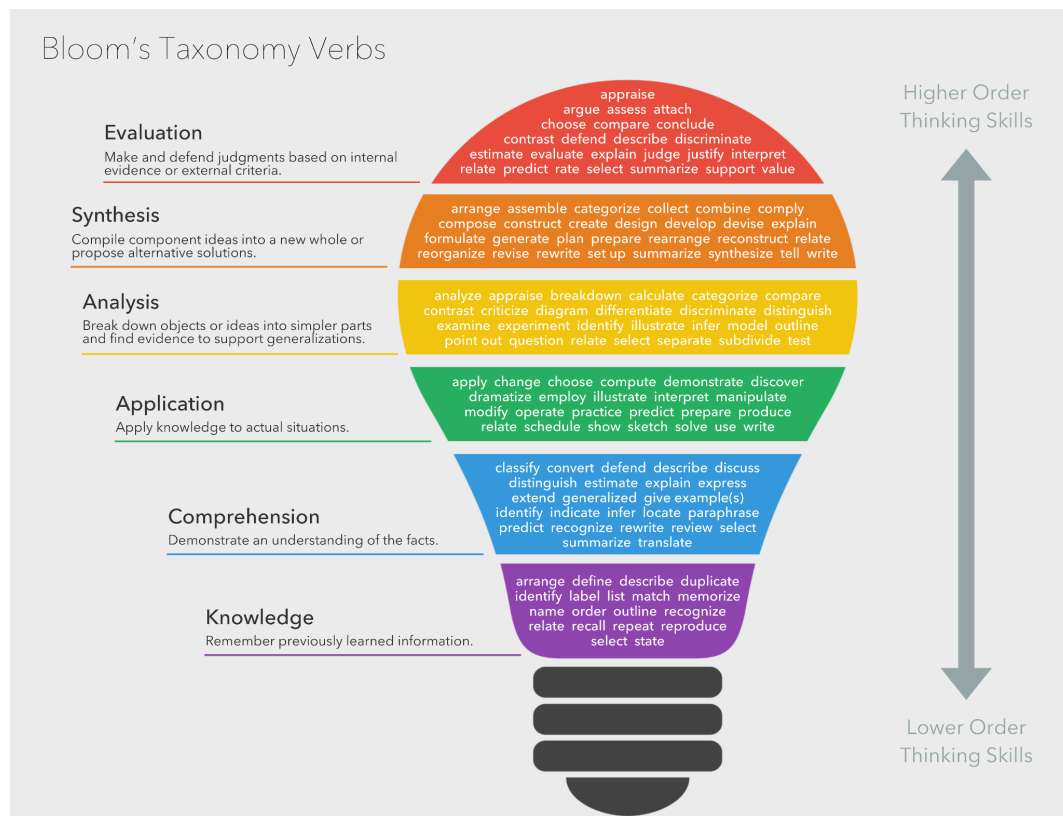
LESSON 5

TEACHER USE

5.1. SCHOOL SHOOTING NEWS PROGRAMME



Annex 4. Bloom's Digital Taxonomy



Note: Source: Grantham, N. (2021.). Bloom's Taxonomy Verbs: Free Chart. Retrieved from <https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/>

Annex 5. UNESCO's ICT Framework



Note: Not all aspects described in the Framework are employed. Only the aspects that fit into the study are utilised. Source: UNESCO. (2018). *UNESCO ICT competency framework for teachers*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000265721>

Annex 5. Checklist UNESCO's ICT Framework



Note: The checklist was created using objectives from UNESCO's ICT Framework. The selection of the objectives was considered in relation to the ones who fit within the context of the investigation. Source: UNESCO. (2018). *UNESCO ICT competency framework for teachers*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000265721>

Asunto: Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES
P R E S E N T E**

Quien suscribe C. JESUS FUENTES JIMENEZ, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: The Effects on the Work of the Teaching Practice: TikTok and Discord in English Language Education, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Informe de prácticas profesionales; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E


C. JESUS FUENTES JIMENEZ

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe MTRO. ALCIDES RAFAEL GUZMAN MARTINEZ Asesor del estudiante JESUS FUENTES JIMENEZ matrícula 191527130000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado The Effects on the Work of the Teaching Practice: TikTok and Discord in English Language Education en la modalidad de Informe de prácticas profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

ATENTAMENTE



MTRO. ALCIDEÍRAFAEL GUZMAN MARTINEZ
Asesor de Titulación

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

Toluca, Méx., 30 de junio de 2023

**C. FUENTES JIMENEZ JESUS
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Informe de Prácticas Profesionales intitulado: The Effects on the Work of the Teaching Practice: TikTok and Discord in English Language Education, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
TITULACIÓN



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