IMPLEMENTING TIKTOK AS AN UPDATED AND USEFUL TOOL TO ENHANCE ORAL PRODUCTION SKILLS AMONG UPPER-LEVEL STUDENTS IN LANGUAGE LEARNING

FINAL INTERNSHIP REPORT

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE ON ENGLISH TEACHING PROGRAM

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Approval page

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I would like to thank God for allowing me to come here, Ebenezer; "Till now the Lord has helped me", without him it would not have been possible, this is thanks to his mercy and kindness. I want to express my gratitude to God for my father Carlos Solís (R.I.P) whose advice and life lessons have been my guide and support, to my mother Lelys Guillén who despite the difficulties always gives me words of encouragement, to my siblings Carlos Solís, Johanna Solís, Diego Solís, those who have accompanied me and supported me throughout my academic process in one way or another. I want to express my gratitude to my love Ismael Torreglosa who has been my faithful companion, for always being present, and to strengthen me when I thought I could no longer. I want to say thank you to my friend Ashley Arroyo, my friend since school. We have laughed, we have fought, and now I am very happy because we are together finishing another stage of our lives. Thank you for your company during these 5 years of university. Finally, to my tutor Mrs. Gabriella Pugliese for her support, teaching and companionship during this process. Without them this would not have been possible.

Thank you all very much.

God bless you.

ABSTRACT

This report paper describes the experience of an internship in the Bilingualism for Peace Program at La Ribera school, carried out at level #6, the upper intermediate level, which was held every Saturday. The main objective of this internship was the implementation of TikTok as a useful tool for oral production, since students through a diagnostic evaluation were inclined to use the technology. Therefore, I took advantage of that affinity, in order to improve their ability to use the language. Besides, this paper reports the different pedagogies used for the proper development of the experience and achieving the objective which were: oral production, ICTs in education, Social Media in education, TikTok, Authentic Learning and Collaborative learning. Finally, this report explains the methodologies and strategies used, the results obtained at the end and gives recommendations taking into account the professional development of the teacher and the student.

Keywords: *Oral production, TikTok, authentic learning, collaborative learning.*

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1. INTRODUCTION

Internships, commonly referred to as apprenticeships, encompass structured training and educational initiatives tailored to afford students a platform for the acquisition of practical expertise and knowledge within an authentic work setting. According to Vinay (2023) Internships give you a taste of real life, broaden your knowledge and determine whether you are in the right career field, give you first-hand experience in the real world of work, and teach you how to apply the knowledge acquired during your internship to your future job. Internships have assumed a significant role in higher education, to the extent that many universities have incorporated this practice as a viable guide for students to succeed in their academic performance as well as accumulating invaluable practical experience and skills. The University of Cordoba has proactively adopted the integration of internships as an applicable degree option, exemplified by the foreign language program of its Faculty of Education.

The University of Cordoba leads the "Bilingualism for Peace" program initiative, with the main objective of actively contributing to the improvement of social inequalities. This effort is carried out through the facilitation of a comprehensive English teaching and learning program designed specifically for children between 8 and 16 years of age from the most vulnerable sectors of the city of Monteria. This outreach program actively encourages the improvement of the students' communication skills, aligned with the A2 level stipulated by the Common European Framework of Reference for Languages. Bilingualism for Peace program is implemented within several educational institutions, including Cristobal Colon, Camilo Torres, Sabanal, Aguas Negras and La Ribera. The challenge focuses on the deficient development of students' communicative skills in a foreign language, specifically English. This deficiency arises from the scarcity of opportunities and the underutilization of free time, disinterest,

among others. Therefore, I decided to do my internship to put into practice what I had learned throughout my learning process as an English teacher and to live the experience of being a main teacher since I had never had the opportunity. Therefore, I decided to work in La Ribera which is a school located in the Panama neighborhood on the left side of the city of Monteria. In this institution, I had the opportunity to work with the upper-intermediate level. This level is number 6 of the 7 levels that students must reach to obtain a certificate. I had classes from 1:00 pm to 5:pm with this course. The group was formed by 5 boys and 6 girls, age range of 12 to 16 years old, some students studied at La Ribera school, and others from schools such as Cristobal Colon, normal superior, however, most of them live near the school.

To start my teaching process, in the first class, the students performed different activities in which they had to express and speak freely their opinions. They had to perform a diagnostic test by using their previous knowledge, so I could identify what could be their strengths and weaknesses in the different skills of language. Through this, I noticed the low oral production of the students, and lack of interest in carrying out activities. Therefore, the adoption of the social network TikTok has emerged as a transformative catalyst because it offers students the opportunity to perform better in their communication skills. It also enhances their oral production and provides these students with new, non-traditional learning opportunities.

Finally, five chapters illustrate this final report: pedagogies, methods, experience, findings, limitations, and recommendations. The first chapter discusses the methodologies, strategies and concepts used during my internship. In the second, the techniques used to create the classes presented. The third part analyzes the results of the process. In the fourth part, I present a final perspective of the process, and in the last

section, I describe some problems I encountered throughout my internship and offer some advice for future implementation.

2. PEDAGOGIES

This chapter focuses on describing the main theories, methodologies, and approaches implemented in the development of this internship. Concepts such as ICTs in education, social media in teaching and learning, TikTok, authentic learning, and collaborative learning will be explained to provide clarity on what was done during this process. In addition, these concepts will be analyzed to emphasize their importance in the application of the project and contribute to the teaching-learning process as a whole.

2.1 Oral Production:

Oral production is a fundamental aspect of language acquisition and development, as it plays a crucial role in everyday communication, language learning and academic or professional environments. In language learning, oral production plays a significant role and teachers can assess it using a variety of indicators, such as pronunciation, accent, intonation, grammatical accuracy, pragmatic appropriateness, coherence, and fluency. According to Kripa (2022) English oral production skills are essential in students' academic life, since English is a global language. It is extremely important to provide at least basic English speaking skills, also students should try to develop special English speaking skills while studying at school or university. Learning a new language is not only about memorizing grammar rules and vocabulary, but learning to use the language in different contexts, through oral production students can practice and apply what they have already learned and improve in different situations. However, sometimes it is not as easy as it seems. As it is stated by Mendieta Lira (2021), oral production is one of the most difficult skills to acquire when learning a new language, because it is acquired when learners are exposed to that language on a regular basis. Therefore, it is essential that teachers maintain and promote the use of the

language throughout the class so that students are more exposed to it and gain knowledge of it.

2.2 ICTs in Education:

The integration of technology in education, often referred to as information and communication technology (ICT), has become an important topic for research and educational practice in the 21st century. ICT in education encompasses the intentional and deliberate incorporation of various digital tools, applications, and resources into the teaching and learning process in order to improve educational outcomes. It focuses on the concept of using technology to engage students, providing personalized learning opportunities, fostering critical thinking, and preparing students for the demands of the modern workforce. Tinio (2003) stated that ICTs contribute to broadening access to education in an increasingly digitized working world and increase the quality of education, among other things, by helping to make teaching and learning an attractive, active and real-life process. Besides, the implementation of these tools has become a fundamental part of modern education, offering numerous advantages and new opportunities to students and teachers. According to The Importance of ICT in Education, (2001) when ICT is integrated into lessons, students will be actively involved in their work. Because technology offers a variety of opportunities to teach the same thing in different ways, making it interesting and fun.

Moreover, ICT's are not only based on the tools that the school or institution can provide to the students, but also take advantage of the tools available to the student to make the teaching process more enjoyable for learners, since they will learn from their own device. Information and Communication Technology (ICT) in Education |

Unesco IIEP Learning Portal, n.d.) states that in some scenarios, ICT has also emerged as an essential part of the teaching-learning process, through methods such as replacing blackboards with interactive smart boards, using students' own smartphones or other devices for learning during class time. In addition, the implementation of technology in the classroom is about using applications, web pages, games, where the student construct learning and put it into different areas, such as social, cultural, economic, among others, and in this way apply it to real life situations where the student can be critical and express his ideas and opinions. Lowther et al. (2008) say that ICTs can increase the quality of education and connect learning to real-life situations.

2.2.1   Social Media In Teaching and Learning:

Social media has become a very prominent feature in the 21st century, both personally and professionally and even in education, and has become a successful teaching and learning tool to be used in the classroom. "Social media is an online community that brings people with common interests, opinions, activities and experiences together by sharing their news, photos, videos, and events" (Faizi et al., 2013. p.50). According to Kenan (2023) social media provides institutions with the ability to communicate quickly and directly with students, faculty, staff and alumni, strengthening connections between diverse audiences. Social content can attract prospective students, inform parents, grow alumni networks, promote campus events, and more. Social media allows learning experiences to be personalized and adaptable. In concordance with (Greenhow & Robelia, 2009) Educators can adapt content and resources to meet the diverse needs and interests of individual learners, providing a more learner-centered approach to educating. Students should develop skills to share knowledge and learn with others,

both in person and through technology, including social networks. As stated by Kabilan et al., (2010) students build by working collaboratively to construct knowledge, therefore social media is a tool that facilitates the development of these learning communities by fostering collaboration and communication. Likewise, according to Blair & Serafini (2014) "as educators, embracing technology and using social media networks to leverage engagement, these applications can improve the delivery of content and retention" (p.4). Therefore, the application of the use of social networks in the classroom essentially contributes to strengthening students' language skills and competencies by going beyond traditional methods and creating dynamic - digital spaces in which students can feel safe, happy and aware of their learning process.

2.2.2   Use of Tik Tok Application in Education:

TikTok is a social media application that people use to create and share short videos. The application provides personalized video streaming based on what users watch, like and share. TikTok videos are funny, spontaneous and naive, and can include lip-syncing, skits, dance moves, special effects, filters, trends that people follow and many more features. Moreover, this app is popular with teens and young adults and is praised for its active and supportive community. According to Dahliana, Supriatin, & Septiana (2022) TikTok's popularity, especially among millennials, has elevated it above other apps in the digital world. The TikTok app was created to be used exclusively as an entertainment platform for people who wanted to express themselves online. However, this trend is gaining traction and the use of TikTok is expanding. Today, the TikTok application is used not only for pleasure, but also as a method of selling, a means of learning and a means of creation. The social network TikTok was included as a

pedagogy in this experience to take advantage of the fact that through it, students can create and consume educational content, so that students can participate in informal learning experiences that complement or enhance classroom instruction, and thus encourage oral production through content creation. Edwards (2022) states that teachers can implement TikTok as a platform for digital assignments that require students to create videos individually or in groups, encouraging collaborative learning. This approach can engage students on a platform they are familiar with and encourage them to understand and apply concepts.

2.3 Authentic Learning:

Authentic learning is an approach that aims to make learning meaningful and relevant by connecting it to real-world contexts and problems. According to Lombardi & Oblinger (2007) "authentic learning is often focused on complex real-world problems and their solutions, through simulation exercises, problem-based activities, case studies, and participation in virtual communities of practice" (p. 2). Through this method, teachers assign tasks to students in which they not only learn concepts in a traditional way, but also put into practice what they have learned by taking it to real life situations such as healthy lifestyles among others. Rohmah et al., (2023) state that authentic learning is about personal relevance. This means that students must be able to connect the new information they are learning to their lives outside the classroom and to their theories about how the world works. Besides, "authentic learning environments allow pupils to learn the subject being taught in its genuine and original surroundings, including the actual actors and activities, with their interactions" (Smeds et al., n.d., p.384). In other words, it is to lead the student to focus on different contexts where the

acquired knowledge can be applied. Based on the above during this internship, authentic learning was of great benefit because the trainees, by means of real-world situations, captured their ideas and focused their learning on everyday situations that all people experience in one way or another. In other words, authentic learning is about bringing the learner to focus on different real-life contexts in which the acquisition of knowledge can be applied. Through this, students will have a meaningful learning experience, and it might become a memorable experience for life.

2.4. Collaborative Learning:

Collaborative learning is the educational approach of using groups to enhance learning by working together, which may be groups of two or more students working together to solve problems, complete tasks or learn new concepts. According to Laal & Ghodsi "collaborative learning is an educational approach that focuses on teaching and learning occurring in collaborative environments among a group of learners who work collaboratively to address a problem, fulfill a task, or make a product" (2012, abstract). CL occurs when small groups of people help each other learn. It is sometimes misunderstood. It is not about learners talking to each other while working on individual tasks, rather than letting them complete the task alone and then having the person who completed the first task help the person who completed the second task. As is stated by (Collaborative Learning | Center for Teaching Innovation, n.d.) Collaborative learning is developed peer to peer or in larger groups, in which they work in pairs or small groups to discuss concepts or find solutions to various problems.

3. METHODOLOGIES

This chapter describes the different methods and strategies used in my internship, which were fundamental for the development of my experience and for educational improvement.

Considering that the Bilingualism for Peace program focuses mainly on encouraging students to use the language in the contexts in which they interact, such as real life situations, school, home, neighborhood, among others, my classes' methodology involved these important aspects. It is also essential to say that Bilingualism for Peace raises awareness in students about topics related to their healthy lives, human and children rights, democracy, among others. The first class, the students carried out a diagnostic test. Students had to use their previous English knowledge, so that I could identify their strengths and weaknesses in the different skills such as listening, writing, reading and mainly the ability of speaking. The Upper level focuses on improving these skills because students are almost finishing the program and they will pass to the conversation level. This last level focuses on the student using their speaking skills full time, for this reason during this period learners had to strengthen their ability to speak in order to advance to the next level.

During the development of activities I focused on analyzing students' oral production and I noticed their low communicative level in the foreign language. This issue exists for different reasons including fear of making mistakes, not knowing how to structure the sentences grammatically, lack of motivation, willingness, disinterest and among others. Additionally, in terms of extracurricular activities, I perceived the inclination of students to use their cell phones during classes and during breaks, especially to watch videos on the social network TikTok. They watched any kind of video, educational and just for entertainment.

Therefore, based on what I observed and taking into account the student's preferences, I created the Trend in the social network TikTok called "Wellness Whispers: Listen to your health". To develop this trend, students had to open an account in the social network and in which they would publish different videos with the aim of inviting people to have a healthy lifestyle. It is of vital importance to mention that all the main activities of my lesson plans were focused on the use of technologies and TikTok. In most of the classes in the warm-up of my classes I show them TikTok videos to the students, videos such as a trend, challenges, where people showed their daily life such as: the physical activities they do to be healthy, motivational people making healthy videos, making healthy recipes, in order to catch their attention since these types of videos were familiar to them, as TikTok videos nowadays are very recognized and fun and motivate them to get into the scope of our Trend "Wellness Whispers: Listen to your health". Under the premise that during the course the students would use cell phones and a social network, I decided to ask the parents' authorization so that the process would be effective and supervised by using google forms. Despite the fact that the classes focused on grammar of the language, I taught in a way that learners would take it to the context of real life, and they could develop their activities.

I used these strategies in my classes:

3.1 Creation of social media trends for the use of the language:

This strategy was created for the students to use the knowledge acquired in the class to do the core activity. An example of it could be one of my lesson plans in which "teaching points" (grammar section) included the countable and uncountable nouns, and the core activity was: make a healthy recipe. In order to carry out this activity, students must take into account the TikTok video trends that were shown at the beginning of the class. They also were instructed to use vocabulary from the video to develop their

activity. Students first had to create their draft and with my help correct any grammatical errors and practice pronunciation.

3.2 Use their own cell phones:

Through the use of technology (in this case cell phones) students made their final product. This product consisted of making a video, each video with different objectives, in this case I had the advantage that all students had cell phones as they were essential for the activities. After watching a video related to the TikTok activity, I researched information, created a project, evaluated any errors that might occur, and finally recorded and edited the video for uploading to the class TikTok account. This strategy allowed students to work together to achieve individual goals. This meant that they supported each other in organizing events. Students helped each other in all areas. For example, one person recorded the other and helped film and edit the footage. If for some reason someone could not use their cell phone, the students lent it to each other. In addition, if any of the students did not know how to use the TikTok medium, a peer explained how to use it. This procedure mainly demonstrates how cooperative learning is used in the classroom.

3.3 Use real-life examples:

As I mentioned before, I showed the students videos of real people at the beginning of the classes, which means that I used authentic material to develop my classes. These authentic videos of everyday situations focused on healthy lifestyles so that they would become familiar with the content they should share on their social network. For example, some people teach and explain the ingredients to make a quick and easy healthy snack. These types of videos would give students some ideas about how to make a recipe for a healthy snack, as it was the core activity for that lesson.

Through this example, it is evident that authentic learning by using authentic material was fundamental in my lessons in order to connect real life situations with their English learning process.

3.2 Design authentic activities:

Through this strategy we use real life cases. In this specific case, we used Tiktok videos where people use the same expression and vocabulary that students were learning in class. These types of examples were an excellent catalyst for students to learn English during the course and would be very useful to overcome negative emotions in relation to the use of English. According to the idea that real learning is learning what we have learned as a real scenario, we have developed this activity to implement real activities, such as activities to make recipes for healthy snacks and develop materials and dishes. In this activity, students were using countable and uncountable nouns as a grammar point of the lesson, but they were using this vocabulary in context.

The goal was to learn how to cook healthy foods and to complement the videos we have already created (such as Fitness is Health, which encourages people to exercise). The aim was to teach people how to make a healthy snack and to complement the videos they had already made, for example: physical activity is healthy, in this video they invited people to do physical activity.

3.3 Duties chart:

The internship was conducted from September 2 to November 25 at La Ribera school in the Republica de Panamá neighborhood. In addition to fulfilling the class hours, I must also fulfill some administrative hours such as planning classes, meeting

with my internship tutor, meeting with other interns to organize events for celebrations, organize payment documents, registrations, and virtual course: 50 - hours English Language Teaching Methodology, among others activities that you will see in the following chart.

Figure.1 Duties Chart

TIME	MONDAY	TUEY	WESNESDAY	THURSDAY	FRIDAY	SATURDAY
7AM					L PLAnning	CLASS
8AM			Virtual Course		L planning	CLASS
9AM			Virtual Course		L planning	CLASS
10AM				Advisory Time	L planning	CLASS
11AM				Advisory time	L planning	CLASS
12PM				Advisory time		
1PM						CLASS
2PM			Writting a report		L planning	CLASS
3PM			Writting a report		L planning	CLASS
4PM			Writting a report		L planning	CLASS
5PM						CLASS

ADMINISTRATIVE DUTIES AS AN INTERN
(Not frecuently)

- Orniganization of registration documents.
- Organization of cultural events.
- Meetings with the bilinguism for peace' advisor. and the other interns.
- Colletct any information from other interns.
- Be in charge of interns

4. FINDINGS AND GAINS

This chapter describes aspects such as students' improvements and my personal and professional growth. I would also explain my experiences as an English teacher, the challenges, difficulties, and gains I faced during this marvelous internship in the Bilingualism for Peace program offered by the University of Cordoba at La Ribera School. Moreover, it describes the positive changes in students' learning process and use of the language, taking into account the main objective of the course, which was the use of TikTok for the oral production.

Initially, as I did not know my students, I identified a number of challenges that were hindering their development in English oral production. These difficulties manifested themselves in a lack of confidence in expressing themselves, limited participation in communicative activities, and apparent frustration at not being able to communicate their ideas effectively. In addition, generalized demotivation was perceived as a veil that obscured enthusiasm for learning the language, affecting not only their academic performance, but also their willingness to actively participate in the learning process. I identified this situation by means of a diagnostic test.

Figure 2. *Oral Participation in the diagnostic test*

Figure 3. *Participation in the diagnostic test*

Therefore, as a consequence of this concern, I opted to start having a more informal relationship with the students since they were somewhat reluctant to interact with me. That is the reason why I focused on the importance of the teacher-student interaction and from the beginning I implemented strategies to get to know the students individually, understand their interests and concerns, and establish an environment of trust in order to treat them and provide them with material according to their needs. The process of transformation began with the building of meaningful conversations. Empathy became the bridge that connected my experiences with theirs. By understanding their interests, concerns and aspirations, I spoke to them about my personal life as it related to learning English in order to create a space where they felt valued and heard. This human connection provided the foundation for addressing language challenges with a personalized approach.

Lack of confidence, fear, among others in oral production became the next target to be addressed. I introduced activities that encouraged active and authentic participation by providing students with opportunities to express themselves without fear of making mistakes. I always encouraged them to continue learning the language by doing fun and engaging activities. Furthermore, I acknowledged every little goal they achieved by celebrating small accomplishments and providing constructive feedback, which became a regular practice in order to foster a positive learning environment.

I implemented innovative approaches that integrated language learning with real-world experience, by recognizing the need to adapt to a methodology in which they would show interest. Collaborative projects and simulations of everyday situations were incorporated to strengthen communication skills. TikTok was the successful choice as it is known primarily as an entertainment platform, its unique features make it suitable for educational applications. The brevity of the videos and creativity make the platform one of the best options for teens to practice speaking in an accessible and engaging format. This approach not only improved oral production, but also rekindled students' interest and motivation. The encounter demonstrated the transformative potential of ICTs—more especially, TikTok—in the process of teaching and learning. Along with addressing the initial challenges with oral production, the teacher and pupils worked to build a deeper bond. This strategy emphasizes how crucial it is to view technology as a vital instrument that can be used in conjunction with other resources to increase student motivation and engagement.

Figure 4. Students' Tik Tok account
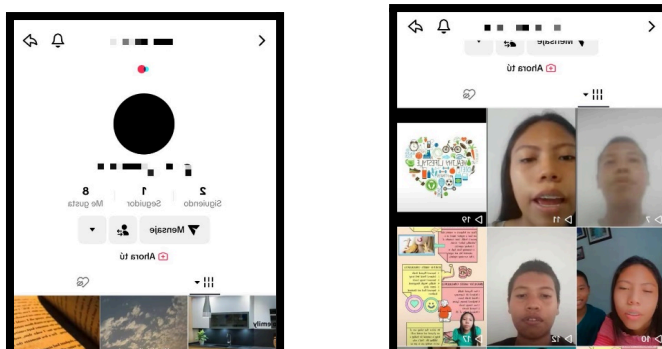
As the weeks progressed, and the activities focused on being authentic, for example; the students had as a core activity to make a recipe for a healthy snack, where they first had to write their recipe, with my help as I was always there for them so that they did not feel they were working alone and making mistakes, as they used to ask frequently if the activity or the writing was well done. And then capture it in the video, for this they had to bring their own ingredients and everything related to this that they would need, for this activity the changes were evident. Oral production improved notably, confidence was strengthened, and disinterest gave way to a more positive attitude towards the use of the language. It could be seen in their faces as they smiled and laughed among themselves. This also helped the students to perceive the language as a powerful tool to express their ideas and connect with the world, which generated a renewed sense of purpose.

The strategic integration of TikTok into the classroom emerged as an effective solution to the problems of oral production and demotivation initially experienced by students. This innovative approach not only transformed students' language skills, but also strengthened the relationship between teacher and student. This case highlights the potential of ICTs to catalyze positive changes in the educational process and motivates continued reflection on the evolution of pedagogical strategies in the digital age.

Figure.6 *Teacher helping students*   *Figure.7* *Teacher helping students*
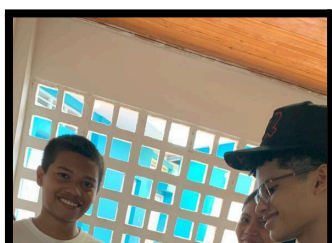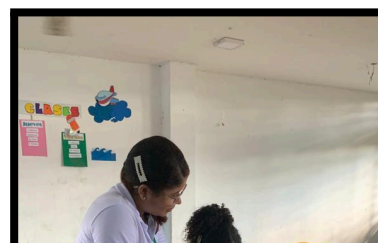
4.1 Professional Gains:

This experience allowed me to experience different feelings such as frustration, doubt, sadness, even anxiety, because at the moment when I develop my classes I like to be very student-centered, that is, that the student speaks and expresses his opinions freely. In this course, I tried to encourage them to talk by giving them examples, by asking simple questions like "How was school last week?" and they did not answer the questions, there was a silence in the room which filled me with a lot of frustration because I tried very hard to plan the classes and give them the information in detail so that they would not be afraid or doubt.

The pedagogical journey I undertook with students with difficulties in oral production of English transformed not only their lives, but also my own perspective as a teacher. In the process, I have discovered that the gains for the educator in such situations are significant and go beyond the simple transmission of knowledge.

The use of new strategies such as TikTok made me rethink my teaching methods and consider new ways to motivate and involve students in which they can feel at ease. This transition is not only a solution to immediate problems but also promotes the development of a lifelong learning mentality, in other words, that as a teacher we are always learning from difficulties. The willingness to adopt and adapt new strategies not only benefits students in the short term but also enriches instruction in the long term.

I would say that I consider myself a research teacher since I was always looking for and investigating a solution to the different difficulties I encountered, such as what kind of authentic activities to do, how to introduce a topic, among others.

4.2 Students Gains:

One of the biggest benefits for the students was developing authentic language skills using the TikTok platform. The creation of short videos encouraged verbal expression in real-life situations, moving from traditional exercises to more practical learning. This transition to real-life communicative contexts has contributed significantly to improving students' fluency and confidence in expressing themselves in English.

The implementation of TikTok as an educational tool has fostered an active and collaborative participation of students. Creating content on the platform required not only the use of English, but also collaboration among classmates in planning, filming and editing videos. This collaborative approach not only enhances teamwork skills but also creates a positive sense of community in the classroom, overcoming the initial loss of motivation.

Furthermore, the adoption of TikTok not only enhanced students' motivation but also provided them with meaningful and relevant learning objectives. The opportunity to use popular social networking platforms to improve their language skills has given students an important reason to actively participate in the learning process, combining educational activities with personal interests has created an internal motivation, which in turn has led to a significant change in the approach to learning English.

5. CONCLUSIONS

The implementation of Tik Tok in the classroom represents not only a change in the way of approaching the challenges linked to the acquisition of the English language, but also a new challenge with a fundamental transformation for both teachers and students, with important benefits in various areas such as academic, professional and personal level.

The integration of ICTs is not only an exercise of integrating technologies for teachers to help each other in class, but also an opportunity for improvement and professional and personal growth, allowing them to gain experience in topics that are relevant in this XXI century. The use of TikTok shows a wide versatility in the teacher's repertoire and promotes a futuristic vision regarding their classes. Besides, this application allows for close links to be established with students by highlighting the importance of real teacher-student relationships in the educational process. In addition, this strategy allows the direct observation of the progress and individual process and the active participation of the students.

In conclusion, the main beneficiaries of this initiative are the students, due to the significant improvement of their oral skills thanks to the authenticity of TikTok, which allowed them to improve their language skills, especially oral production, and also helped them to connect more strongly with English.

Undoubtedly, this internship has left me with an extraordinary experience, which makes me reflect that I am not only a transmitter of knowledge, but that being a teacher implies being a strategist, planning, researching, establishing relationships, encouraging, among many other things.

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Undoubtedly, this internship has left me with an extraordinary experience, which makes me reflect that I am not only a transmitter of knowledge, but also a teacher, and that implies being a strategist, planning, researching, establishing relationships, encouraging, among many other things.

6. LIMITATIONS AND RECOMMENDATIONS

During this program, I faced different situations such as lack of time, since in the bilingualism program there are frequent special celebrations such as sports day, peace day, among others that force the classes to be shorter. On the other hand, for the development of the activities of the videos in the trend "Whispers of Wellness: Listen to your health" the students needed internet, a cell phone with enough memory space to record and upload their videos to social networks. There was a real advantage that most of them had phones, however in the school La Ribera, we did not have internet or computers. We could only count on a projector (video beam) for all inmates. The interns had to take turns to use the projector, so I opted for different options, such as: show them the videos from my computer, taking advantage of the fact that there were not many students and that it would not be completely uncomfortable for them. I also shared an internet connection from my cell phone with them so that they could do the activities: searching for information, watching TikTok videos which I sent to their cell phones through the WhatsApp group. I lack many technological tools to work with my students, a video beam to project the videos and a speaker to reproduce the listening for the activities.

My recommendation for future professionals is not to be defeated by adversities, difficulties that occur in the way of teaching. Teaching allows us to leave the monotony aside and become innovative in each class, to use different strategies in which the student enjoys the learning process. Being an English teacher is not only teaching a

language, it is also looking for all students to learn, taking into account that everyone has different learning styles, no matter if there is no access to a video beam, a speaker, we have access to our creativity, to challenge our mind and challenge ourselves in the way we solve the situations we are facing.

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8. APPENDICES

9. APPENDICES #1. Lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Lenguas Extranjeras - inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Lelys Solís Guilén _____ **SCHOOL:** _La Ribera _____ **GRADE:** Upper – Intermediate __ HOURS/WEEK: ____ **UNIT TITLE:** Culture and social practices _____ **LESSON DATE:** _____ **TIME:** __4 hrs_____

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
Students will create a video in wich they show a healthy snack recipe, using the knowledge acquired, inviting people to have healthy eating habits. Students should upload this video to the social network Tik Tok.	-Students will be able to identify countable and uncountable nouns use and apply the knowledge in real-life contexts.	Contables and uncountable -Fruits -Vegetables - Bread - Yogurt -Milk -Rice - Sugar - Meat…. etc. AN/A How many / How much

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
To break the ice, the teacher will greet and ask the students how was their week at school? what did they do and so on . The teacher will start the class by showing them videos of healthy foods on the social network Tik Tok, people preparing their healthy meals, showing the steps of the recipe and telling the purpose of eating this type of food. then asking them if they like this type of food, if they eat it very often, etc.	Video Beam Pc Speaker Markers Videos https://vm.tiktok.com/ZMjnPj5sD/	1h :30 m

	Resources/Materials	
Next, introduce the topic Contables and Uncountable Explain what is it – How to use it – When to use it. Time for grammar explanation Following the explanation, the students will watch the video again and identify in the videos what they see as countable and uncountable, this will be a time of participation. The teacher together with the students will developing different interactive activities to check understanding. All the students will participate Activity #1 Students will identify if there is any healthy food or unhealthy and countable and uncountable. Activity #2 They will be practicing the use of how much/ how many	https://vm.tiktok.com/ZMjnPeywP/ https://vm.tiktok.com/ZMjnfcsUa/ Activities 1) https://wordwall.net/resource/37860581/esl/some-any-a-an-countable-uncountable-with-food-and 2) https://www.liveworksheets.com/w/en/english-second-language-esl/44737	

Core activities		
Create a Healthy Snack Recipe 1. Students will write a healthy recipe using the knowledge they have gained. (they teacher will help them to write down and correct any mistake) After having the recipe To record the video SS will help each other, ie, ss will record each other and exchange ingredients. 2. then record a video of them making the recipe step by step. 3. Through this video SS will invite people to have healthy eating habits, to have a better quality of life. 2. Finally, students should upload the video to Tik Tok.	Students will need: Ingredients Table Cloth Kitchen Utensils Cellphone	1h 30 m

When the videos have been posted, students will write in the comments to their classmates....		
Closure Students will be sharing their videos When the videos have been posted, students will write in the comments to their classmates....		30 minutes

## APPENDICES #2. Virtual Course

**APPENDICES #3. Student´s evidences**
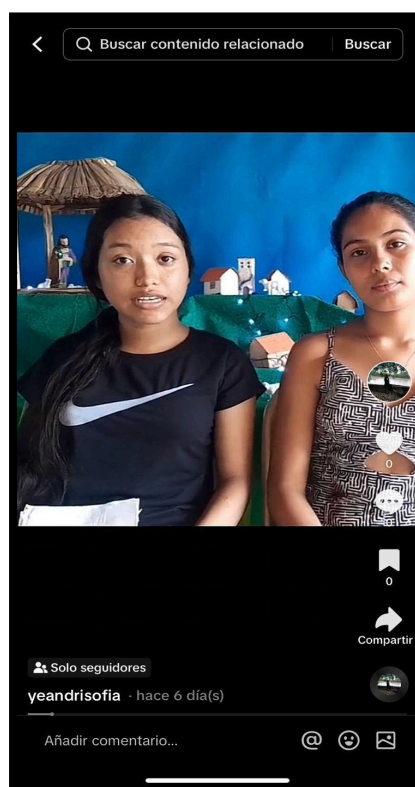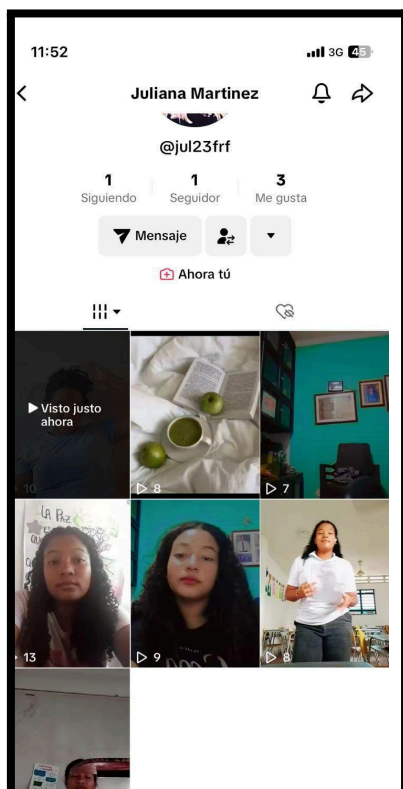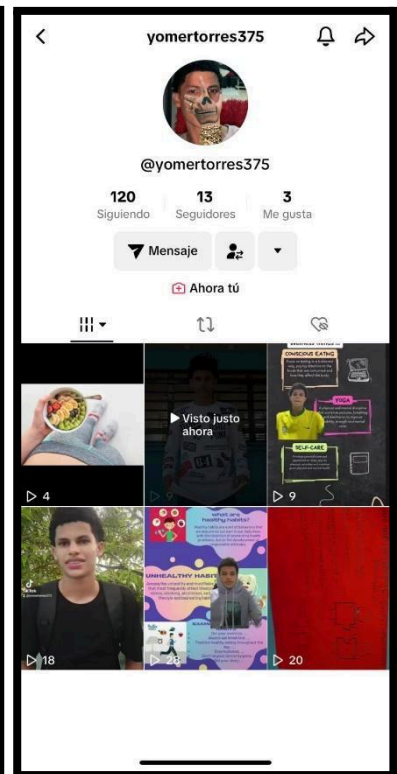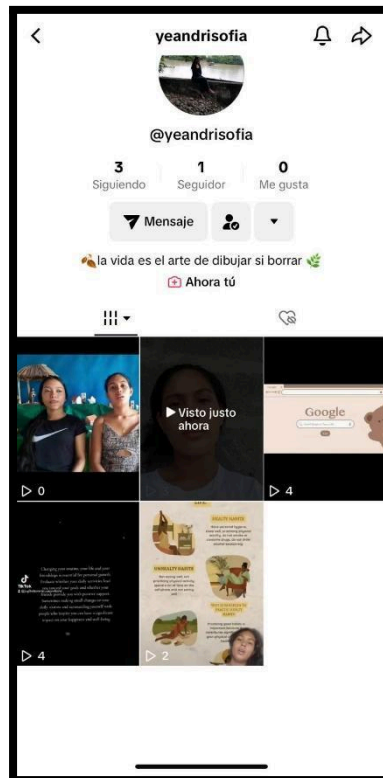
APPENDICES #4. Classes' evidences
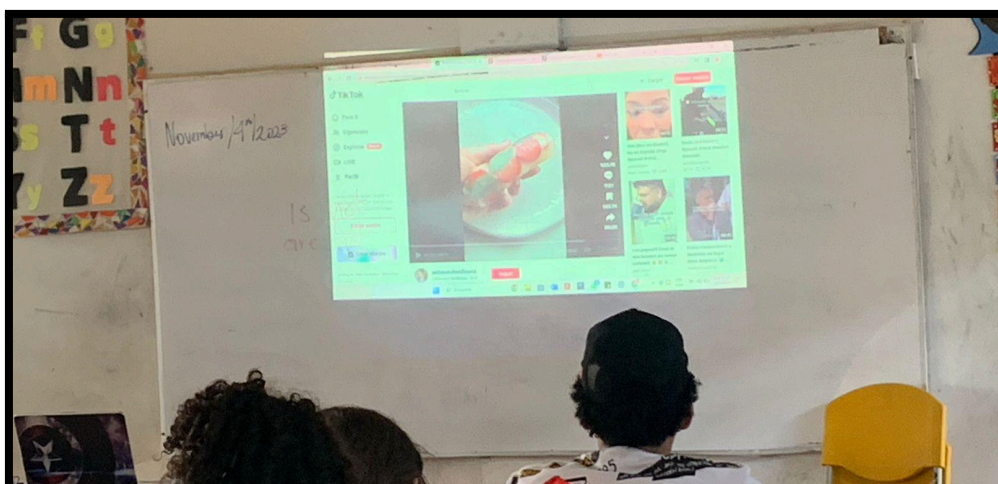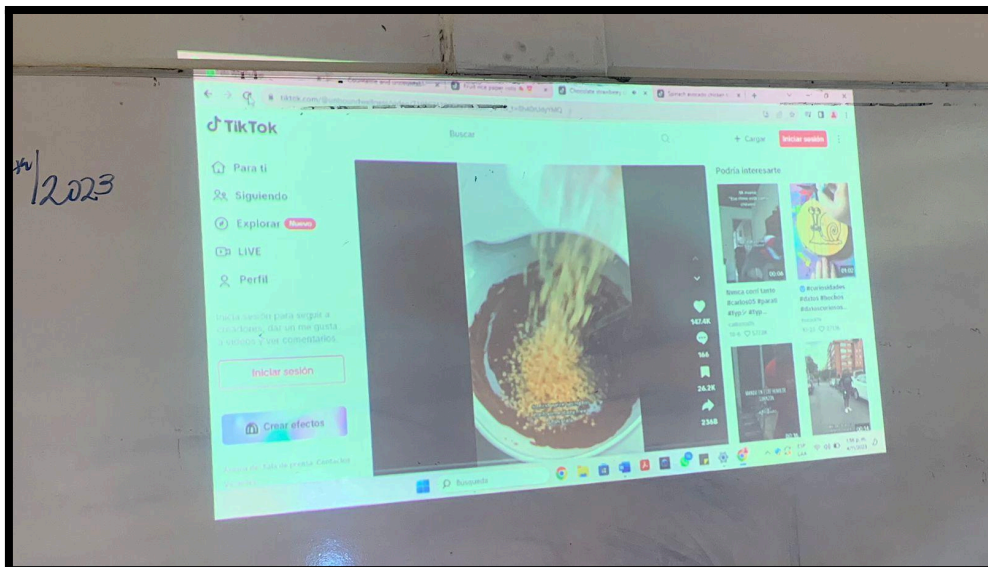
APPENDICES #5. Google Forms: Parents' permission.

Formulario sin título

Preguntas   Respuestas 8   Configuración

Por medio de este permite que los videos de su hijo sean mostrados como evidencia del trabajo realizado en el programa de bilingüismo para la paz

Por medio de este permite que los videos de su hijo sean mostrados como evidencia del trabajo realizado en el programa de bilinguismo para la paz

Correo *

Correo válido

Este formulario registra los correos.   Cambiar configuración

Nombre y apellido del acudiente

Texto de respuesta larga

Formulario sin título

Se han guardado todos los cambios en Drive

Preguntas   Respuestas 8   Configuración

Nombre y apellido del acudiente

8 respuestas

Darylis Parra Jaramillo

Inelsa Barona Bravo

Arleth Utria Parra

Eder Vidal Zamora

Luz Dary Doria Lara

Fausta Lucia Pacheco pereira

Leidys Ruiz

Karen Paola Romero Gomes