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Action Research:

Implementing Tik Tok as a tool to boost oral performance in fluency skills with students from Ninth grade at Villareal High School, Santa Cruz Regional office of Education, 2022.

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II QUARTER, 2022.


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- Proyecto
- José Iván Quirós Fonseca
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Dedicatory

I dedicate this research to my loved ones who always trusted me, in my capacity, especially my mother who was always there backing me up through thick and thin, that pillar that simulated my motivation and courage to move forward and all the sacrifices, she made. The same to my father for being that guide of strength and company on my path.

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Chapter I

Introduction

1.1 Introduction

In view of the social panorama that has caused the digital revolution of the internet or different applications that have emerged over the years, or in this case, how technology has advanced or innovated and the expansion of numerous types of social networks or virtual communities, it has become increasingly popular to use these continuously to find out about news, participate in the purchase and sale of various products, receive information, establish contacts, play games and carry out professional collaboration activities, as well as chat and share various hobbies. Wherefore, the environment in which we develop has radically changed the way we communicate and education does not escape from this.

Therefore, the modification of the roles of teachers and students is required, which implies the adaptation of teaching and learning strategies that include social networks or platforms and their various tools, as a transcendent part in educational practices. Social networks have become a tool that allows collaborative learning and involves information exchange spaces that encourage cooperation.

One of the challenges of today's education must be to rebuild the educational space and adapt it to the society that is subject to continuous changes and the way in which today's young students act or feel based on to their personalities. Social networks, which constitute one of the most representative tools of the Internet, it is considered that it should not be ignored for its study, since its roots and fascination in students are an enormous didactic possibility, since the axis of all of them is ascribed to the interaction and ability to respond and communicate quickly and eloquently.

Regarding to it can be determined that social networks have a high impact on education in terms of young students, in other words, that is the reason why Tik Tok has a high percentage of use worldwide, in which young people interact in a dynamic and effective way, so it would be an extremely important tool to be applied in the improvement of the English language in speaking and grammar skills. In which the teacher would take advantage of it towards the students.

1.2 Rationale

Since in recent years, technology has created a high impact on the education of young people in a positive way, since there is more flexibility, resources and adaptation to teaching and decision-making when planning classes in the classroom. Moreover, identifying that due to we were taken by surprise by the serious and hostile situation that we are facing today, such as Covid 19, the pandemic, in consideration of the liberty of thinking about this application that has been investigating and giving, the benefits and advantages of the TikTok platform, when using this tool in the classroom, even from today people have been forced to adapt to virtual classes and not lectures. Turning the introduction of this application into interactive classes, very useful, the needs of the students are observed, their learning capacity is stimulated and the performance and responses of each one is improved in the participation of the class orally or fluently, since TikTok has very good tools to exploit creativity, imagination, ideas, body language and increase self-confidence to speak in public or in front of a virtual audience where the audience can actively choose content with the same interest or value, and accept it selectively. According to the the investigation, college students expressed high satisfaction with the originality, fun, practicality, real-time and freshness of TikTok content. TikTok, with the slogan of recording a good life, has been recognized by users for spreading the atmosphere and sharing fun. Young people always have the feeling of being unable to stop browsing. This unconscious emotional experience captures the user's attention and improves the ability to watch TikTok.

1.3 Purpose

The platform has been integrated with the intention of merging it as a way of learning and an educational strategy that allows the development of attractive and dynamic study models in the student body.

In which much benefit would be obtained in terms of the implementation of said application in the improvement or development of the ability in English speaking language and promote oral performance inside or outside of classes, even taking into account the virtual modalities of nowadays where technology has allowed us to discover and implement different applications such as TikTok in the educational field. The purpose of this objective is to end the problem of the usual master class that is usually implemented in common classes in institutions or schools, where the risk or initiative of being creative or innovating new teaching methodologies is not taken where you can call the attention of the student body and they feel that you as a teacher adapt to their needs or comforts where you can exploit their capacities and they feel satisfied in terms of their different personalities. Due to the social changes that exist today and to address those strengths and weaknesses that exist from different angles in teaching through a technological tool, having as a purpose a defined north and to achieve that it is to implement TikTok as a learning tool in the oral performance of English as a second language.

1.4 Definition:

TikTok, known in China as Douyin, is a video-sharing social networking service owned by the Chinese company ByteDance, in which it has become very popular in recent years.

This app has been interspersed with the intention of merging it as a way of learning and an educational strategy that allows the development of attractive and dynamic study models in the student body.

In which much benefit would be obtained in terms of the implementation of said application in the improvement or development of the ability in English speaking language and promote oral performance inside or outside of classes, even taking into account the virtual modalities of nowadays where technology has allowed us to discover and implement different applications such as TikTok in the educational field. The purpose of this objective is to end the problem of the usual master class that is usually implemented in common classes in institutions or schools, where the risk or initiative of being creative or innovating new teaching methodologies is not taken where teachers can call the attention of the student body and the feeling that teachers can adapt to their needs or comforts where professors can exploit their capacities and they feel satisfied in terms of their different personalities. Due to the social changes that exist today and to address those strengths and weaknesses that exist from different angles in teaching through a technological tool, having as a purpose a defined north and to achieve that it is to implement TikTok as a learning tool in the oral performance of English as a second language.

1.5 Objectives:

1.5.1 General Objective:

To implement the “Tik Tok” application as an innovative tool to develop student’s oral performance in fluency in English as a second language

1.5.2 Specific Objectives:

Students will be able to:

- To diagnose the speaking proficient level of students from 9th grades.
- To develop lesson plans with “Tik Tok” platform to improve speaking skill.
- To evaluate the positive impact of “Tik Tok” platform as a tool for speaking to promote oral performance.

1.6 Abstract

The TikTok application as a social platform for short music videos or interactive videos, has become a popular style in the field of videos since 2018 in which it has helped people, especially the youngest, feel satisfied and empowered use this medium to make personalities videos and express your preferences in each of their areas. Owing to its huge user base and large amount of content. From the perspective of the aforementioned theory and based on this “user-centered” research, Tiktok optimizes the user experience in the aspects of design, production, shape innovation, personalized service, etc. educational factor for the management of emotions, interaction and the ability to adapt in the classroom environment for the participation of students and the improvement of fluency in the oral part of the language.

1.7 Research questions

As there are many methodological tools and techniques in relation to teaching for our students to successfully acquire their learning process. Sometimes, the common thing about the master classes, students get frustrated or bored because technology has been advancing exponentially, and when it comes to meeting the objectives of the class, it becomes a somewhat arduous, slow or little fun learning process to achieve the goal in our students. Therefore, based on previous experience in the classroom, the author of this research has gone further to cover the questions:

- What happen to student’s oral production after the implementation of TikTok platform?
- What are the advantages of performing TikTok application into the classroom?
- How can English Teachers take advantage of the technological resource as TikTok to apply the activities or teach into the classroom?

1.8 Hypothesis

Based on the user centric theory by Jiang Xiao Yu “In the new media age, the relationship between the media and the audience has changed from the center of the communicator to the center of the user, and the audience has changed from passive acceptance to active content production and sharing. Therefore, some scholars put forward the word “user” to replace the word “audience”. “user” is the active user of information, the participant of communication, the unity of user and consumer, and is individualized rather than typed”.

In accordance with what was explained above according to this theory. Discovering that through this platform called “tik tok”, educators have the possibility of improving a deep interaction with students and in an interactive way so that they feel identified and be able to feel free when expressing their emotions and feelings, since, in a normal class, they experience shyness, silence, inability to express their ideas and fear. This theory is of great importance because teachers could heal those weaknesses and be attentive to the needs of the students and create a more confidential and fluid classroom environment to improve learning.

It was possible to implement and even discover that the student as the center of attention according to Donald Norman the feeling of a before and after that the user can experience including emotions, beliefs, preferences, perceptions, physical and psychological responses, behaviors, achievements and between others. And because of this, 3 important sensory dimensions, interaction and emotion, are reflected.

Starting with the sensory, which are all those that all of us human beings have vision, hearing, touch, taste and smell. Followed by them is linked the interactive dimension which is ability of a program or in this case the brain of a person to give a response to a user, in other words, stimulus response.

Related to this theories and facts this research is carried out to respond the following questions:

- What are significant factors that affect the oral production of the students in the classroom?
- How does the tiktok application of outclassing activities enhance the productive skills of learners?
- How important is it to create an interactive atmosphere to enhance learning?

Chapter II

Literature

Review

2.1 Literature review

Undoubtedly, technology has knocked on our doors in recent years and is even more impressive in this 21st century, where many technological innovations and inventions have emerged that have managed to transform our reality. Because of this, when we refer to any language we probably ask ourselves: How impactful has technology been in areas of language? Or even better in terms of education?

Technology has in every way transfigured the way we live and interact with each other. These are the e-days when we e-play, e-communicate, e-read and e-relate. It has come with many purposes and one of the main ones is to stay here, continue and never go away to evolve to implant itself even more in our DNA and brain.

According to Kassebaum (cited in Zhen, 2010) *“There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails.”* She tells us that today those who do not know how to update or take the risk of learning how to deal with technology in educational settings educators will fail as a system, but before this argument certain questions lie: Are Costa Rican teachers able to bring it to the classroom? Are they able to make it work? Do they have the appropriate access and knowledge to do so?

In this section there will be an analysis of different researchers or authors that provides support in order to develop the topic of this project. In the first instance, the reader will find information about the impact technology has had in terms of education and the importance of oral communication, the historical background of the school and some details about theories used in the last years about technology in teaching.

2.1.1 Importance of oral communication and Fluency

According to “Global Language Hotspots Human” language begins as an oral form of communication almost 7,000 worlds’ language begin used today still do not have any written form. Learning a language is learning to speak that language since human first learn to speak before learning to use the written form. Therefore, the main aim of English language teaching is to give the ability to the learners to use English language effectively and correctly in communication.

“TikTok” as a music short video social platform, has become a popular style in short video field in going together with the technology that plays an important role inside and outside the classroom in our private or social life. Students are immersed in it, in a globalized world in which tools such as “Tik Tok”, this popular platform, must be learned and implemented 2018, dues to its huge user base and vast amount of content.

This app is a solid way in which it is possible to develop the weaknesses in the students in their oral language skills and implement a noticeable improvement when it comes to fluency, since in languages the speaking ability is one of the most important because the first thing that is done in humans is eye contact and then words, sentences and phrases are projected that in one way or another the student is forced to put their learning into practice when speaking. With this app, teachers can break that thread that divides between reality and learning, that thread where students can interact with videos, images, dances, songs, it is a very wide platform where professors can use a variety of ideas to implement it in the classes and leave aside the typical master classes to make a striking, original and creative stage. “Tik Tok” is here to stay, a high percentage can be observed worldwide where the majority of teenagers today have a high consumption of this app progressively, this is an advantageous contribution for this project to take advantage of oral learning and the increase of language fluency in a metacognitive way.

2.1.2 Action Oriented Approach

The action oriented approach or also known as the task based approach is used in the communicative language methodologies which fit successfully in learners to prepare them in the real life –scenarios, providing them the tools and materials to work with it. This approach emphasizes that students are the center of the class or active agent responsible for their own learning progress where students can develop competent communication skills or acquire different knowledge of the English culture, it means it is considered that users and students learn a language mainly as social agents or actors, “*Actor means a person performing and animating some duties. Since foreign language is learned through some duties and actions as well, it handles the learners as (social) people who should perform tasks*” (Delibaş, 2013, p. 1) in other words, as members of a society that has tasks (not only related to language) to carry out in a certain set of circumstances, in a specific environment. This has the characteristic of taking the student to the ability to analyze communicative situations and react appropriately.

A high percentage of our brain is subconscious it makes the learning process or the acquisition of the language more complex “*Since 90 percent of the brain is devoted to the subconscious mind, only 10 percent is involved with conscious thoughts*” (Elliot, 2012, p. 22).

It drives at the more aware students are of their reality or the actions, the more capable teenagers will be of acquiring a language or learning without much difficulty, since the brain, a large part of itself, belongs to a state of sub consciousness which it is more sensitive and here is where the action oriented approach comes into play, activates this unconscious mind to the opposite and opens the way to facilitate the ability to learn knowledge. Krashen explains this feature of acquisition a language by saying “*Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication* (2009, p. 10).

It is more than words the deep explanation where Krashen emphasizes the difference between guiding the student to learning and using the language where it is unforgettable that

“the action came before the language in the process of the evolution of humanity and it constitutes the first stage of the interaction between the people, first the action is revealed then the language develops” (Moreno; Dökme; as cited in Sayınsoy, 2003, p. 116).

2.1.2.1 The Role of Tasks

Tasks can be non-communicative or communicative language activities that make demands upon the learner’s knowledge, skills, and abilities. They are defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved (CEFR,10)

Students have the possibility to demonstrate what they can do in English to face everyday life scenarios taking into account the structures, vocabulary, functions, psychosocial and sociocultural aspects.

2.1.2.2 Project-Based Learning

Projects are important in the task oriented approach in the teaching process because the students become the learner- centered, process oriented and collaborative task. It allows the students to be owners about the responsibly for learning to apply their skills and the activation of strategies and competences. According to Fried Booth,2002,

“Another benefit of project work is that it brings together mixed ability learners in which each individual contributes according to his or her different talents and creativity”

Projects allow students to be in contact with the language and learning experiences beyond the classroom setting.

2.1.2.3 Pedagogic Use of Technologies

Piccardo, 2011, claimed that

“...younger learners are growing up with technology, and it is a natural and integrated part of their lives” (2008, p .39)

For this reason, the implementation of technology in education has been very revolutionary due to the changes of current globalization where there is a high demand for teachers to be prepared in the needs of students, technology has become the number one and keeps evolving in the educational environment such as the internet as a technological tool to

provide students with a input for listening and reading tasks such as podcasts, radio broadcasts, online television, movies, songs and like internet and mobile phones can also be combined to create real exchanges for listening and speaking activities.

2.1.2.4 Teacher's Role

The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task. Teachers share the knowledge, making learning a fun connection, drawing real life connections, encouraging students and improvement setting performance goals

2.1.2.5 Learner's Role

In relation to Action Oriented Approach "*views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action*" (CEFR, p.9).

Learners are backed up by the teachers but they are the centered of the class, teachers are just the facilitator and give them the guidelines to fulfill the target and goal of the class. Teachers possesses the knowledge and experience that can be used to face the challenge of learning language.

2.1.3 Communicative Approach

This approach had run in course by the end of sixties in that time there was no future, it was like a traditional concept. It became one of the most significant approaches in teaching. This approach regards to Littlewoods (1981: 1) states "*One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional l as well as structural aspects of language.* " It means using procedures where learners work in pairs or group employing available language resources in problem- solving tasks and give the students the opportunity to be involves in communicative competence and to open learning processes to the four skills. This approach also has the objective of not neglecting the four skills of the English language: writing, reading, speaking and listening. Since many teachers tend to focus on a specific area.

2.1.4 Task Based Approach

The Task Based Approach has gained popularity in the field of language teaching since the last decade of the 20th century. The trigger of this method is the need of the population to communicate among people of different cultures and language, travelling and globalization puts people under pressure to learn a language.

In order to understand this approach is necessary to acknowledge what a task is “an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'.” Prabhu (1987:24)

In fact, it is identified that the projects, activities and tasks are important characteristics in favor of the result that is the objective of mastering the language in one way or another until it is achieved, taking into account the necessary tools to facilitate the learning process for students.

2.1.5 Historical Background about the High School

Public Education Institution located in the district of Tamarindo oriented to the use of technology for innovation complemented by the International Baccalaureate, it was founded in 1998 in Villareal, Tamarindo beach, Guanacaste. This institution has a population approximately 500 students, the academic staff receives training, proposes ideas, links experiences and applies different tools for Costa Rican Education. This idea exists to strengthen the development of skills in young people, arouse their interest in studies and provide them with better opportunities. The goal is to reduce the risk of school dropout and generate a sense of belonging to the educational center that encourages them to finish high school. The idea is that students have spaces that are attractive to them and invite them to form community within their own Educational Center. In addition, instill the values of commitment and responsibility by caring for the spaces that are provided to improve their student environment and maintain or improve their grades for being part of the group.

2.1.5.1 Vision

“To be a quality institution in constant educational and technological innovation, that promotes intercultural education and academic excellence of students, strengthening mutual respect, that of the environment and tolerance, to train people, capable of interpreting and transforming their knowledge of an active way in a better world.”

2.1.5.2 Mission

“Collaborate in the comprehensive training of students, through an excellent academic, cultural and axiological education, in an environment of harmony, open-mindedness and freedom, being "an island of hope open to the intercultural world"; with an attitude of openness to knowledge, to the use of technological resources to build a fairer and more supportive world.”

2.1.5.3 Villarreal High School Values

1. Tolerance: respect for the opinions or attitudes of others, even if they do not coincide with their own.
2. Respect: recognition of one's own value and the rights of individuals and society.
3. Responsibility: comply with the duty and assume the consequences of our actions.
4. Honesty: human quality by which the person is determined to always choose to act based on truth and authentic justice

5. Solidarity: empathy, sensitivity and respect, between the members of the educational community and the world around us.
6. Justice: set of rules and regulations that establish an adequate framework for interpersonal relations within the institution.
7. Innovation: Give way to creativity and research, starting with new techniques and instruments that promote the development of skills and abilities in students.

2.2 Productive Skills

When one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skill. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolises a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language. This theoretical background applies to any studied language. This should also prove that both types of skills are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete. Dita Golkova (2014, pag 2)

2.2.1 Speaking

Teaching speaking is vital for academic reasons in order to intend to communicate in English.

Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles.

Some examples of interactive activities include:

- transactions
- casual conversation
- informal discussion, • formal discussion
- debates and interviews.

The second one describes the production of an oral text received by an audience of one or more listeners.

Some examples of activities can be:

- public address (information, instructions, etc.)
- addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

They may involve reading a

- written text aloud
- speaking from notes
- acting out a rehearsed role
- speaking spontaneously and singing

2.2.2 Writing

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. It is important to get students to write a wide variety of texts.

Writing as a process includes the following steps:

- Brainstorming
- Organization of information through graphic organizers and outlines 47 “Educating for a New Citizenship”
- Drafting and revision
- Editing and final copy

CHAPTER 3

Design and method

3.1 Research Method

Furthermore, to introduce this chapter of this investigation is important to have the knowledge of why the modality of Action Research was chosen. First instance, is defined by Parsons and Brown (2002) as *“a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies.”*

According to this meaning the action research cannot only research or analyze situations, it also gives the scenarios to find many solutions making an impact in the participants to put into practice in the respective population to prepare them in which will bring possible outcomes which is the main objective in the educational environment that belongs to the students, through this implementation of this Project, the students will have more opportunities to expand their knowledge and will take into account more ways to facilitate their learning of the English language and in such a way cover all those gaps that they feel in the ability to speak and can be covered through the tools that will be provided,

3.2 Type of approach

This research will be arranging under the mixed method or mixed approach, on which qualitative and quantitative approach both play an important role when applying instruments. According to Frances Chumney (2015) *“Mixed methods is a research approach that attempts to answer the research question through the collection and analysis of both quantitative and qualitative data.”* In addition, it is important to remark that quantitative instruments will contemplate a survey conformed by closed questions that will analyze the knowledge of the students in relation to the Tik Tok app, plus a short interview that will be analyzed using qualitative approach to realize about the student’s speaking skill level. Furthermore, a diagnostic to assay the performance and skills teachers have in order to interact with the students during the class and the environment.

3.3 The context

The application of this project takes place at Villareal High school, Santa Cruz, this is an educational public institution located in the province of Guanacaste. The Villareal High School is located in Villareal, Sta. Cruz, Guanacaste. It has more than 500 hundred students from 7th to 11th grade. This high school has not only national but international students that have moved with their families to the area which makes the institution an intercultural place to learn from other`s cultures and language. This institution offers innovative and efficient processes in pursuit of permanence, reintegration and inclusion of students. The academic staff receives training, proposes ideas, links experiences and applies different tools in favor of Costa Rican Education. In order to strengthen the development of skills in young people, awaken their interest in studies and provide them with better opportunities. The goal of this institution is to reduce the risk of dropping out of school and generate a sense of belonging to the educational center that encourages them to finish high school.

In addition, this school urges to instill the values of commitment and responsibility by taking care of the spaces that are provided to improve their student environment and maintain or improve their grades for being part of the group.

This investigation is limited on time and data because it will only include participants from two groups of ninth grade, however the English level these students have is very enrichment and interesting because they can manage a real conversation and the students have a great control of the vocabulary and the ideas when speaking.

3.3.1 Describe the chosen setting

The Villareal high school is a very welcoming school with great expectations and ideas regarding the education of its students, it has all the necessary comforts so that the students can learn. It is a very harmonious study and work environment that ranges from the relationships between each other to the empathic way of understanding the needs of students or teachers. A very attentive, direct and alert connection of attention from teacher to students is maintained to ensure their learning. The classrooms are well equipped with chairs, Desks, fans and materials.

The corridors are in good condition and there is a respective work team to maintain the cleanliness and conditions of the place. There are grade levels from seventh to eleventh grade that upon completion receive their high school certification.

The Educational Center aims to manage innovative and efficient processes (as an example the proper use of the Skate Park is mentioned) in pursuit of the permanence, reintegration and inclusion of students. The academic staff receives training, proposes ideas, links experiences and applies different tools in favor of Costa Rican Education. This idea exists to strengthen the development of skills in young people, awaken their interest in studies and provide them with better opportunities. The goal is to reduce the risk of dropping out of school and generate a sense of belonging to the educational center that encourages them to finish secondary school. The idea is that students have spaces that are attractive to them and invite them to form a community within their own Educational Center. In addition, the values of commitment and responsibility are instilled by taking care of the spaces that are provided to improve their student environment and maintain or improve their grades for being part of the group. Santa Cruz Regional Directorate, (2022, p. 4)

3.3.2 Mission of the Institution

“Collaborate in the comprehensive training of students, through an excellent academic, cultural and axiological education, in an environment of harmony, open-mindedness and freedom, being "an island of hope open to the intercultural world"; with an attitude of openness to knowledge, to the use of technological resources to build a more just and supportive world.”

3.3.3 Vision of the Institution

“To be a Quality institution in constant educational and technological innovation, which promotes intercultural education and academic excellence of students, strengthening mutual respect, that of the environment and tolerance, to train people, capable of interpreting and transforming their knowledge in an active way in a better world.”

3.3.4 Participants

This research is carried out on a group of individuals who share certain characteristics. The participants belong to the ninth grade of high school in the Liceo de Villareal, Santa Cruz where students are divided into sections and each section has approximately twenty to thirty students, this institution consists of a 3-quarter program in which students are enrolled. The age range of the students is between 14 and 15 years old. Most students travel by public or private transportation, as well as some of them live near said institution to attend their lessons within their established study hours.

It is important to clarify that the sum of both ninth-year sections add up to a total of 40 to 60 students where only 30 students took the interview and the written questionnaire. Resulting in a real number of participants of 30 students (14 students from 9-4 and 16 students from 9-1)

3.4 Description of the Instruments

As stated in The Great Book (2022), a survey is defined as” The process of studying some phenomenon. A questionnaire is designed that will generate data to measure various attributes of the phenomenon, the questionnaire will be administered to a target audience, and then the results will be analyzed statistically.” Therefore, it was decided to use this instrument to obtain data related to student´s speaking skill level and opinions.

The instrument was developed in paper given to students one by one orally and is composed of one part related to general information and a second part of 6 open questions. The opened questions were undertaken from the research objectives.

The second instrument has to do with gathering student´s knowledge regarding to the Tik Tok application in a written paper and is composed of one-part general information, second part 9 closed questions and third part of 1 opened question. As a result, the diagnostic test was developed taking in consideration the use of technology in education in order to implement the objectives of this action research.

The third instrument was developed via Google Form and is composed of 6 closed questions with the purpose to observe the interaction, classroom management and tools the teacher uses during the class with the students.

3.4.1 Procedures of Initial findings for the Survey

To collect quantitative and qualitative data about student's speaking skill level and the respective knowledge about the Tik Tok app a chart was developed to demonstrate graphically the results. The survey's quantitative variable chart composed of 6 opened questions on which 30 responses were collected from group 9-4 and 9-1, will be detailed in the following tables:

3.4.1.1 Data Collection Analysis for the Survey

The following information is the result of student's responses, regarding to the quantitative and qualitative data collected:

Regarding student's speaking skill level applied in Villarreal's High school I understood:

1-Do you like English?

In Question #1 was acknowledged that the majority of the population in the classroom do like the English subject, the students stated that they like the English language because throughout it there are high possibilities of traveling abroad and it has a great importance in work environments where English is required, English language has a great impact in the student's education.

2-How do you study English?

In relation to Question #2, It can be determined that the most of the students agree to learn English and develop the English skills through videos on internet and listening to music is a good tool to facilitate the learning process because the class becomes more motivated, the majority of the population feel inspired in terms of learning through technological tools such as videos and songs.

3-How do you feel speaking in English?

According to Question #3 It can be analyzed in this question that there is a variety of emotions when dealing with the English language in the class. Most of the students managed to express the feeling of nervousness and insecurity, but at the same time students manage the adaptation of their weaknesses and focus on them to obtain a better result, because it motivates them and makes them feel happy, the fact that learning a new language, it will be of great benefit to them for their academic or professional future. As well as, teenagers fully enjoy having the opportunities to be able to speak the language for themselves and at the same time having the motivation and support of their teachers.

4-Do you think English is important? Why?

In Question #4, the total number of interviewed students, it was able to extract that the majority expressed that the English language is of the utmost importance in different areas. Following this, it is mentioned that the English language has a high potential to open future doors in the field of work where having a better future of life, since it is cataloged as one of the universal languages worldwide. Students considered important to know English as a second language to open up opportunities to meet people from different places or cultures. Finally, English language has a high impact for opportunities in the tourist area.

5-Have you ever considered to use apps to improve English Speaking Skill?

In Question #5 the student's population determine that the use of applications to improve English speaking skill is significant to learn in an easier way and interactive. Duolingo is the most known app from students to use to improve their English level as a technological tool.

6-Do you think technology have a good impact in teaching?

Regarding to Question #6 The quantity of teenagers interviewed think that technology has a great positive impact on teaching but at the same time students designate some ideas that if technology is not used correctly it could be a distractor. However, technology makes things easier and finnier when it is about learning. The population interviewed justifies that

technology is important in the classroom environment and that knowledge is acquired effectively.

In summary, through these questions, it has been possible to identify the thoughts and ideas of the different ninth-year students, who consider the English language as a fundamental pillar in society as an advantageous tool for jobs or growth opportunities. It is also possible to highlight the great impact that technology has in terms of learning and teaching inside and outside the classroom, that these tools must be innovated and taken into account.

3.4.1.2 Analysis of the Opened Questions (Qualitative Stage of the Survey)

Taking into consideration the qualitative responses provided for the opened questions by the population sampled, the majority of the students made the following statements when asked about they feel comfortable with the English language in their lessons. The students claimed that, they are in need of learning the English language as a means of self-improvement towards a better future, and that as far as possible they should learn to improve their skills to maintain a fluent conversation in English. The students also claimed, that most of them know the “Tik Tok” application and that it is useful in the development and improvement of the speaking ability in the English language during classes. Finally, the students know with a high percentage the “Duolingo” application as an English learning application as a technological tool.

3.4.2 Procedures of initial findings for the Written Questionnaire

The purpose of this written questionnaire that was applied in Villarreal’s High School on ninth-year sections to a total of 40 to 60 students where only 30 students took the written questionnaire. Resulting in a real number of participants of 30 students (14 students from 9-4 and 16 students from 9-1)

which 30 responses were collected from group 9-4 and 9-1 as an instrument related to the English speaking skill and the “Tik Tok application” has been to identify how often the students are involved or in contact with the English language. As well as analyzing the knowledge of the students in relation to the Tik Tok application (usage, motivation, method and preferences) on the other hand, it is identified through this questionnaire how many students have a smartphone and how many do not, this to prevent a limitation in regarding the development of action research in the class. The questionnaire consists of 9 closed

questions and one open one that the students had to answer physically in writing. During the data collection there were different limitations such as unforeseen events and certain students absent from class.

Table #1

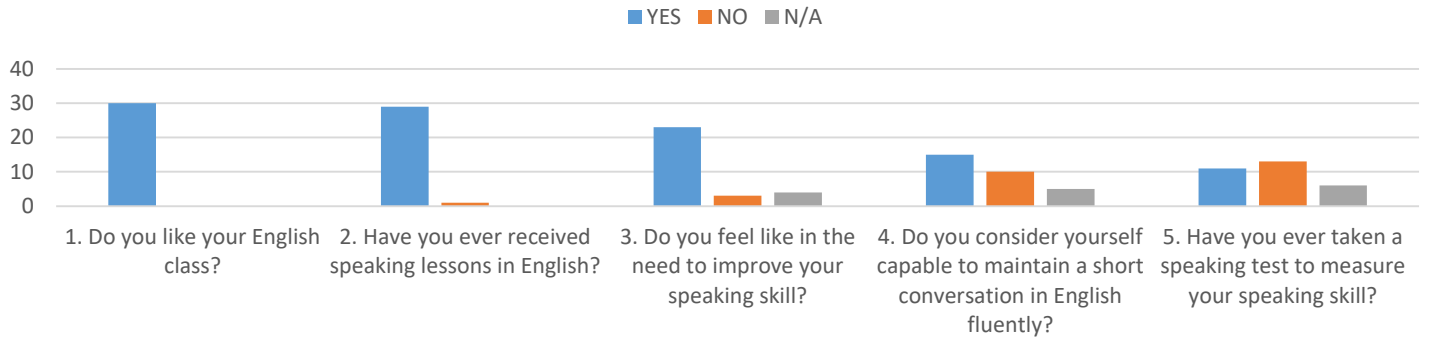
Student's Speaking Skill

	Yes		No		N/A		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Do you like your English class?	30	100%	0	0%	0	0%	30	100%
2. Have you ever received speaking lessons in English?	29	97%	1	3%	0	0%	30	100%
3. Do you feel like in the need to improve your speaking skill?	23	77%	3	10%	4	13%	30	100%
4. Do you consider yourself capable to maintain a short conversation in English fluently?	15	50%	10	33%	5	17%	30	100%
5. Have you ever taken a speaking test to measure your speaking skill ever?	11	37%	13	43%	6	20%	30	100%

Regarding the acknowledgement of the students about the English Speaking Skill and the Tik Tok Application, applied in Villarreal's High school I understood:

Source: Questionnaire applied to students at Villarreal's High School Santa Cruz, 2022.

Graph #1
Student's Speaking Skill



In Question #1 100% of the population that applied the written questionnaire have mentioned that they have a high advantageous inclination towards the English language as a class subject. This indicates that as a population aware that the English language has a great importance, they also consider that living in a tourist area is highly necessary to learn said language effectively.

In relation to Question# 2 The 97% of the students have written that they have received speaking skill lessons during their school period. On the other hand, 3% have mentioned that they have not, but I took the time to analyze said percentage, and it fits in with students who have problems with absences or low interest in the language.

In Question#3 The 77% of students have expressed the that they need to improve their way of communicating in the English language. On the other hand, 10% mentioned that they do not need to improve the speaking skill, they consider that their learning process fits in terms of their level and that it will progress as they advance in the subjects or school grades. 13% said that they do not apply the need to improve their speaking skills, they feel satisfied.

According to Question #4 the 50% of the students feel able to maintain a fluent conversation in English and answer questions without difficulty. 33% students feel insecure and nervous starting a conversation in English and maintaining it. Lastly, 17% have stated that it is not applicable, that is, they do not feel capable of speaking fluently in a conversation.

In Question #5 37% of the students voted in favor that they have taken a test to measure their level of English. 43% of the students have not participated in a measurement test and 20% have said that not applied.

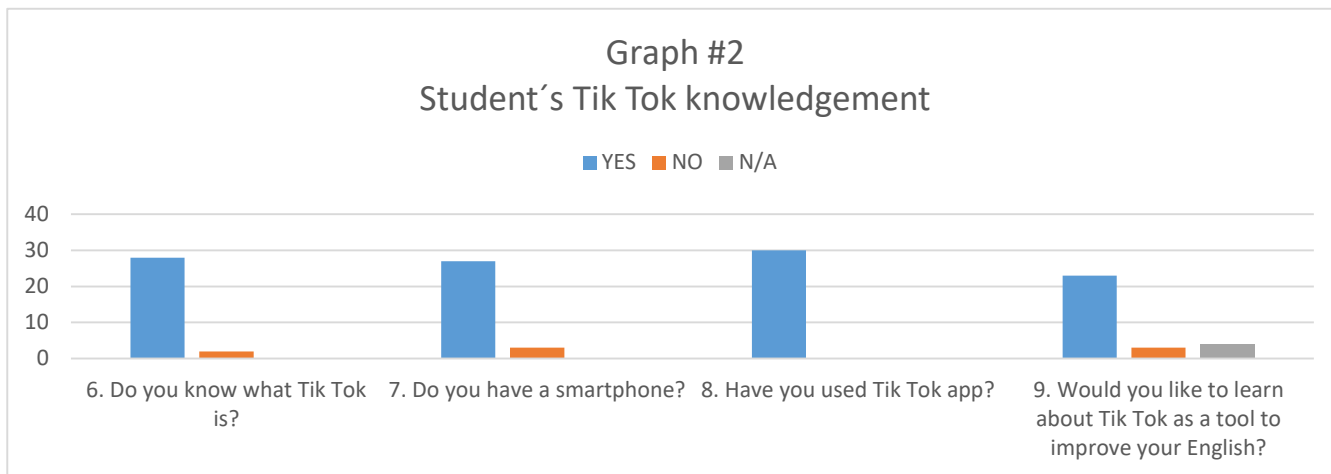
Table #2

Student's Tik Tok Knowledge

	Yes		No		N/A		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Do you know what Tik Tok is?	28	93%	2	7%	0	0%	30	100%
2. Do you have smartphone?	27	90%	3	10%	0	0%	30	100%
3. Have you Tik Tok app?	30	100%	0	0%	0	0%	30	100%
4. Would you like to learn about Tik Tok as a tool improve your English?	23	77%	3	10%	4	13%	30	100%

Source: Questionnaire applied to students at Villarreal's High School Santa Cruz, 2022.

Knowledge of the students' Tik Tok application and the impact it has in teaching:



Related to Question #6 The 93% of the students have marked as an affirmative answer about the knowledge of the technological application "Tik Tok". A 7% have expressed in the questionnaire that they do not have the certain knowledge about the application.

In Question #7 The 90% of the student population have voted that they have a smartphone and on the contrary, 10% do not have a smartphone within their reach.

In Question #8 A 100% of the student population has knowledge regarding the use of the "Tik Tok" technological application, this indicates a significant percentage to be able to implement it in the classes taking into account that they know about this tool.

In Question #9 77% of the students who have taken the questionnaire have voted that they are willing to implement the "Tik Tok" application as a technological tool to improve the level of English during classes and their learning. 10% have been negatively inclined towards the use of said application, and finally 13% express that not applied.

In the last part of the interview there is an opened question that consists in the perspective of the students related to advantages of using technology in the classroom. The written questioner demonstrates student's opinions about the use of technology in the

classroom remarking that due to the different tools and strategies that there are on internet is important to innovate and use them in the classroom. On the other hand, the population give the view that with technology is easier to learn the English language or any other subject. Finally, the students think that technology is significant in the classroom because it facilitates the information search.

3.4.3 Procedures of initial findings for the Closed Questions

Taking into account that the analysis of this observation has the purpose of identifying the teacher's role, learner's role, the interaction within the classroom in terms of activities and methodologies, the attitudes and values that teaches or transmits, as well as how innovative the teacher is in the classes and the use of the technology in the classroom. For the collection of this type of data, an observation is applied that is composed of 6 closed questions given out through the Google Form platform. This observation was applied to 3 different teachers in Villarreal's High School.

3.4.4 Data Collection

The following information is the result of teacher's observation regarding to the quantitative and qualitative data collected:

1-How is the way in which the teacher communicates in the classroom environment?

In Question#1 the amount of teachers, to be specific three. The most of them know how to appear at different stages of the class in relation to the students. This is crucial in the learning process of the students and the teachers have the responsibility to be there and guide them.

2-How is the teacher – student interaction?

In Question #2 It was possible to show that teachers observed are capable of maintaining a balanced motivation with the students as well as the respective attention regarding the clarification of doubts and answers. On the other hand, teachers know perfectly well how to transmit ideas to each other in order to translate learning correctly.

3-How is the student – teacher interaction?

According to Question #3 The teachers know how to listen carefully and motivates the students inside the classroom. Motivation is of utmost importance in classrooms because it can keep students active and create faster and easier learning of topics and assimilation of ideas.

4-Is the teacher ethically stable when teaching values, attitudes and discipline?

In relation to Question #4 Teachers work under the regulations established within the institution as well as the ethical and moral values that must be put into practice. Due to the above, the observed teachers have been determined to teach or transmit values and instill respect for each other, to build a harmonized environment.

5-Does the teacher use technology in the class?

In Question #5 according to the observation it was possible to calculate that teachers integrate technological tools or devices during class in order to facilitate the teaching process such as video beam, computers, applications or games. It is important to recognize that teachers adapt themselves to current changes in education and technological innovation.

6-Do the teachers like to innovate?

In Question #6 The observation could highlight that teachers tend to innovate as much as possible with technology or learning strategies so that students feel motivated or manage to acquire the most fun, easy, fast and coherent ideas or teachings. Using innovation as an advantageous tool to take advantage of the opportunities offered by technology.

In conclusion, knowing how to appear in the different classroom scenarios properly and efficiently requires hard work, dedication and vocation. It can be extracted from this analysis that teachers must always be attentive to the needs of the student and be a facilitator for their learning process. On the other hand, it is possible to identify the great impact of technological innovations and teachers do not escape from it, teachers must always be in constant learning and updating their knowledge, even when it comes to technology, it is necessary to put it into

practice and use all those advantages and benefits that technology provides to have an adaptive and updated classroom environment to encourage students to meet their goals.

3.5 Action Planning

This project contains eight different planning sessions. The first and the second ones stands for the diagnostic test applied to the students and an observation applied to the teachers. The next 5 planning lessons are divided into two different topics: Technology, social networks and communities. These topics belong to the ninth grade program. The last planning refers to an activity to determine the efficiency of the project applied and the learning the students acquired.

3.5.1 Planning Session #1

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)
New Citizenship

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: I Trimestre 2022

Dimensions
1. Ways of thinking (✓)
2- Ways of living in the world (✓)
3-Ways of relating with others (✓)
4-Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 60 MINUTES
Action Research Diagnostic Test	Determine learner's speaking comprehension	Diagnostic test Learners answer a written questionnaire, which is composed of 9 multiple choice questions and 1 opened question. This questionnaire is	60 minutes

	level and learner's Tok application knowledge.	applied during the class. The teacher provides learners the sheet of paper with the corresponding information.	
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**ESCUELA DE
ENSEÑANZA DEL INGLÉS**
Universidad Latina de Costa Rica

**UNIVERSIDAD LATINA DE COSTA RICA
SEDE DE SANTA CRUZ
DEPARTAMENTO DE INGLÉS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
SEMINAR I**

STUDENTS QUESTIONNAIRE

Dear Students:

The following research consists of developing student's oral performance through the implementation of "Tik Tok" application as an innovative tool to improve fluency in English as a foreign language, ninth level at Villarreal Academic High School, Santa Cruz Regional Office of Education, 2022.

All the information gathered will be considered as confidential.

Researcher Name: Iván Quirós Fonseca

Thank you for your cooperation!

I. PART. General Information

Age: _____ Gender: () Male () Female

Place of living: _____

II. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an "x" in the corresponding box developing student's oral performance through the implementation of "Tik Tok" application in ninth graders at Villarreal High School

+

QUESTIONS	N/A	YES	NO
Teaching speaking skills			
1. Do you like your English class?			
2. Have you ever received speaking lessons in English?			
3. Do you feel like in the need to improve your speaking skill?			
4. Do you consider yourself capable to maintain a short conversation in English fluently?			
5. Have you ever taken a speaking test to measure your speaking skill level?			
Tik Tok Application			
6. Do you know what Tik Tok is?			
7. Do you have a smartphone?			
8. Have you used Tik Tok app?			
9. Would you like to learn about Tik Tok as a tool to improve your English ?			

□

III. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. Mention two advantages of using technology in the classroom.

Thank you

3.5.2 Planning Session #2

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: I Trimestre 2022

Dimensions
1. Ways of thinking (✓)
2- Ways of living in the world (✓)
3-Ways of relating with others (✓)
4-Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 40 MINUTES
Observation class	Determine teacher's behavior and motivation during the	<p style="text-align: center;">Observation Class:</p> <p>Teachers are evaluated by an observation questionnaire of 6 questions in order to determine the behavior and the motivation they transmit in the classroom.</p> <p>This is applied via google forms.</p> <p style="text-align: center;">https://forms.gle/KB7YL5phfDZPipWMA</p>	40

class with the students

UNIVERSIDAD LATINA DE COSTA RICA
SEDE SANTA CRUZ DEPARTAMENTO DE INGLES
LICENCIATURA EN LA ENSEÑANZA DEL INGLES
SEMINARIO I

The following questions are meant to determine teacher's performance and interaction related to the classroom and the students at Liceo de Villareal with the purpose to observe the skills and resources teachers have to educate the students and teach english.

How is the way in which the teacher communicates in the classroom environment?



Opción múltiple

little assertive



		<p>How is the teacher-student interaction?</p> <p><input type="radio"/> little assertive</p> <p><input type="radio"/> Bored</p> <p><input type="radio"/> Motivates, attends and knows how to transmit ideas to their students</p> <p><input type="radio"/> He is absent-minded and does not pay necessary attention to his students</p> <hr/> <p>How is the student-teacher interaction?</p> <p><input type="radio"/> There is a void in the middle of the student teacher when they participate</p> <p><input type="radio"/> The teacher knows how to listen carefully and motivates the student</p> <p><input type="radio"/> The teacher doesn't care if the students do well or poorly.</p> <p><input type="radio"/> Students are lost.</p> <hr/> <p>Is the teacher ethically stable when teaching values, attitudes and discipline?</p> <p><input type="radio"/> He does not know</p> <p><input type="radio"/> he doesn't care</p> <p><input type="radio"/> It is essential in his class</p> <p><input type="radio"/> He is absent</p> <hr/> <p>Does the teacher use technology in his class?</p> <p><input type="radio"/> Yes, he does.</p> <p><input type="radio"/> No, he does not.</p> <hr/> <p>Does the teacher like to innovate?</p> <p><input type="radio"/> Yes, he does.</p> <p><input type="radio"/> No, he does not.</p>	
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3.5.3 Planning Session #3

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: I Trimestre 2022

Dimensions
1. Ways of thinking (✓)
2- Ways of living in the world (✓)
3-Ways of relating with others (✓)
4-Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 60 MINUTES
Evolution of technology	Demonstrate aspects of technology and how	<p>Routine: Teacher will check attendance.</p> <p>Warm up: The professor shows some images that determine how technology has evolved over time. Students make groups of 3 or 4. The teacher shows</p>	5 minutes 10

Technology and the Tik Tok Application in the classroom.	technological they are.	a question <i>“In your opinion, which invention has had the greatest impact on society the last 100 years?”</i>	10
	Break the ice between the learners and the researcher, while motivate them to participate.	The students will say their opinions after the discussion made in these groups.	
	Activate learners' prior knowledge about the target topic, and get them personally involved	<p>Presentation:</p> <p>The teacher asks a series of questions such as: <i>Does technology have a great impact on teaching today? What do you know about the Tik Tok application? Do you know how it works? Could you use it in study times as an easier learning tool?</i></p> <p>After that, the teacher shows a PowerPoint presentation related to information, use, advantages and disadvantages, tools, importance and characteristics of the Tik Tok application as a tool for improving speaking ability.</p> <p>Practice:</p> <p>Based on what was previously seen about technology, students will create a short video where the students manage to introduce their opinions and aspects seen in class about technology, orally.</p> <p>Production:</p>	15

	<p>Recognize the details and explore the information taught.</p>	<p>The students will go to the front of the class and show their creations guided by the teacher, and step by step the teacher will analyze the learning and mistakes that have been made to perfect them. Students will observe the creativity of each of the groups.</p> <p>Wrap Up:</p> <p>The students express their thoughts about the technological tool “Tik Tiok” and will say its pros and cons, guided by the teacher.</p>	<p>10</p>
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3.5.4 Planning Session #4

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)
New Citizenship

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: I Trimestre 2022

Dimensions
1. Ways of thinking (✓)
2- Ways of living in the world (✓)
3-Ways of relating with others (✓)
4-Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 60 MINUTES
Video	Describe media, apps, virtual communities and networks.	<p>Routine: Teacher will check attendance.</p> <p>Warm Up: Learners will watch a video <i>Yesterday, today and future technology</i> and they will comment with the teacher about the technology's advances.</p>	5minutes

Vocabulary Presentation	Ask for and give opinions about the latest media, virtual communities, and apps.	<p>Link: https://www.youtube.com/watch?v=DENG7Q7VRgo</p> <p>Presentation:</p> <p>Teacher will show a Power Point presentation with some media vocabulary modeling some sentences used to express ideas in the future. will, won't.</p> <ul style="list-style-type: none"> - I will use new technologies to be more efficient in the future - I won't depend on technology to survive. <p>Learner are asked "For what will you use technology?" and they share answers.</p>	15
Activation of the Prior Knowledge	Describe experiences with media, apps, virtual communities and networks	<p>Practice:</p> <p>The teacher makes groups of 3 to 4 people.</p> <p>Students will write about their experiences and ideas related to applications, media, virtual communities, and networks. In order for students to determine what are the ideals in which they will learn, put into practice and use to develop their skills or have more fun when using them in studies or homework in the future.</p>	15
		<p>Production:</p> <p>The students will capture what they have done previously in a short creative Tik Tok video with special effects no more than 5 minutes, all</p>	15

Engaging of the feedback.		<p>the ideas or sentences created from their points of view about apps and media.</p> <p>Wrap Up:</p> <p>The teacher provides students with feedback based on the videos of each group and highlights the learning exposed in their creative works.</p>	10
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3.5.5 Planning Session #5

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)
New Citizenship

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: II Trimestre 2022

Dimensions			
1. Ways of thinking (✓)			
2- Ways of living in the world (✓)			
3-Ways of relating with others (✓)			
4-Tools for integrating with the world (✓)			
NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 60 MINUTES
Kahoot		Routine: Teacher will check attendance.	5
		Warm Up: Learners will access a link to play a game called “kahoot”. The game is related to Virtual Communities and Networks, learners have to	10

Presentation	Recognizing technological apps.	read a list of social networks and choose the option that corresponds to the most common social networks used in Costa Rica, Teachers can also project the game on the board in case learners do not have internet. Presentation: The teacher shows a Power Point presentation where, with the help of the students, T describes the different most common social networks and especially the most used in the different communities. Advantages and disadvantages are discussed. The teacher asks students questions related to technology. Students participate.	15
Sheet of paper practice	Ask for and give opinions about the latest media, virtual communities, and apps.	Practice: The teacher gives students a sheet of paper containing questions and words where students have to place their respective order and complete. Students complete everyday work.	10
TeamWork	Express comments about media, virtual communities, apps and security and	https://en.islcollective.com/video-lessons/virtual-communities Production: Students get together 3 people or 4.	10

	<p>otherwise contribute, in a small group situation</p>	<p>The teacher asks students to find an explanatory video that summarize the advantages and disadvantages of applications today and innovations in education through the TikTok app.</p> <p>Wrap Up:</p> <p>The teacher shows his students a video about the limitations of communities in relation to the use of technological applications and possible solutions.</p> <p>The students pay attention and participate.</p>	<p>10</p>
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3.5.6 Planning Session #6

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)
New Citizenship

Centro Educativo: Liceo de Villareal
Asignatura: Inglés
Periodo: II Trimestre 2022

Dimensions			
1. Ways of thinking (✓)			
2- Ways of living in the world (✓)			
3-Ways of relating with others (✓)			
4-Tools for integrating with the world (✓)			
NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 40 MINUTES
Video	Demonstrating self-control and ethical use of social networks.	Routine: Teacher will check attendance.	5
		Warm Up:	5

Flashcards	Respecting the intellectual propriety production of others.	<p>The teacher shows a related video on the importance of Demonstrating self-control and ethical use of social networks.</p> <p>Learners take notes about it.</p> <p>https://www.youtube.com/watch?v=xsFRH1VdEqI</p> <p>Presentation:</p> <p>The teacher carries a variety of flashcards containing images related to new media that has been introduced into society today. Students will recognize the important tools that technology provides us to work, study or learn public safely.</p> <p>Students will be able to identify safety measures that we use in public areas to take care of our physical integrity.</p>	10
Paper Works		<p>Practice:</p> <p>The teacher will give the learners a sheet to reinforce the topic seen and to identify vocabulary and main ideas.</p> <p>Students will associate images related to the previous topic seen, with new media.</p> <p>https://es.liveworksheets.com/td1396258ec</p> <p>https://es.liveworksheets.com/xa806362cu</p>	5
			10

<p>Creativity</p> <p>Video making</p>	<p>Describe experiences with media, apps, virtual communities and networks.</p>	<p>Production:</p> <p>Teacher asks students to invent a video where they transmit their learnings of New Media and Public Safety, creatively putting together images in a collage form and using sequences.</p> <p>Wrap Up:</p> <p>Students ask questions to the teacher in order to clarify doubts or gaps.</p>	<p>5</p>
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3.4.7 Planning Session #7

Dirección Regional de Educación: Santa Cruz
Docente: Iván Quirós Fonseca
Nivel: 9 (Noveno)
New Citizenship
Centro Educativo: Liceo de Villareal

Asignatura: Inglés
Periodo: II Trimestre 2022

Level: 9th		Unit 3
Domain	Scenario: Lights , Camera and Action	Theme: What's on TV?
<p>Enduring Understanding: Television programs and documentaries may impact people's lives, positively or negatively. Essential Question: What impact does television/documentaries have on our lives?</p>		
Dimensions		
1. Ways of thinking (✓)		
2- Ways of living in the world (✓)		
3-Ways of relating with others (✓)		
4-Tools for integrating with the world (✓)		

NAME OF THE ACTIVITY	PORPUSE OF THE ACTIVITY (OBJECTIVES)	MEDIATION STRATEGIES	DURATION 40 MINUTES
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<p>SI.1. starts, sustains and closes simple face-to-face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.</p>	<p>SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time.</p>	<p>Routine: Checking attendance, checking in with Ls.</p> <p>Planning/Organizing</p> <ul style="list-style-type: none"> • Teacher models a conversation: one face to face and another on the phone. <p>Conversation 1</p> <p>Man: How was the movie? Woman: It was really good. Man: Was it scary? Woman: Yes, it was really scary. Man: Nice. Was it crowded? Woman: No, it wasn't. There weren't many people there, suprisingly.</p>	<p>5</p> <p>10</p>
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		<p>1-Were you at the cinema yesterday watching Harry Potter?</p> <p>2-No, I was not. I was at home reading the newspaper.</p> <p>1-Was it interesting? Yes, it was. There were a lot of info about different documentaries like the “Big Bang”.</p> <p>2-Oh really, it sounds really good. Once I was in love with those topics, but now I am more interested in English language and movies.</p> <p>1-Got you, <u>Everyone to his own taste</u>. What is your favorite TV Show?</p> <p>2-My favorite TV show was Stranger Things but Now It is Vikings.</p> <p>1-. It was a really good one, I enjoyed it as well.</p> <p>2-Ok, Nice talk.</p> <p>1-See you.</p> <ul style="list-style-type: none"> • Based on the given models Ls will plan and organize their own conversations in groups of three. These are about what’s on TV, the best show, documentaries and news using the past of the verb to be. • Students are given time to make a short video on Tik Tok app using their creativity and saying the conversation about what’s on TV, the best show, documentaries and news. <p>Rehearsal</p> <ul style="list-style-type: none"> • Ls are given time to practice their conversations in order to improve their pronunciation and record the videos. 	15
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		<p>Using</p> <ul style="list-style-type: none"> • Teacher asks Ls to present their conversations on the Tik Tok app and students pay attention and have fun to listen themselves. <p>Wrap Up: Teacher asks students about doubts and make clarifications.</p> <p>Student's post Tik Tok activity result (Nine Grades)</p>	<p>5</p> <p>5</p>
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		Questions:	Outstanding	Average	Weak	
		The student was able to use the Tik Tok tool.				
		The student used their creativity when using the Tik Tok tool.				
		The student feel more confident in expressing their ideas.				
		it was easier for the student to learn the subject using the tik tok application.				
		Was the student more motivated to innovate with the tik tok tool?				

CHAPTER 4

Findings

4-1 Data Analysis

The field of study where teachers are today has become opportunities for innovation, through this work the researcher has managed to identify the different growths and techniques that could be introduced in the field of study during classes. The researcher realized the high impact that technology has today on students and their daily lives related to this project.

According to “Global Language Hotspots Human” language begins as an oral form of communication almost 7,000 worlds’ language begin used today still do not have any written form. Learning a language is learning to speak that language since human first learn to speak before learning to use the written form. Therefore, the main aim of English language teaching is to give the ability to the learners to use English language effectively and correctly in communication, “...*younger learners are growing up with technology, and it is a natural and integrated part of their lives*” (2008, p .39) It means, the researcher creates an innovative idea where students can feel comfortable, fun and identified so that their learning process in terms of the English language of the application of speaking skill would be more efficient metacognitive and unorthodox. The students were able to experience the different tools, options that TikTok has, in the different planned activities (games, dialogues, videos.), it was a new idea for them and they felt comfortable when experimenting with recording each other, and making videos, something very fashionable today, but not in areas of study due to lack of creativity in master classes. The researcher is able to acquire feedback, time management, organization of ideas based on specific topics and especially the amount of vocabulary that students unconsciously pronounce and learn at the same time. Taking into account Kassebaum (cited in Zhen, 2010) “*There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails.*” Based on this, the researcher introduced this TiK Tok tool as a teaching tool based on creativity, imagination and technological innovation as a purpose and invite the rests of the teachers to resolve different problematics they can afford like distraction, boringness, lack of interaction and some mental states of the students, making a great impact in the classroom to allow them use their own abilities and ideas based on technology (videos, images, gifts, special effects...) Turning the introduction of this application (Tik Tok) into interactive classes, very useful, the needs of the students are observed, their learning capacity is stimulated and the performance and responses of each one is improved in the

participation of the class orally or fluently, since TikTok has very good tools to exploit creativity, imagination, ideas, body language and increase self-confidence to speak in public or in front of a virtual audience where the audience can actively choose content with the same interest or value, and accept it selectively. And that through the action the student manages to execute their abilities, their confidence in themselves and face a different reality in terms of teaching, taking into consideration that *“Actor means a person performing and animating some duties. Since foreign language is learned through some duties and actions as well, it handles the learners as (social) people who should perform tasks” (Delibaş, 2013, p. 1).*

The action oriented approach or also known as the task based approach is used in the communicative language methodologies which fit successfully in learners to prepare them in the real life –scenarios, providing them the tools and materials to work with it. This approach emphasizes that students are the center of the class or active agent responsible for their own learning progress where students can develop competent communication skills or acquire different knowledge of the English culture, it means it is considered that users and students learn a language mainly as social agents or actors

“the action came before the language in the process of the evolution of humanity and it constitutes the first stage of the interaction between the people, first the action is revealed then the language develops” (Moreno; Dökme; as cited in Sayınsoy, 2003, p. 116).

It drives at the more aware students are of their reality or the actions, the more capable teenagers will be of acquiring a language or learning without much difficulty, since the brain, a large part of itself, belongs to a state of sub consciousness which it is more sensitive and here is where the action oriented approach comes into play, activates this unconscious mind to the opposite and opens the way to facilitate the ability to learn knowledge.

4.2 Post Data Findings

The last instrument has to do with measuring the effectiveness of the implementation of TIK Tok as a tool to increase oral and fluency performance in students during classes, ninth years. The way in which students use the tool, their creativity, their confidence in expressing their ideas when using the platform and their motivation will be analyzed in order to determine the impact these have on the learning process and the improvements that can be highlighted at the time of its use. This consists of the elaboration of a video in the Tik Tok application where the students can use all the options that it offers in order to carry out a speaking activity and it can be executed in front of their other classmates in this way the teacher determines the fluency and the corrections that must be made when listening to the students communicate within the video. The moment will be taken in advantage of this moment by paying attention to the creativity and effort of each one. Having a participation of the groups real number of 30 students (14 students from 9-4 and 16 students from 9-1)

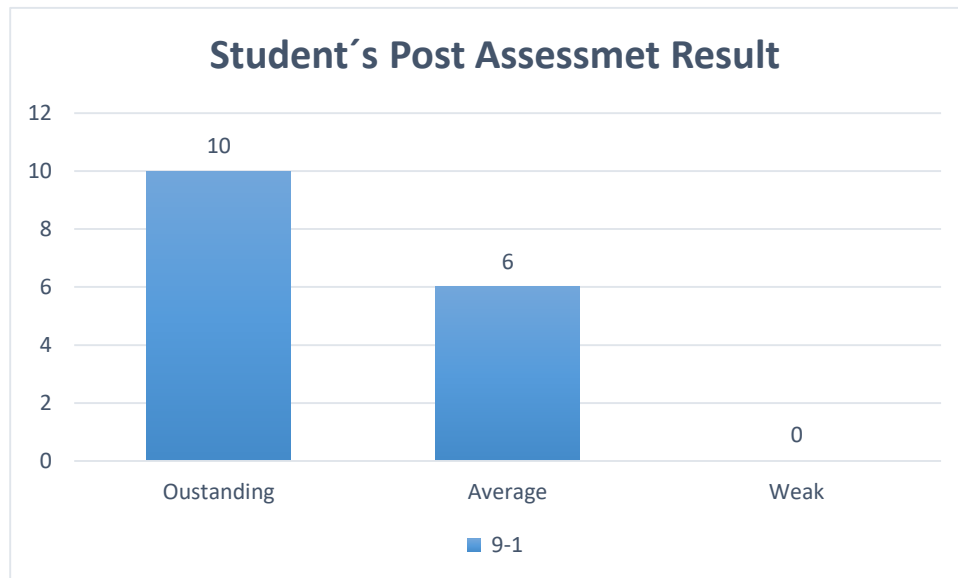
To tabulate the results collected on the instrument applied in the Post Activity, the researcher created a rubric where the results of the groups can be found graphed and tabulated.

Table #3

Student's Post Assessment Results (9-1 and 9-4 Groups)							Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	Outstanding		Average		Weak			
9-1	10	62.5%	6	37.5%	0	0%	16	100%
9-4	7	50%	7	50%	0	0%	14	100%

Graphic #3

Student's Post Assessment Result 9-1

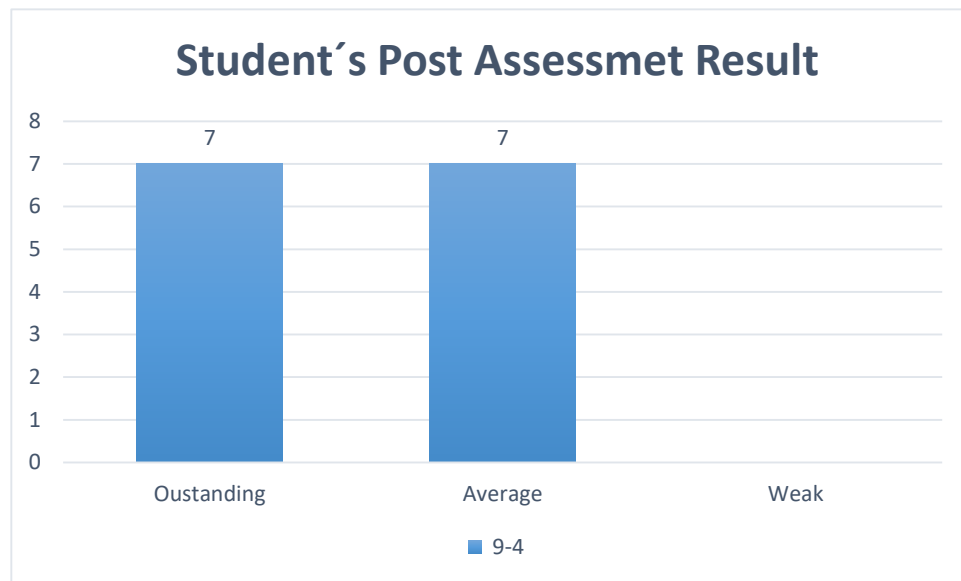


Source: Table #3

The graph shows 10 students were assessed from group (9-1), they got outstanding grades and 6 students got average grades in relation to the assessment applied during the class.

Graphic #4

Student's Post Assessment Result 9-4



Source: Table #4

The graph shows 7 students were assessed from group (9-4), they got outstanding grades and 6 students got average grades in relation to the assessment applied during the class activity.

On the other hand, this results allows the research to validate the Tik Tok app method as an effective implementation to boost oral performing in fluency and make the students feel free to express their ideas in a creative way in order to make innovations inside the classroom. Individuals are identified with this new experience introducing technology as tool to reinforce the learning process to improve the speaking skill.

The researcher concludes based on the evidence provided in this chapter the significant impact Tik Tok app method as a tool to improve speaking skill level in innovative classes had positive results to put them into practice and teachers can use this idea to make classes different today and on.

CHAPTER 5

Reflections

5.1 Reflection

English as a second language has become very challenging today both inside and outside the classroom. Technology has had a great impact on this and education does not escape. Since, there is a great diversity of options, tools, strategies and methodologies, but they all point to the same objective which is, teaching. That said, teaching goes beyond our imagination or ideas, it is something abstract and at the same time intangible of how infinite this can be. Therefore, teachers must always be willing to update their knowledge, innovate and put it into practice. Which is precisely what stands out in this action research, leaving aside the master classes and once and for all innovating in the classes in one way or another, so that students can expand their knowledge, skills, imagination and creativity. It is of the utmost importance that English teachers must be aware that technology has transfigured the way we live and interact with each other. It comes with different purposes and one of the main ones is to stay here for several more generations to develop and stay implanted in our DNA and brain.

The researcher of this project was able to realize that through the innovation of the tiktok platform as an implementation in the improvement of the speaking ability, it is one of many ideas that can be developed and put into practice in educational centers, as well as managed to identify in the Villareal School of Santa Cruz that the students:

- This increased motivation because students experience something new as a teaching method and that they use on their cell phones such as the “Tik Tok app”.
- Teamwork motivation.
- significant increase in creativity and vocabulary in related topics of the class.
- it keeps class activities entertaining.
- it gives the opportunity for students to notice pronunciation or grammatical errors in a fun way.
- it allows students to use their imagination and build dramatizations or videos with special effects on the class.

Contrastingly, the researcher realized the importance of the Action Oriented Approach that is used in the communicative language as a method that can fit effectively about that students can be prepared in real scenarios, providing them with the tools, materials and activities in where learners can put it into practice. Since, this approach ensures that students are the center of the class as an active agent responsible for their learning process, where students develop competent speaking skills or acquire knowledge that enriches speaking lessons and the teacher acts as facilitator and there is classmate/teacher interaction in different classroom environments and learners can express their thoughts.

Other points to take into consideration, the researcher could determine certain drawbacks. The first of them is time management in terms of the institutional calendar that there were activities that required dedicating priority and it was not possible to cover all the planning on certain occasions, as well as, climatic conditions were part of said delay, there were electrical disconnections due to certain storms. Therefore, the dependence on a Wi-Fi network was a bit disadvantageous, however, the researcher had to give them tasks in order to solve that lost time.

On the other hand, the researcher was able to experience that not all the students had a smartphone or the downloaded Tik Tok application, which led them to create groups of 3 to 4 students to be able to carry out the activities or exercises that were going to be carried out in based on the plans, with students who did have a cell phone and said application, in other words, teamwork was reflected and even fun could be transmitted due to the fact that there was more interaction with others

In a conclusive and concise form, this action research allowed the researcher to discover the importance of the proper use of technology as reinforcement tools or innovation in teaching methods or interactive classes in terms of speaking ability and fluency in the English language. The researcher was also able to discover that this teaching method must go hand in hand with the extrinsic motivation that teachers can provide to students so that it can be more profitable and the practice more enriching.

Just as moods (anxiety, depression, boredom, etc.) can be corrected through this innovation, since the researcher determines that when the brain acquires or receives stimuli different from the routine of common teaching, it tends to learn knowledge in a faster and forceful way because learning is provoked in an unexpected way and students feel surprised by such innovation in the class, and tend to show more interest, the researcher concludes that teachers should update them and immerse ourselves in this art that can be built in a different teaching and students can be understood and their different mental stages of development and the way of seeing education. And create unforgettable experiences for them.

CHAPTER 6

Conclusions

6.1 Outcomes of research questions

Hinge on previous experience in the classroom carried out at Liceo de Villareal, Santa Cruz, the researcher can conclude that the implementation of “Tik Tok” application to boost oral performance and fluency helps the learner to have a different overview of the learning process of speaking skill. Additionally, the three research questions in which the action research was centred on, provides the author of this research more opportunities for deep analysis and cover these questions.

The researcher was able to realize that the oral production of the students in different scenarios of the class became complicated it means, learners could express their ideas or thoughts from feeling shyness to feeling shameful, after the implementation of the Tik Tok platform method as a tool, students had the encouragement to use their critical thinking, the freedom to express their ideas with each other or individually and feel identified with the technological application, the learners were more spontaneous and curious, followed by this, learners felt lost or somewhat strange because it is a teaching method not usually seen or used by them during the classes, due to the researcher transmits patience and adaptation processes for the development of the activities planned in the sequential structures of the classes.

Following this, much benefit would be obtained in terms of the implementation of said application in the improvement or development of the ability in English speaking language and promote oral performance inside or outside of classes, even taking into account the virtual modalities of nowadays where technology has allowed us to discover and implement different applications such as TikTok in the educational field.

Being creative or innovating new teaching methodologies is not taken where teachers can call the attention of the student body and the feeling that teachers can adapt to their needs or comforts where professors can exploit their capacities and they feel satisfied in terms of their different personalities. Due to the social changes that exist today and to address those strengths and weaknesses that exist from different angles in teaching through a technological tool, having as a purpose a defined north and to achieve that it is to implement TikTok as a learning tool. It is more than advantageous to take advantage of the interest generated in students through this tool where they spend long hours a day with their cell phones and how

satisfying it is to teach them that through an application that teenagers use most of their time. It is useful as a method of learning or reinforcement of English language skills such as speaking skill.

The researcher was able to determine that teachers can make use of this technological implementation in their classes and take them in an innovative way to use creativity and new ideas, they can take advantage of making inventive videos where they express their ideas in relation to a specific topic and use special effects, images or even record themselves and put into practice what is learned or developed. The researcher also recommends interaction between dialogues with each other in a dramatized or spontaneous way, with the use of the application creating collages, gifts, images or videos or recordings, where they can determine their fluidity and the elaboration of their presentations and their creativity and the way of pronunciation that they can produce or improve while individuals are unconsciously using the tool.

6.2 General Conclusions

Regarding to the results, the application of the implementation of a new methodology as Tik Tok app has shown significant general subtractions related to participants of the Villareal' High School Santa Cruz study. Some of the main findings were:

- The institution should encourage teachers to be more proactive and to investigate innovations that they can apply in their classes as techniques, strategies or tools.
- It is important for teachers to immerse themselves in technology in a way that keeps them informed or updated regarding technological developments to be taken into account in classes with students.
- It is significant that teachers take into account what the Action Oriented Approach provides and that it can be applied in the different mixed or separate English language skills, especially that students experience that they can be responsible for their own knowledge guided by their facilitator. It is essential that teachers take it into account.
- Teachers can easily include unusual or new methodologies in teaching plans without altering the given framework.
- The material and information provided by teachers to students should be motivating and fun to hook students towards a successful north in which their learning is enriching.
- Teachers should be able to discover the abilities, strengths and weaknesses of each group and implement strategies in which the learning process is not torn and can be developed effectively.
- The speaking skill lends itself to be more innovative and fun activities can be created in which teachers can impact student motivation and make it easier for them to learn.

6.3 Strengths

The research found the following qualities during the project:

- The researcher implements a new methodology for the majority of the students which it results unexpected for them.
- The students had a positive motivation and curiosity in order to participate with the new methodology.
- Students had the encouragement to improve their speaking skill.
- Teachers were interested with the project implemented by the researcher.
- Researcher had the opportunity to experiment to work around the AOA and analyze how students have the potential to guide their own learning by themselves.
- The method did not have any problem to adapt itself to the English National Curriculum.

6.4 Limitations

For this action research, investigators had to face some drawbacks. Some of the limitations that investigator overcame were:

- Lack of time in terms of the academic schedules.
- Climatic conditions were part of the limitations, there were electrical disconnections due to certain storms.
- Dependence on a Wi- Fi network
- The researcher was able to experience that not all the students had a smartphone or the downloaded Tik Tok application
- Shyness and shamefulness were obstacles that researcher faced with in order to develop the project.

CHAPTER 7

Recommendations

The present investigation had as a purpose to improve participant's speaking skill and fluency by using Tik Tok application as a method of implementation. The process and discovers in which the researcher has been through resulted in a valuable learning, which allows researcher to make the following recommendations:

7.1 Recommendations for colleagues.

- The first and the best recommendation that researcher can make is the eagerness to transmit very hard the motivation to the students and maintain them motivated as much as can, to improve the learning and make opportunities.
- Secondly, it is recommended that teachers use different strategies or teaching modalities to take into account the factors that may intervene in each student in order to learn such as learners' general background, comprehension level, needs, age, interests, dislikes, cultural context, among others. Being assertive on this point, teachers can easily engage learners.
- It is important to recommend that teachers monitor and are always aware of student behavior and impact their needs so that they feel safe and understood.
- It is very significant that teachers are kept in constant training so that they are updating their knowledge, especially in the technological area.
- Finally, it is necessary that teachers are aware of their work environment and know the tools, approaches, study frameworks so that they know what they must transmit to each of their groups of students and that it be an enriching teaching.

7.2 Recommendations for students.

- It is recommended for students to stay in touch with the real world outside of class and to put into practice what they have learned in class.
- It is also recommended that they get involved with English foreign speakers so that they can learn their pronunciation, fluency and vocabulary.

- It is important that students break the ice by engaging in conversations with their peers or foreigners and in such a way to create that confidence where they can believe themselves that they can achieve conversations in a second language.
- Another recommendation is that they use productive time in relation to technology a certain number of hours a day through applications, videos, images or music. In this way they will unconsciously create a positive habit and turn the English language into a lifestyle, which it really is.

7.3 Recommendations for principals or advisors.

- The first recommendation is to create a more efficient canteen either in more service staff or build another one, since students arrive late after their breaks due to the accumulation of students who want to buy things in their break which is not enough time for them.
- It is necessary to install a more efficient ventilation system, in the afternoon students feel frustrated or unmotivated due to the heat generated during those hours.
- Another important piece to recommend is to provide teachers with the necessary resources, especially in technological areas.
- Avoid class interruptions as much as possible.
- Last but not least, principals and advisors help teachers to keep their students motivated. The institute is the second home of the students.

ANNEXES

Annex 1



Santa Cruz, 28 de marzo del 2022

Institución: Liceo de Villareal

Estimado señor:

Reciban un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar al estudiante **José Iván Quirós Fonseca**, cedula **504170159**, que es estudiante activo de nuestra Universidad y próximamente se prepara para desarrollar su Trabajo Final de Graduación en la modalidad de Práctica Dirigida para optar por el grado académico de Licenciatura en la enseñanza del inglés.

La modalidad de Práctica Dirigida, consiste en 640 horas de trabajo que inician en Mayo y finalizan en Agosto del año 2022. Para tales efectos la Universidad nombra un Tutor, quien realizará una visita mensual a la Institución, para observar el trabajo que realizará el alumno y en coordinación con el representante que su empresa designe, evaluar el desempeño de nuestro estudiante.

El profesional, designado por su empresa será la persona a la cual reporte y dé cuentas el practicante. Este (a) supervisor (a) evaluará el trabajo del estudiante utilizando un formato establecido por la Universidad Latina.

Uno los requisitos solicitados por la Escuela es contar con una carta de aceptación de su empresa y fotocopia del título del supervisor(a) con grado mínimo de licenciatura.

Agradecemos de antemano toda la colaboración que puedan brindar a nuestro estudiante.

KARLA JAHAIRA
SANCHEZ
SOLANO
(FIRMA)

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por KARLA JAHAIRA
SANCHEZ SOLANO
(FIRMA)
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Ing. Karla Sánchez Solano
Coordinadora Académica de Sedes Guanacaste
Campus Santa Cruz | Guanacaste | Costa Rica

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