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How to increase Fluency and Self-confidence in the English Classroom using CLT and TikTok as an Educational Tool

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Abstract

This study explores the effectiveness of integrating Communicative Language Teaching (CLT), Task-Based Learning (TBLT), and gamification with TikTok as an educational tool to enhance oral fluency and self-confidence among teenage ESL learners. While many students possess foundational grammar and vocabulary knowledge, persistent challenges such as speaking anxiety, low motivation, and limited opportunities for authentic practice often hinder their oral communication skills. Traditional instructional approaches, which tend to prioritize writing and grammar over speaking, frequently fail to address these obstacles, leaving students under-prepared for real-world communication demands.

To address these issues, the research employs a quasi-experimental design involving two groups of 3rd CSE students aged 15 to 16. The experimental group is exposed to a hybrid methodology that incorporates TikTok-based tasks, gamified elements such as leaderboards, and CLT/TBLT activities like role-plays and peer feedback. The control group continues with conventional instruction. The intervention is designed to leverage the interactive and engaging nature of TikTok, using activities such as scripted point-of-view skits and trend discussions to provide students with exposure to authentic language input and opportunities for spontaneous speech.

Data collection methods include pre- and post-tests to measure gains in oral fluency, student self-assessments of confidence, and teacher observations. Preliminary findings indicate that students in the experimental group show a marked increase in their willingness to speak English spontaneously, higher engagement in oral tasks, and a noticeable reduction in speaking anxiety compared to their peers in the control group. These outcomes are supported by recent studies, which report that the majority of students perceive TikTok as a valuable tool for improving English skills, with 85% finding it helpful for language development and 78% experiencing increased confidence in speaking after regular use. Furthermore, research demonstrates a significant correlation between frequent TikTok use and improvements in language proficiency, communication skills, and cultural awareness.

The study contributes to the growing body of research on the pedagogical potential of social media in language education. By leveraging TikTok's authentic, low-pressure environment and integrating digital-native methodologies, educators can transform ESL classrooms into dynamic, student-centered spaces where oral fluency and confidence flourish. The findings underscore the value of innovative, technology-enhanced approaches for overcoming traditional barriers to spoken language development and preparing students for effective communication in a globalized world.

Keywords: ESL speaking skills, self-confidence, TikTok in education, task-based learning, gamification, communicative language teaching, adolescent language anxiety

Resum

Aquest estudi analitza l'eficàcia d'integrar l'aprenentatge basat en tasques (TBLT), l'ensenyament comunicatiu de llengües (CLT) i la gamificació amb TikTok com a eina educativa per millorar la fluïdesa oral i l'autoestima dels adolescents que aprenen anglès com a llengua estrangera. Malgrat tenir una base de gramàtica i vocabulari, molts alumnes tenen dificultats per parlar a causa de l'ansietat, la manca de motivació i la poca pràctica real. Els mètodes tradicionals, centrats en l'escriptura i la gramàtica, sovint no resolen aquests reptes.

La recerca es basa en un disseny quasiexperimental amb dos grups d'alumnes de 3r d'ESO (15-16 anys): un grup experimental exposat a la metodologia híbrida i un grup de control amb ensenyament tradicional. La intervenció inclou activitats amb TikTok (com ara escenificacions i creació de tendències), elements de gamificació (rànkings, insígnies) i activitats CLT/TBLT (jocs de rol, retroacció entre iguals) per fomentar la parla espontània. Les dades es recullen mitjançant proves de fluïdesa abans i després de la intervenció, autoavaluacions de confiança i observacions docents. Els primers resultats mostren que l'alumnat del grup experimental té més predisposició a parlar anglès espontàniament, més participació en tasques orals i menys ansietat a l'hora de parlar, en comparació amb el grup control.

Aquesta recerca contribueix a la literatura sobre l'ús de les xarxes socials en l'ensenyament de llengües i ofereix estratègies pràctiques per aprofitar l'entorn autèntic i de baixa pressió de TikTok per desenvolupar la competència oral. Els resultats valoren el potencial de les metodologies digitals per transformar l'aula d'anglès en un espai dinàmic i centrat en l'alumne, on la fluïdesa oral pot créixer.

Paraules clau: habilitats orals en anglès com a llengua estrangera, autoconfiança, TikTok en l'educació, aprenentatge basat en tasques, gamificació, ensenyament comunicatiu de llengües, ansietat lingüística en adolescents

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1. Introduction

1.1. Motivation and Justification

This semi-quantitative study is aimed at investigating whether the use of Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT) and Gamification plus social media apps, specifically TikTok, as an education tool can improve students' fluency and self-confidence while speaking English in the classroom.

Considering the different observations made in two third-year CSE classrooms in a school in the outskirts of Tarragona, oral skills are still a difficult ability to develop in the classroom. The school is progressive, willing to improve its students' learning process and make it as simple and easy as possible. Although their ESL teachers conduct their classes as practically as possible, creating materials and using already-made materials from other sources, there is not much progress observed. Speaking is a difficult skill to develop, as it requires more than just pronunciation or fluency from the teachers, and taking into consideration that the classrooms are filled with students who speak more than one language. It can be stated that the classes prioritize grammar, writing or reading skills over speaking, for various reasons: such as the approach advertised being centered on those skills over communication skills, or the rare use of the target language being scarce in the classroom.

In order to reverse the frustration these observations have caused, a more innovative and creative lesson plan was designed, aimed at enhancing students' oral proficiency, fostering self-confidence, and developing functional vocabulary related to feelings. The methodology integrates CLT, Task-Based Language Teaching (TBLT), Gamification and TikTok as an educational tool to create a dynamic learning environment. CLT prioritizes meaningful communication over grammatical perfection and emphasizes interaction as the main goal

of language learning (Richards & Rodgers, 2014; Long, 2015). Gamification leverages students' intrinsic motivation through competitive elements (such as leaderboards), a strategy supported by Dörnyei's (2001) research on motivational strategies in L2 acquisition. TBLT ensures tasks are goal-oriented and contextually relevant, enabling learners to practice language through collaborative problem-solving (Ellis, 2018). For instance, role-playing scenarios during their TikTok challenges simulate real-life processes. This design promotes peer scaffolding, a technique shown to reduce anxiety and improve fluency (Gregersen & MacIntyre, 2012).

The primary objective is to cultivate communicative competence, defined by Nunan (1991) as the ability to sustain conversation in the target language, mitigating the shyness that often hinders oral production. As Lawtie (2004) emphasizes, classroom practices must balance grammatical accuracy with opportunities for spontaneous speech, particularly in settings where curricula disproportionately emphasize non-oral skills (Akbari, 2015). Increasing learner motivation and employing innovative teaching methods are essential for building ESL students' confidence and encouraging them to participate in English speaking activities (Yahaya, Madzlan, & Muhammad, 2021). Assessment of oral skills in adolescents should go beyond grammar and vocabulary to include communicative competence, interaction, and the ability to use language in real-life contexts (Gracia, Alvarado, & Nieva, 2021).

To assess progress, formative rubrics track individual and group achievements, aligning with Tomlinson's (2014) advocacy for differentiated assessment in mixed-ability classrooms. Initial diagnostic evaluations will inform personalized goals, ensuring tasks are neither demotivating nor excessively challenging.

1.2. Structure

This research paper is organized into nine main chapters. Chapter 1 justifies the use of CLT, TBLT, Gamification, and TikTok to enhance oral fluency and self-confidence in the EFL classroom. Chapter 2 reviews relevant scientific literature on social media as a teaching tool combined with other methodologies. Chapter 3 outlines the research proposal, including questions, objectives, variables, hypotheses, and research design. Chapter 4 describes the educational intervention, while Chapter 5 details the method, participants, variables, data collection instruments, and analysis model. Chapter 6 presents the research results, and Chapter 7 discusses these findings in relation to the educational context and existing literature. Finally, chapter 8 provides conclusions, limitations and future research directions.

2. Theoretical Framework

2.1. Teaching Oral skills in the ESL Classroom

The acquisition of speaking skills is one of the most challenging aspects of learning English as a second language (ESL), particularly for teenagers. Despite having a foundational understanding of grammar and vocabulary, many students struggle with oral communication due to anxiety, lack of motivation, and limited real-world practice (Thornbury, 2012; Goh & Burns, 2012). Traditional language teaching methods, influenced by Latin-based pedagogical models, have historically prioritized writing and grammar over spoken fluency (Vilà & Castellà, 2015; García-Sampedro, 2019). As a result, many ESL classrooms focus on passive skills (reading, writing) rather than fostering active communication.

This study explores an innovative approach to improving speaking skills among 3rd CSE students (ages 15–16) by integrating Task-Based Learning (TBLT), Gamification, and Communicative Language Teaching (CLT). Additionally, the study incorporates social

media (TikTok) as an educational tool to increase engagement and contextualize learning within students' digital lives. The research aims to determine whether this hybrid methodology can increase self-confidence, enhance fluency, and encourage spontaneous L2 use in the classroom.

Fluency and self-confidence are especially important for 15- to 16-year-old ESL students in Catalan-based schools, where English is seldom spoken and students have spent years together in small, familiar groups. This environment can increase anxiety and fear of mistakes, hindering participation and oral development (Horwitz, 2001; MacIntyre et al., 1998). Research shows that greater self-confidence leads to more risk-taking, engagement, and persistence in communicative tasks, resulting in higher oral proficiency (Krashen, 1982; MacIntyre & Gregersen, 2012). For adolescents with limited authentic English exposure and brief class sessions, building both fluency and self-confidence is crucial for language growth and for encouraging active classroom interaction.

Most classes focus on working on grammar, reading and writing, while speaking is mostly practiced when working on presentations, or when the students are asked to answer questions (Akbari Z., 2015; Heini Pakula, 2019). Nonetheless, current studies revealed that the use of social media platforms, especially TikTok, has a positive impact on enhancing the speaking skills of lower secondary ESL learners, which reported increased motivation and confidence when participating in activities through the platforms (Chinnappan et al., 2023, p. 9). The integration of social media platforms into language learning environments not only increases student engagement but also provides authentic opportunities for learners to develop oral fluency through interactive and collaborative tasks (Guamán Condoy, 2024).

2.2 Methodological Foundations

To address these challenges, this study integrates Communicative Language Teaching (CLT), Task-Based Learning (TBLT), and Gamification, supplemented by TikTok as an educational tool. These approaches aim to create an engaging environment where students can develop fluency and confidence.

- **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is a methodology that shifts the focus from traditional grammar drills to real communication, emphasizing interaction as both the means and the goal of language learning (Richards & Rodgers, 2014). Its key principles include student-centered activities such as role-plays and discussions, prioritizing fluency over accuracy in the early stages, and encouraging authentic language use in meaningful contexts. Research has shown that CLT improves speaking confidence by reducing the fear of making mistakes and fostering spontaneous language use (Nunan, 2004). In this study, CLT is implemented through peer discussions, improvisation exercises, and social media-based tasks designed to mimic real-world communication.

- **Task Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) is an instructional approach that places meaningful, real-world tasks at the center of classroom activity, emphasizing authentic communication rather than isolated language drills (Ellis, 2018). Lessons are organized around tasks that require students to use language to achieve non-linguistic outcomes, shifting the focus from language form to message conveyance (Willis & Willis, 2007). Unlike traditional exercises, TBLT tasks reflect authentic activities with clear goals, motivating students to prioritize effective communication over linguistic perfection. Research shows that TBLT improves fluency and communicative competence by

engaging students in purposeful, outcome-oriented interaction and mirroring real-world language use (Long, 2015). In practice, TBLT can include activities such as creating TikTok videos with target vocabulary, analyzing viral trends to discuss emotions, and conducting peer feedback sessions, all of which foster practical language skills and active participation.

- **Gamification**

Gamification is an educational approach that incorporates game mechanics-such as points, leaderboards, and challenges-into learning environments to boost motivation and engagement (Kapp, 2012). In language learning, gamification has been shown to reduce anxiety by framing practice as play, making students more comfortable and willing to communicate. It also encourages participation through instant feedback and rewards, which can build confidence and foster a positive attitude toward language acquisition. In this study, gamified strategies include a "TikTok Fame" leaderboard, badges for fluency milestones, and challenges like "30-second impromptu speeches," designed to create a dynamic, supportive environment that enhances both motivation and language proficiency.

- **TikTok as Educational Tool**

Integrating social media platforms like TikTok into language education has been shown to effectively address students' speaking anxiety and boost engagement. Studies using both quantitative and qualitative methods demonstrate that TikTok's short-form video format provides authentic, contextualized language input, which resonates with digital-native learners and supplements traditional instruction (García-Sampedro et al., 2023). For example, 85% of students in one study reported that TikTok helped improve their English skills, and 78% noted increased confidence in speaking after regular use. Higher engagement with TikTok also correlated with greater gains in

language proficiency, communication skills, listening, and writing skills, and cultural awareness (Putri A. et al., 2024; García-Sampedro et al., 2023).

TikTok's value as a language learning tool stems from several features: it exposes learners to real-life conversations, diverse accents, and cultural references often missing from textbooks; it reduces anxiety by presenting practice as entertainment rather than formal assessment; and it encourages imitation and repetition through viral challenges and collaborative activities like duets. These elements foster a more natural, intuitive understanding of language and increase learners' willingness to participate and communicate (García-Sampedro et al., 2023). Classroom applications reflecting these findings include activities such as "Emotion Charades" (interpreting emotions from muted TikTok clips), scripted skits using lesson vocabulary, and trend analysis discussions. These leverage TikTok's interactive features to reinforce vocabulary, develop non-verbal interpretation skills, and foster critical thinking and speaking fluency. Collectively, the evidence indicates that TikTok can significantly enhance language proficiency, cultural awareness, and communication skills, making it a valuable supplemental tool in modern language education (Arochman & Hasani, 2023).

3. Research Proposal

3.1. Research Question, Objectives, and Hypotheses

Research Question

Can CLT and TikTok-based tasks increase students' fluency and confidence in their speaking skills?

Hypothesis

The implementation of a blended approach, combining CLT, Gamification, TBLT, and the integration of TikTok as an educational

tool, will lead to significantly greater improvements in students' oral fluency and confidence in English compared to traditional methods based primarily on cooperative, communicative, and collaborative learning. This effect will be measured by comparing pre- and post-intervention results between an experimental group (exposed to the blended methodology and TikTok) and a control group (exposed only to traditional methods).

Objectives

• General Objective

To increase the students' fluency in conversational English skills by using social media and viral moments, an approach different than they have been using. Simultaneously, increase student's self-confidence using CLT, TBLT and Gamification plus TikTok as an educational tool.

• Specific Objectives

To analyze whether students using TikTok-based tasks demonstrate greater fluency improvements based on an ELF model (coherence, pronunciation, intelligibility) compared to those using traditional methods. At the same time, to analyze if the use of TikTok-based tasks can raise students' self-confidence when speaking English.

Variables

The dependable variables of this project are going to be both fluency and self-confidence, while the independent variables are the use of CLT, TBLT and Gamification plus TikTok-based tasks as an educational tool instead of the methodologies usually used in the classroom (PBL, Cooperative Learning and CLT).

3.2. Research Design

This study adopts a quasi-experimental design with two groups of 20 students each (aged 15–16, A2/B1 level) in 3rd CSE to assess the

effectiveness of CLT, TBLT, Gamification, and TikTok for fluency and self-confidence improvement. The assignment of instructional methods was randomized.

The experimental group received lessons integrating CLT, TBLT, Gamification, and TikTok, speaking activities such as TikTok challenges, storytelling, and role-plays focused on vocabulary related to friendship and emotions. As an example, students engaged in figuring out what emotions were introduced in each selected TikTok and discussed what were the qualities of a good friend, as well as how to solve a situation with a friend. The control group followed a more traditional approach, using project-based and cooperative learning with oral presentations, structured discussions, and peer teaching.

The intervention lasted nine sessions over four weeks, culminating in a final TikTok-inspired video project. The research procedure included an audio pre-test and confidence survey, an intervention phase with group-specific TikTok activities, and a post-test consisting of an audio recording and a confidence survey. Quantitative data from pre- and post-tests were used to compare fluency and confidence gains between groups. Prior studies indicate that relatable, engaging tasks-especially those using social media-boost student motivation and participation (Alghamdi & Sabir, 2019; Kaur & Sulaiman, 2023). This design aims to determine whether integrating these methodologies can significantly enhance vocabulary acquisition compared to traditional instruction.

4. Educational Intervention

This implementation focused on the comparison of two groups of 3rd CSE, an experimental group which underwent the implementation of a mix of methodologies focusing on CLT and using TikTok as an educational tool, and a control group using traditional methodology.

The groups schedules consisted of English classes three times a week, Monday, Wednesday and Friday's, all in the morning hours between 9am and 1pm.

Firstly, the students took a pre-test for each of the variables analyzed. In the case of fluency, students recorded a video or voice-recording, where they talked about feelings for 1 to 2 minutes. This recording was later analyzed in terms of pronunciation, fluency and the stops/pauses in their speech. As for the self-confidence, the students took a pre-test Likert questionnaire rating statements about how they feel about speaking English in the classroom. The questionnaire (Annex 4) focussed on how they feel about themselves, as well as how they felt when they were spoken to in English. These same tests were taken at the end of the implementation in order to compare the progress.

The sessions were designed with a focus on feelings, linked to a topic students worked on during the second term, which was *Getting along*. Using the vocabulary learnt and adding ten new vocabulary words about feelings, they focused on how emotions affect relationships, specially friendships. The activities were designed with the goal of helping students understand the meaning of the words, as well as recognize them in real-world situations, showcased in TikTok videos.

To do so, students participated in various challenges, including workshops about character creation and script writing, to prepare for their final project, a TikTok video (Annex 1). This product, had to follow specific rules and was graded using a rubric (Annex 5). The control group, was also assessed on a video product of a role-play, and took part in similar workshops, but the material was mostly printed. The lessons were assessed in various ways, ranging from peer assessment on the final task and some other activities like their Mini-trend design. At the same time, students took part in exit tickets for each session to assess progress and integration in the activities.

Finally, students took the post-test on both fluency and confidence once the implementation was finished.

5. Method

5.1. Educational Context

The intervention was conducted with two groups of 15-16-year-old students in 3rd CSE at a public secondary school in a small town near Tarragona. The school, located on the town's outskirts and surrounded by nature, serves students from preschool through the end of compulsory secondary education (ESO). Most students are Spanish and benefit from a supportive environment, with many attending the school throughout their academic lives. The school helps ensure equal access to resources by providing textbook loans and laptops, supported by government initiatives. English is a compulsory subject taught three times a week in 50-minute sessions, held in well-equipped classrooms. The curriculum includes reading activities and Book Club projects, allowing students to choose from provided books and complete creative assignments such as book trailers.

The methodologies used in the classroom combine and variate between CLT, Cooperative learning, sometimes, using Project-based learning and TBLT. The English department agrees on a communicative approach, so the activities and the objectives tend to reflect real life situations. Nonetheless, the methodological framework does not render the desired fruit, based on observations, because of students' lack of oral skills, which are seldom used in the classroom. The classroom's seating arrangements are varied and constantly changing, to accommodate students with more needs, and several methods tried. Although students tend to sit in rows, grouped in pairs or trios, some tutors enjoy trying new methods, like organizing the tables in groups of four.

5.2. Participants

Forty students from two 3rd CSE classes participated in the study, with groups randomly assigned as experimental (3rd SCE B) and control (3rd SCE A), each comprising twenty 15- to 16-year-olds. Most students were native Spanish and Catalan speakers, with a few exceptions: one Spanish-only speaker, one with Arabic heritage, one with French heritage, and a newcomer from Latin America with limited Catalan and English skills. Both groups generally had an A2 English level (CEFRL), with a few students nearing B1. Two students had mild dyslexia and two had severe ADHD, but these conditions did not impede participation. Overall, both groups were linguistically uniform, despite some individual variation.

5.3. Variables

In opposition to the more traditional approach (in this case referring to the used approaches in the classroom) this study relies on the implementation of CLT, TBLT, and Gamification with TikTok as an education tool in a 3rd CSE classroom context in order to improve students' fluency in oral skills and self-confidence in speaking. Therefore, the independent variable of the study is the mix of methodologies, plus using TikTok as a methodology or approach in education. On the other hand, the dependent variables are the students' test grades, which are responsible for determining the existence and significance level of any improvement. According to the hypotheses, the implementation of CLT, TBLT, Gamification and TikTok should help students feel more confident while speaking English and engage in successful (fluent) conversations in their L2.

5.4. Data Collection Instruments

Since the study follows a quasi-experimental design, both groups took a pre-test and post-test. To study both objectives of the study, the data was collected differently for each. In terms of

self-assessment, students took a Likert survey where they had to choose from 1 (Strongly agree) to 5 (Strongly disagree) how they felt regarding each of the 20 statements. Likert's five-point scale is widely used for measuring self-confidence in language learning contexts (Marpaung, 2021). This survey was then used for the post-test too in order to find any increase in confidence. For fluency, students were requested to film a 1-2 minute voice-recording or video talking about a situation that made them feel a lot of feelings. For the post-test, they were requested to record a new audio, so the data could be compared. At the same time, other tools were used to collect extra data such as structured teacher and peer evaluations of oral skills, teacher notes and checklists tracking student progress, quiz results, and student reflections gathered through written responses and exit tickets.

5.5. Data Analysis

To ensure fair and accurate comparison of student data, this study adopts the English as a Lingua Franca (ELF) model, which focuses on English used as a common language among non-native speakers, prioritizing intelligibility, communication effectiveness, and flexibility over native-speaker norms (Jenkins, 2000). Unlike traditional models that judge success by native-like pronunciation or grammar, ELF is designed for real-world scenarios where learners use English to communicate with other non-natives-such as Spanish students using English as their shared language (Jenkins, 2000).

ELF is especially suitable for this research, since these learners are more likely to use English with other non-native speakers. Hence, why ELF provides a realistic and pedagogically appropriate assessment framework. The model allows for assessment based on clarity and communicative success rather than penalizing non-native features, which would unfairly lower scores if native standards were applied.

Assessment in this study uses a rubric based on Jenkins' Lingua Franca Core, emphasizing features essential for intelligibility-such as vowel length distinctions, clear consonant production, and intelligible stress patterns-while valuing confidence and expressive tone over grammatical perfection (Jenkins, 2000). This approach recognizes that most learners will not sound native-like, and that effective communication does not require native pronunciation. Ultimately, the ELF model aligns with the study's goals by focusing on clarity, confidence, and vocabulary use, encouraging student engagement and innovation rather than striving for unattainable native-like speech (Jenkins, 2000). So according to ELF, oral fluency was assessed using 80 audio recordings (40 pre-tests and 40 post-test), analyzed for words per minute, pause frequency, and disfluency markers, and evaluated according to its intelligibility principles. Scores were converted to a 10-point scale for statistical comparison.

As for self-confidence, it was measured through pre- and post-test Likert scale surveys assessing learners' perceptions of their speaking abilities, anxiety, and willingness to communicate, with results similarly converted for analysis. This approach aligns with research highlighting the effectiveness of CLT, TBLT, and gamified, technology-supported activities in fostering communicative competence and learner engagement in real-world language use (Zhao, 2021; Moore, 2018; Willis & Willis, 2007; Derakhshan et al., 2016).

6. Results

This chapter reports on the pretest and post-test results, comparing the results of the innovative methodology with the traditional approach.

6.1. Fluency

Descriptive statistics (Table 6.1) reveal that both groups began with comparable baseline scores in the pretest (Control: $M = 4.95$, $SD = 2.78$; Experimental: $M = 5.24$, $SD = 2.28$). Post-test results showed improvement for both groups (Control: $M = 5.67$, $SD = 2.70$; Experimental: $M = 6.72$, $SD = 1.52$), though the experimental group's gains were not statistically superior to the control group's. However, although the experimental group showed higher gains, these improvements were not statistically superior to those observed in the control group.

Overall, these findings suggest that, while both traditional and innovative technology-enhanced approaches can effectively support the development of oral fluency and self-confidence, integrating TikTok and gamified methods did not yield a substantial advantage over conventional methods in this context. Nevertheless, both groups benefited from their respective instructional approaches, indicating that multiple strategies can be effective for teaching oral skills to teenage ESL learners. In summary, the study was partially successful: both instructional methods led to progress in students' oral skills and self-confidence, but the integration of TikTok and gamified strategies did not provide a clear, significant advantage over conventional teaching.

Table 6.1

Descriptive statistics for the control group and experimental group.

	Group	N	Mean	SD	SE	Coefficient of variation
Pre-test	0	20	4.95	2.78	0.62	0.56
	1	20	5.24	2.28	0.51	0.43
Post-test	0	20	5.67	2.70	0.60	0.47
	1	20	6.72	1.52	0.34	0.22

Although descriptive statistics appeared to challenge the hypotheses, inferential statistical analysis was necessary to determine whether the differences between pretest and posttest results were statistically significant; meaning too substantial to be attributed to chance alone.

To establish this, it was first necessary to verify that both groups had comparable starting points before implementing the innovative methodology. Levene's Test of Equality of Variances was employed to ensure the assumption of equal variances was met, which is critical for valid t-test interpretation. As shown in Table 6.2, the p -values for both the pre-test ($F = 0.730$, $df_1 = 1$, $df_2 = 38$, $p = 0.398$) and post-test ($F = 2.155$, $df_1 = 1$, $df_2 = 38$, $p = 0.150$) exceeded the 0.05 significance threshold. This confirms that the variances between control and experimental groups were not significantly different at either testing point. These results indicate that both groups possessed comparable English language proficiency levels before the implementation began, establishing a sound foundation for meaningful comparison of the intervention's effects.

Table 6.2

Test of Equality of Variances (Levene's) Fluency

	F	df ₁	df ₂	p
Pre-test	0.730	1	38	0.398
Post-test	2.155	1	38	0.150

Once it was established that both groups had a comparable starting point, an Independent Samples T-Test was conducted to further examine differences between the control and experimental groups. As shown in Table 6.3, the pretest results indicated no significant difference between the groups ($t = -0.359$, $df = 38$, $p = 0.722$). Similarly, the posttest results did not reveal a statistically significant difference ($t = -1.525$, $df = 38$, $p = 0.135$), as both p -values are well above the conventional 0.05 significance threshold. These findings confirm that, despite observed improvements, the differences between the control and experimental groups were not statistically significant at either testing stage.

Table 6.3*Independent Samples T-Test: Fluency*

	t	df	p
Pre-test	-0.359	38	0.722
Post-test	-1.525	38	0.135

Note. Student's t-test.

To further examine the progress made by each group independently, two separate Paired Samples T-Tests were conducted. As shown in Table 6.4 and Table 6.5, both the experimental group ($t = -4.231$, $df = 19$, $p < .001$) and the control group ($t = -2.519$, $df = 19$, $p = 0.021$) exhibited statistically significant differences between their pretest and post-test scores. These results indicate that both instructional approaches led to meaningful improvements in students' performance.

Table 6.4*Paired Samples T-Test for the Experimental group (Fluency)*

Measure 1	Measure 2	t	df	p
Pre-test	Post-test	-4.231	19	< .001

Note. Student's t-test.

Table 6.5*Paired Samples T-Test for the Control group.(Fluency)*

Measure 1	Measure 2	t	df	p
Pre-test	Post-test	-2.519	19	0.021

Note. Student's t-test.

6.2. Self-Confidence

In the case of the self-confidence tests, the descriptive statistics (Table 6.6) show that both groups started with similar self-confidence levels in the pretest (Control: $M = 5.20$, $SD = 2.63$; Experimental: $M = 6.53$, $SD = 1.36$). After the intervention, both groups improved (Control: $M = 5.89$, $SD = 2.39$; Experimental: $M = 6.98$, $SD = 1.50$). The experimental group, which used CLT, TBLT, and gamification with TikTok, showed higher gains and greater consistency (coefficient of

variation dropped from 0.208 to 0.215), but these improvements were not statistically superior to the control group's. Overall, both traditional and innovative approaches effectively increased students' self-confidence, but the technology-enhanced method did not offer a clear advantage.

Table 6.6

Descriptive statistics for the control group and experimental group

	Group	N	Mean	SD	SE	Coefficient of variation
Pre-test	0	20	5.195	2.625	0.587	0.505
	1	20	6.533	1.361	0.304	0.208
Post-test	0	20	5.885	2.387	0.534	0.406
	1	20	6.978	1.502	0.336	0.215

Levene's Test (Table 6.7) shows a significant result for the pre-test ($F = 6.283$, $p = 0.017$), indicating that the assumption of equal variances between the control and experimental groups is violated at baseline. For the post-test, however, the variances are not significantly different ($F = 1.077$, $p = 0.306$).

Table 6.7

Test of Equality of Variances (Levene's) Self-Confidence

	F	df ₁	df ₂	p
Pre-test	6.283	1	38	0.017
Post-test	1.077	1	38	0.306

The Independent Samples T-Test (Table 6.8) reveals that pre-test differences in self-confidence between groups are marginally non-significant ($t = -2.023$, $df = 38$, $p = 0.050$), while post-test differences remain non-significant ($t = -1.734$, $df = 38$, $p = 0.091$). This suggests that, although the experimental group (using CLT, TBLT, and gamification with TikTok) showed slightly higher self-confidence scores, these differences were not statistically meaningful.

Table 6.8

Independent Samples T-Test Self-Confidence

	t	df	p
Pre-test	-2.023	38	0.050 ^a
Post-test	-1.734	38	0.091
<i>Note.</i> Student's t-test.			
^a Levene's test is significant ($p < .05$), suggesting a violation of the equal variance assumption			

To further examine the results, the Paired Samples T-Test (Table 6.9) shows a significant increase in self-confidence for the experimental group ($t = -3.930$, $df = 19$, $p < .001$), but not for the control group ($t = -1.294$, $df = 19$, $p = 0.211$; Table 6.10). This suggests that the experimental approach (CLT, TBLT, and gamification with TikTok) had a statistically significant positive effect on students' self-confidence, while the traditional method did not lead to a significant change. This proves that the innovative, technology-enhanced approach significantly improved self-confidence among students, while the traditional approach did not yield statistically significant gains. It also suggests that integrating CLT, TBLT, and gamification with TikTok may be more effective for boosting self-confidence in teenage ESL learners.

Table 6.9

Paired Samples T-Test for the Experimental Group (self-confidence).

Measure 1	Measure 2	t	df	p
Pre-test	Post-test	-3.930	19	< .001
<i>Note.</i> Student's t-test.				

Table 6.10

Paired Samples T-Test for the Control Group (self-confidence).

Measure 1	Measure 2	t	df	p
Pre-test	Post-test	-1.294	19	0.211
<i>Note.</i> Student's t-test.				

6.3 Final Product Grades

The final results of both groups, graded based on the activities of each session plus the final product are analysed below.

Table 6.11*Test of Equality of Variances (Levene's): Final Product*

	F	df ₁	df ₂	p
Pre-test	2.088	1	38	0.157
Post-test	3.199	1	38	0.082

As shown in Table 6.11, Levene's Test for Equality of Variances indicated no significant difference in variance between the experimental and control groups in either the pre-test ($p = 0.157$) or the post-test ($p = 0.082$), confirming the assumption of homogeneity of variances and allowing for a valid comparison of means.

Table 6.12*Independent Samples T-Test*

	t	df	p
Pre-test	-1.216	38	0.231
Post-test	-2.089	38	0.043

Note. Student's t-test.

The pre-test scores (Table 6.12) for the two groups were not significantly different ($t = -1.216$, $p = 0.231$), indicating that both groups started from a similar baseline. However, in the post-test, a statistically significant difference emerged between the groups ($t = -2.089$, $p = 0.043$), suggesting that the intervention had a positive impact on the experimental group's performance.

Table 6.13*Group Descriptives: Final Product*

	Group	N	Mean	SD	SE	Coefficient of variation
Pre-test	0	20	6.670	2.315	0.518	0.347
	1	20	7.460	1.758	0.393	0.236
Post-test	0	20	6.618	2.004	0.448	0.303
	1	20	7.714	1.222	0.273	0.158

The mean score of the experimental group increased from 7.46 (SD = 1.758) in the pre-test to 7.71 (SD = 1.222) in the post-test, while the control group's mean remained virtually unchanged (6.67 to 6.62). Notably, the standard deviation and coefficient of variation for the experimental group decreased in the post-test (from 0.236 to 0.158), indicating more consistent performance among students following the

intervention. This suggests that the experimental group demonstrated a statistically significant improvement in their final product scores after the implementation.

7. Discussion

Integrating TikTok into a pedagogical approach that combines CLT, TBLT, and Gamification produced multifaceted results in this quasi-experimental study. Across nine sessions, excluding the at-home pre-test and in-class post-test, students participated in a learning scenario targeting vocabulary related to emotions and oral production skills. Lessons incorporated interactive challenges that introduced TikTok features, trending formats, and opportunities for character creation. Engagement was further encouraged through a gamified system involving leaderboards and point rewards, with deductions for using languages other than English, fostering motivation and immersion in English use. In contrast, the control group followed a more traditional instructional model, emphasizing worksheets and structured classroom activities. Both groups engaged in workshops on character and script development to prepare for a final speaking task, a video project modeled on a TikTok trend, but the nature of engagement differed. The experimental group focused on digital media creation and participation, while the control group remained within conventional boundaries.

The first research hypothesis explored whether the combined use of CLT, TBLT, Gamification, and TikTok could enhance students' oral fluency. Results indicated partial support: both groups achieved significant gains in fluency (experimental: $p < .001$; control: $p = .021$), but between-group differences in post-test results were not statistically significant ($p = .135$). This suggests that the innovative approach did not produce superior fluency outcomes compared to traditional methods. The experimental group's mean fluency score rose from 5.25 to 6.73, with a marked reduction in the coefficient of

variation (from 0.435 to 0.227), reflecting increased consistency. These findings are consistent with prior research indicating that TikTok and similar digital tools can support procedural fluency and engagement, though they may not guarantee advanced linguistic performance. Skehan (2018) similarly notes that while technology can boost participation, it does not always foster deep linguistic development. Time constraints likely played a role: with each session limited to less than 50 minutes.

The second hypothesis addressed whether the innovative methodology could enhance self-confidence. Here, the results were more pronounced: the experimental group showed a statistically significant increase in self-confidence ($p < .001$), whereas the control group did not ($p = .211$). This suggests that TikTok and gamification may positively impact learners' self-perceptions, creating a supportive, creative environment that helps reduce communicative anxiety. Levene's Test revealed unequal variances at the pre-test stage ($p = .017$), and the Independent Samples T-Test approached significance ($p = .050$), indicating some initial group differences in confidence. Despite this, post-test results still did not show significant between-group differences ($p = .091$). However, the within-group gain in the experimental group suggests this methodology may be particularly effective for improving affective engagement and comfort with speaking tasks. This aligns with Horwitz's (2001) Foreign Language Anxiety Theory, which highlights the persistence of anxiety unless specifically addressed. Students in the experimental group reported greater ease and enjoyment in speaking, likely due to the familiar and informal TikTok format. However, as in previous research, variability in student response was observed; some students thrived in the gamified environment, while others disengaged, echoing the "Matthew Effect" (Stanovich, 1986), where more proficient students benefit disproportionately from enriched contexts.

Analysis of final product grades showed that, while both groups began with similar academic levels, the experimental group achieved a statistically significant improvement in post-test scores ($p = .043$), raising their mean from 7.46 to 7.71. In contrast, the control group's mean slightly decreased (from 6.67 to 6.61). Additionally, the experimental group's reduced post-test standard deviation indicates greater consistency and engagement among its members.

These outcomes indicate that the experimental methodology positively influenced task completion and final output. With additional time and technical support, the TikTok-enhanced approach could yield even stronger results. Students responded enthusiastically to the creative aspects of the project, and the leaderboard system appeared effective in maintaining focus and encouraging English use. These findings are in line with recent studies that highlight TikTok's potential to boost student engagement, self-confidence, and language production in the classroom (Alberghini D.,2022).

8. Conclusions

The present study highlights both the opportunities and challenges involved in integrating social media, specifically TikTok, into language learning environments grounded in CLT, TBLT, and Gamification. The results indicate that while the experimental group experienced statistically significant gains in oral fluency and self-confidence, these improvements were generally modest and not consistently superior to those achieved through traditional instruction. This suggests that TikTok's potential to enhance learner motivation and engagement is genuine, but its effectiveness depends on thoughtful instructional design and sensitivity to individual learner differences.

TikTok's interactive and trend-based features align well with the principles of CLT, which emphasize authentic communication and learner-centered tasks (Long, 2015). The platform also supports the

meaning-focused output that is central to TBLT, and when combined with gamification strategies such as leaderboards and point systems, can foster a dynamic and competitive classroom environment. However, the same performative elements that make TikTok engaging may also increase self-consciousness and raise affective barriers to language production, as well as possible anxiety. This observation supports the argument by MacIntyre et al. (1998) that self-monitoring and anxiety can undermine learners' willingness to communicate.

The observed gains in fluency, such as increased words per minute and reduced variability, suggest procedural learning is taking place. Nevertheless, these metrics do not fully capture the complexity of communicative competence. While the experimental group's self-confidence improved significantly, qualitative observations indicate that issues such as anxiety about vocabulary gaps or speaking in front of peers persisted. These findings are consistent with Krashen's (1982) Affective Filter Hypothesis, which underscores the importance of explicitly addressing anxiety to facilitate effective language input and output. Another key insight from this study concerns the importance of timing and instructional clarity. With only 50 minutes allotted per session and considerable time spent explaining digital tasks or resolving technical issues, much of the potential learning time was lost. The variance in learner outcomes, where some students thrived while others disengaged, further suggests that a uniform approach may not be suitable for all. As Tomlinson (2014) argues, technology should not be treated as a catch-all solution, but rather as a targeted supplement that addresses learners' diverse emotional and cognitive needs.

In summary, while TikTok and similar digital platforms show promise as tools to support speaking skills and learner confidence, their

implementation requires thoughtful support and careful adaptation to students' individual needs.

8.1 Limitations

The findings are limited by several factors. The four-week intervention was likely too short for significant gains in fluency or confidence, as noted by DeKeyser (2007). The sample, consisting only of A2/B1 learners from a single institution, restricts the generalizability of results; broader replication is needed. Some students also struggled to understand instructions, which impacted the research. Measurement tools posed challenges: self-report surveys are prone to bias (MacIntyre & Gregersen, 2012), and the lack of physiological or observational data limited affective analysis. Metrics like words per minute and pause frequency do not fully capture communicative adequacy (Segalowitz, 2010), and future studies should consider multidimensional fluency measures. Differences in digital literacy affected task performance (Hockly, 2022), suggesting the need for pre-intervention training. Finally, the absence of qualitative data, such as learner interviews, left gaps in understanding resistance to TikTok tasks; mixed-method approaches are recommended to better capture learner perspectives (Larsen-Freeman, 2019).

On this note, future research should explore how platform-specific features of TikTok, Instagram Reels, YouTube Shorts, and Flipgrid impact language learning outcomes and anxiety, as these comparisons could reveal optimal tools for different contexts (John & Yunus, 2021). Studies must also account for individual differences, such as digital literacy, personality traits, and, specifically, baseline language anxiety, which significantly influence learners' responses to technology-mediated instruction (Dewaele, 2019; Krashen, 1982).

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Appendices

Annex 1. Learning Scenario

Group	Term	Year	Field	Sessions	SDG	Conn. with other fields	Materials
3rd CSE	3rd	2024-2025	English	12	4, 9	Communications Technology	Smartphones, Laptops, Rubrics, Kahoot, Recording tools
Justification							
<p>This learning scenario is designed to increase students’ fluency and self-confidence in English through Communicative Language Teaching (CLT), Task-Based Learning (TBLT), Project-Based Learning (PBL), and Gamification.</p> <p>The activities focus on real-world communication, helping students develop oral skills through discussions, presentations, role-playing, and collaborative tasks. By integrating technology and multimedia, students will strengthen their ability to express emotions, build friendships, and create business proposals. The final task will involve creating a multimodal video (a business pitch or a role-play scene related to emotions and friendships), integrating key oral communication strategies and digital competencies.</p>							
Knowledge				Learning Outcomes			
<ul style="list-style-type: none"> - Oral fluency strategies: hesitation fillers, linking words, paraphrasing. - Vocabulary and expressions related to emotions, friendships, and business communication. - Pronunciation, intonation, and stress patterns. 				<ul style="list-style-type: none"> - Students can express emotions and opinions fluently in English. - Students can collaborate to produce meaningful oral texts. - Students gain confidence in oral communication. - Students apply speaking strategies in real-life scenarios. 			
				Cross-curricular competencies			

- Non-verbal communication: gestures, eye contact, tone.
- Digital skills for creating and presenting multimodal content.

- **Personal and social competency:** Active listening, emotional intelligence in communication.
- **Digital competency:** Using technology for oral presentations and content creation.
- **Entrepreneurial competency:** Expressing and defending ideas, business-oriented speech.
- **Linguistic and communicative competency:** Fluency, coherence, and audience engagement.

Key Competencies

Assessment Criteria by Competency

Vectors

<ul style="list-style-type: none"> - Competency 2: Understanding and interpreting oral and multimodal texts. - Competency 3: Producing oral and multimodal texts with coherence and clarity. - Competency 9: Expanding and using personal linguistic repertoires. 	<p>Competency 2:</p> <ul style="list-style-type: none"> - Identifies key ideas and emotions in spoken interactions. - Understands multimodal elements (intonation, gestures, visual cues). - Demonstrates comprehension through appropriate responses. <p>Competency 3:</p> <ul style="list-style-type: none"> - Oral Presentation Rubric (Fluency, Pronunciation, Confidence, Structure). - Peer-assessment with guided questions (Was the message clear? Did they engage the audience?). - Self-reflection journal (What went well? What could I improve?). <p>Competency 9:</p> <ul style="list-style-type: none"> - Expanding and using personal linguistic repertoires. - Vocabulary tracking (students keep a “new words” log and use them in speech). - Video project evaluation (Did students incorporate new expressions fluently?). 	<p>Vector 3. Universality:</p> <ul style="list-style-type: none"> - Reception and comprehension of oral texts. - Intercultural awareness (understanding different accents, expressions, and gestures). <p>Vector 4. The Quality of Language Education:</p> <ul style="list-style-type: none"> - Oral production and multimodal communication - Expressive strategies (intonation, gestures, tone). - Use of communicative strategies (paraphrasing, circumlocution). <p>Vector 5. Emotional Well-being:</p> <ul style="list-style-type: none"> - Mediation and interaction in multilingual environments. - Metacognitive awareness (reflecting on language growth).
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- Final reflection on language growth (Before vs. After comparison).

Methodological Decisions

This scenario is based on three core methodologies: **Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Gamification**, with a focus on fluency and self-confidence in oral production, using a social media app as a tool, TikTok. These methodologies will guide students through interactive and engaging tasks that encourage authentic communication, collaboration, and gradual language development.

As English is the central subject of the project, sessions are structured to **activate students' prior knowledge** through interactive warm-up activities before progressing to communicative tasks that develop their speaking and listening skills. Students will engage in various activities such as **role-plays, debates, guided discussions, and storytelling exercises**, all designed to **immerse them in real-world communication scenarios** while improving their oral fluency and confidence.

To **enhance motivation and engagement**, the lessons incorporate elements of **gamification**, including **Kahoot quizzes, peer challenges, and fluency-based speaking games**, fostering a **risk-free environment where students feel encouraged to express themselves** without fear of making mistakes.

The sequence of lessons is designed in an **organic and progressive manner**, where students **first build fluency through guided speaking tasks** before moving on to **more autonomous communication exercises**. Throughout the process, students will reflect on their progress, engaging in **self-assessment and peer-assessment**, helping them **identify their strengths and areas for improvement** in oral communication.

Finally, the project culminates in a **final oral presentation or video project**, where students apply all the skills developed throughout the course. There is also a **reflection phase**, where students share their learning experiences, discuss their confidence growth, and provide feedback on the overall learning process.

The teacher's role is to act as a **facilitator**, guiding students through their learning journey, **encouraging spontaneous communication**, and **creating an inclusive and motivating atmosphere** where speaking English feels natural and rewarding.

Session 1

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	10 min	<p>Hobby highlight: icebreaker to get to know the students better and for them to know the teacher too.</p> <ul style="list-style-type: none"> - Share a hobby or interest I'm passionate about, bringing related items or photos to illustrate. Encourage students to talk about their hobbies too. This activity can reveal common interests. - Present the scoring system. 	Individual	Observation of participation and fluency.	C2, C3	Laptop and projector/screen.
Activity 1	15 min	<p>Show a presentation with different emojis/representations of feelings, and ask students to guess the feeling.</p> <ul style="list-style-type: none"> - Students review vocabulary from Unit 4. - Introduce 10 new emotions and feelings. - Ask students to describe situations where they might feel them. 	Whole class	Teacher feedback on guessing, fluency and expression.	C3	Laptop, projector.
Activity 2	15 min	<p>Introduction: Briefly explain the activity: "We're going to watch some TikTok videos without sound, guess the emotions, and describe the actions that show those emotions." Review the emotion-related vocabulary quickly as a class.</p> <p>"Emotion Charades"</p> <ul style="list-style-type: none"> - Step 1: Show the first TikTok video (without sound) to the whole class. - Step 2: In pairs, students discuss: <ul style="list-style-type: none"> - What emotion is being shown? - What actions or gestures suggest this emotion? - Step 3: Call on a few pairs to share their answers with the class. Encourage them to use the vocabulary learned (e.g., "The person seems excited because they are jumping up and down and smiling."). - Step 4: Repeat the process with the remaining TikTok videos. 	Pairs and whole group.	Peer assessment on fluency and vocabulary use.	C3	TikTok clips, Notepads, Laptops.
Wrap up	5 min	<p>Exit ticket:</p> <ol style="list-style-type: none"> 1. What emotion was the easiest to describe? 2. Which was challenging? 	Individual	Self-assessment.	C9	Piece of paper.

Session 2

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	Emotions charades: Review of the vocabulary from session 1. <ul style="list-style-type: none"> - 1 or 2 students 	Individual	Observation of participation	C2, C3	Laptops, TikTok clips
Activity 1	15 min	<p>Steps</p> <p>1. "We're going to analyze TikTok trends about feelings and relationships"</p> <p>Main Activity: "TikTok Trend Lab" (10 minutes):</p> <ul style="list-style-type: none"> - Step 1: Show a short example of a TikTok trend related to feelings or relationships (e.g., a "Best Friend Challenge" or a "Relationship Advice Skit"). "Red Flag in Friends" - Step 2: In groups, students discuss: <ul style="list-style-type: none"> - What is the trend about? - What emotions or relationship dynamics are shown? - Why do you think this trend is popular? 	Groups of 4 or 5	Peer assessment on fluency and expression	C3	Laptops, discussion cards
Activity 2	20 min	<p>Create Your Own Trend 10 minutes:</p> <ul style="list-style-type: none"> - Step 1: In the same groups, students brainstorm their own mini-TikTok trend related to feelings or relationships. They should: <ul style="list-style-type: none"> - Choose a theme (e.g., "How to Apologize to a Friend," "A Day in the Life of Best Friends," "Expressing Gratitude to Family"). - Decide on the emotions they want to showcase (e.g., happiness, sadness, empathy). - Plan a short script or sequence of actions (15-30 seconds). <p>Step 2: Groups rehearse their trend. They can use props if available.</p> <p>Step 3: Each group performs their trend for the class (no filming required, just a live performance).</p> <ul style="list-style-type: none"> - Quick Discussion: Ask the class: (5 min) <ul style="list-style-type: none"> - Which trend did you find the most interesting? Why? - What emotions or relationship dynamics stood out to you? 	Groups of 4-3.	Teacher evaluation on fluency and spontaneity + peer-assessment.	C3	Scenario prompts, 2-3 TikTok trend Videos. Projector or screen to show TikTok trends (optional).

Wrap up	5 min	Exit Ticket: Each student writes down one new word or phrase they learned about feelings or relationships during the activity.	Individual	Self-assessment checklist	C9	Paper for exit ticket, pens
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Session 3

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	<ul style="list-style-type: none"> - What trends do you remember from our last session? - We listen and we don't judge, Familytok, BFF check, GRWM in another era, Bare minimum, Here's my thing..., POV: you wake up in..., Meeting my younger/older self for coffee, Relationship advice, Red Flags in friends... 	Individual	Informal observation	C2, C9	Projector and laptop. PPT with videos.
Activity 1	10 min	<ul style="list-style-type: none"> - Qualities of a friend: Students answer questions about what are the qualities of a good friend, such as: "What makes someone a good friend?" or "What do you do to cheer up a friend?" - Show friendship-related TikTok trends (e.g., BFF challenges). In pairs, students practice describing what they would do to participate in these trends. 	Pairs	Peer feedback on coherence and clarity	C3	TikTok clips, discussion cards
Activity 2	25 min	<ul style="list-style-type: none"> - In small groups, students prepare to role-play and shoot a short (30-second) BFF story using the mini-trends created in the last session. <ul style="list-style-type: none"> - Choose a mini-trend. - Write a short dialogue; consider the situation, feelings, problem, solution, etc. - Assign roles. - Practice your lines. - Groups present their role-play to the class. 	Groups of 4-3.	Rubric-based evaluation	C3	Role-play scenario cards
Wrap up	5 min	Exit ticket: "Self-Assessment: Students rate their fluency on a scale of 1-5."	Individual	Self-assessment rubric	C9	Rubrics

Session 4

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	<ul style="list-style-type: none"> - "How do TikTok and real-life emotions connect?" 	Individual	Informal observation	C2, C9	None.
Activity 1	5 min	<p>1. Warm-Up – TikTok Emotion Challenge (5 min) The teacher plays a short trending TikTok clip showing exaggerated emotions (or describes a viral trend).</p> <ul style="list-style-type: none"> - Students pick an emotion card from the vocabulary (e.g., excited, nervous, frustrated). - In pairs, they record a 10-second clip (no dialogue) acting out the emotion using only facial expressions & body language. - Volunteers share their clips (if comfortable). 	Pairs	Peer feedback on creativity	C3,	Laptops, brainstorming sheets
Activity 2	30 min	<p>2. Character Development – TikTok POV Creator (5 min)</p> <ul style="list-style-type: none"> - Pairs get a POV-style prompt (e.g., "POV: You just found out your best friend kept a secret from you"). - They discuss & develop their characters' emotions, imagining what their TikTok reaction would look like. - Challenge: They must describe their character's emotions using at least two adjectives in English. <p>3. Expressing Emotions – Mini TikTok Role-Play (7 min)</p> <ul style="list-style-type: none"> - Each pair performs a 15-second TikTok-style scene based on their prompt. <ul style="list-style-type: none"> - Option 1: Act it out live. - Option 2: Record it (if allowed) and show it. <p>Key rule: Use at least one English emotion phrase from our vocabulary (e.g., "I feel hurt because...").</p>	1. Pairs	Teacher feedback on clarity and structure	C3,	Notebooks, whiteboard

Wrap up	5 min	Reflection & Feedback Self-assessment: Students rate their confidence from 1-5 in expressing emotions. Peer feedback: One positive comment per pair.	Individual	Self-assessment: Exit ticket. Peer feedback.	C9	Rubrics, sticky notes
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Session 5

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	"Story in 3 Words" : Students guess the plot of a story based on three keywords.	Individual	Observation of creativity	C2, C3	Flashcards, whiteboard
Activity 1	15 min	"TikTok Scene Storytelling" : Students describe the story behind a TikTok clip. <ul style="list-style-type: none"> - Choose a TikTok about feelings, around 30 seconds. - Describe the story behind it and how it affects the relationship. 	Groups of 3 to 5.	Peer assessment on fluency and coherence	C3	Laptops, TikTok clips
Activity 2	20 min	"Expand the Story" : Groups extend a TikTok scene into a longer narrative. <ul style="list-style-type: none"> - Groups exchange the story they described before with each other. - Using the previous TikTok scene, students need to expand the story into at least a 1-minute-long narrative. - Students present their expanded story and say why they made their choices. 	Groups of 3 to 5.	Teacher feedback on storytelling techniques	C3	Scenario prompts, notepads
Wrap up	5 min	Exit Ticket: "Story Reflection" : <ul style="list-style-type: none"> - "What's one way you improved your storytelling today?" 	Individual	Self-assessment checklist	C9	Sticky notes, pens

Session 6

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	Quick Challenge: Students perform a small TikTok challenge they remember seeing during class or in their spare time.	Individual	Observation of creativity	C2, C3	Flashcards , whiteboard
Activity 1	15 min	Let's go Viral: <ul style="list-style-type: none"> - Rules and instructions on how to do the final TikTok Challenge. - Final groups to start working. - Review of examples of what is requested of them. 	Groups of 3 to 5.	Observation of creativity.	C3	Laptops, TikTok clips, Canva
Activity 2	20 min	Brainstorming: <ul style="list-style-type: none"> - Students prepare a Mind Map about their tiktok with their ideas. <ul style="list-style-type: none"> - Characters - Situation - TikTok Challenge - Context - Props/tools - Minimal script ideas Character creation: Students create their characters and give a bit of information about them.	Groups of 3 to 5.	Teacher feedback on storytelling techniques	C3	Scenario prompts, notepads
Wrap up	5 min	"Progress Check": Self-Assessment on brainstorming.	Individual	Self-assessment rubric	C9	Rubrics, sticky notes

Session 7

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	Quick Script Edits: Show an example TikTok script and ask students to suggest improvements (e.g., making it funnier, clearer).	Individual	Informal observation	C2, C3	Sample scripts, projector
Activity 1	20 min	Script Writing: Students work in groups to write their script, focusing on natural dialogue and emotional expression, using their mind maps and the character sheets created in the session before. - Check for structure and if they covered all the bases.	Groups of 3 to 4.	Teacher feedback on clarity and creativity	C2, C8	Laptops, notebooks
Activity 2	15 min	Practice Rehearsals: Groups who finished writing start to rehearse their scripts, working on fluency, intonation, and non-verbal cues.	Groups of 4-3.	Peer feedback on fluency	C3, C9	Scripts, stopwatch
Wrap up	5 min	<ul style="list-style-type: none"> Team Feedback: Groups exchange scripts and give feedback using a checklist (“What’s clear? What could improve?”). 	Individual	Peer-assessment checklist	C9	Feedback forms

Session 8

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	Energy Boost: Students participate in a short TikTok challenge or dance to energize before filming.	Whole class	Observation of engagement	C2, C3	Music, phone camera
Activity 1	15 min	Final Rehearsals: Groups make last-minute adjustments and practice their performance.	Groups	Teacher feedback on expression and fluency	C2, C8	Scripts, rehearsal space
Activity 2	20 min	Filming Session: Groups record their TikTok videos while peers assist with lighting, camera angles, etc.	Groups	Self-assessment on clarity and execution	C3, C9	Smartphones, tripods, props
Wrap up	5 min	Filming Reflection: Students discuss what went well and what could be improved in the filming process.	Groups	Exit ticket: "One thing that went well..."	C9	Reflection forms

Session 9

STAGE	TIME	Process	Grouping	Assessment	Competency link	Materials
Warm-up	5 min	Excited to Share: Each group shares a fun fact or challenge about their TikTok project.	Whole class	Informal observation	C2, C3	None
Activity 1	35 min	Showcase: Groups present their TikTok videos to the class. - Together, students watch and enjoy each other's creative videos.	Groups	Peer review on creativity and fluency	C2	Projector, screen
Activity 2	10 min	Peer Review: Students provide feedback on clarity, creativity, and emotional expression.	Individual	Peer-assessment rubric	C3, C9	Review forms
Wrap up	5 min	Self-Assessment & Voting: Students complete self-reflection and vote for the most creative video.	Individual	Self-assessment rubrics, class voting results	C9	Rubrics, ballot box (optional)

Annex 2. Fluency and Self-Confidence Results

Fluency;

Grup	Sexe	Pre-test	Post-test
1	0	5,64	6,79
1	0	8,22	9,39
1	1	7,14	8,22
1	1	0,00	6,86
1	0	6,79	7,88
1	0	5,33	5,72
1	0	8,52	8,92
1	1	5,58	6,22
1	1	7,73	9,76
1	1	5,72	6,11
1	0	7,31	8,52
1	0	4,39	5,64
1	1	3,46	5,72
1	0	5,58	6,20
1	0	5,62	6,04
1	1	4,92	5,05
1	1	0,00	4,33
1	1	4,90	6,20
1	1	4,20	5,58
1	0	3,89	5,41
0	0	5,90	7,83
0	1	0,00	0,00
0	0	8,17	7,36
0	1	4,27	6,92
0	1	4,73	5,71
0	0	6,21	8,82
0	1	5,67	6,12
0	1	6,70	6,51
0	0	6,88	6,25
0	0	6,12	7,69
0	1	0,00	0,00
0	0	4,99	5,23
0	1	5,26	5,80
0	0	0,00	0,00
0	1	6,78	6,31
0	0	7,69	7,57
0	1	0,00	3,95
0	0	5,13	6,50
0	0	8,81	8,84
0	1	5,85	5,98

Self-Confidence

Grup	Sexe	Pre-test	Post-test
1	0	6,6	6,1
1	0	8,355	8,7
1	1	7,4	8
1	1	6,1	7,3
1	0	7,5	8,2
1	0	5	5,1
1	0	7,1	8,6
1	1	5,9	7,1
1	1	8,6	9,1
1	1	6	6,2
1	0	9	9,2
1	0	5,7	5,7
1	1	5,1	5,1
1	0	4	4,6
1	0	6,1	6,9
1	1	7,6	7,9
1	1	6,9	7,17
1	1	6,5	7,5
1	1	7	7
1	0	4,2	4,1
0	0	5,1	6,5
0	1	0	0
0	0	6,5	7,1
0	1	5,6	6,3
0	1	3,5	6
0	0	6,5	7,9
0	1	7,2	8
0	1	3,5	5,8
0	0	3,7	4,2
0	0	7,5	7,5
0	1	7,2	0
0	0	7,5	7,7
0	1	6,9	6,9
0	0	0	3
0	1	5,6	6,1
0	0	8,3	8,4
0	1	0	6,2
0	0	5,3	6,1
0	0	7,5	7,8
0	1	6,5	6,2

Annex 3. Final Product Results

Grup	Sexe	Pre-test	Post-test
1	0	6,47	7,296
1	0	9,34	9,25
1	1	8,22	7,855
1	1	8,94	7,355
1	0	9,74	8,25
1	0	6,83	8,5
1	0	9,82	9,625
1	1	4,71	7,005
1	1	9,98	9,75
1	1	8,23	7,455
1	0	9,46	9,625
1	0	7,89	9
1	1	7,19	7,205
1	0	8,09	6,495
1	0	6,18	6,495
1	1	5,54	5,5
1	1	6,5	6,475
1	1	4,49	6,845
1	1	5,31	7,005
1	0	6,27	7,296
0	0	7,5	7,335
0	1	4,31	4,635
0	0	9,54	7,835
0	1	4,84	4,985
0	1	6,08	6,32
0	0	9,34	8,615
0	1	8,11	8,715
0	1	6,42	6,475
0	0	4,01	7,5
0	0	5,06	5,25
0	1	8,3	5,125
0	0	7,43	6,125
0	1	4,59	5,82
0	0	3,02	1
0	1	9,6	9,015
0	0	9,5	9,115
0	1	2,16	4,985
0	0	8,36	8,515
0	0	8,67	8,515
0	1	6,55	6,475

Annex 4. Self-confidence test

Self-Confidence Questionnaire for Pre and Post test.

Self-Confidence Questionnaire

For each statement, choose from 1 to 5, the answer that is closer to how you feel.

Instructions: Please rate each statement from **1 to 5**, where:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly Disagree

* Indica que la pregunta és obligatòria

1. Write your name and what group you're from: *

2. 1. I feel confident speaking English in front of my classmates. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

3. 2. I enjoy participating in group discussions in English. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

4. 3. I believe I can express my thoughts clearly in English. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

5. 4. I feel comfortable speaking English without reading from a script. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

6. 5. I am not afraid of making mistakes when speaking English. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

7. 6. I feel nervous when I have to speak English in front of the class. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

8. 7. I get anxious when I don't know the exact words to say in English. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

9. 8. I worry about being judged when I speak English. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

10. 9. I feel frustrated when I struggle to express myself in English. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

11. 10. I stay calm and confident even if I make mistakes while speaking English. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

12. 11. I can talk about emotions and relationships in English naturally. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

13. 12. I can express different feelings (happiness, sadness, excitement, etc.) clearly in English. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

14. 13. I can describe friendship situations and conflicts in English with ease. *

Marqueu només un oval.

1 2 3 4 5
I str I strongly disagree.

15. **14.** I feel comfortable using English to express my opinions in conversations. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

16. **15.** I can think in English without translating from my native language first. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

17. **16.** I look forward to speaking activities in English class. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

18. **17.** I would participate in an English conversation outside the classroom. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

19. **18.** I feel motivated to improve my spoken English. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

20. **19.** I prefer speaking in English rather than avoiding communication. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

21. **20.** I believe my spoken English has improved over time. *

Marqueu només un oval.

1 2 3 4 5

I str I strongly disagree.

Annex 5. Rubrics, Rules

Criteria	4 (Excellent)	3 (Good)	2 (Needs improvement)	1 (Poor)
Creativity	Video is highly original and engaging.	Video is creative and interesting.	Video shows some creativity but lacks originality.	Video is unoriginal and lacks creativity.
Fluency	Speaks smoothly with few pauses or hesitations.	Speaks with occasional pauses but maintains flow.	Speaks with frequent pauses and hesitations.	Struggles to form sentences; frequent long pauses.
Pronunciation	Pronunciation is clear and accurate.	Pronunciation is mostly clear with minor errors.	Pronunciation errors sometimes hinder understanding.	Pronunciation errors frequently hinder understanding.
Emotional Expression	Emotions are expressed clearly and effectively.	Emotions are expressed adequately.	Emotions are somewhat unclear or inconsistent.	Emotions are unclear or absent.
Technical Quality	Video is well-edited with clear audio and visuals.	Video is mostly clear with minor technical issues.	Video has noticeable technical issues (e.g., poor audio or visuals).	Video has significant technical issues that hinder understanding.

FINAL PROJECT GUIDELINES

TITLE: Let's go viral!

- In groups of **3 to 5** prepare a skit about a group of friends who want to become TikTok famous. (E.g. Influencers, comedians,
- You must:
 - Choose a challenge (From the Mini-trends or an actual TikTok trend) and a few of the vocabulary words (**2 minimum**) and set the scene.
 - Think about a situation: conflict, reflection, solution.
 - Decide on your characters (1 for each person) and create a character sheet like we did in Session 4.
 - Write a script or a guide to what you will say.
 - Prepare any necessary tools or accessories, and bring them with you for the 7th or 8th Session.

Timeline:

- Prepare your brainstorming: mind map. (Session 6)
- Prepare the character sheet and the script. (Session 7)
- Filming, editing, and last-minute changes. (Session 8)
- Present your skit to the class (Session 9).



RULES

- Must use at least **2 words from the vocabulary** we learned in this session.
- It has to be an **original skit**:
 - If the idea is similar to something that exists, but you give it your flavor, I'll accept it; if you copy as it is, you will fail.
 - You need to send the **Mind Map, Character sheets, the Script, and the Video**.
 - The video has to be **between 2 and 3 minutes long**.
- Equal screentime**: Everyone must have the same amount of speaking.
- NO "DEAD AIR"**: There will be a penalty for pauses longer than **5 seconds**.
- You cannot read; you must know your role**.
- Trend Justification**: Include a **1-sentence explanation in your script about why you chose the trend you did**.
- The video will be graded following a rubric**.

