



Title: A didactic tool for updating the teaching-learning process of English as a foreign language

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Introduction

Updated teaching-learning process

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graph TD; A[Updated teaching-learning process] --> B[Applications (TiktoK)  
Virtual environments]; A --> C[Communicative competence];
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Applications (TiktoK)
Virtual environments

Communicative
competence

An essential tool:
ICT (Palomo et al., 2005)

Today, technology has permeated the educational field, turning it into a more dynamic model through audiovisual and material supports with extensive coverage, through platforms that promote education without limits in time and space with synchronous and asynchronous interactions, thanks to multiple digital tools and social networks.

These new virtual educational environments promote instant communication despite the distance among their actors and the development of collaborative work (Alonso and Alonso, 2014), a fundamental axis in education.

Methodology

Quantitative

RQ1

Does the TikTok tool update the English teaching-learning process?

RQ2

What elements of oral skill does the social network TikTok promote?

Results

	Totally agree	Agree	Neither agree nor disagree
Active and innovative methodology	56%	40%	4%
Interactive material according to the educational modality	86%	14%	
Ubiquitous learning	70%	26%	4%

Results

Communication skill components	94% Knowledge	92% Skills	80% Attitudes	96% Interpersonal relationships
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Students conceive TikTok as an alternative for the teaching-learning processes (Navas et al., 2015) in remote education because it presents interactive material and promotes significant long-term learning, giving rise to a new learning culture.

They also characterize Tiktok as innovative thanks to sounds and images which adapt to any content.

Another factor contributing to updating the teaching process is ubiquitous learning since TikTok promotes knowledge at any time and place, being mediated by technology.

Finally, they commented that TikTok fosters interpersonal relationships for oral production when working on designing and interacting in collaborative videos.

Conclusions

- ✓ Hypothesis
- ✓ Technical skill development
- ✓ Innovative methodology
- ✓ Appropriate educational practices

References

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