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Education in 60 Seconds: a TikTok-Based Lesson Proposal for Secondary Education

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ABSTRACT

In the fast evolving digital era, integrating Information and Communication Technologies (ICTs) in Secondary School Classrooms is essential for students who have grown up in this age. This Master's dissertation explores the impact that the use of technology has on student engagement, motivation and learning outcomes. It emphasizes the development of critical skills such as problem-solving, digital literacy and collaborative work through Project-Based and Task-Based Approaches, complemented by the Communicative Approach. The proposal focuses on the use of TikTok to develop the Digital Competence and connect formal and informal leaning, making lessons more relevant and appealing to the students. By incorporating digital tools and social media, educational environments can be transformed, fostering skill-enriching and real-life focused learning experiences.

Key Words: ICTs, TikTok, Task-Based Approach, Escape, Record

RESUMEN

En esta era digital en constante evolución, la integración de las Tecnologías de la Información y la Comunicación (TIC) en las aulas de Secundaria es esencial para los alumnos que han crecido en esta época. Este Trabajo de Fin de Máster explora el impacto que el uso de la tecnología tiene en el compromiso, la motivación y los resultados de aprendizaje de los estudiantes. Hace hincapié en el desarrollo de habilidades críticas como la resolución de problemas, la alfabetización digital y el trabajo colaborativo a través del Enfoque por Proyectos y por Tareas, complementados con el Enfoque Comunicativo. La propuesta se centra en el uso de TikTok para desarrollar la Competencia Digital y conectar el aprendizaje formal e informal, haciendo que las clases sean más relevantes y atractivas para los alumnos. Mediante la incorporación de herramientas digitales y redes sociales, se pueden transformar los entornos educativos, fomentando experiencias de aprendizaje prácticas y orientadas a la vida real.

Palabras Clave: TICs, TikTok, Enfoque por Tareas, Escapar, Grabar

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1. Introduction

In the swiftly evolving digital era, the integration of Information and Communication Technologies (ICTs) has become essential in Secondary School classrooms. Nowadays, students are digital natives who have been surrounded by technology since birth, and this familiarity with ICTs should be used to enhance their educational experiences. By incorporating multimedia elements, interactive platforms, and digital tools into the lessons, tasks can be presented using more engaging and enjoyable techniques, breaking the monotony of traditional teaching methods and approaches. Having recognized the potential of the educational use of these platforms, this dissertation proposes an innovative approach that promotes the use of social media to improve the engagement and learning outcomes of Secondary School students.

Focusing on one of the most popular and dynamic platforms, TikTok, this proposal explores the combination of the use of ICTs with more traditional methods creating a relevant, interactive and appealing learning experience. The use of digital tools facilitates the development of the Digital Competence, a key competence highlighted in the Royal Decree 217/2022 and the Decree 39/2022. These laws emphasize the importance of the safe and responsible use of digital tools and platforms. And, for that, the Digital Competence level of the teachers is crucial, since they are the ones responsible for guiding the students in the use of ICTs in the classroom. Thus, they need to be able to make a critical selection and evaluation of all suitable digital learning resources that will be used in their lessons.

Moreover, this learning proposal aims to demonstrate that a more effective teaching can be achieved by embracing the use of technology and social media creating a more interesting and significant learning environment for Secondary School students. Also, as declared by Salasac & Lobo (2022), the integration of platforms such as TikTok can increase engagement and motivation as these tools coincide with the students' digital preferences and communication habits. By bringing to the classroom their daily interests, they will feel more encouraged to participate in the activities.

Notwithstanding, the integration of ICTs in the learning process goes beyond enhancing the engagement of students since it also helps to develop essential skills useful for their future lives such as critical thinking, problem-solving and digital literacy (Yufrizal, 2017). Their use also promotes collaborative learning, allowing students to work together to

discuss and share ideas, and carry out projects which the students will encounter in their real-life so they will be prepared and possess the necessary skills to fulfill any collaborative working situation they might face in the future. Lamy and Hampel (2007) affirm that this is achieved with methodologies such as Project-Based and Task-Based Learning enabling students to apply their knowledge in practical real-life situations developing learner autonomy and strategies in a structured, goal-oriented style.

Therefore, by integrating ICTs into the Secondary School Classroom, teachers are able to create an interactive learning environment that motivates students to participate more in class while equipping them with essential skills for their future.

2. Theoretical Framework

2.1. ICTs in the Secondary School classroom

The first step to comprehend all the changes that the ICTs are bringing to the Secondary School classrooms with their integration is to understand what ICTs are. This acronym stands for Information and Communication Technologies, and it is the evolution of the field of IT (Information Technology). Depending on whether the words are singular or plural the meaning varies; from talking about the human interaction to the whole field of data communications or the specific devices and processes that make up the technology (Lloyd, 2005). Nevertheless, in a school setting the term ICT is most used to designate any type of hardware, such as computers and smartboards, and software, access to the internet, used to gather and present information online.

2.1.1. Typologies of ICTs

As the interest in the use of ICT continues to grow, so does the need for a clear classification. Throughout the years, several theories have been constructed based on the existing technologies, but they are limited and time-constrained since newer and state-of-the-art technologies are making these typologies become antiquated really fast. Inaba and Squicciarini (2017) compiled the most recent taxonomies, which are: OECD (2008), ISI-OST-INPI (2005), Schmoch (2008), and Japan Patent Office.

The Organization for Economic Co-operation and Development (OECD) (2008) classification created by Ulrich Schmoch categorizes ICTs into four groups: 'telecommunications', 'consumer electronics', 'computer and office machinery' and 'other ICTs'. Each of these categories encompasses different and specific technologies, such as communication equipment, audio-visual devices, electronic gadgets or general-purpose devices respectively. However, categorizing the several types of technologies based on the equipment used may not be the most effective manner to identify ICTs due to their fast evolution. Additionally, with current updates we can find devices that fit into more than one category which hinders this classification.

Schmoch's (2008) classification, which was last updated in 2013, divides all technologies into six areas: 'electrical engineering', 'instruments', 'chemistry and pharmaceuticals', 'process engineering and special equipment', 'mechanical engineering and machinery', and 'consumption'. Even though there is not a specific category for ICT, they could be encompassed within the 'electrical engineering' area that can be subdivided into eight groups: 'electrical engineering', 'audiovisual technology', 'telecommunications', 'digital communications', 'basic communication processes', 'computer technology', 'IT methods for management', and 'semiconductors'. These areas are divided by the devices they have in common; therefore, the classifications can be remarkably similar as some technologies can be transferred between areas.

The ISI-OST-INPI (2005) is a precursor to Schmoch's (2008) classification maintaining the definition of 'electrical engineering' in a less refined distribution since there are less levels to disaggregate. This taxonomy is the result of the collaboration of Fraunhofer Institute Systems and Innovation Research (ISI), the French Office of Science and Technology (OST) and French National Institute of Industrial Property (INPI). It is subdivided into just 5 groups as opposed to the eight in Schmoch's: 'electrical machinery and apparatus', 'audio-visual technology', 'telecommunications', 'information technology', and 'semiconductor'.

As for the Japan Patent Office (JPO), the different areas in which ICTs are developed have been categorized based on the number of patents published in each area. They are classified as follows: 'high-speed networks', 'security', 'home-electronic networks', 'high-speed computing', 'simulation', 'large-capacity and high-speed storage', 'input-output',

‘cognition and meaning understanding’, ‘human-interface evaluation’, ‘software’, ‘devices’, and ‘others’.

All these classifications have one thing in common and that is how not every technology is exclusively used in ICT products and that each product relies on multiple ICT-related technologies to function effectively (Inaba and Squicciarini, 2017). Notwhistanding, the limitations of the different typologies complicate the classification of the ICTs used in an educational environment. The most used technological elements for teaching are computers and smartboards as hardware, and the internet and different purpose programs as software. Following the previously mentioned typologies, educational ICTs can be classified as follows. According to OECD (2008), these technologies would be classified as ‘other ICTs’ since they comprise special applications such as those used for communication, and general-purpose devices meaning regular computers. As per Schmoch’s (2008) classification, ICTs are included into the ‘electrical engineering’ category. However, they could be divided into several of its subdivisions such as ‘computer technology’ owed to the hardware used in class, and ‘digital communications’ on account of the transmission of digital information. Additionally, since ISI-OST-INPI (2005) is a precursor of the Schmoch’s classification, ICTs are classified in the same group: ‘electrical engineering’; but instead of computer technology and digital communication the subcategories are ‘telecommunication’ and ‘information technology’ which are the precursors of the before mentioned. Finally, the Japan Patent Office focuses more on describing the ICTs related technologies in broad terms, thus the category they fall under would be ‘software’ and ‘devices’.

Hence, while all these typologies recognize the interdependence of the distinct technologies in ICT products, the classification of the ICTs used in educational settings are hindered by their limitations. These constraints stem from the dynamic nature of technology as it is always evolving, outgrowing the existing classifications. Consequently, there is a need for newer and adaptable typologies that account for the multifaceted nature of ICTs and their consistent upgrades.

2.1.2. Impact of ICTs in Student Development

The integration of ICTs in education has generated a thorough impact in the overall development of students, essentially because they enhance access to information and

resources. This increased access encourages curiosity, independent learning, critical thinking and digital literacy skills. By means of engaging strengthening their understanding as well as the recollection of academic knowledge. However, this integration comes together with the potential misuse or distraction that students endure considering they might be allured to engage in non-educational activities. As highlighted by Hu et al. (2021), misalignment amidst ICT use purposes and contexts, such as using ICTs for non-educational purposes while in class, can decrease learning outcomes and interfere with academic progress. Regardless of this, when used properly and in alignment with educational values, ICTs have the capacity to revolutionize teaching and learning, developing a more effective, participative, and tailored educational experience. However, for a seamless integration of ICTs in the Secondary School classroom they must not be used as the only primary content to be learned but as the context in which the content is assimilated.

In spite of the significant benefits that the use of ICTs in High School education offers students, they also present certain disadvantages that can interfere with their academic progress. As stated by García-Martín and García-Martín (2022), one of the main challenges is that students lack experience using computers and keyboards, thus they find typing difficult and frustrating owing to the lack of formal typing skills training. In addition, some students find it challenging to perform certain tasks on a computer since they find it more effective to do it on paper, for instance any written production, as they feel more comfortable writing than typing. Another concern for students, as Yunus et al. (2013) affirm, is that the use of digital tools in class can become distracting, diverting their attention from their academic tasks and potentially leading to addictive behaviors. If students can access the Internet, they are exposed to uncontrolled content since one teacher cannot control each student's searches. These distractions can result in students not completing their assignments in class; therefore, they will have to finish them at home where some of them may face issues with accessing a computer or the Internet.

Furthermore, the majority of the challenges associated with the use of ICTs are not relative to the students but to the environment and the hardware provided by the school, as Bullock (2001) highlights. The insufficient number of computers and other equipment in schools often means that the students are not able to use them regularly, which can limit their competence and comfort with technology. In addition to the hardware limitations, there could be a scarcity of technological support resulting in outdated software, slow internet

connections and frequent technical issues. These unexpected technological difficulties can result in the whole lesson plan being compromised if the computers do not function correctly (Yunus et al., 2013). In summary, the more students face some challenges with ICT, the more significant barriers will be linked to the environment and hardware provided by the school. Addressing these issues will ensure that students can benefit from the full potential of ICT in education and all its advantages.

Notwithstanding these challenges, the benefits of including ICTs in the classroom outweigh the drawbacks, significantly enhancing student learning more than hindering it, according to Bullock (2001). The use of technology simplifies tasks such as drafting, editing and improving written work so the students are more likely to engage in them. The ability to search any document by specific words to modify them makes editing easier than in paper where the rough draft could become illegible after rewriting and editing the text. Furthermore, it is common that when working with ICTs, the students will work collaboratively which encourages them to share and compare ideas, making the tasks more enjoyable when students collaborate within their groups. As a result, thanks to the use of ICTs learners partake in an active, constructive, purposeful, authentic and collaborative learning environment (Yunus et al., 2013). Thus, they act as a platform where active and meaningful learning can be developed. In these settings, the achievement of weaker students is often raised by their peers, so it is crucial to ensure that all students participate in their group work. Overall, as declared by Cachia et al. (2010), the integration of ICTs promotes a dynamic and engaging learning environment that enhances student motivation to think, understand, learn and conceptualize in innovative ways. Also, the more technology students use, the more confident they will become about their abilities boosting their skills and developing independent work habits (Yunus et al., 2013). At first, students may find hard the change from traditional methods to more innovative ones because they have been learning the same way for years, but once they begin to gain confidence their learning experiences will be exponentially improved.

To sum up, the integration of ICTs in Secondary Education has a profound impact on the overall development of the students since it allows and improves access to information and resources to foster independent learning and critical thinking. Although it comes with its drawbacks, since the potential misuse the students give them might interfere with their academic progress, the advantages clearly overcome them. Their use promotes motivation

and collaboration within students which counteracts the possible setbacks caused by unpredictable circumstances such as failure of internet connection or other technical issues.

2.2. Integration of ICTs in Secondary Schools

The term integration is defined as "the act of combining or adding parts to make a unified whole" (Collins Dictionary, n.d.). So, in terms of integrating ICTs in the Secondary School classroom such as the use of computers or online platforms to enhance the teaching methods and enrich the learning experience of the students, careful planning is required as well as access to technological resources and training for the faculty members. Therefore, the teachers are the ones able to include them in the classroom through innovative practices in their teaching until they see a positive impact by working in a collaborative environment with the students. Once they have established these practices, they will become a constant for the students providing a foundation for lifelong learning and the development of critical modern skills. This integration would only be successful with a seamless combination of: "the school context, the technologies provided, the technical skills of teachers, technical support, maintenance and upgrading, pedagogical skills and preferences of teachers, availability of resources, and finally, the skills and motivations of students" (Milton, 2003). An analysis of the combination of these components leads to the understanding that ICT integration is a multi-layered concept which requires an assessment of the infrastructures and the various aspects of pedagogy.

It could be said that the school context and the technologies and resources provided are related since the institution should be the one making different materials accessible. Not only do these factors hinder the integration and use of ICT, but the schools are also responsible of providing the necessary support for their use due to the fact that not all subjects would make the same use of them (Christ et al., 2017). Thus, it plays a leading role in ensuring that all the materials needed are available to facilitate teaching and learning situations reflected in the extent to which ICT are integrated in the Secondary School classrooms. For instance, access to computers and the internet, smartboards or projectors, and assorted educational software directly impacts the quality of the opportunities for students to engage with digital learning materials. Additionally, some schools now have established the use of a personal laptop or tablet so that each student has their own utilities, so it is their responsibility

to bring it to class. Moreover, the school must also offer support to the teachers who are the ones responsible for the effective utilization of ICTs. This backing should encompass from technical assistance to different professional development opportunities. By fostering a supportive environment that encourages innovation through the use of new technologies, schools can enhance their integration into all teaching and learning processes.

For that purpose, it must be taken into account not only the curricular principles that all teachers must follow when planning their lessons, but also what methodologies and approaches are more appropriate to introduce them always bearing in mind that the best integration possible is the one that generates student motivation.

2.2.1. Curricular Principles

The use of ICTs in the Secondary School classroom is regulated by several laws at the regional and national levels, which establish clear guidelines for its implementation. In the case of Castilla y León, these regulations are provided by the Royal Decree 217/2022 at the national level and the Decree 39/2022 at regional level. Their purpose is to enhance the learning experience, preparing the students for the digital age ensuring an effective and equitable use of technology.

The first mention of the digital competence appears in the Article 6 of the Royal Decree 217/2022 which constitutes it as a Cross-Curricular content, meaning that even though it does not belong to a specific subject, it is essential for the integral development of the students. For instance, this Cross-Curricular content would be related to the development of digital skills that enable the students to use ICTs safely and efficiently. However, digital competence is later mentioned in Article 11 as a Key Competence since it is essential for the personal development, social inclusion, active citizenship and employment of the students. According to the European Commission (2019) key competences are a combination of knowledge, already establishes facts; skills, processes carried out using existing knowledge; and, attitudes, mindset to react to ideas. This competence establishes the guidelines by which the teachers should implement the use of ICTs, them being summarized into a safe, healthy, sustainable, critical and responsible usage. Upon completion of their Secondary Education, each student should be able to conduct strategic internet searches, create digital content,

participate in responsible online interactions, identify risks and take preventive measures, and develop simple, creative and sustainable applications.

As for the regional level, in Article 7 from the Decree 39/2022, the digital competence is recognized as a key competence aligning with Article 11 in the Royal Decree 217/2022. However, this decree goes into more detail in each of how this competence should be integrated into each of the subjects within the Secondary Education curriculum. In particular for the Foreign Language subject, the digital competence will be fostered through the safe and critical use of multimodal texts and digital tools, which encourages the students to responsibly explore diverse forms of media platforms. This includes teaching students about online safety, responsible digital citizenship, and the ethical use of technology. Participating in school projects using digital tools is promoted to heighten digital literacy and collaborative learning. Creating digital content allows students to practice their foreign language skills in a creative and modern context, while also emphasizing the importance of digital privacy and security. Lastly, managing information and constructing new knowledge ensures students can handle efficiently the use of ICTs, focusing on evaluating the credibility and reliability of online sources. This ensures that the students not only become proficient in using digital tools but also develop a responsible and ethical mindset towards the general use of technology.

To sum up, in Castilla y León the guidelines that teachers must follow to prepare students for the digital age are provided in the Royal Decree 217/2022 and the Decree 39/2022. At the national level the digital competence is presented as both a Cross-Curricular content and a key competence. At the regional level, following the guidelines established in the Royal Decree promotes the use of ICTs to foster digital literacy and collaborative work. However, the legislation lacks specific details on how to effectively integrate technology into the classrooms since it does not provide any guidance on the pedagogical approaches, digital tools or good practices that teachers should use to enhance learning using technology. More detailed guidelines would be needed to support teachers in developing their students' digital competence such as recommendations on how to integrate multimedia elements, interactive platforms and digital tools into language lessons to create more engaging and enriching learning experiences. It could also provide examples of how to combine the Task-Based Approach with the effective use of ICTs to foster digital literacy and collaboration. In addition, the importance of teacher training could be emphasized as well, ensuring that

educators are well equipped to critically select suitable digital resources and guide their students to a safe and responsible use of technology.

2.2.2. Methodological Principles

The integration of ICTs in the Secondary School classrooms is essentially the teachers' responsibility since they are the ones that must adapt their lesson plans to encourage their use. Thus, according to García and García (2022), this assimilation is a complex process where several factors intervene, one of them being the digital competence level of the teachers. This competence alludes to the creative, safe, critical, healthy, sustainable and responsible use of digital technologies for learning, work, and participation in society, as well as interaction with them, as stated in the Decree 39/2022. Therefore, the teacher's proficiency using digital tools and platforms influences their ability to effectively integrate technology into their practices. The digital competence level does not only measure their skills but also their capacity to critically select and evaluate appropriate resources according to the level of the students. Some of the aspects that can hinder the use of ICTs in the Secondary School classroom are owed to the teacher's intrapersonal lifestyle such as their age, gender, professional experience and expertise in the use of technologies for education, as well as their attitudes and beliefs regarding technologies (Schiller, 2003). Thus, addressing the digital competence of teachers is essential for the optimization of the use of technologies in the classroom and maximizing their impact on student learning. Msafiri et al. (2023) proclaim that when ICTs are adequately integrated in the Secondary Education classroom, they increase efficiency since the students' motivation, enthusiasm and confidence in learning are positively affected which makes learners become more interested in the lessons. However, if they are poorly introduced, they can disrupt the classroom environment and negatively affect student's motivation making them less inclined to work and collaborate in the classroom tasks. Therefore, recognizing and addressing the digital competence of the teacher is essential for the integration of ICT in the Secondary School classroom, ultimately enhancing student learning outcomes.

Teachers must recognize the role that ICT tools play in shaping the educational experience of secondary school students nowadays. As Pitler (2006) affirms, when applied effectively, technology not only enhances student learning, comprehension and their overall academic performance, but also boosts their motivation to learn, fosters collaborative learning

and develops critical thinking and problem-solving strategies. By incorporating interactive multimedia elements and learning platforms, technology can increase student motivation to engage with learning materials as it fosters a sense of control over their learning. Through strategically adopting approaches and methods to integrate ICT tools into teaching and learning practices, teachers can enhance, support and transform the outcomes, skills development and motivation of students to create dynamic and engaging learning experiences (Msafiri et al., 2023). Thus, the strategic integration of ICT tools into the Secondary School classroom substitutes traditional teaching methods by introducing new outlets where students can cultivate modern skills that motivate and engage them to learn.

Most of the teaching methods that include the use of ICTs are based on student-centered methodologies where the students are active learners, autonomous, cooperative and responsible working collaboratively in group projects. The students are the ones involved in procuring their own learning, the responsibility for acquiring knowledge falls on them and produces a deeper, more significant and long-lasting learning (March, 2006). For that purpose, the most used approach is Project-Based Learning, where the students develop a final task assembled from smaller pieces, collaborating and organizing themselves, becoming creative and independent learners (Hadjerrouit, 2008). The objective of this approach is that students complete the tasks in a hybrid way, by knowing and doing, so they can learn the contents included in the curriculum while applying their own knowledge through problem solving and investigation (Markham, 2011). As mentioned in the Decree 39/2022 teachers shall schedule certain timeframes specifically dedicated to the realization of projects in their syllabus, so the use of this approach is not only greatly beneficial for the autonomous development of the students, but it is also mandatory by law. Additionally, Elliana et al. (2016) explain the importance of including ICTs since they can improve learning outcomes, work with online tools, and empower students to personalize their learning process. This gives students the opportunity to master the use ICTs for more than just search for data or send emails, they can learn to use digital tools for data-analysis and creative projects by engaging in activities such as creating presentations, infographics, or web sites.

Similar to Project-Based Learning but on a smaller scale is the Task-Based Approach. It is focused on the use of authentic language tasks as the main component of the learning process since it encourages the students to complete meaningful activities while actively using the target language. Yufrizal (2017) explains how this approach promotes the communicative

competence as students collaborate and negotiate meaning practicing with real-world communication and problem-solving activities instead of the traditional grammar and vocabulary learning. Additionally, including ICTs to fulfill these tasks will let learners discover the use of different digital platforms to conduct their research, analyze and present information encouraging the development of critical thinking and digital literacy skills. By seamlessly integrating the Task-Based approach with an efficient use of ICTs, foreign language teachers will be able to develop dynamic and enriching learning experiences for the students, to prepare them for the demands of this modern technological world.

Moreover, another widely used approach that complements the realization of projects and tasks is Communicative Language Teaching (CLT). It is focused on the ability to communicate and effectively interact in the target language through activities and real-life communicative settings. By prioritizing authentic communication, students can develop practical language skills that will be useful for them outside of the educational environment. Additionally, applying this approach using ICTs allows asynchronous and synchronous communication providing students with opportunities to practice their conversational skills discussing different topics or completing tasks (Lamy & Hampel, 2007). Teachers increasingly recognize the potential of digital tools to create a collaborative learning environment. By using online platforms, learners can access language forums to exchange ideas with peers, reflect on their work, and receive feedback.

Learning is not just a procedure of receiving information but of development of new knowledge through a connection between theory and practice. Following a Project-Based Learning approach not only contributes to a better understanding of the academic content but also helps to the development of useful skills such as teamwork, critical thinking and decision making. Thus, although for this approach the bulk of the workload lies within the students, it is crucial that the teachers master the use of ICTs to be able to guide and teach the students how to proceed with their tasks. The teachers leave the role of instructor for that of advisor, whose primary job is to facilitate and guide the students as needed when doing their projects (Ribeiro, 2011). As advisors, teachers must provide the necessary resources for the students, help them with technical issues, and provide feedback on their progress. Furthermore, when complemented with the communicative approach, the effectiveness of language education is enhanced since it provides students with practical communication skills, preparing them to be able to communicate effectively and confidently in real-world situations.

2.2.3. Psychological Principles

In the current educational scene, ICTs have risen as impressive sources to achieve student motivation. By seamlessly integrating these tools into teaching and learning practices, teachers can harness all the potential acquired from their use to influence students into an affection and drive towards their academic success. Notwithstanding, to correctly interpret how ICTs are able to increase student motivation, there is a need for a classification of the types and the rewards to be achieved.

Primarily, to be able to classify the several types of motivation, it is important to understand its definition: condition, need, or desire that influences and directs behaviors (Huitt, 2011). This concept is an internal process which guides individuals towards the pursuit of specific objectives or outcomes and can be altered by factors such as social influences or environmental conditions. For instance, creative performance and motivation can be lost gradually by an expected evaluation or competition between classmates (Hennessey, 2010). The importance of motivation relies on the fact that a behavior will not occur unless it is energized by stimuli, and the more focused a student is on a reward, the less likely creativity would be explored.

According to Traver (2020b) there are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation relies in performing a task due to internal factors, only expecting internal rewards such as self-improvement, determination, or pleasure. However, extrinsic motivation is the opposite, the performance depends on external factors and incentives, for instance: getting paid. The former is the one that can be more relatable in a school setting since, whether it is positive (dedication) or negative (indifference), it depends entirely on the student's work and effort. Furthermore, in education the reward obtained is the knowledge of everything studied because of the excitement of learning, so motivation is intrinsic since the factors are directly in the student's control. Traver (2020a) not only makes a distinction between intrinsic and extrinsic, but also between their different subtypes; intrinsic motivation for students can be classified as follows:

- Competence and Learning Motivation: steered by fact of learning and the process itself rather than the reward.
- Attitude Motivation: cultivated by the desire to pursue a goal based on one's feelings to improve one's emotional well-being.

- Achievement Motivation: driven by the desire to pursue specific goals.
- Creative Motivation: stems from the drive for self-expression.

All these types of motivation combined create the perfect scenario for the use of ICTs in Secondary School, depending on which platforms are used and for what purpose. Nowadays, new technologies are a wonderful way of promoting student motivation as they help to present tasks in a positive light without any extrinsic rewards. As Bullock (2001) states, students are more enthusiastic when asked to do tasks using ICT and the lessons are more interesting and enjoyable. Furthermore, it is also worth mentioning that these activities allow the students to cultivate their creativity and improve their problem-solving skills when approaching new tasks. By breaking the monotony of the classroom and increasing the attractiveness of the tasks, students are more active in class through more varied and dynamic teaching (Frydrychova Klimova & Poulova, 2014). Thus, student motivation is enhanced by the use of ICT, fostering an improvement of their engagement and creativity thanks to presenting innovative, dynamic, and enjoyable lessons which result in a more enriching educational experience.

Furthermore, student motivation is also achieved by including in the lessons their current interests, and the one more related to ICTs is social media. According to Gil and Calderón-Garrido (2021), their use in Secondary School educational settings as didactic resources is very motivating for students who feel satisfied attending to their applicability in their daily life. When the students have to work on projects using platforms such as Instagram or TikTok they are more likely to feel interested in the material seeing its relation to media that they use regularly. The use of social media in education can also help to bridge the gap between formal and informal learning. The former occurs in a school following a curriculum and the latter arises outside schools where learning is not taking place purposefully. When students are presented with the opportunity to use these platforms in school while being monitored by the teachers, they can learn how to safely use them inside and outside of the classroom. Furthermore, social media encourages creative motivation because students can find a variety of formats to express their ideas, some of which they should be familiar with, and others with which they can experiment with the content produced.

To sum up, the integration of ICTs in Secondary Schools classrooms enhances the motivation of the students improving their learning outcomes, because the more motivated they are, the more thy will commit into learning, and the more they will attempt to achieve

the best results possible. How good their performance is solely dependent on how motivated they are to complete their work and using social media as educational platforms boosts their confidence in their academic performance while equipping them with the necessary skills to safely navigate the digital world.

3. Lesson Plan: *Escaping the Deserted Island*

This didactic proposal titled "Escaping the Deserted Island" aims to promote English language learning in 3rd of CSE (Compulsory Secondary Education) guiding students to a safe use of ICTs and social media. The final task for this lesson plan consists of doing a presentation of all the content they had created during the lessons which will create the story of their island and how they managed to escape it. Furthermore, the presentation is not the only result of this lesson plan since the students will create a virtual portfolio in the app TikTok through the development of the seasons as part of a project developed by the English Department. The students will contribute and upload material to their portfolio during the first trimester of the school year and their completed portfolios will be presented right before the Christmas break. By using social media as a recurrent tool during the lessons, students will be more inclined to participate as their attention will be drawn to the content they need to create for their social media account.

3.1. Contextualization

The following lesson plan has been created following the current educational law, Organic Law 3/2020 which Modifies the Organic Law 2/2006 of Education (LOMLOE). This document establishes the 5 levels of curricular organization in which the Spanish educational framework is divided: SUPRA, MACRO, MESO, MICRO and NANO.

The highest level is the SUPRA level which provides educational standards at the European level, and thus, it encompasses the rest of the levels. The most important document for this level is the Common European Framework of Reference for Languages (CEFRL), although they are just guidelines, its use is not mandatory in the design of lesson plans. It offers a division of the degrees of proficiency for each of the English skills which is helpful to adapt the activities to the level of the students.

Next, there is the MACRO level which focuses on the national laws. Since this lesson plan is proposed to be implemented in the 3rd year of Compulsory Secondary Education, the law followed is the Royal Decree 217/2022 that states the objectives that the students have to achieve for this level of education. Furthermore, since this lesson plan proposal was created for a high school located in Valladolid, the law consulted has been the Decree 39/2022, located at the MESO level which establishes the regional laws. The majority of the data needed for the creation of the lesson plan was taken from this law, such as the key and specific competences, contents, syntactic-discursive structures and Cross-Curricular contents.

Inside these levels we find the MICRO level, going from a very general point of view to a more specific one, this being the local level consisting of all the school documents. Since this lesson plan is just a proposal for a fictional high school none of the documents were consulted since they do not exist. However, in the case of actually carrying out this proposal the School Educational Project (PEC) and the Internal Regime Regulations (RRI) would need to be checked to adapt the lesson plan to follow the school regulations.

Lastly, the final level, which is located in the classroom, is the NANO level. This level consists of the sum of all the lesson plans prepared for an academic year which are collected into didactic units which in turn are collected into the classroom programing.

With respect to this lesson plan, it has been titled "Escaping the Deserted Island" and it was designed to be implemented in the 3rd course of CSE. The school selected for this proposal is a public fictional one located in Valladolid, in a neighborhood with middle and high-class inhabitants. Because of its location the students have access to state-of-the-art infrastructures with modern digital tools, and each of them have a mandated school tablet for daily use in the classroom. As stated in the curriculum, the Second Language subject has three teaching hours per week, so this lesson plan will take place for 8 50-minute sessions at the beginning of the first trimester. This would be the first lesson plan of the school year where they will create the TikTok account that they will use as a portfolio throughout the rest of the trimester.

The class for which this proposal is planned consists of 25 students between 14 and 15 years old from the 3rd year of Secondary Education. This course was selected since the students are old enough to be familiar with ICTs and its use so the activities can be carried out more smoothly because they already know how to use the internet and the applications.

Also, since they use these ICTs in their daily life, they already know the risks associated with their use and how to avoid them. This class does not have any students that require measures for diversity or any adaptations, no one has specific needs or are Students with Specific Needs of Educational Support (SSNES) students. In case of any unforeseen circumstances that may arise, adaptations and different strategies can be carried out so that the students can follow the lesson plan without missing any content.

The classroom where the lessons will take place is equipped with a computer, a SmartBoard and Internet connection. Furthermore, there is also a computer room that students will use to prepare the final presentation for the 7th session. And, as previously mentioned, each student has their own school issued tablet that they bring every day to class along with a pair of headphones in case they need to listen or record anything. The class is distributed into groups of 5 as the school promotes collaborative work, so the students are seated in these groups for every subject. This seating plan is made by the tutor and changed once per trimester, so the groups are already established and have been assigned a number to be able to identify them.

3.2. Objectives

The aim of this lesson plan is to achieve four of the twelve Stage Objectives found in the Article 7 of the Royal Decree 217/2022, which are:

b) To develop and consolidate habits of discipline, study and individual and teamwork, as a necessary condition for an efficient accomplishment of learning tasks and as a necessary condition for an effective performance of learning tasks and as a means of personal development.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competencies and to advance in an ethical reflection on its operation and use.

g) To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

i) To understand and express themselves in one or more foreign languages in an appropriate manner.

The purpose of this lesson plan is that the students learn the English language through the completion of tasks and the use of social media. They will be exposed to different digital tools such as Wordwall, Jeopardy, Dall-e, and TikTok. Bringing ICTs into the classroom is a way of motivating the students to participate more since they find those activities more interesting and are a novelty for them. The main advantages of their use in the classroom are the availability of multimodal multimedia elements, the interactivity and the access to up-to-date information. Most of the tasks are planned to be done in groups although a couple of them are to be done individually to make sure that every student is working and that no one is taking advantage of their groups.

3.3. Key Competences

The Decree 39/2022 establishes the different competences that the students need to acquire during each course, and this lesson plan is focused on developing four of those competences.

The first, and most important one, is the Linguistic Communication Competence. Students will improve their communicative skills in the foreign language, English, which will contribute to the development of expression, comprehension, and interaction. This competence is included in the lesson plan through activities such as recording TikTok videos, doing presentations, and discussing the tasks in their small groups. The sessions are designed to promote spoken English and the interaction between students, so that by the last session they feel comfortable enough to carry out the final presentation without being afraid of making mistakes.

The Digital Competence is also very present in this lesson plan since in every session there is some type of digital tool involved. Students will make use of their understanding and likeness of the digital world as a motivational instrument for the learning of English. Throughout the lesson plan they will use digital resources such as TikTok, Canva, and AIs, and also making internet searches and creating digital content. By the end of the lesson plan, they should have augmented their digital skills with the knowledge used to carry out the final task.

The Personal, Social and Learning to Learn competence will contribute to the recognition of their own ideas, emotions and behaviors shared using their personal linguistic repertories. They will learn to self-regulate their learning and recognize their effort and dedication to complete the final task. For the majority of the activities, students must work in groups and collaborate, sharing the workload, being empathetic and motivating their classmates.

Finally, the Citizenship Competence is reflected in the interaction within the class and the responses to the communicative necessities which encourages the participation of the students in decision-making activities. By participating in these activities, students develop problem-solving and critical thinking skills which will help them gain the confidence to express their views. It also enhances their collaboration, negotiation and leadership abilities.

3.4. Contents

The subject contents selected for the lesson plan proposal have been selected from the Decree 39/2022 where a distinction between three types can be found: type A includes contents related to communication, type B includes contents related to plurilingualism, and type C includes contents related to interculturalism.

From type A, contents related to communication, four of them were selected for their implementation in the lesson plan, they are: A1, A3, A6 and A14. The first one states that the students need to apply commonly used strategies to plan and produce oral and written texts. A3 suggests common communicative functions appropriate to use in the communicative environment and context, such as: describing places, and events; offering, accepting and refusing help; describing present situations; narrating past events, and expressing opinion. A6 explains everyday used vocabulary of interest to students related to places and environments, daily life and natural environment. And, lastly, A14 mentions the use of analogical and digital tools commonly used for oral and written comprehension and production. This last content was key for the development of the sessions as the students will create a digital portfolio summarizing all of their work. However, they will not only use digital means to submit their work, but they will also use different online platforms throughout the whole lesson plan for different means such as searching for information online, using online dictionaries, or creating multimedia content and presentations. The main objective of using these digital tools

is that because each student has their own tablet, they are able to access all the information they need for the completion of their task, taking advantage of being able to search for anything they may need when producing or comprehending oral or written texts. Even though the students will benefit from a wide range of digital tools, it is equally important that they know how to work with analogical methods because they may not always have access to the internet or digital tools. Therefore, even though it is more likely that in the future the students might have to submit everything in a digital format, it is important that some of the tasks will be submitted in an analogical style so that they do not forget skills such as writing.

From type B, only one content was selected because the lesson plan is designed to promote the English skills and there are not any activities that include the use of other languages, thus there is not plurilingualism present in the sessions. However, B3 does not mention plurilingualism at all, but focuses on commonly used strategies and tools for self-evaluation, peer-assessment, individual and cooperative evaluation. This was crucial for the lesson plan since peer review is a wonderful way of giving feedback to students while making them pay more attention to their classmates since they will have to evaluate them later.

Furthermore, type C, focuses on the contents related to interculturalism, culture and literary works. Although this lesson plan includes several written comprehension activities none of them are focused on the culture of any region, so there are not any intercultural exchanges happening.

As for the syntactic discursive elements, the ones selected were numbers 2 and 14. The students will learn how to describe people, objects, places, phenomena and events, using prepositions, place and direction adverbs, demonstratives and possessive pronouns and determiners. They will also learn how to express opinion, possibility and advice, using expressions such as ‘I think’ or ‘in my opinion’, and modal verbs such as ‘may/might’, ‘can/could’, ‘must’ or ‘should’.

Furthermore, there are extra contents that can be included in the sessions called Cross-Curricular contents. They entail the learning of other kinds of knowledge that can be included in the English as a foreign language class. The two Cross-Curricular contents used in this lesson plan are: the use of ICTs, which can be found in Article 10 from the Decree 39/2022; and sustainability and responsible consumption, which can be found in Article 6.5 from the Royal Decree 217/2022.

3.5. Methodologies

Several methodologies were used throughout this lesson plan, but the main one around which the whole lesson plan revolves is Project-Based Learning. The combination of all the sessions culminates with the creation of a story about escaping a deserted island documented through TikTok videos. These videos will be part of a bigger project designed by the English department to promote student participation and spoken English through the creation of a TikTok portfolio where the students will document what they do in the lessons during the first trimester. Their accounts will be presented to the rest of the school right before the Christmas break through the production of infographics detailing their work and including QR codes that go directly to their accounts and to their most representative videos.

Moreover, this lesson is planned through a Task-Based Learning methodology where at the end of each learning situation the students will have a smaller task preparing them for the final task at the end of the lesson plan. The first evaluable task that will be collected for grading, at the end of the first learning situation which is called 'Discovering the Island', will be a group writing of about 120 words consisting of a description of their island. The second task, at the end of the second learning situation called 'Discovering the Wildlife', is another writing of around 120 words, this time it will be individual to distinguish the marks between the group members so that not all of them have the same average mark. The third task would be to complete a worksheet with the information about the characters they created for the story. Lastly, the final task is a presentation of the story they created using IA to create their island, wildlife and characters. Additionally, each day they will have to record the TikTok summarizing what they did in class for their portfolio which also counts as part of the tasks they are supposed to do during the lesson plan.

Lastly, the communicative approach is essential in the development of the lesson plan since it emphasizes the communicative and interactive skills in the target language by carrying-out activities that mimic real-life communicative settings. Since most of the activities and tasks are planned as group work, and even in the couple of activities where the work is individual, the students are always seated in their groups, and thus, they are always communicating between themselves. The scenarios designed in this proposal require that the students use the English language mimicking real-life contexts, fostering genuine communication skills. Throughout the lessons, they will work in groups to brainstorm ideas

and complete activities and tasks, promoting interactive communication so that students can practice skills such as speaking, listening and mediation.

3.6. Assessment

To check that the students have achieved the knowledge intended, there will be two types of continuous assessment: formative and summative.

The formative assessment will be carried out through the creation of a portfolio on the app TikTok, where the students must upload a 1–2-minute video at the end of each class which will comprise 10% of the final mark. Recording these short videos does not require a lot of effort from the students since the videos would be quite simple and straightforward. It is a motivational tool for the students as most of them use social media in their daily life, so it is more enjoyable for them to submit their work in this way. In the first session the students will create a TikTok account per team and will share its username in Microsoft Teams so that the other groups can follow them and interact. The accounts will be created using their institutional emails in their school issued tablets, and once created they will share all the log-in information with the teacher to assure complete control over what they post. Additionally, all the accounts will be set as privet so that only their followers can watch their posts. The minimum age to be able to use TikTok is 13 years old, thus, since the students are from 3rd year of CSE they should all be at least 14 years old, and therefore, old enough to legally use the app.

Apart from this, another 10% of the final mark will be destined to the active participation of the students in class discussions and activities. The objective is not only that the students participate more in class but that they volunteer to do so.

Furthermore, there is a 10% mark that the students will assess by themselves, 5% corresponding to a self-evaluation form, and the other 5% corresponding to peer-assessmentform. They will fill in two assessment forms which will be handed in by the teacher before the final presentations start. In the self-evaluation form they will assess not only their group work but also their individual work within the group, and in the peer-assessment one they will evaluate the final presentations of the other groups.

As for the summative assessment, three things will be taken into account: a group writing, an individual writing and the final presentation. The group writing will be 10%, the individual one will be 15%, and the final task will be 45%. The final task is a presentation of their TikTok profile, their island and how they escaped.

To carry out the continuous evaluation the teacher will use an iPad with the app Additio to keep track of student participation. In general, all the marks will be introduced into the App to automatically make the average sum of all of them. The rubric for the final task will be also introduced into Additio to facilitate the evaluation of the students while they are presenting.

3.7. Lesson Plan

The objectives of this lesson plan are that the students learn how to describe an island and the wildlife living in it, and create a story about how they escaped this island they were stranded in. All of this will be documented in short videoblogs that will be posted in a TikTok account. The whole lesson plan 'Escaping the Deserted Island' revolves around the students being stranded on a deserted island and figuring out how to survive and escape. It consists of 8 sessions divided into 4 learning situations, with 2 sessions per situation. The first one is 'discovering the island', where students will get into perspective of their situation and where they are, having to create their own island following their personal preferences and imagination. The second one is 'discovering the wildlife', where the students will realize that they are not alone on the island and will describe the animals that can be found there. The third one is 'suggesting scape plans', where the students will create their own characters and use everything that they have previously created to make up a story of their survival. Finally, in the last learning situation 'presenting the island and escape plan', they will gather everything they have created for their final task which consists of presenting their adventures to the rest of the class.

At the end of the lesson plan, and once the students have completed all of the learning situations they will have acquired and improved several essential skills such as critical thinking, problem solving and group work, all of them they would had used to plan their escape from the island. During the activities, students will be required to analyze information, evaluate situations and make decisions critically thinking about the consequences of each

choice they will make, their implications and effectiveness. All while developing their abilities to creatively and systematically approach problems collaborating with their group learning how to communicate effectively and support each other.

3.7.1. Session 1

The first two sessions are part of the same learning situation: 'discovering the island'. The session will start with a brainstorming where the students will be presented with the story for the lesson plan, 'Escaping the Deserted Island'. They will work in groups of five which are already formed, and the seating chart is also divided into those groups with the tables forming a square with the extra one on the side of it. In the brainstorming they will have to talk with the rest of their group members about which objects they will take to a deserted island, and then present their ideas to the rest of the class.

After they all say which objects they will take to the island, the teacher will give them ten flashcards (See Annex) with different objects that they have to rank on how useful those objects will be on the island.

Then, they will spend the next 20 minutes doing a jigsaw activity with a text that will give them ideas for their final task. The text is about a pirate stranded on an island and how she used objects to escape, giving these objects a second life (See Annex). The text is divided into five parts and each of the parts has a letter written on the top right corner. At the beginning each group will get a part, meaning that all members will have the same letter. After that, the students have time to read through their texts and comment on them with their group for a better understanding. Then, the teacher will collect all the papers and the students will regroup so that in each team there is one member with each letter, so they will not be with any person from their original group. In these new groups, they have to explain what their piece of text said so that they can put the story in order once everyone has described their part.

Next, since it is the first session they will have 15 minutes to create their TikTok account and share their username through Microsoft Teams with the rest of the class. While the students are using the app the teacher will walk through the class supervising their use to assure that every group is doing what they are supposed to be doing. Furthermore, the duration of the activity is calculated so that they have just enough time to plan and record the video, so they will not get the opportunity to get distracted by other things within the established

time for the activity. Once the accounts are created, they will record their first video, which should last around 2 minutes and address all the objects seen in class and the ranking that they have given them based on their usability to survive on the island. To shoot the videos they will use their school issued tablets and headphones that they will bring from home to use the microphone and try to ensure the best quality of audio possible. Since each group shares an account, they have to organize themselves and choose who is going to talk, who is going to record, etc. Is not mandatory for every member of the group to appear in the videos so whoever is more fluent or more comfortable speaking in front of the camera can lead most of them. However, there will be a couple of videos where all members of the group must be present and speak about their own creations. Also, each group will go to a different corner of the class to leave as much separation between them as the room will allow, to prevent any sound disturbances from appearing in the videos.

3.7.2. Session 2

This session starts with an example of an island map and a description of it (See Annex), including useful vocabulary so that they can write their own description later. The teacher will explain that in this class they will write a description of their island that they will include in their final presentation, creating a map of it with the AI Dall-e.

To start getting creative and brainstorming which vocabulary they already know about island landscapes, the students will make a collaborative writing. They will get a drawing of a map and some vocabulary as inspiration, and they will start to write for two minutes. Once the time is up, they will pass their paper to the person on their left and write for another two minutes, and so on for a total of 15 minutes.

Now that they have seen how to describe an island and learned some vocabulary, it is time for them to write about their own invented island. They have 15 minutes to write a description in groups of at least 120 words, being as creative as they want. All of the members of the group must write it because at the end one would be randomly collected and evaluated, and all the members of the group will get the same mark.

After they finish writing, it is time for the TikTok video. For this lesson they have 10 minutes to record themselves explaining the island they created. The video should have a duration between one and two minutes and display the key elements and creative features of

their imaginary island, showcasing the vocabulary they have learned and their descriptive skills. Once they publish their video, they will watch the other teams' and comment on them giving constructive feedback and practical criticism.

3.7.3. Session 3

Session 3 and 4 comprise the second learning situation: 'Discovering the Wildlife'.

The students will start this session with a reading about an animal museum exhibition. They will spend 5 minutes reading the text in groups and take note of any vocabulary that they find useful. Then they will debate about the animals in the exhibition and if they will pay the museum fee to see it.

Later, they will do a role-play about an exhibition but locating it on the island they created in the last session. In their groups they will divide themselves, two of them will be the museum guides, and the other two will be tourists visiting the exhibition. And after all of the groups perform their role-plays, they will vote for their favorite. The activity will have a duration of 25 minutes, of which 10 minutes will be designed for the preparation of the role-plays and the other 15 minutes will be for the presentations and each group will have 3 minutes to represent it.

For this session's TikTok, they will do a mini representation of their role-play. Since the initial version should have been around three minutes long when they performed it, the TikTok version can have from one minute up until the same duration as the original. Furthermore, considering that for this video they may need to shoot more takes to get it correctly they will have a total of 15 minutes to do it. Each group will go to a different part of the classroom, leaving as much space as possible between themselves, and using their headphones as a microphone to get the best audio quality possible. When they finish recording and uploading their TikTok they will use the time left to see the rest of the groups' videos and give them feedback on their role-plays.

3.7.4. Session 4

This session starts with showing the students an example of an animal description (See Annex) and its correspondent image created with AI. Then they will watch a video about

some animals and their habitats. While they are watching the video they will write down any vocabulary that they think will be useful to describe the wildlife that inhabits their island.

After watching the video, they will individually write the description of an animal that could live on their island. Even though they are seated in their groups, each of the students must do their own writing so that by the final task they have 5 varied species of animals and just one island for them to live. However, the reason why they are seated in their groups is because they can still help each other with any doubts they may have. They will have 25 minutes to write the descriptions before the teacher collects them all for grading.

After that, they will record their daily TikTok briefly describing the wildlife they just created for their island. To record the video, they will have 15 minutes and it can be as long as they need to be able to briefly describe all 5 animals. In this case, it is mandatory that each student describes their own animal using the vocabulary learned, so it is the perfect opportunity for the more hesitant students to do their mandatory appearance in the TikTok, and thus, if they do not want to, they are not obligated to talk in any more videos. After uploading their own video, they should watch the rest of the groups and comment which animal described the video they find more interesting and why.

3.7.5. Session 5

The next learning situation, called ‘Suggesting Escape Plans’, takes place in sessions 5 and 6.

The first activity is an introductory character description, as an example of what they will have to do later. The character that they create is the one they are going to use to escape the island so they can be as creative as they want with their abilities within reason. This introduction is the story of a character created by the teacher so that they can understand better what to include in their character description.

After seeing the example, the students will be handed a worksheet (See Annex) that they have to complete with the information of their character. Each student must complete their own worksheet, but to make it easier they will work in groups so that they can share ideas between themselves as all the characters will be working to escape together from the

island they created. They will have 10 minutes to do so, since they do not have to compose anything, just answer the questions of the worksheet as specifically as possible.

Next, they will make use of the characters they just created to help the group escape from the deserted island. In the smartboard a wheel with random obstacles will be projected and the students have to express their opinion on how their character is going to work with a specific object to deal with an obstacle. Each group will be assigned a specific obstacle from the wheel, and they have to overcome it using the objects projected on the screen. As seen in the first session, they have to give these objects a second life and use them to escape. They will have 15 minutes to discuss in their groups which objects their characters would choose and how they would use them to overcome the obstacle that they were assigned to and escape the island.

Once they finish discussing it, they will have 15 minutes to record their daily TikTok briefly presenting the characters they created according to the story they invented. For this video all members of the group must appear to describe their own character mentioning their name, background, skills and the role taken to help the rest of the group escape the island. As always, they will go to different corners of the classroom and use their headphones as a microphone to ensure better audio quality. Once uploaded, they will watch the other groups' videos and offer feedback on their characters and survival story focusing on the background of the characters and adding more to their story.

3.7.6. Session 6

This session starts with the students brainstorming of the objects and obstacles seen in the last session to review the vocabulary learned which they will need to keep in mind to use later on.

The following activity consists in putting a story in order (See Annex). Each group will get a letter written by a sailor stranded on an island divided into distinct parts and some images that correspond to what is happening in the story, and they will have 15 minutes to put everything in order. The objective is that they get an example of how to organize the story to be able to create their own for the final task.

Finally, the last activity before they have to prepare the final task is a Jeopardy game to review all the vocabulary that they can use to describe their island, wildlife and characters for their presentations. It will be a 10 minute review of all the tasks that they have done during the last 5 sessions and the winning group will get to choose the order in which all the groups will deliver their final presentations.

In this session's TikTok they will share their opinion about everything that they have created and if they are pleased with it or they will change anything. Furthermore, this is the last session where they have to record a TikTok before submitting their portfolio so they will have a total of 15 minutes to finish everything in case they did not have enough time in previous sessions.

3.7.7. Session 7

The main activity of this session is for the students to make their presentations, so it will take place in the computer room. They have complete freedom to choose which platform such as Power Point, Canva, Genially, Prezi, etc, they want to use to create it as long as they include everything as stated in the guidelines they will be given. The presentation must incorporate: their TikTok profile with all 6 videos and AI generated map of their island, their animals and characters. The teacher will project a summary of how to use Copilot's Image generator which contains the free version of Dall-e for the students to create their images.

Apart from the presentation, the students must send the teacher through Microsoft Teams 5 questions to which answers will be in their presentation to assure that the rest of the groups listen to the other presentations.

3.7.8. Session 8

As an introduction for this session the teacher will explain how the groups will proceed with the presentations and what the rest of the groups will have to do when they are listening to their classmates. Each student will get two pieces of paper: one with questions and the other with self and peer-assessment tables. Both papers are divided by groups so while a group is presenting, the others must answer their questions. When they finish, they will have a couple of minutes to complete the peer-assessment form (See Annex), meanwhile the group

who did the presentation completes the self-evaluation form. Since there are 5 groups and the class lasts 50 minutes, each group must talk for 5 to 8 minutes, and the students will have 2 minutes for each presentation's evaluation.

4. Conclusion

The integration of Information and Communication (ICTs) in Secondary School education is essential to prepare students to survive in the digital age. They have been brought up surrounded by technology and that should be used as an advantage, promoting their use in educational environments to enhance their motivation and learning outcomes. This is achieved by presenting tasks in a more engaging and enjoyable style, which helps to break the monotony of traditional teaching methods and approaches and foster a dynamic learning atmosphere.

Furthermore, the use of ICTs facilitates the development of the Digital Competence which is a key component of the curriculum as stated in the Royal Decree 217/2022 and the Decree 39/2022. These laws highlight the importance of the responsible and safe use of digital tools and platforms which the teachers must include in their lesson plans, fostering a more collaborative and creative learning environment. For this reason, the teachers' digital competence is crucial since they are responsible for guiding the students' use of ICTs. Hence, they must be able to critically select and evaluate suitable digital resources to ensure an effective and safe integration of digital tools into the lessons.

In addition, this proposal complements the use of ICTs with that of social media, with an aim to boost student motivation and engagement by incorporating their interests into the lessons. Using platforms like TikTok, which is an app already popular and widely used among students, as an educational tool makes the learning process more relevant and appealing to students, closing the gap between formal and informal education. This innovative approach to education allows students to connect their daily experiences using ICTs with their academic dimension in a way that makes learning more meaningful and enjoyable.

To sum up, integrating ICTs into Secondary School classrooms is becoming a necessity for modern education since not only is it beneficial but also prepares the students for their future careers in this digital world. By embracing the use of technology and social

media in educational settings, the lessons can be customized to the interests of modern and digital-native students making the lessons more engaging, relevant and effective. This approach to the use of ICTs in education ensures that the students are not only consumers of the technology but also learn how to become responsible users.

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Appendix

General Table of the Lesson Plan

<table>
<tr><td colspan="3">Educational Stage: Compulsory Secondary Education (CSE)</td><td colspan="3">Level/Grade: B1, 3rd Year</td><td colspan="2">Time: 8 sessions of 50 minutes</td></tr>
<tr><td colspan="8">Educational Stage Objectives: a, b, e, g, i</td></tr>
<tr><td colspan="3">Key Competences
CLC, DC, L2L, SCC</td><td colspan="5">Specific Competences
1, 2, 3, 4</td></tr>
<tr><td colspan="3">Contents
A, B
Syntactic-Discursive Elements
2, 14</td><td colspan="5">Grading Criteria
1.1., 2.2., 2.4., 3.2., 3.3., 4.1</td></tr>
<tr><td colspan="8">Learning Situations & Activities</td></tr>
<tr><td colspan="2">1. Discovering the Island</td><td colspan="2">2. Discovering the Wildlife</td><td colspan="2">3. Suggesting Escape Plans</td><td colspan="2">4. Presenting the Island & Escape Plans</td></tr>
<tr><td>Session 1</td><td>Session 2</td><td>Session 3</td><td>Session 4</td><td>Session 5</td><td>Session 6</td><td>Session 7</td><td>Session 8</td></tr>
<tr><td>1. Brainstorming
2.Object ranking
3. Jigsaw
4.TikTok
5.Watch & Comment</td><td>1.Map
2.Collaborative Writing
3.Describing the Island
4.TikTok
5.Watch & Comment</td><td>1.Summary
2.Reading
3.Role-Play
4.TikTok
5. Watch & Comment</td><td>1.Introductory Animal
2.Video
3.Describing Wildlife
4.TikTok
5. Watch & Comment</td><td>1. Introductory Character
2. Creating a Character
3. Working with Obstacles and Objects
4.TikTok
5. Watch & Comment</td><td>1. Introductory Summary
2. Read and Order
3.Jeopardy
4.TikTok
5. Watch & Comment</td><td>1.Summary
2.Creating Presentations
3.Closing Activity</td><td>1.Introduction
2.Presentaions
3.Closing Activity</td></tr>
<tr><td colspan="8">Measures for treating diversity: from the 25 students none of them have special needs.</td></tr>
</table>

Session Tables

<table>
<tr><th colspan="3">Session 1</th></tr>
<tr><td>Specific Competences
1, 2, 3, 4</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher’s oral instructions correctly.
2.4.1.: The student orally expresses at least one idea regarding the topic.
3.2.1.: The student works cooperatively participating in the activity.
3.3.1.: The student orally discusses the questions asked by the teacher with a partner.
4.1.1: The student summarizes the text explaining the main ideas to the rest of the group.</td></tr>
<tr><td colspan="2">Subject Contents
A:
3: Communicative functions of everyday use appropriate to the communicative environment and context: expressing opinion
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.

Syntactic-Discursive Structures
14. Expressing opinion

Cross-Curricular Contents
Article 6.5. of Royal Decree 217/2022: Sustainability and responsible consumption.
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Brainstorming
2. Object Ranking
3. Jigsaw
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><th colspan="3">Session 2</th></tr>
<tr><td>Specific Competences
1, 2, 3</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher’s oral instructions correctly.
2.2.1.: The student writes a description between 100-120 words adequately using the syntactic-discursive structures.
2.4.1.: The student orally expresses at least one idea regarding the topic.
3.2.1.: The student works cooperatively participating in the activity.</td></tr>
<tr><td colspan="2">Subject Contents
A:
1: Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and written texts comprehension, production and co-production of oral, written and multimodal texts.
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.

Syntactic-Discursive Structures
2. Describing people, objects, places, phenomena and events

Cross-Curricular Contents
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Map
2. Collaborative Writing
3. Describing the Island
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><td colspan="3">Session 3</td></tr>
<tr><td>Specific Competences
1, 2, 3</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher’s oral instructions correctly.
1.1.2.: The student identifies the general meaning of the text/audio.
2.4.1.: The student orally expresses at least one idea regarding the topic.
3.2.1.: The students interprets their role acting out the planned scenes.</td></tr>
<tr><td colspan="2">Subject Contents
A:
1: Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and written texts comprehension, production and co-production of oral, written and multimodal texts.
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.
B:
3: Commonly used strategies and tools for self-evaluation, peer-assessment, individual and cooperative evaluation.

Syntactic-Discursive Structures
14. Expressing opinion

Cross-Curricular Contents
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Summary
2. Reading
3. Role-Play
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><td colspan="3">Session 4</td></tr>
<tr><td>Specific Competences
1, 2</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher’s oral instructions correctly.
1.1.2.: The student identifies the general meaning of the text/audio.
2.2.1.: The student writes a description between 100-120 words adequately using the syntactic-discursive structures.
2.4.1.: The student orally expresses at least one idea regarding the topic.</td></tr>
<tr><td colspan="2">Subject Contents
A:
1: Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and written texts comprehension, production and co-production of oral, written and multimodal texts.
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.

Syntactic-Discursive Structures
2. Describing people, objects, places, phenomena and events.

Cross-Curricular Contents
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Introductory Animal
2. Listening
3. Describing Wildlife
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><td colspan="3">Session 5</td></tr>
<tr><td>Specific Competences
1, 2, 3</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher's oral instructions correctly.
2.4.1.: The student orally expresses at least one idea regarding the topic
3.2.1.: The student works cooperatively participating in the activity.
3.3.1.: The student orally discusses the questions asked by the teacher with a partner.</td></tr>
<tr><td colspan="2">Subject Contents
A:
1: Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and written texts comprehension, production and co-production of oral, written and multimodal texts.
3: Communicative functions of everyday use adapted to the communicative environment and context: introducing others and oneself, and describing people.
14: Analogical and digital tools commonly used for oral and written comprehension and production.

Syntactic-Discursive Structures
14. Expressing opinion

Cross-Curricular Contents
Article 6.5. of Royal Decree 217/2022: Sustainability and responsible consumption.
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Introductory Character
2. Creating a Character
3. Working with Obstacles and Objects
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><th colspan="3">Session 6</th></tr>
<tr><td>Specific Competences
1, 2. 3</td><td colspan="2">Can-Do Statements
1.1.1.: The student understands the teacher’s oral instructions correctly.
1.1.2.: The student identifies the general meaning of the text/audio.
2.4.1.: The student orally expresses at least one idea regarding the topic
3.2.1.: The student works cooperatively participating in the activity.</td></tr>
<tr><td colspan="2">Subject Contents
A:
3: Communicative functions of common use appropriate to the communicative environment and context: describing places, and events; offering, accepting and refusing help; describing present situations; narrating past events, and expressing opinion.
14: Analogical and digital tools commonly used for oral and written comprehension and production.
B
3: Commonly used strategies and tools for self-evaluation, peer-assessment, individual and cooperative evaluation.

Syntactic-Discursive Structures:
14. Expressing opinion

Cross-Curricular Contents
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks
1. Introductory Summary
2. Read and Order
3. Jeopardy
4. TikTok
5. Watch & Comment</td></tr>
</table>

<table>
<tr><td colspan="3">Session 7</td></tr>
<tr><td>Specific Competences
1, 2, 3</td><td colspan="2">Can-Do Statements

1.1.1.: The student understands the teacher’s oral instructions correctly.
2.4.1.: The student orally expresses at least one idea regarding the topic.
3.2.1.: The student works cooperatively participating in the activity.</td></tr>
<tr><td colspan="2">Subject Contents
A:
3: Communicative functions of common use appropriate to the communicative environment and context: describing places, and events; offering, accepting and refusing help; describing present situations; narrating past events, and expressing opinion.
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.

Syntactic-Discursive Structures:
2. Describing people, objects, places, phenomena and events.

14. Expressing opinion

Cross-Curricular Contents
Article 6.5. of Royal Decree 217/2022: Sustainability and responsible consumption.
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks

1. Summary

2. Creating Presentations

3. Closing Activity</td></tr>
</table>

<table>
<tr><td colspan="3">Session 8</td></tr>
<tr><td>Specific Competences
1, 2. 3</td><td colspan="2">Can-Do Statements

1.1.1.: The student understands the teacher’s oral instructions correctly.
2.4.1.: The student orally expresses at least one idea regarding the topic.
3.1.1: The student makes an accurate oral description in a way that can be understood by their partner.
3.2.1.: The student works cooperatively participating in the activity.</td></tr>
<tr><td colspan="2">Subject Contents
A:
1: Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and written texts comprehension, production and co-production of oral, written and multimodal texts.
3: Communicative functions of common use appropriate to the communicative environment and context: describing places, and events; offering, accepting and refusing help; describing present situations; narrating past events, and expressing opinion.
6: Everyday used vocabulary of interest to students related to places and environments, daily life and natural environment.
14: Analogical and digital tools commonly used for oral and written comprehension and production.
B:
3: Commonly used strategies and tools for self-evaluation, peer-assessment, individual and cooperative evaluation.

Syntactic-Discursive Structures:
2. Describing people, objects, places, phenomena and events.
14. Expressing opinion

Cross-Curricular Contents
Article 6.5. of Royal Decree 217/2022: Sustainability and responsible consumption.
Article 10 Decree 39/2022: The use of ICTs</td><td>Activities / Tasks

1. Summary

2. Presentations

3. Closing Activity</td></tr>
</table>

Activity Tables

Session 1

Activity/task number 1		
Title: Brainstorming	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:**	

Activity/task number 2		
Title: Object ranking	**Type:** Reinforcement	**Time:** 7 minutes
Classroom management: Groups of 5	**Resources:** Object flashcards	

Activity/task number 3		
Title: Jigsaw	**Type:** Reinforcement	**Time:** 20 minutes
Classroom management: The class is arranged into the same groups of five and is assigned a letter with their part of the text. After reading it, they are then regrouped so each team has a member from each letter.	**Resources:** The jigsaw text is divided in 5 parts, one for each group.	

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Group of 5		**Resources:** Tablet and headphones TikTok account

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 3 minutes
Classroom management: Groups of 5		**Resources:** Tablet and TikTok account

Session 2

Activity/task number 1		
Title: Map	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Map of an island created with AI and description

Activity/task number 2		
Title: Collaborative Writing	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Groups of 5	**Resources:** Image and words for inspiration 5 pieces of paper and pens	

Activity/task number 3		
Title: Describing the Island	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Groups of 5	**Resources:** 5 pieces of paper one per person and pens	

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 10 minutes
Classroom management: Groups of 5	**Resources:** Tablet and headphones TikTok account	

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:** Tablet and TikTok	

Session 3

Activity/task number 1		
Title: Summary	**Type:** Introductory	**Time:** 2 minutes
Classroom management: Groups of 5		**Resources:**

Activity/task number 2		
Title: Reading	**Type:** Reinforcement	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Printed text

Activity/task number 3		
Title: Role-Play	**Type:** Reinforcement	**Time:** 25 minutes
Classroom management: Groups of 5		**Resources:**

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Group of 5		**Resources:** Tablet and headphones TikTok account

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 3 minutes
Classroom management: Groups of 5		**Resources:** Tablet and TikTok

Session 4

Activity/task number 1		
Title: Introductory Animal	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** AI animal photo and description

Activity/task number 2		
Title: Video	**Type:** Reinforcement	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Wildlife Video

Activity/task number 3		
Title: Describing Wildlife	**Type:** Reinforcement	**Time:** 20 minutes
Classroom management: Individual writing Seated in groups of 5		**Resources:** Pen and paper

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Group of 5		**Resources:** Tablet and headphones TikTok account

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Tablet and TikTok

Session 5

Activity/task number 1		
Title: Introductory Character	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Description of a character

Activity/task number 2		
Title: Creating a Character to Survive	**Type:** Reinforcement	**Time:** 10 minutes
Classroom management: The worksheet is completed individually. Seated in groups of 5		**Resources:** Worksheet

Activity/task number 3		
Title: Working with Obstacles and Objects	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Groups of 5		**Resources:** Wheel web page to assign random obstacles. https://wheelofnames.com/ Objects found on the island and obstacles they can encounter on the projector

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Group of 5		**Resources:** Tablet and headphones TikTok account

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:** Tablet and TikTok	

Session 6

Activity/task number 1		
Title: Introductory Summary	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:**	

Activity/task number 2		
Title: Read and Order	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: The same groups of five. Alex and Noelia are sitting where they always do, so their groups go to them.	**Resources:** The letter and the images they will put in order.	

Activity/task number 3		
Title: Jeopardy	**Type:** Reinforcement	**Time:** 15 minutes
Classroom management: Groups of 5		**Resources:** Jeopardy online game

Activity/task number 4		
Title: TikTok	**Type:** Reinforcement	**Time:** 10 minutes
Classroom management: Group of 5		**Resources:** Tablet and headphones TikTok account

Activity/task number 5		
Title: Watch and Comment	**Type:** Closing	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:** Tablet and TikTok

Session 7

Activity/task number 1		
Title: Summary	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5		**Resources:**

Activity/task number 2		
Title: Creating Presentations	**Type:** Reinforcement	**Time:** 40 minutes
Classroom management: Groups of 5	**Resources:** Computer room Canva, power point, etc. Copilot	

Activity/task number 3		
Title: Closing Activity	**Type:** Closing	**Time:** 5 minutes
Classroom management:	**Resources:**	

Session 8

Activity/task number 1		
Title: Introduction	**Type:** Introductory	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:** Self and peer-assessment form Team's questions	

Activity/task number 2		
Title: Presentations	**Type:** Reinforcement	**Time:** 40 minutes
Classroom management: Groups of 5	**Resources:** Smartboard	

Activity/task number 3		
Title: Closing	**Type:** Closing	**Time:** 5 minutes
Classroom management: Groups of 5	**Resources:**	

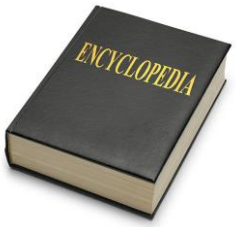
Rubric

Criteria	1	2	3	4	5
1.1.1.: The student understands the teacher's oral instructions correctly. (10%)	The student misunderstood and did not follow any oral instructions.	The student misunderstood but followed oral instructions.	The student somewhat understood and followed oral instructions.	The student completely understood oral instructions.	The student understood and is confident in the understanding of oral instructions.
2.4.1.: The student orally expresses at least one idea regarding the topic. (40%)	The student does not express any ideas.	The student lacks organization and relevance expressing at least one idea.	The student is somewhat organized expressing at least one idea.	The student is organized and relevant expressing at least one idea.	The student is well organized and relevant expressing more than one idea.
3.1.1: The student makes an accurate oral description in a way that can be understood by their partner. (40%)	The student's language is unintelligible while making an oral description.	The student's language is unclear and makes errors while making an oral description.	The student's language is somewhat clear while making an oral description.	The student's language is clear and correct while making an oral description.	The student's language is clear, precise and proper while making an oral description.
3.2.1.: The student works cooperatively participating in the activity. (10%)	The student does not collaborate with their group making a presentation.	The student collaborates with their group making an unclear and irrelevant presentation.	The student collaborates with their group making a clear and irrelevant presentation.	The student collaborates with their group making a clear and mostly relevant presentation.	The student collaborates with their group making an appealing and relevant presentation.

Materials

1.2. Flashcards with the objects

				
COMPASS	FIRST AID KIT	MAGNIFYING GLASS	ROPE	RAFT

				
BINOCULARS	FISHING NET	AXE	ENCYCLOPEDIA	INSECT REPELLENT

1.3. Jigsaw

C.

Cataline is a young pirate who used to sail the Caribbean Sea for weeks, visiting different islands to discover a treasure full of gold and jewels. She is Mexican, but doesn't feel like she belongs anywhere because she is constantly at sea. She is always with her best friend, her dog Thor. She is never afraid of anything and she doesn't obey her father. He doesn't like that Cataline is always on her ship by herself.

B.

On a stormy evening, Cataline's dad advised her not to sail her boat and stay home. Cataline didn't listen to her father, and decided to go out at sea with Thor. After an hour of sailing, a strong storm appeared. Cataline's boat was little, and it wasn't used to such extreme weather. Something hit her boat, creating a hole on the boat's deck. Water started to get in her boat, so Cataline put on her life jacket and jumped out of it, Thor following behind. She then sees an island further away, and tries to swim towards it.

E.

After swimming for hours, she finally arrived at the island, but it seemed to be deserted. After she realized where she was, she noticed Thor wasn't with her. She cried all night and tried to find Thor or something to escape from the island. After walking around the island, she found a magnifying glass and decided to wait until the sun came up to create a fire and keep looking for Thor. When she woke up she was near the valley, and she felt that there was someone next to her.

A.

When she opened her eyes, she saw Thor. Now, with Thor, they tried to find a solution to escape from the island. She started to feel hungry, and, luckily, found a fishing net she could use to catch some fish. She used the magnifying glass to create a fire to cook the fish. After lunch, she decided to keep looking for a way to escape.

D.

After hours, the sun started to go down, and Cataline started to give up. She felt like she would never be able to escape. However, Cataline then looked up, and couldn't believe what she saw. A small plane flying over the island! She used her magnifying glass to reflect the sun and try to signal the pilot that she was on the island. Luckily, the pilot saw her, and came to save her and Thor. Catalina finally made it home, and decided to never go out in a storm again.

2.1. Map & Description

This nameless island is located in the Atlantic Ocean. It is home to one of the biggest reservoirs in the world which is at the same time a spectacular wildlife sanctuary.

The island is very big, and it's surrounded by a clear blue ocean and a colorful reef. At the center of the island there is a reservoir surrounded by the vast wilderness of a forest, home to fierce predators. On the East there is a lot of dried up vegetation encircled by arid soil. On the West, bushes were growing between the peaks of the mountains whose shadows ended in the valleys of the South.

While still a mostly deserted island, poachers were attracted there by the presence of predators which is endangering the existence of the wildlife there.

4.1. Animal & Description

A centaur is a mythical creature from Greek mythology, known for its unique appearance and combination of human and horse features. It has the upper body of a human, including head, arms, and torso, fused with the lower body of a horse.

Centaur's human-like upper body possesses characteristics such as intelligence, emotions, and the ability to communicate. They are often depicted as very strong and agile. Centaurs are known for their archery skills and are often portrayed as noble warriors or wise mentors in mythology.

To sum up, the centaur is a fascinating creature whose unique blend of human and hose attributes makes it a symbol of strength, intelligence, and wild beauty in mythology and folklore.

5.2. Worksheet to create character

CHARACTER INFORMATION SHEET

Name:

Age:

Nationality:

Profession:

Skills:

Cultural background/facts:

How they ended up on the island:

6.2. The letter and images to put in order

To whom this letter may reach:

Bonjour! I would love to introduce myself, but the timing isn't right. The rain extinguished my campfire, and my compass stopped working. I need some help, please. *Oh lá lá*! How I miss Paris, away from these scary palm trees and these noisy rivers! I arrived here two weeks ago.

It all started when a cleaning company asked me to navigate a boat. However, an unexpected volcano explosion caused the ship to sink. When I touched the sand after the accident, all I could hear was: 'I need a helping hand over here, please!' A woman was trying to revive her son.

Tensions increased as people disappeared. One day, I was walking in the valley, and a man in a suit approached me with a canteen in his hand, and said: 'Would you like some water?' *Ah, bon?* Was that a French accent I heard? He was a banker from Lyon who accompanied his brother on the boat trip. We became close friends, but now I don't know where he is. I am alone, lost, and confused.

I could use a glass of wine and a rescue mission. How about I wait for you in my shelter, near the cape on the North? See you soon!

Au revoir, mes amis

8.2. Self and Peer-assessment forms

PEER-ASSESSMENT

Group 1 / 2 / 3 presentation	1	2	3	4	5
Content and organization (coherence & relevance)					
Delivery (fluency, intonation, pronunciation…)					
Language use (grammar, vocabulary…)					
Visual Presentation					

Group 1 / 2 / 3 presentation	**1**	**2**	**3**	**4**	**5**
Content and organization (coherence & relevance)					
Delivery (fluency, intonation, pronunciation…)					
Language use (grammar, vocabulary…)					
Visual Presentation					

SELF-ASSESSMENT

Group 1 / 2 / 3 presentation	1	2	3	4	5
Content and organization (coherence & relevance)					
Delivery (fluency, intonation, pronunciation…)					
Language use (grammar, vocabulary…)					
Visual Presentation					
How much did you participate in your group?					
How well do you think you described your island?					
How well do you think you described your wildlife?					