

**SITUATED PROJECTS IN AN EFL CLASSROOM: MAXIMIZING ORAL PRACTICES  
THROUGH ICTS**

**VALENTINA GÓMEZ GUEVARA**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
BOGOTA D.C, COLOMBIA**

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**VALENTINA GÓMEZ GUEVARA**

This thesis is presented as a requirement to obtain the bachelor's degree in Spanish and foreign languages with emphasis in English and French.

**THESIS DIRECTOR**

**JOHANNA MONTAÑO MORENO**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
BOGOTA D.C, COLOMBIA**

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**Nota de aceptación**

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**Firma del Jurado**

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**Firma del Jurado**

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*I would like to express my deep gratitude to my parents, for their endless love, support, and encouragement. Thank you both for giving strength to chase my dreams, surpass difficulties and reach for the stars. Besides, to Bernardo Duarte for his unwavering support, and love. To them, who are my motivation to continue and make this achievement possible.*

### **Abstract**

The following proposal of pedagogic and didactic innovation is based on the Project Based Learning (PBL) approach and the Web 2.0 tools. The study aims to improve the speaking skills of 8th and 9th grade students from a public school in Bogotá, Colombia. To this effect, the proposal was designed and organized in five phases: initial research, planning, implementation, analysis, and presentation. Thus, throughout a series of lesson plans and didactic materials, students as digital natives will use ICTs to explore social networks while they are engaged in situated speaking practices. As a matter of conclusion, this document presents the implications, limitations, and considerations for future pedagogical proposals that follow this methodology.

**Key words:** Project-based learning, Web 2.0, Speaking skills

### **Resumen**

La siguiente propuesta de innovación pedagógica y didáctica se basa en el enfoque de Aprendizaje Basado en Proyectos (ABP) y en las herramientas de la Web 2.0. El estudio tiene como objetivo mejorar las habilidades de expresión oral de los estudiantes de 8° y 9° grado de un colegio público de Bogotá, Colombia. Para ello, la propuesta se diseñó y organizó en cinco fases: investigación inicial, planificación, implementación, análisis y presentación. Así, a lo largo de una serie de planes de clase y materiales didácticos, los estudiantes como nativos digitales utilizarán las TIC para explorar las redes sociales mientras realizan prácticas situadas de habla. A modo de conclusión, este documento presenta las implicaciones, limitaciones y consideraciones para futuras propuestas pedagógicas que sigan esta metodología.

**Palabras clave:** Aprendizaje Basado en Proyectos, Web 2.0, Habilidades de habla

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## CHAPTER I

### CONTEXTUALIZATION

#### **Target population**

The following proposal of pedagogic and didactic innovation aims to work with fourth cycle (8<sup>th</sup> and 9<sup>th</sup> grade) students whose ages range from 13 to 16, in a public school in Bogotá, Colombia. This group of students is classified as adolescents, in this time young people face physical, cognitive, and emotional changes, which are crucial for their lives as they are trying to discover the people they will become; learners come up against insecurity and vulnerability and at the same time, they are challenged to construct their identity finding appropriate ways of expressing themselves through music, clothes, commitment to sports, and social activities; all of which contribute to what is generally referred to as youth culture. Moreover, Richards and Burns (2012) state that in these crucial years, “the classroom becomes a focal point where the creativity unleashed by puberty and adolescence can inspire learning, but where also the ambiguities and the turbulence of these phases can render learning quite difficult or even problematic.” (p.112).

In the cognitive domain, teenagers increase in reasoning abilities and management of abstractions, their intellectual growth demands challenges and problem-solving activities where “not only linguistic information has to be used but also real-life knowledge and procedures need to be put into practice.” (Fonseca & Toscano, 2007, p.138). According to Richards and Burns (2012) “no past generation has had such wide *out-of-school exposure to English*” (p. 113). The sources are mainly the media, personal networks (family and friends), and intercultural contacts. These different contexts redefine the learning of a foreign language as the exposure and the language use are linked in a meaningful way.

In addition, adolescent learners need a supportive environment at school for making decisions, sharing ideas, and agreeing on how best to accomplish a task. These have beneficial effects on motivation and significantly affect students' learning because they develop a positive attitude to the language, and to the learning process. This generation of students is qualified as "Digital natives" as they have grown up with new technologies: computers, the Internet, cell phones, and instant messaging. According to Alba & Betancur, 2020; Chaves & Cuervo, 2018; Huertas, 2020, these students' interests are mainly focused on technology: playing video games, watching videos, tv, and movies, and spending time on social networks "to communicate and share their feelings and tastes with their friends online" (Medina, 2019, p.22).

Regarding the academic development, the majority of fourth cycle students consider English as a difficult and boring subject because of the didactics, the great amount of homework, and the activities based on textbooks, worksheets, memorization, and translation. The development of English classes at official schools focuses on the use of dictionaries, "Spanish is the main language of interaction and communication between the teacher and the students" (Alba & Betancur, 2020, p.10), and the exercises are under the grammar approach. Therefore, learners conceive English as an academic and theory-based subject instead of as a means of communication useful inside and outside the classroom.

The performance of students according to some diagnosis tests applied to determine the students' proficiency level in English in public schools in Bogotá between 2018 and 2020 by the researchers previously mention, showed that they are behind B1 level in all four competences (reading, listening, writing, and speaking). Regarding reading and listening skills, students observed had the ability to identify general ideas, but they presented problems when extracting specific information. Concerning writing skills, learners showed a lack of cohesion, coherence,

and vocabulary. Finally, in terms of speaking skills, there was a dependency on Spanish when trying to express an idea, “students had a lack of vocabulary and grammar structures and they did not even make an attempt to speak, they just felt uncomfortable, so they preferred to remain quiet” (Huertas, 2020, p.11). Contrasting this information with the standardized test ICFES, in 2019, learners at public schools obtained A- and A1 level based on the Common European Framework classification, which evidences that the population belonging to these academic institutions did not seem to have the ability to understand and use common expressions; they could not ask for and give basic personal information among other difficulties (Ministerio de Educación, 2019).

### **Statement of the Problem**

Based on literature and related research revised, it has been possible to notice that 8<sup>th</sup> and 9<sup>th</sup> grade students present difficulties in all four English skills: reading, writing, speaking, and listening. Concerning learning EFL in the fourth cycle, the MEN (2006) states that students should achieve high levels of proficiency to be effective communicators and be in B1 level. The scale taken by MEN is based on the Common European Framework of Reference for languages (CEFR, 2018) which indicates that students from 8th to 9th grade should be in B1 and should have the ability “to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans” (p.56). Nevertheless, as it was seen in the target population description, students had not raised the standards by the time they were evaluated and observed; they showed difficulties expressing their thoughts in English in most of the cases due to the lack of vocabulary and grammar, they depended on Spanish to transmit the information they wanted to express, and the problem increases due to students' lack of opportunities to practice the language in the classroom.

This problem seemed to be caused by three important factors which were the lack of speaking activities, the anxiety resulting from not being able to express well, and the overuse of Spanish to communicate with teacher and classmates. Students use to be exposed to grammar activities, but there is no place to the oral language, the lack of vocabulary, fear of making mistakes, and the nonuse of the foreign language affect the process of learning English, which would not allow them to express themselves in the right way, creating a non-productive development of the class.

On the other hand, Currículo de Lengua Extranjera: Inglés (MEN, 2016) states that teachers should carefully select topics and activities that fit their learners' interests as well as use strategies that require students themselves to take responsibility for their own talking and for monitoring their interaction. However, according to previous studies developed in public schools in Bogotá, students were not involved in class in a significant way, since they were not interested in English class; "they seemed to have no motivation due to the contents, strategies, materials, and practices that were implemented in the classes" (Medina, 2020, p.4). Besides, in EFL classes there is a pre-established program that does not count on students for them to express their interests, due to the lack of technological tools students cannot develop their autonomous learning in language, and even cannot practice the language.

Bearing in mind the previous information, it is possible to say that students find the most challenging skill is speaking because they do not master grammar structures, vocabulary, pronunciation, or fluency to express basic ideas. During classes, learners accomplish reading, writing, or listening tasks, nevertheless, speaking is the least practiced skill as students are shy and afraid of participating orally in class. Moreover, the language teaching model, which is under the traditional model reduces learners' interest in speaking English and hinders the process of

learning. Thus, it is essential to approach students' interests, create rapport, and be updated with the new technologies in order to create a knowledge environment where they feel open to learning and comfortable to have active participation in the activities proposed.

## **Rationale**

Learning English has become significant as it permits effective communication in social and academic contexts where the foreign language is universally used to understand and exchange ideas with others. One important language skill is speaking, which is a challenging task as speakers should know relevant components like grammar, vocabulary, pronunciation, fluency, and comprehension to interact and discuss. Indeed, speaking is an important language skill because it is the medium through which people can express their feelings, ideas, thoughts, attitudes, and beliefs (Al-Masadeh & Aa-Omari, 2014). Thus, in EFL classroom, speaking should aim to achieve communicative goals as the emphasis is on the message in terms of its meaning, instead of concentrating exclusively on grammar. In this sense, students increase fluency in the target language, they become more confident when interacting with other people and practice English in real contexts. In order to accomplish these tasks, it is necessary to include rich and authentic learning environments to promote oral participation.

Firstly, it is appropriate to consider the benefits of using a PBL approach to enhance speaking skills. Project Based Learning has a variety of topics from different areas of knowledge, which enable teachers to make connections with different content students are learning. Therefore, linking projects about social networks with the enhancement of speaking skills accomplish one of the main objectives of PBL, students will be “able to use the target language in situations that are very likely to happen outside the classroom” (Tavares & Potter, 2018, p.54). Thus, PBL plays an important role in inciting learners to increase their language competence as

students have a strong need to learn and use vocabulary in order to express ideas and to complete the tasks required in the projects (Gómez & Vaca, 2017). That is why, the content is as important as the linguistic components, to teach students contents mean to teach how to use the target spoken language concisely and efficiently and not only according to the grammar rules, to approach the student to PBL will create a good environment and will foster students speaking skills.

Secondly, it is necessary to highlight the importance of using new technologies such as Web 2.0 tools in the students' speaking skills development. Currently, the world is facing the covid-19 pandemic which prevented schools from continuing the normal operation, and made students and professors change unexpectedly and for unknown duration their ways to learn and teach. In the EFL classroom, practices were altered, and as a result, teachers look for technological tools to ensure students continue learning through a variety of avenues. Thus, Web 2.0 tools become the most important tool in educational settings particularly in online and face-to-face EFL classrooms. The ICTs (Information and communication technologies) create an enjoyable learning atmosphere, provide authentic material, and offer the language learners the ease to access different people, languages, cultures, and social practices (Fitry & Putro, 2021). Specifically, Web 2.0 tools have an impact on the practice of speaking skills as they provide interaction between teacher and students, give students the opportunity to increase their exposure to language meaningfully, "provide comprehensible input and output, promote learners' autonomy and help them feel more confident, and increase learners' motivation to effectively learn a foreign language." (Naciri, 2014, p.3). Thus, this proposal takes advantage of ICTs to develop social networks projects because learners get opportunities for authentic social interaction to practice real life speaking skills.

To sum up, the development of speaking skills has been a subject of interest for many researchers due to its importance in the communicative competence. New technologies and innovative approaches as PBL are bringing authentic practices of the foreign language inside and outside the classroom. Therefore, it is possible to state the need to provide fourth-cycle students with communicative activities to help them improve their speaking skills in order to achieve the B1 level required for the Ministerio de Educación Nacional.

### **Objectives**

1. To design a pedagogical and didactical proposal based on Project- Based Learning and Web 2.0 tools to enhance speaking skills.
2. To propose Social Networks projects and design situated speaking activities for fourth cycle students to support meaningful learning.

## CHAPTER II

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter presents the theoretical foundations of the proposal. First, it is included the state of the art in which relevant previous research studies that have explored them are reviewed and second, it is define and characterize the key constructs of the research which are Speaking skills, Project-Based Learning, Situated Literacies, and finally Information and Communication Technology (ICT) which includes important components, Web 2.0 tools, and Blended learning.

#### State of art

This section contains the review of recent studies conducted in the national and international context which provide insight into the use of Web 2.0 tools and PBL to enhance speaking skills.

Firstly, in 2017, Julieth Hernández carried out a project entitled *Oral fluency and motivation enhancement through web 2.0 platforms as didactic tools* in Centro de Lenguas with twenty-one students which age range was between eleven and thirteen years old. Hernández utilized the YouTube platform as a didactic tool to promote oral fluency and motivation. The study was divided into three phases: *enhancing motivation*, in which the teacher presented different videos to introduce the topic to be worked on class and to familiarize students with new vocabulary and grammar. In the second phase, *planning ideas and be prepared to speak*, students prepared their final oral project in which they would be YouTubers; learners wrote scripts, practiced pronunciation and vocabulary, and the teacher presented videos to guide them. In the final phase, *provide arguments towards topics close to their personal experiences*, the population changed. Therefore, Hernández did three activities based on common problems that teenagers

faced daily, where students had the opportunity to provide their points of view. The results showed a positive enhancement in oral fluency and motivation. Students felt involved in the class as they had the opportunity to share stories, anecdotes, and thoughts about a specific topic or situation with the teacher and classmates. Regarding YouTube as a didactic tool, students were more engaged in class after watching a YouTube video, they searched all kind of cultural content and at the same time they learned English “allowing them to have a bigger outlook about the world and their surroundings as human beings.” (Hernández, 2017, p.66)

Hernández’s investigation is pertinent because it provides an approach to know how the students can learn English being motivated in the classes using Web 2.0 tool: YouTube; and how this motivation works to build oral skills. Both Hernández's research and this proposal use innovative tools and strategies within the class, as ICTs tools. Nevertheless, the number of technological tools used are different, and the results might vary as she focuses on fluency and this proposal focuses on a communicative perspective. Finally, both research require students to express their ideas and opinions, and thus they use meaningful topics to encourage students to speak the foreign language, which in Hernández’s project showed a positive impact regarding motivation and oral fluency.

In addition, Marcela Vaca and Luis Fernando Gómez (2017) conducted a research project titled *Increasing EFL Learners’ Oral Production at a Public School Through Project-Based Learning*. The main objective was to “examined how a group of ninth graders enhanced the speaking skill in an English as a foreign language classroom through project-based learning” (Vaca & Gómez, 2017, p.57). Therefore, the researchers used three projects related to students’ personal lives and environments allowing them to speak about meaningful information from their own experiences: Discovering who my classmates are, is everything fine at school? And Getting

involved in my neighborhood. Students visited their neighborhood, as the community did not speak English, each group used different strategies such as, “one student interviewed the neighbors in English, another student translated the questions into Spanish, the neighbors answered the questions in Spanish, and all the students in the group took notes by translating into English the neighbors’ answers” (Vaca & Gómez, 2017, p.61). The authors concluded that project development was difficult because of time-consuming. Additionally, the students’ process was slow because learners had never practiced speaking skills and they had never done projects in English before. Despite the language level limitation of students, PBL incited them to use English with an emphasis on speaking skills. Learners needed to negotiate meaning, communicate messages related to personal and academic needs.

This research is relevant for this proposal as it illustrates, on the one hand, the power of Project based learning approach to the development of speaking skills, and on the other hand, the challenges of working with projects and this population. One of the challenges was students worked with a community that did not speak English, similar to this study that aims to work with students’ families whose mother tongue is Spanish. Therefore, Vaca and Gómez’s research provides strategies to manage the interaction between students and a community that does not speak English. Besides, it is important to clarify that researchers' study is different from the present one since they develop three different projects, and this proposal develops one project.

Thirdly, Gabriela Jaramillo conducted an action research in 2019 known as *Project Based Learning method to develop speaking skills in the students of eight levels of San Felipe Neri School* in Ambato, Ecuador. This researcher noticed that the low level of English of the students was caused by orthodox techniques, the overuse of the mother tongue and the lack of group work for the students. Jaramillo’s objective was to determine the impact of PBL in the oral

communication of eighth grade students, to do so students worked in class with systematized projects in a real and meaningful context to improve teaching-learning process. Also, the researcher created *the manual of PBL to improve speaking* through didactic exercises “to help students to interact and develop critical thinking, confidence and autonomous learning in the English language.” (Jaramillo, 2019, p.72). The author concluded that students had a gradual improvement of speaking skills; the development of projects in a real context improves students' pronunciation, grammar, vocabulary, and interaction. This project is considered important because it clarifies the fact that suitable activities and tools increase students' participation in EFL environments. As English language was the means of communication to fulfill a project, students developed not only grammar, vocabulary, interaction, and pronunciation skills, but also critical thinking and social interaction skills. Besides, Jaramillo's investigation and the present proposal shared the idea of creating an environment in which students could express their ideas using the foreign language without fear, with the help of real and meaningful contexts.

Moreover, Rathnasena, Dodantenna, Jayakody, and Hettiarachy (2013), carried out a qualitative and quantitative study called *How ICT can be used effectively to enhance English language learning in tertiary education: a study focusing on speaking and listening skills* in Sri Lanka, India. Thus, this study was conducted with undergraduates divided into a controlled and experimental group, each group with fifty students. The first one followed the conventional class, while the second one implemented English Learning System (ELS) classroom. In ELS students employed resources like, BBC programs, movies, CDs, TV programs, computers, and material for practicing communicative skills. The researchers found that ICT has an active role in the improvement of speaking skills, learners were able to adapt to a new learning environment, even though they found troubles, and they took advantage of the ICTs to compensate for inadequacies

in their traditional listening and speaking training. Moreover, researchers concluded that the ICT practices and their application in the classrooms dismiss the traditional teaching methods and make them obsolete. This research is suitable for this proposal because of the connections the researcher makes about English skills and ICT, as well as the implementation of technological environments which motivate students. Moreover, this study evidenced that students learn from tools that fit their needs, which can become meaningful for English day to day practice.

Finally, Lizeth Alba and Miguel Betancur (2020), undertook a research study titled *Cultural speaking experience in an EFL classroom through WhatsApp™ videos*, the participants of the research were 30 students of eighth grade from Instituto Pedagógico Nacional in Bogotá, Colombia. The project aimed to use WhatsApp videos as a pedagogical tool, both to build oral production skills, and raise cultural awareness. In order to involve students in cultural topics, they worked with two English speaking countries: The United States and Scotland. The topics were developed through three phases which were *getting to know their own culture, knowing a foreign culture, and having a comparison between both cultures*. The lessons implemented helped students with the interaction with both native (foreigners' assistance) and non-native speakers, students interacted by creating videos about cultural awareness, and made comments on their classmates' WhatsApp videos to give feedback and have interaction. The researchers concluded that WhatsApp as a pedagogical tool for didactic purposes helps learners inside and outside the classroom, the use of this tool showed an improvement in "fluency since the students were able to speak English in a natural way, without writing a previous script; oral interaction encouraged by prompts; self-confidence to express ideas in the target language..." (Alba and Betancur, 2020, p.59).

This research is meaningful for this proposal because it shows the benefits of using social networks for educational purposes to improve speaking skills and motivation. The researcher created lessons with controlled, semi-controlled, and free activities, which demonstrate a good development of the class. The limitations of the study help to forecast problems like the overuse of translation and the internet to search vocabulary, so it is expected lessons created in this proposal do not create dependence on technological devices.

The previous five studies provided a panorama of what has been done recently about the selected topic of this proposal. They also enrich the project with different insights on the methodologies as well as the difficulties that working EFL and PBL entail. Nonetheless, these five studies evidenced that there is a lack of research on the use of both PBL and Web 2.0 tools, that joining them for the same purpose would benefit students learning.

## **Theoretical Framework**

### **Speaking Skills**

Considering that spoken language is one of the most important skills for effective communication and for a person to be accepted competent in a foreign language, it is important to provide theoretical background, considering that one of the main problems in the students of this proposal is the lack of speaking production. In this section, the concept of speaking skills, the reasons for encouraging them in the classroom, and their functions will be developed.

The fundamental means of human communication is the oral language which enables the individual to express and to understand. According to Brown (1994), speaking is a human and an interactive process through which people construct meaningful expressions that involve producing, receiving, and processing information orally. Therefore, the spoken language is an

important component for the development of communication because it allows to acquire and create knowledge, information, ideas, express opinions, feelings, and access to a social world. This concept adjusts to this proposal because this skill requires students to understand when, why, and what is needed to produce according to the speaking activities proposed and the communicative situations that will take place inside and outside the classroom.

In an English classroom, it is expected that students speak due to it provides, firstly, rehearsal opportunities for them to practice real-life speaking without fear of making mistakes; secondly, students can identify their strengths and weaknesses when using EFL; finally, “the more opportunities students have to speak the foreign language, the more fluently its use without very conscious thought” (Harmer, 2007, p.123). Hence, in each lesson students will have the opportunity to practice speaking skills using web 2.0 tools, which will help the teacher give feedback and the student to improve their oral skills by being aware of what they should improve in grammar, vocabulary, or intonation. Thus, speaking skills related to the teaching process require a focus on communication to engage learners in meaningful and authentic language use, rather than the mechanical practice of language forms.

Bearing the previous considerations in mind, it is essential to introduce two functions of speaking proposed by Brown and Yule (1983), talk as *interaction*, and talk as *transaction*, which are different in form and use. The first one, talk as *interaction*, refers to the function to establish and to maintain social relationships, it focuses more on the speakers and their role in a conversation than on the message. Regarding this function, Richards (2008) suggests teaching it through naturalistic dialogs providing situations of daily real life. Thus, this function is useful for the proposal because learners will be provided with speaking focuses on communication and projects where it is expected students establish good relationships.

The second function of oral language, talk as a *transaction*, focuses on the exchange of information, and making oneself understood clearly; some of the skills involved are explaining a need or intention, describing, asking questions, confirming information, justifying, and so on. Teaching students this function would be through group activities (Richards, 2008). This proposal took into consideration the transaction function due to it is expected students exchange information about the topics they investigate to complete the projects.

To conclude, English learning goes beyond vocabulary acquisition and grammar, teachers and students should focus on using the language to inform, express ideas, argue a point, since developing this skill allows them to be competent and have better relationships with others. That is why, it is important learners have active participation when communicating with their classmates, researching in their families, and presenting their findings. By developing projects and interacting in different contexts, learners will understand that the practice of speaking skills prepares them for real-life situations.

### **Project- Based learning**

This proposal aims to incorporate Project- Based Learning (PBL) approach in EFL classrooms for learning to take place effectively. PBL encompasses 21st Century skills (collaboration, problem-solving, critical thinking, and technology integration), that students need to be successful in today's world. This section develops ideas about the role of teacher and student, and phases of PBL.

It is important to note that PBL is a student-centered approach that implies a dynamic classroom in which students gain knowledge and skills to explore and respond to an authentic and engaging problem or challenge (Madoyan, 2016). It focuses on real- world subject matter

that interests' students and requires their collaboration and autonomy. In this sense, students of this proposal will talk about the use of social networks at their homes, which require students' autonomy over the research by searching information, implementing, and analyzing, in that way it is possible to maintain learners' interest and motivation to take more responsibility for their learning. As a result, the learners participate in activities that enable them to experience what they are learning about, with more autonomy, students "shape their projects to fit their own interests and abilities" (Moursund, 1998, p. 4).

In this regard, the student's role is active. Learners become problem solvers, they generate and apply their own questions, knowledge, and forms of inquiry. Moreover, students must show what they have learned (content), what they can do (demonstration), and what new skills they have developed (Douglas, 2000). At the end of the project, learners present the final product, performance, or demonstration to an audience. They can express their ideas using their speaking skills through the whole stages of the project. In this proposal students will present through a web 2.0 tool the process of the project and the final finding of how their families change the use of social networks.

Same as the student, the teacher has an active role. It is expected that educators plan PBL content and sequence of projects, foster reflective discussion, provide feedback on students' work and discussions, contribute them with materials and sources to develop projects, and build assessment into the learning process considering mainly the process of the student. Through the lesson plans, in this proposal, the teacher will provide tools to practice speaking skills, and will develop activities that allow students self-evaluation and teacher feedback all in order to improve performance when speaking. According to Vaca (2016), when conducting PBL, the teacher walks

around the classroom to answer learners' questions about the project and encourages them to work.

PBL can be conducted and planned in phases, this project takes into consideration three phases proposed by Katz and Chard (1989). In the first phase, *Getting started*, students and teachers select the topic for investigation, connect it with their daily lives, brainstorm ideas of subtopics that can be explored, and formulate questions to guide the research, in this case, this stage is use to research and learn about the topic: social networks; in the second phase, *Field work*, students investigate, explore, research, observe events, places and topics; in this phase students of this proposal verify their new knowledge by applying what they learnt in previous phase; in the last phase, *Culminating and debriefing event*, learners demonstrate their acquired knowledge presenting the final outcome that is supported with their own contributions, the results of the question given at the beginning of the project is answered during this final phase.

### **Situated Literacy**

The idea of this construct came from the need to use suitable and meaningful topics for students to develop projects and practice the oral language in real contexts. According to Brown, Collins & Duguid, (1989) situated literacy is based upon the notion that knowledge is contextually situated and is fundamentally influenced by the activity, context, and culture in which it is used. In other words, situated literacy creates a background for learning that strongly resembles real situations to assure a meaningful learning experience. Therefore, knowledge must be learned in context, "this can be the context of (1) the actual work setting; (2) a highly realistic or "virtual" surrogate of the actual work environment; or (3) an anchoring context such as a video or multimedia program" (Burke & Mclellan, 1996). Thus, in this proposal, the setting is built by learners, their families, and the digital tools used throughout the project.

Additionally, in situated literacy, learners are active participants, and the classroom is a place that provides them with the opportunity to build on prior knowledge and understand how to construct new knowledge from authentic experiences (Thanasoulas, 2000). Hence, the focus in situated literacy is on active participation, which allows learners “to interact with the outside world, and continually reanalyze and reinterpret new information in relation to the real world” (Brown, Collins & Duguid, 1989).

Besides, the activities in which learners are engaged must have real-world relevance, must involve them in complex tasks and higher-order thinking skills, and must foster exploration and inquiry. These authentic tasks should result in authentic products that can be shared with an audience outside the classroom. Reeves, Herrington and Olives (2002) indicate that the activities should also be interdisciplinary allowing students to examine the task from multiple perspectives using a variety of resources. These are important elements for this proposal as students will develop projects about social networks in which they have to research, plan, reflect, analyze, practice, and interact. They will explore different topics regarding media and at the same time will use the foreign language to accomplish tasks.

It is a well-known fact that in situated literacy students gain experience through doing and that the topic is as important as the context. By engaging in authentic activities, learners gain the necessary skills to act in ways that are significant and purposeful. Here, the topic of the projects is social networks. Young people are immersed in a technological world where the main means of entertainment and communication are the media. Therefore, this is a topic that draws students’ attention; they become immersed in an input-rich, natural, and meaningful context in which the target language can be acquired spontaneously (Shih & Yang, 2008).

## **Information and Communication Technology (ICT) in the EFL classroom**

The internet and communication technologies are two of the most important tools for education, they changed the perspective of learning by detaching them to a classroom.

Information and Communication Technologies (ICT) are several tools that have transformed people of a society to access information. To talk about the role of technology in education will be covered, aspects such as connection between ICT, Blended learning, Web 2.0 tools, education, and motivation.

The proposal of using technology ICT in education allows to see changes related to the process of teaching and learning. According to Uluc (2013), some of the advantages of using ICTs are the possibilities to adapt teaching materials according to actual circumstances and students' needs, promoting autonomous learning, and encouraging innovation and creativity. As this proposal uses ICT, it is possible to use material in both online and face to face class, which permits students to continue with the process of learning. ICTs as a tool of learning boost variety and increase the diversity of learning environments by making class content more varied and accessible, ensuring more participation and engagement. These tools help students "acquire linguistic skills, establish contact and interaction with other language users and broaden their minds about different cultural practices, values, and contemporary lifestyles in countries where English is used as a mother tongue or as a second language." (Azmi, 2017, p. 111). ICTs integration in EFL classrooms offers access to a set of electronic facilities such as interactive video, the Internet, email, and the World Wide Web.

**Web 2.0 tools.** It is the most widespread term when referring to the place where many ICT tools are used in the classroom. The second generation of the World Wide Web (Web 2.0) supports and encourages individuals to learn together while retaining individual control over their

time, space, presence, activity, identity, and relationship (Anderson, 2006). By using Web 2.0 tools, teachers can create learning environments where language communication is authentic, relevant, and meaningful to learners. (Bustamante, Hurlbult & Kramer, 2012). To do so, students of this proposal will find information in google classroom which contains all material of classes, activities, and a different environment that can lead to higher motivation, higher student achievement, and a greater appreciation of language study.

Following the previous idea, through Web 2.0 tools it is possible to encourage students' motivation which is considered paramount in education. The impact of Web 2.0 tools in EFL classrooms demonstrates that effective activities can be enhanced using technology. Many researchers argue that technology can influence student's motivation to learn and can increase their interest and attention, ensuring more involvement in the classroom (Warschauer, 1996; Reksten, 2000; Jay, 2006; Kassim, 2007; Ilter, 2009). Therefore, the teacher will use web 2.0 tools such as Genially, YouTube, Padlet, and Flipgrid, to entailed learners in the learning process, improve their independent learning, and motivate them to optimize language learning.

Another benefit of Web 2.0 tools in EFL classrooms is the authentic teaching material. Technology offers authentic and real-world content through blogs, podcasts, games, and educational platforms (Web 2.0 tools) where they can share information. De Ramirez (2010) suggests that "publishing student work to the World Wide Web is a means of providing an authentic global audience for classroom productions." (p.1). This makes English language learning more motivating and meaningful.

In order to delimit and more precisely define Web 2.0 tools, a classification scheme made by McGee and Diaz (2007) was selected, in the scheme, tools are grouped according to their function. This classification was adapted to fulfill the requirements of the present proposal and to

present the web 2.0 tool that will be used to develop the lessons. The first function is *communicative*, the tools of this category facilitate communication, “share ideas, information and creations” (McGee & Diaz, 2007, p. 4). There are three ways of communication: *One way* where the user only wants to present and share information and not replies. *Two ways* allow users to share information as well as receive responses from others. Finally, in *multiple ways*, communication could be in real time or asynchronous.

The second category is *collaborative*, these tools are used “to work with others for a specific purpose in a shared work area” (McGee & Diaz, 2007 p. 4). The third one is *documentative*, it offers a variety of ways for users themselves “to collect and/or present evidence of experiences, knowledge, productions, etc.” (McGee & Diaz, 2007, p. 4). The fourth is *educative*, this function permits to create virtual spaces for supporting pedagogical goals, “teachers can perform a variety of both static and interactive task and provide classroom resources” (Light & Polin, 2010, p. 8). The last category is *interactive*, which provides users with the opportunity “to exchange information, ideas, resources and materials” (p. 4). To better understand concepts, in *Table 1* is presented an adapted scheme from McGee and Diaz, 2007.

**Table 1**

*Web 2.0 Tools' classification*

<b>Type</b>	<b>Web 2.0 tool</b>	<b>Description</b>
Communicative	Audacity	Open-source software for recording and editing sounds
	Google Meets /Teams / Zoom	Instant messaging tools
Collaborative	Padlet	Collaborative whiteboard
	Google Drive	Document editing

Documentative	Genially	Creates online presentation and infographics
	Prezi	Online presentation tool
	Openshot	Video production tool
	Canva	Creates posters
	YouTube	Video sharing site
Educative	Google Classroom	Education platform for sharing and evaluating
	Socrative/ Quizled / Kahoot	Builds comprehensive tests.
Interactive	Facebook	Sharing of content
	Twitter	
	Instagram	

*Note.* This chart provides basic web 2.0 tools use in this proposal of didactic innovation.

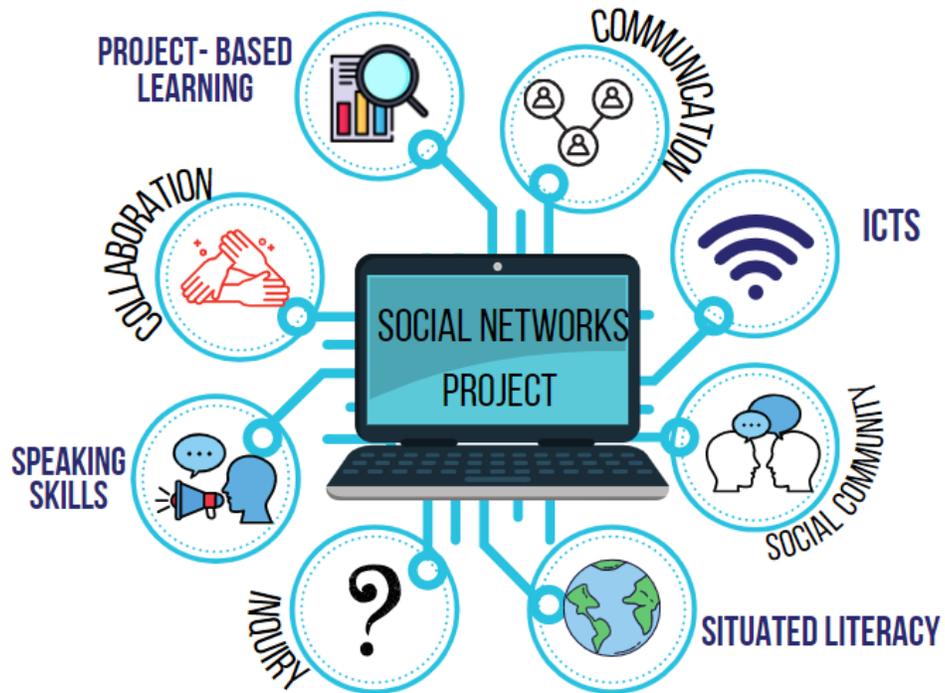
To sum up, Web 2.0 tools can increase students' motivation and speaking skills. For this proposal, it is important to make use of these tools, because they represent a rich communicative situation, authentic material, and provide information that interest students. Web 2.0 tools are an appropriate source in English teaching and learning owing to the necessity to change traditional methods into a classroom.

***Blended learning.*** It is the combination of traditional face-to-face classroom methods with online tools to provide a more enriched learning experience for the students. Within blended learning, “students attend the lesson taught by the teacher inside the classroom, while they also use digital and online resources like laptops or smartphones to work on the contents by interacting with each other.” (Dumitrean, 2018, p.11). Moreover, the mixture of methods (traditional and online learning) makes the educational process more student-centric rather than one method replacing the other. The students can also approach, understand, and learn the content

of classes according to his or her own pace, speed, timing, and in varied physical settings. Thus, it makes education a more personalized experience.

As digital natives, many young students are familiar with an online environment, they are very competent in using technological sources and they like to interact with digital content, hence blended learning takes advantage of learners' abilities to motivate them to actively participate and be responsible in their learning process. This proposal aims to develop speaking skills with an emphasis on authentic communication, therefore it has its own platform which was adapted to meet the requirements of students. The proposal defined all the tools and functionalities that had to be integrated into the platform to help students develop social network projects and enhance oral skills. Therefore, as this proposal uses ICT, students can access material with no restrictions and interact while learning.

The following *figure 1* is a visual representation of how the constructs of Project-Based Learning, ICTs, Situated Literacy and Speaking Skills work together and how they can be complementary in this proposal.



**Figure 1**

*Visual Representation of the Relation between the theoretical constructs that underpin the pedagogical proposal. Own source.*

## CHAPTER III

### METHODOLOGICAL DESIGN

The following chapter presents and describes the significance of proposal of pedagogic and didactic innovation. Moreover, it is introduced significant visions, which allow the reader to understand the nature of this proposal such as the vision of language, learning, curriculum, and classroom that underpin the present proposal.

#### **Proposal of Pedagogic and Didactic Innovation**

The twenty-first century has brought significant changes in didactic and teaching methods. The most observable change is the arrival of technology because it introduces new ways of communication, thinking, learning, and teaching. According to Grootenboer, Edwards, and Choy (2017), pedagogy has a dual perspective “as a teaching practice”, and “as a practice of upbringing”, which means education in the new century has tried to develop skills and knowledge needed to succeed in society. Therefore, this project, according to its objectives which have to do with providing students with materials and strategies to help them improve their learning skills can be classified as a proposal of pedagogic and didactic innovation.

The terms pedagogy and didactic are usually used in the field of education. The first one, as previously said, has a dual meaning and it is focused on strategies, methods, and techniques; while didactic refers to how information and topics are presented. The main objective of didactic innovation is to create textual, audiovisual, and multimedia resources to meet class objectives adapted to the needs and possibilities of students and schools. According to Rios (2018), to make this possible, innovative teaching resources should provide a learning environment that allows a fluid relationship between the content, the digital environment, the didactic unit, and the

classroom. Therefore, innovation didactic is a teaching necessity nowadays due to the introduction of multimedia environments in schools.

On the other hand, pedagogical innovation helps in the development, implementation, and diffusion of innovations in teaching practice. According to Taubaeva and Laktionova (2001), “The innovative process is a complex activity in the formation and development of the content of education and the organization of a new” (p.35). The new is related to the modern technologies that increase teachers’ and students’ interest to support the process of learning. Moreover, in all innovative pedagogy according to Derijan (2012) unites in: (1) the belief that the human potential is unlimited; (2) the pedagogical approach is aimed at mastering reality; (3) stimulation of nonlinear thinking; (3) the enjoyment of learning, the joy of achievement and the pedagogy of success; (4) the mobile role-playing field of the teacher—the teacher simultaneously teaches and learns from the student.

Thus, developing a proposal of pedagogy and didactic innovation contributes to better ways to approach real necessities from students. By using PBL approach and Web 2.0 tools, teachers could guarantee a more interesting, diverse class, better students’ motivation, experience solving real life problems, and the development of technological skills.

### **Vision of language**

The vision of language of this proposal is supported by Tudor’s functional perspective of language. He suggested pragmatic language conception, in which language is a social action where it is not the final objective, but the means. Language is a system for “achieving functional goals, a means of self-expression, and the bearer of a set of cultural values and ideologies” (Tudor, 2001, p. 65). Therefore, learners can use the language to communicate their ideas

according to the situation, in the projects that students will develop, they use the language as a means to solve the task required. Therefore, learners through oral language negotiate, make decisions, and research as they complete the steps of the project.

In addition, Tudor (2001) stresses that teaching a language must prepare students to express values and insights efficiently using language in a specific social context where meaning negotiation occurs, “language is the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interest” (p. 65). In this sense, the language learning goals are defined by what the learner wishes to express, this means each learner has a unique and personal goal when talking. In this proposal students develop projects in which they must investigate habits and relationships of their families with social networks, thereby the objectives are different for each student. However, all students must use the foreign language because there are communicative purposes, which are clue for the development of the phases of the project like interviews, research, and exchange of ideas with classmates.

All in all, for this proposal, the functional perspective of language is beneficial as it encourages learners to express their thoughts, feelings, and life experiences using the foreign language. This is made through the development of projects; students not only share with their classmates but also with their families who support the improvement of English in two communicative situations that have different interactions and needs.

### **Vision of learning**

Learning in this proposal is understood as experiential learning, which is defined by Klob (1984), as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (p.41).

Additionally, this vision is based on two factors: the “naturalistic learning” where the learner first is exposed to the target language (TL) providing meaningful inputs, and second the use of the language for communicative purposes (Tudor, 2001).

On this basis, experiential learning implies learning by doing. Tudor (2001) states that a close link between learning activities and the pragmatic needs will enhance student’s motivation and will generate a positive effective involvement in the learning process. Additionally, learning by doing considers three principles: activities should be focused on processing and communicating messages; authentic material should be used; and the use of communication strategies should be encouraged (p. 81). Thence, in this proposal learning is organized around projects, challenging questions, problem-solving, and investigation. Implementing ICTs in different activities encompass skills that students need to be successful lifelong learners in an interconnected world. Through PBL learners are exposed to real English allowing them to enrich their skills while using the language to obtain and give information, and to express and share opinions. Rather than “learning to use English”, students “use English to learn it” (Larsen-Freeman, 1986).

### **Vision of curriculum**

This proposal takes a curriculum perspective that promotes a construction of knowledge and the development of students' critical consciousness. Grundy (1987) suggests curriculum as praxis, where teachers promote reflection and action and encourage dialogue with students. The author claimed that learners become subjects of their own process, leaving behind the traditional role of objects (p. 100). In this perspective, curriculum is integrated into “authentic situations that are meaningful for the participants who have the opportunity to question their reality to understand and transform it, and they can develop their own voices to become active agents for

social change” (Contreras & Chapetón, 2016, p. 129). In this proposal, learners are embedded in authentic contexts: a project of social networks, wherein they are engaged in an increasingly more complex task building an opinion regarding the management of social networks, and within a social community (their families) applying their knowledge. Situated learning theory holds that effective education requires learning that is embedded in authentic contexts of practice, wherein students engage in increasingly more complex tasks.

within social communities.

From this perspective, Grundy (1987) states that the curriculum as praxis engages the learner, where he is not a passive receiver of knowledge, but rather “an active creator of knowledge along with the teacher” (p. 105). Professor develops an active process of integration by constantly planning, acting, and evaluating. Therefore, praxis takes place in the real world, learners can explore their reality through social networks projects while constructing meaningful knowledge and critical thinking. Within the phases of the project, students investigate, reflect, create content, and convey what they have learned to their families. Thus, it is important to link students to a topic of their interest and real life, knowledge not only becomes meaningful but also transforms every area of their lives.

### **Vision of classroom**

The vision of the classroom is an essential aspect as it represents the setting where learners can exchange their knowledge and experiences. Therefore, the classroom is conceived as a place for communication. According to Tudor (2001) a communicative classroom provides “preparation for communicative language use outside the classroom” (p.113). This means, there must be a link between communicative activities developed in the classroom and learner’s real world.

The main conception to make the classroom an ideal place to learn is based on “The challenge to make the language classroom a place of communication in which a significant role is attributed to communicative language use as means of learning.” (Tudor, 2001, p, 111). Thus, this proposal promotes communicative activities through projects in which students can learn about the real world through language use. Moreover, in this proposal the implementation of ICT transforms the traditional classroom in a multimedia environment, this will help the student to practice the foreign language by using Web 2.0 tools to interact with classmates and exchange ideas about the use of social media at home, to practice speech through interactive platforms, to create innovative presentation about how they use social networks and to present the final projects.

## CHAPTER IV

### PROPOSAL OF PEDAGOGIC AND DIDACTIC INNOVATION

This chapter presents a detailed description of the instructional design proposed along with its cycles of implementation and the corresponding lesson plans and the materials to achieve the objectives of the proposal.

#### **Proposal of pedagogic and didactic innovation**

The main purpose of this proposal of pedagogic and didactic innovation is to enhance students' speaking skills by means of Project Based Learning approach (PBL), and the use of Web 2.0 tool. It was planned through a 15-week program divided into five phases, to work on social network projects. The phases have different objectives for the project and language. Thus, this proposal was focused on the next features; first, to allow students to explore a real-world topic by using English, and second, through projects, build skills required to be competent in society.

In this way, the proposal is organized in three main cycles taken from Katz and Chard (1989), *getting started*, *field work*, and *culminating and debriefing* explained in Chapter II. Then, they are broken into five phases: *Talking about Social networks*, *What about the social networks at my home?* *Teaching my family*, *Let's organize my thoughts*, and *My family and I change our mind?* to work in a project entitled *The social dilemma*, in which the students will teach their families the proper use of social networks. The five phases are an own proposal, this means it was selected the number of phases, their names, and the objectives considering the needs of the project. These cycles and phases deal with different objectives for the main topic, which is social networks and, was chosen considering students' needs and current situations in the world and the

relationship with media. Through the project students will recognize and identify social networks, then, they will create strategies to teach their families how to use social networks properly, they will apply their strategies, analyze them and finally, they will present the results.

Furthermore, it was established that each cycle would have a different time depending on the needs and the phase developed in the project. The first cycle was thought and designed to be implemented during 7 weeks, the second cycle 4 weeks, and the third cycle 4 weeks. The lesson plans were designed to enhance speaking skills; with the help of Web 2.0 tools, the teacher and students will develop certain activities that will be used as an input and output to practice the oral skills. Moreover, it is expected these tools help to motivate students and improve the technological skills required in the 21st century.

According to the activities planned in each one of the cycles, it was determined that the type of project is semi-structured. This means, the extent of teacher control is less, and it is more a student-center, the use of PBL “is a key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies.” (Bell, 2010, p. 3).

In addition, table # 2 displays the cycles of intervention considered relevant for this proposal. First, the three cycles are presented and then, the five stages of the project. Each cycle has a different number of lessons and objectives regarding the content of the projects, the language, and vocabulary goals. Finally, the web 2.0 tools used in each cycle are shown.

**Table 2.***Cycles of the proposal.*

CYCLE	PHASES OF THE PROJECT	LESSONS	OBJECTIVE AND CONTENT	WEB 2.0 TOOL
1 Getting started	1 <i>Talking about Social networks</i>  Researching 4 sessions	1. Introduction to social networks.	<b>Objective:</b> To introduce social networks as the main topic of the project.  <b>Content:</b> Social networks vocabulary. Use of affirmative simple present tenses.	Audacity Google classroom Forvo Flipgrid
		2. Pros and cons of social networks.	<b>Objective:</b> To share ideas and recognize the pros and cons of social networks.  <b>Content:</b> Vocabulary to express positive and negative aspects of an issue.	Padlet YouTube
		3. Ethical issues of social networks.	<b>Objective:</b> To develop critical thinking about the use of social networks, personal information, and type of sharing content.  <b>Content:</b> Narrative tense: Simple past. Talking about a past anecdote.	
		4. Social networks and mental health.	<b>Objective:</b> To recognize how the use of social networks change the perception of myself and others.  <b>Content:</b> Adverbs of frequency. Expressions to talk about preferences. Vocabulary about Instagram: Feed, Tag,	

			Filter, Hashtag, Like, Direct message.	
	2	<i>What about the social networks at my home?</i>	1. The use of social networks at my home. <b>Objective:</b> To identify how social networks are used in my family. <b>Content:</b> Present continuous. Describing peoples.	YouTube Genially Kahoot Pixton Canva
			2. Exploring ways to ask questions. <b>Objective:</b> To use questions, and review tenses as necessary to prepare and conduct the interview. <b>Content:</b> Question forms: How many...? What sort...? What happened...?	
			3. Let's create awareness about social networks in my family. <b>Objective:</b> To recognize the methodological procedure and to build critical thinking about the use of social networks. <b>Content:</b> Modal verbs. Ways to give advice.	
Planning 3 sessions				
2 Field work	3 <i>Teaching my family</i> Implementation on 1 session	1. What does my family think about social networks? <b>Objective:</b> To design instruments to gather information. <b>Content:</b> Use of chunks, I believe (that) ..., I'm sure that ..., In my opinion / My opinion is ... I think / consider / find / feel / believe that...		Mentimeter Wordwall Google classroom
		4	2. Knowledge discovery about my family use of <b>Objective:</b> To detect steps to analyze information. <b>Content:</b> Describing information. Past tenses.	Genially Powtoon

	<p><i>Let's organize my thoughts!</i></p> <p>Analysis' data 3 sessions</p>	<p>social network.</p> <p>3. Tidying up my findings about how to change the use of social networks.</p>	<p>To show... Double the number of... combined... more than...</p> <p><b>Objective:</b> To recognize steps to analyze information.</p> <p><b>Content:</b> Describing information. Past tenses. To show... Double the number of... combined... more than...</p>	
<p>3 Culminating and debriefing</p>	<p>5</p> <p><i>My family and I change our mind?</i></p> <p>Results and presentation 4 sessions</p>	<p>1. Transforming information into presentation</p> <p>2. Sharing with my classmates the before and after of my family's use of social networks</p>	<p><b>Objective:</b> To prepare speech and design the content of the final project.</p> <p><b>Content:</b> Future will and going to. Phrases for Making Presentations.</p> <p><b>Objective:</b> To present final projects. To reflect, evaluate and display students' outcomes that reflect their work during the project.</p> <p><b>Content:</b> Social networks.</p>	<p>Voki YouTube</p>

## **Cycle 1: Getting Started**

The first cycle aims to approach students towards social networks and speaking skills. Therefore, to arouse students' interest in the foreign language and in the project, different forms of presentation of information will be explored in which students could recognize social networks and build critical thinking. This cycle is divided in two parts which correspond to the two first phases of the project.

### **Phase 1. *Talking about social networks.***

The first phase consists of four lesson plans and was designed to introduce and explore the topic of the project. The first lesson plan *Introduction of social networks* is an introductory class about the social networks we can find in our daily lives. Students will also learn vocabulary related to social networks and will practice affirmative simple present tenses. The activity is developed through Web 2.0 tool: Audacity, and it determines the previous knowledge students have about the topic and provides useful information for students to use in next phases.

In the second lesson plan *Pros and cons of social networks* the purpose is to improve students critical thinking about the use of social networks by recognizing their pros and cons. Teacher will use Web 2.0 tools such as: Flipgrid and Padlet for students to participate actively and collaboratively. The third lesson plan *Ethical issues of social networks* aims to raising awareness about the personal information that is shared in social networks and the consequences it may bring; through YouTube videos and Flipgrid students will participate giving their opinions. The fourth lesson plan *Social networks and mental health* explores selfies and addiction to cell phone, in this lesson students determine they make part of trends and working collaboratively they develop activities in this lesson.

### ***Phase 2. What about social networks at my home?***

In the second phase students begin the process of planning how they will teach their families proper use of social networks. To do this, this phase is divided into three lesson plans in which students explore the role of social networks in their homes, learn how to do interviews, and create material to teach their families the learned in first phase. In the first lesson plan *The use of social networks at my home*, students identify through YouTube videos the features of each social network, and establish their families' profiles according to how they use social networks. The second lesson plan *Exploring ways to ask questions*, prepare students to conduct an interview, they create questions and practice pronunciation recording themselves; Web 2.0 tools such as YouTube, genially and google forms are used. In the third lesson plan *Let's create awareness about social networks in my family*, the teacher will provide a Genially presentation as an idea for students to create their own material according to the necessities of his family.

### **Cycle 2: Field work**

The second cycle covers the implementation of interviews and teaching material made by students in the previous cycle. Students work autonomous exploring, researching, and observing their families; this is a cycle of reflection and thinking, allowing students to analyze the information gathered and organizing it. This cycle is divided into three and fourth phases.

### ***Phase 3. Teaching my family.***

The third phase is mostly made at home as students must collect information about their families' use of social networks. Therefore, this lesson plan entitled *What does my family think about social networks?* Aims to illustrate some activities students can do at their homes to collect

information. The teacher will present Web 2.0 tools such as: Kahoot, mentimeter, wordwall, and google forms that students can use with their families adapting them to their needs. This is the last phase to collect information.

#### ***Phase 4. Let's organize my thoughts!***

Through the two lesson plans *Knowledge discovery about my family use of social networks* and *Tidying up my findings about how to change the use of social networks* of this phase, students will explore strategies to classify and organize information. Also, they will interpretate data to answer the question *My family and I change our mind?* In that way they mingle and start sharing their experience during the process of teaching their families.

#### **Cycle 3. Culminating and debriefing**

The project will conclude with the presentation of the findings each student discovered in their projects with their families. They are expected to be creative, show the process, the interpretation of data and a final product (audio, presentation, poster, videos, and so on).

#### ***Phase 5. My family and I change our mind?***

In this last phase students will organize their presentations. In the first lesson plan *Transforming information into presentation*, students will recognize parts of a presentation, they will practice their speech and will design support material for the presentations. Moreover, with the help of an interactive app to create animated characters (Voki), students will recognize their pronunciation in their speech, this will help students to identify their weaknesses and strengths to improve their performance. In the second lesson plan *Sharing with my classmates the before and after of my family's use of social networks* it is expected students share their final products,

therefore once students finish to present their results there will be a final conclusion in which each student will give s/he point of view.

## **Instructional Design**

The following section introduces lesson plans of the first and second cycle with their corresponding annexes; the third cycle will be found at the end of the document (Annex A). These lessons plans have: the cycle and phase it belongs to, the name of the lesson plan, the objectives to be developed, a description of the procedure, the length of the activities, and the materials. The resources designed for the implementation of each class can be found in a website entitle The Social Dilemma provided on the following Link: <https://the-social-dilemma.webnode.com.co/>

The web 2.0 tools are organized in the lessons order, so that they can be easily found on the website. Moreover, in the last column of the lesson plans, there is a link that will direct you to the materials developed for that specific lesson.

## **CYCLE 1: Phase 1**

### **Lesson plan 1**

<b>Cycle 1: Getting started.</b>		<b>Phase 1: Talking about Social networks.</b>	
<b>LESSON PLAN 1: Introduction to social networks.</b>			
<b>Objectives:</b> To introduce social networks as the main topic of the project. To identify the use and structure of affirmative simple present tenses.			
<b>Language Contents:</b> Simple present <b>Vocabulary:</b> Social networks			
<b>Stage</b>	<b>Procedures</b>		<b>Materials</b>

<p><b>Warm up</b> <b>5mn</b></p>	<ul style="list-style-type: none"> <li>• T will write on the board: <i>What am I?</i> And will tell students that she is going to read them a brief description of Web 2.0 tools' history. When they think they know what she is, they should put up their hand (but not say anything).</li> <li>• T reads the text.</li> <li>• T asks one of the students who first put their hand up what they think she is.</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-plan-1/">https://the-social-dilemma.webnode.com.co/lesson-plan-1/</a></p> <p>Text</p>
<p><b>Discussion</b> <b>15mn</b></p>	<ul style="list-style-type: none"> <li>• T will read the following questions: Do you know what a social network is? Do you use social networks? How often? What for? Which are their favorites and why? How much time do you spend on social networks? Is it a useful tool?</li> <li>• She puts students into pairs and ask them to discuss the questions.</li> <li>• T explains Ss, they are going to develop a project about social networks.</li> </ul>	
<p><b>Pre-listening</b> <b>10mn</b></p>	<ul style="list-style-type: none"> <li>• T brings images of logs of <i>Facebook, Twitter, Snapchat,</i> and <i>Instagram,</i> (Annex 2) to introduce vocabulary about social networks.</li> <li>• Then, she asks what they know about these social networking sites, what was the first one invented, and the year it was created.</li> </ul>	<p>Images of logs</p>
<p><b>Task 1</b> <b>Listening and Speaking</b> <b>15mn</b></p>	<ul style="list-style-type: none"> <li>• T will use a podcast made by herself to develop the following activity. The podcast is about social networks and their features. (Annex 3)</li> <li>• T plays the video on Tv. She tells students to listen the audio for gist.</li> <li>• Once finished the audio, T will write on the board three present simple sentences found in the podcast. She explains the structure of the sentence and its use.</li> <li>• Then, T hands out the students the audio transcription and puts them in small groups.</li> <li>• She asks students to discuss the podcast, what they understood, answer questions it brings up, and underline present simple sentences on the transcription.</li> </ul>	<p>Podcast: Social networking</p> <p>Board</p>

<p><b>Task 2</b></p> <p><b>30mn</b></p>	<ul style="list-style-type: none"> <li>To develop the second activity, T introduces Google classroom and <i>the social dilemma</i> website where students will find class material.</li> <li>When finished the presentation of material, T explains they must create a podcast of 2 minutes talking about social networks, using simple present sentences.</li> <li>First, they must create a script (15mn), then record themselves. (10mn).</li> </ul> <p>On the website students will find a video explanation of Audacity (app used to record voice). (Annex 4), and Forvo an online tool that will help them with their pronunciation.</p>	<p>Annex 4</p> <p>Tutorial Audacity</p> <p>Google classroom</p> <p>Forvo</p>
<p><b>Closing lesson</b></p> <p><b>5mn</b></p>	<ul style="list-style-type: none"> <li>T clarifies doubts and helps Ss to finish their podcast.</li> <li>T explains on Google classroom there is an assignment where they will upload their podcast.</li> </ul>	
<p><b>Assessment</b></p>	<p>Assess the audio recording.</p> <p>Students' self-assessment.</p>	

### ANNEX 1. Introduction social networks.

<https://the-social-dilemma.webnode.com.co/lesson-plan-1/>



## Who am I?

Did you discover what is the teacher talking about?

## What do you know about social networks?

Facebook, Twitter, Snapchat, Instagram



## Podcast Social Networks

Go to Google Classroom. There you will find a podcast made by your teacher. Also, you can take a look at YouTube video tutorial about how to use Audacity.

Once you have seen both materials, **start recording, and upload your podcast**



[Click here to go to GOOGLE CLASSROOM](#)

## CYCLE 1: Phase 1

### Lesson plan 2.

<b>Cycle 1:</b> Getting started.	<b>Phase 1:</b> Talking about Social networks.
<b>LESSON PLAN 2:</b> Pros and cons of social networks.	
<p><b>Objectives:</b> Share ideas and recognize the pros and cons of social networks. To practice vocabulary to express positive and negative aspects of an issue.</p> <p><b>Language Contents:</b> Learn to describe positive and negative aspects of an issue.</p> <p><b>Vocabulary:</b> Advantages and disadvantages.</p>	

Stage	Procedure	Materials
<b>Warm up</b> <b>10mn</b>	<ul style="list-style-type: none"> <li>• T explains students that they are going to see a video: <i>Top 5 positive impacts of social networks</i> (Annex 1).</li> <li>• Students should make notes about the pros of media. After viewing, she asks students tell her four or five pros they learned about Networking sites.</li> <li>• T plays the video again and stops in the final part where there are questions.</li> <li>• T uses expressions related to pros and cons to talk about the social networks in order to explain vocabulary.               <ul style="list-style-type: none"> <li>- positive and negative aspect(s)</li> <li>- The main advantage/disadvantage/benefit</li> <li>- upside(s) and downside(s)</li> <li>- One/A major/big/significant/great advantage/disadvantage</li> </ul> </li> </ul>	<a href="https://the-social-dilemma.webnode.com.co/lesson-2/">https://the-social-dilemma.webnode.com.co/lesson-2/</a>  Video Top 5
<b>Speaking activity</b> <b>15mn</b>	<ul style="list-style-type: none"> <li>• T draws students' attention to <i>Flipgrid</i> (app for video discussions). She explains it through a video tutorial.</li> <li>• She explains students that they are going to use Flipgrid to talk about cons of social media (Annex 2).</li> <li>• Students will record themselves using their phones or laptops. The video is 1 minute long.</li> </ul>	Flipgrid and video tutorial  Flipgrid app
<b>Pros and cons</b>  <b>20mn</b>	<ul style="list-style-type: none"> <li>• Now, T asks students to think about the relationship between them and the social networks, answering the following questions:               <ul style="list-style-type: none"> <li>- Are there more pros or cons?</li> <li>- Who is the person in my family that uses social networks the most?</li> <li>- In social media am I a friend of my parents, aunts, uncles, cousin...?</li> <li>- Do my grandparents use social media? What kind of content I see and upload?</li> </ul> </li> <li>• T introduces <i>Padlet</i> which is a virtual board (Annex 3). She tells the class they are going to write a short text.</li> <li>• She sends students to the websites and asks them to write a pro or a con that they identified about their use of social networks.</li> <li>• She monitors and helps students as they write.</li> </ul>	Padlet: pro or con

<b>Closing lesson</b> <b>5mn</b>	<ul style="list-style-type: none"> <li>Finally, Ss will read one of their classmates' text and comment on it.</li> </ul>	
<b>Assessment</b>	Assess students recording in Flipgrid and assess the text post in Padlet.	

### *ANNEX 2. Pros and cons.*

<https://the-social-dilemma.webnode.com.co/lesson-2/>

**Top 5 positive impacts of social networks**

Go to Google classroom and watch the video





**Flipgrid: Disadvantages of social networks**

Here you will find the question made by your teacher in Flipgrid and a brief video tutorial. Watch the video and record your self answering in 1mn



[Click here to go to GOOGLE CLASSROOM](#)



## CYCLE 1: Phase 1

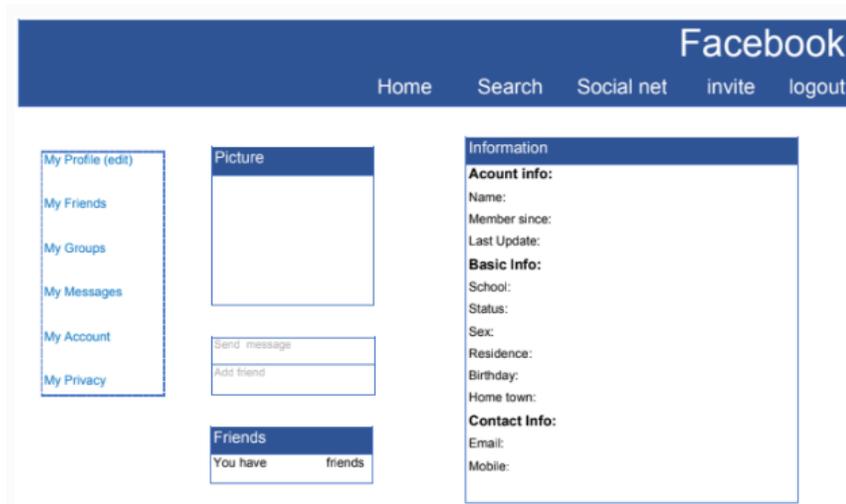
### Lesson plan 3.

<b>Cycle 1: Getting started.</b>		<b>Phase 1: Talking about Social networks.</b>
<b>LESSON PLAN 3: Ethical issues of social networks.</b>		
<p><b>Objectives:</b> To develop critical thinking about the use of social networks, the personal information and type of sharing content.</p> <p><b>Language Contents:</b> Narrative tense: Simple past.</p> <p><b>Vocabulary:</b> Talking about a past anecdote.</p>		
Stage	Procedures	Material
<p><b>Warm up</b></p> <p><b>5mn</b></p>	<ul style="list-style-type: none"> <li>• T hand out the student a Facebook's profile format and gives students time to read it. She checks they understand vocabulary.</li> <li>• She asks students to fill it up with the information they consider necessary (Annex 1).</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-3/">https://the-social-dilemma.webnode.com.co/lesson-3/</a> Facebook Format</p>
<p><b>Reading</b></p> <p><b>15mn</b></p>	<ul style="list-style-type: none"> <li>• T asks students to read a short text about friends on social networks (Annex 2) and check their ideas. She lets them discuss what they found in pairs.</li> <li>• She asks them to read the text again and highlight simple past sentences. Students compare their ideas in pairs and then discuss as a class.</li> <li>• T drives attention to the Facebook format, and asks students to exchange papers.</li> </ul>	<p>Reading about friends on social networks.</p>

	<ul style="list-style-type: none"> <li>• They will carefully read the information and will decide whether they would add these profiles to their contact list or not.</li> <li>• Once students finished to create their contact list, they will socialize their profiles to verify if the information is true or false.</li> </ul>	
<b>Listening and speaking</b>  <b>20mn</b>	<ul style="list-style-type: none"> <li>• T plays two videos related with personal information (Annex 3). She asks students to think about the link between the previous activity and videos.</li> <li>• To check understanding, she asks students happened in the video and encourage them to use past tenses.</li> <li>• Students share their opinions about Facebook profile activity, and the video.</li> </ul>	YouTube videos
<b>Discussion and closing activity.</b>  <b>10mn</b>	<ul style="list-style-type: none"> <li>• T encourages students to talk about how people lie about their personal information to get friends.</li> <li>• T asks students to record a video on Flipgrid talking about a real experience about false profiles, they might know. (annex 4)</li> </ul>	Flipgrid: real experience
<b>Assessment</b>	Assess students according with their participation and Flipgrid record.	

### ***ANNEX 3. Personal information.***

<https://the-social-dilemma.webnode.com.co/lesson-3/>



## Friends

Research by a British anthropologist shows that the optimum number of friendships that the human brain can maintain is about 150. But that's in the real world. What happens on Facebook where the maximum number of 'friends' permitted is 5000? According to social networking statistics, the average Facebook user has 130 friends. Some people have a lot more.

Ivy Bean from Bradford in the north of England became Facebook's oldest known user at the age of 102 in 2008. She quickly started making friends and became an online celebrity. When she maxed out her 5000 friend count on Facebook Ms. Bean joined the Twitter website and continued her social networking. At the time of her death in July 2010, she had 4,962 friends on Facebook and more than 56,000 followers (including the Prime Minister's wife) on Twitter. Ms. Bean's last tweet was July 6 2010. It read, "Going to have my lunch now will be back later."

THING FROM BRITISH COUNCIL

# Reading

What is the main idea of the text?

## How private is your personal information?

What is the link between the activity and the videos?



## Flipgrid: real experience

Talk about a real experience about false profiles, you might know.

Flipgrid
Code 4f97b25a

November 14, 2020

### False profiles

Talk about a real experience about false profiles, you might know.

## CYCLE 1: Phase 1

### Lesson plan 4.

Cycle 1: Getting started.		Phase 1: Talking about Social networks.
LESSON PLAN 4: Social networks and mental health.		
<p><b>Objectives:</b></p> <p>To recognize how the use of social networks change the perception of myself and others.</p> <p><b>Language Contents:</b> Adverbs of frequency. Express preferences.</p> <p><b>Vocabulary:</b> Instagram: Feed, Tag, Filter, Hashtag, Like, Direct message...</p>		
Stage	Procedures	Material
<p><b>Warm up</b> 5mn</p>	<ul style="list-style-type: none"> <li>• T tells the class that today's lesson is about Social networks and mental health.</li> <li>• She shows students an interactive image made on Genially. The image presents Instagram pictures of celebrities, and news headlines about their emotional instability. (Annex 1)</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-4/">https://the-social-dilemma.webnode.com.co/lesson-4/</a> Selfies</p>
<p><b>Discussion</b> 10mn</p>	<ul style="list-style-type: none"> <li>• She asks students to work in pairs to answer the following questions:             <ul style="list-style-type: none"> <li>- What is a selfie? How often do you take selfies? Why do you do that?</li> <li>- To what extent do you think you are addicted to your smartphone?</li> <li>- What are modern addictions?</li> <li>- What are you addicted to? Have you tried to quit it?</li> </ul> </li> </ul>	
<p><b>Searching words</b> 15mn</p>	<ul style="list-style-type: none"> <li>• T brings the class back together. She pastes on the board words related to addiction to cellphones and motivations for taking selfies. (Annex 2)</li> <li>• She asks three students to search around the classroom a sheet where there are the definitions.</li> <li>• Once found the definitions, T encourages students to match the keywords with the definition.</li> <li>• T asks students why they think the social networks concerns our mental health.</li> </ul>	<p>Definition</p>

<b>Gaming</b> <b>10mn</b>	<ul style="list-style-type: none"> <li>• Students play a Kahoot game to know how often they use their phones, (Annex 3) and introduce adverbs of frequency.</li> </ul>	Use of cellphone
<b>Grammar and speaking</b>  <b>20mn</b>	<ul style="list-style-type: none"> <li>• T introduces expressions that we use when talking about preferences.</li> <li>• She gives examples and ask student to complete the worksheet. (Annex 4). Then, they check answers together.</li> <li>• T asks students to work in pairs, she assigns one of the following situations to each group. <ul style="list-style-type: none"> <li>- meet online vs meet in real life.</li> <li>- call vs text.</li> <li>- smartphone vs laptop.</li> <li>- lose a wallet vs lose a phone.</li> <li>- shop online on your mobile vs on a computer.</li> <li>- stop watching TV vs stop watching YouTube.</li> <li>- iPhone vs Android phone.</li> <li>- give up the phone vs lose some friends.</li> </ul> </li> <li>• T introduces <i>Pixton</i> (tool to create comics). She explains students, they will create a comic developing the situation assigned to them (Annex 5).</li> </ul>	Annex 4 Expressions  Pixton comic
<b>Assessment</b>	Assess student comic post in Pixton.  Students' self-assessment and peer assessment.	

#### ***ANNEX 4. Selfies.***

<https://the-social-dilemma.webnode.com.co/lesson-4/>



## Expressions to talk about preferences

There are a few expressions in English to talk about preferences. See the example sentences and complete the grammar structure forms below.

- I prefer to do some sport rather than watch TV all day long.
- We prefer chatting with people online to calling them.
- She would rather call somebody than text.
- They prefer coffee to tea.
- I would prefer to finish work at 3 p.m. on Fridays.

- would rather + **do + than + do**
- would prefer + \_\_\_\_\_
- prefer + \_\_\_\_\_ + to + \_\_\_\_\_
- prefer + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
- prefer + \_\_\_\_\_ + rather than + \_\_\_\_\_

## Create a comic

Follow the next link and create your character in Pixton. Then, create a comic according to the situation that belong to you.

## The Social Dilemma

Enlace de registro para  
estudiantes:

[unirse.pixton.com/rhn83](http://unirse.pixton.com/rhn83) 

VER CLASE

*Click here to go to PIXTON*

### PHOTOBOMB

to spoil a photograph (of a person or thing) by unexpectedly appearing in the camera's field of view as the picture is taken

### SELFIECIDE

an accidental death that has been caused whilst trying to take a dangerous selfie

### UG

a short word to call something ugly

### SHUTTERBUG

an avid photographer, derived from "shutter," the camera's light-admitting mechanism

### #NOFILTER

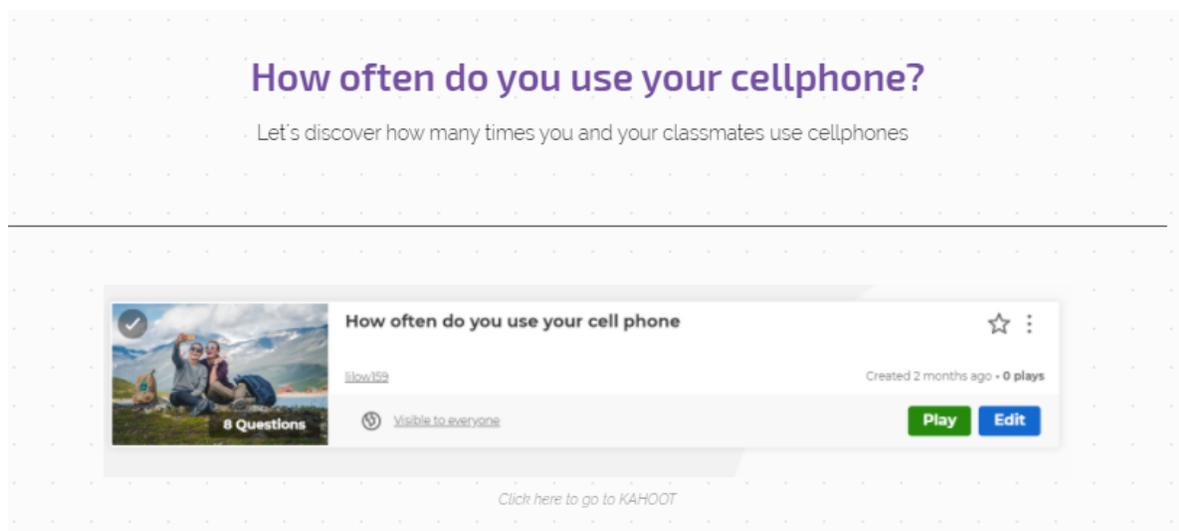
describes a photo that hasn't been photoshopped or tampered with in any way to supposedly look as it does

### INSTAGRAM HUSBAND

a person who helps a partner manage their Instagram social media channel, especially by taking photos

## Definition

Here is the vocabulary saw in class, for you to practice!



## CYCLE 1: Phase 2

### Lesson plan 1.

<b>Cycle 1:</b> Getting started.		<b>Phase 2:</b> What about the social networks at my home?
<b>LESSON PLAN 1:</b> The use of social networks at my home.		
<p><b>Objectives:</b> To recognize how social networks are use in my family.</p> <p><b>Language Contents:</b> Present continuous.</p> <p><b>Vocabulary:</b> Describing people</p>		
Stage	Procedures	Material
<b>Warm up</b>  <b>10mn</b>	<ul style="list-style-type: none"> <li>T asks students questions about social networks and preferences:             <ul style="list-style-type: none"> <li>Which is the social network that you use the most?</li> <li>Which is the one that you like the most?</li> <li>Which is the social network that your family uses the most?</li> <li>Which the social network that mom, dad, siblings use the most?</li> </ul> </li> </ul>	<a href="https://the-social-dilemma.webnode.com.co/lesson-2-1/">https://the-social-dilemma.webnode.com.co/lesson-2-1/</a>
<b>Video</b>  <b>20mn</b>	<ul style="list-style-type: none"> <li>T tells students they are going to watch a YouTube video: <i>If social media platforms were a family</i> (Annex 1).</li> </ul>	Social media family

	<ul style="list-style-type: none"> <li>• She explains that in the video there are 5 people who play a social network.</li> <li>• T gives examples about how to describe people by using adjectives and Present continuous.</li> <li>• Then, she asks students to think about how their relatives are similar to the characters of the video, according to their personalities. T encourages students to give their opinions using present continuous.</li> </ul>	
<p><b>Fill information</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• T shows the second part of the video (Annex 2).</li> <li>• Then, she shares out a table format (Annex 2). Students fill up according to the video and next questions: <ul style="list-style-type: none"> <li>- How is mother (Facebook) behavior?</li> <li>- What is father (LinkedIn) interests or concerns?</li> <li>- What is the most important for sister (Instagram)?</li> <li>- What is the most important for the young brother (YouTube)?</li> <li>- What is happening with brother (TikTok)?</li> <li>- Why is sister (Twitter) depressing?</li> </ul> </li> </ul>	Table information
<b>Homework</b>	Ss will adapt the table to establish their families' profiles according to how they use social networks.	
<b>Assessment</b>	Assess student's participation.	

### ANNEX 1. Social media family.

<https://the-social-dilemma.webnode.com.co/lesson-2-1/>

## Social media family

Watch the following videos





Family member	Social network	Characteristics	Time
	Instagram		
	Facebook		
	Twitter		
	YouTube		
	LinkedIn		
	TikTok		

## CYCLE 1: Phase 2

### Lesson plan 2.

<b>Cycle 1:</b> Getting started.		<b>Phase 2:</b> What about the social networks at my home?
<b>LESSON PLAN 2:</b> Exploring ways to ask questions.		
<p><b>Objectives:</b> Using questions, and review tenses as necessary to prepare and conduct the interview.</p> <p><b>Language Contents:</b> Question forms: How many...? What sort...? What happened...?</p> <p><b>Vocabulary:</b> Interviews.</p>		
Stage	Procedures	Material
<p><b>Warm up</b></p> <p><b>10mn</b></p>	<ul style="list-style-type: none"> <li>T plays a YouTube video about how to conduct an interview (Annex 1).</li> <li>Then, she presents a Genially presentation about the steps of an interview, and the questions students could ask their family (Annex 2).</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-2-2/">https://the-social-dilemma.webnode.com.co/lesson-2-2/</a></p> <p>Guide of how to conduct an interview.</p>

<p><b>Planning Questions</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• T puts students in groups and tells them to discuss what instruments they will use to collect data. (cameras, cell phones, and audio recording), and what questions they would like to ask. These should help them with the next activity.</li> <li>• Students create seven (7) preliminary questions about the use of social networks for asking their families.</li> <li>• While they write and prepare the questions, T will review and correct them to make sure they are well-written.</li> </ul> <p>Target questions to be asked in the interview:</p> <ul style="list-style-type: none"> <li>- What is your favorite social network?</li> <li>- How much time do you spend on media?</li> <li>- Why do you use social networks?</li> <li>- Are you able to close social networks to improve your mental and physical health?</li> </ul> <ul style="list-style-type: none"> <li>• In order to practice pronunciation, they will record their voices to correct intonation and pronunciation.</li> </ul>	
<p><b>Closing</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• T divides students into groups of four. She explains they will play a role game.</li> <li>• Students will a video script with questions used in previous activity. Then, they will record it (they will use phones) and present it to the class.</li> </ul> <p>Videos recorded will be upload on Google classroom (Annex 3).</p>	<p>Link to upload video</p>
<p><b>Assessment</b></p>	<p>Assess videos recording, and questions made by students.</p> <p>Peer assessment.</p>	

**ANNEX 2. Interviews.**

<https://the-social-dilemma.webnode.com.co/lesson-2-2/>



## How to Conduct an Interview

### Interview role play

Please, upload in google classroom the video made in class

Upload the video made with your classmates

[Add file](#)

Submit

[Click here to go to GOOGLE CLASSROOM](#)

Let's see the steps of an interview



## CYCLE 1: Phase 2

### Lesson plan 3.

Cycle 1: Getting started.		Phase 2: What about the social networks at my home?
LESSON PLAN 3: Let's create awareness about social networks in my family.		
<p><b>Objectives:</b> To recognize methodological procedure and to build critical thinking about the use of social networks.</p> <p><b>Language Contents:</b> Modal verbs. <b>Vocabulary:</b> Ways to give advice.</p>		
Stage	Procedures	Material
<p><b>Warm up</b></p> <p><b>15mn</b></p>	<ul style="list-style-type: none"> <li>T asks students the following questions:               <ul style="list-style-type: none"> <li>What was the first social network that you use?</li> <li>For how long you and your family have been using social networks?</li> <li>Do you think you and your family know how to use social networks?</li> </ul> </li> </ul> <p>The idea of this discussion is to recognize that despite we are rounded by social networks, we have not been educated about the use of social networks.</p>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-2-3/">https://the-social-dilemma.webnode.com.co/lesson-2-3/</a></p>
<p><b>Knowing tips</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>T shows students a Genially presentation about 13 tips to use Social Media Wisely (Annex 1). She introduces modal verbs to give advice, highlighting sentences from the presentation.</li> <li>She asks students to choose the tip that seems most interesting to them and important to their families.</li> </ul>	<p>Genially presentation: 13 tips</p>
<p><b>Individual Brainstorm</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>T conducts students to Canva (web design tool). She explains them that they are going to create an infographic for their families where they explain ten tips on how to use social networks.</li> </ul>	<p>Canva</p>

<b>Closing</b>	<ul style="list-style-type: none"> <li>• Now T puts students in small groups or pairs and ask them to share their infographics and explain why they chose the tips.</li> <li>• Finally, as a whole group, T explains that all created materials are to teach their families and they should be collecting information while applying the materials.</li> </ul>	
<b>5mn</b>		
<b>Assessment</b>	Assess students' participation.	

### ANNEX 3. Tips.

<https://the-social-dilemma.webnode.com.co/lesson-2-3/>



### CYCLE 2: Phase 3

#### Lesson plan 1.

Cycle 2: Field work	Phase 3: Teaching my family.
<b>LESSON PLAN 1: What does my family think about social networks?</b>	

**Objectives:**

To design instruments to gather information.

**Language Contents:** Produce chunks of language of different lengths, when they give opinions.

**Vocabulary:** Use of chunks: I believe (that) ..., I'm sure that ..., In my opinion / My opinion is ... I think / consider / find / feel / believe that...

Stage	Procedures	Materials
<p><b>Warm up</b></p> <p><b>10mn</b></p>	<ul style="list-style-type: none"> <li>• T starts the class using Mentimeter (a survey creation system). She asks students what activities they have already shown to their families as the purpose of the project is to analyze families' changes on the use social networks.</li> <li>• She conducts students to the website Menti.com. She explains they how to access.</li> <li>• Students write 2 activities they have done. All ideas will appear in a word cloud.</li> <li>• After ideas are gathered, T explains chunks to give opinions. She asks students how they are teaching their families the use of social networks, and what is missing.</li> <li>• T encourages students to use expressions to give their opinions.</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-3-1/">https://the-social-dilemma.webnode.com.co/lesson-3-1/</a></p> <p>Mentimeter survey</p>
<p><b>Surveys</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• T explains the students the purpose of the lesson is to show them Web 2.0 tools useful for the implementation phase.</li> <li>• First, T explains: Kahoot, Mentimeter, and Google forms. Then, she uses google forms to show students how the information is automatically classified.</li> <li>• To implement the above, the students will prepare a survey of 10 questions with inquiries they require for their projects. Questions about:             <ul style="list-style-type: none"> <li>- The use of social networks.</li> <li>- What we cannot or can do on social networks.</li> <li>- How they change the use of social networks by learning what the T is teaching.</li> </ul> </li> </ul>	<p>Survey</p>
<p><b>Games</b></p> <p><b>30mn</b></p>	<ul style="list-style-type: none"> <li>• Secondly, T introduces gaming web 2.0 tools.</li> <li>• T explains to students the dynamics of the game which consists of a Wheel of Fortune (made in Wordwall tool), where Ss will find questions about all the topics seen in class, and penances. Then, she encourages them to participate.</li> </ul>	<p>Wheel of Fortune</p>

	<ul style="list-style-type: none"> <li>• T emphasizes this is a way they can engage their families to participate in the projects. Therefore, they are going to create a game to use with their families. They have 15 minutes to the creation process.</li> <li>• After that, one volunteer will show his/her game, and classmates will play it.</li> </ul>	
<b>Closing</b>	T will help Ss finish the material they will use to conclude the implementation phase.	
<b>10mn</b>		
<b>Assessment</b>	Assess student's participation.	

### *ANNEX 1. Web 2.0 tools.*

<https://the-social-dilemma.webnode.com.co/lesson-3-1/>

## Let's explore useful tools

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Go to [www.menti.com](http://www.menti.com) and use the code 55 86 63 3

## Activities carried out with my family





### How I changed the way I use social networks

1) Do you use social networking sites?

Yes

No

2) If Yes than answer the following questions, which social networking site/sites do you use?

Facebook

Instagram

YouTube

Twitter

TikTok

Other:

## Social networks wheel of fortune



### CYCLE 2: Phase 4

#### Lesson plan 1.

**Cycle 2:** Field work.

**Phase 4:** Let's organize my thoughts.

**LESSON PLAN 1:** knowledge discovery about my family use of social network.

**Objectives:**

To recognize steps to analyze information.

**Language Contents:** Describing information. Past tenses.

**Vocabulary:** To show... Double the number of... combined... more than...

Stage	Procedures	Materials
<p><b>Warm up</b></p> <p><b>10mn</b></p>	<ul style="list-style-type: none"> <li>• T shows students a Genially presentation that describes 5 steps on How to Analyze Data. She explains it and gives examples.</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-4-1/">https://the-social-dilemma.webnode.com.co/lesson-4-1/</a></p> <p>Analyze data</p>
<p><b>Organizing</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• T ask students to work in pairs. They will answer the following questions:             <ul style="list-style-type: none"> <li>- Time my family spends on social media.</li> <li>- Type of content they share, is it public or private?</li> <li>- how often do they upload photos, or status?</li> <li>- Is my family affected by social networks?</li> </ul> </li> <li>• Then, T tells them to work individually. Students are going to organize data in topics considering the instruments they used:             <ul style="list-style-type: none"> <li>- Graphs</li> <li>- Games</li> <li>- Photograph</li> <li>- Audios</li> <li>- Videos</li> </ul> </li> <li>• T explains an example with the information gathered in previous classes about the students' use of media.</li> </ul>	
<p><b>Writing report</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>• As students classify the information, now they will think in the following questions:             <ul style="list-style-type: none"> <li>- How did you use social networks?</li> <li>- Which were the social networks you used the more?</li> <li>- Which were the strategies you used to teach your family?</li> <li>- Which topics you taught?</li> <li>- Did your family change their use of social networks? Why?</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- There was a positive or negative impact.</li> <li>• T explains students they will write a report where they talk about the process of the project, their practice in teaching their families, and changes they saw.</li> <li>• T gives them a list of expressions to analyze data. They must include the vocabulary on the report.</li> </ul>	
<b>Assessment</b>	Assess students' writing.	

### ANNEX 1. Data analysis.

<https://the-social-dilemma.webnde.com.co/lesson-4-1/>



### CYCLE 2: Phase 4

#### Lesson plan 2.

<b>Cycle 2:</b> Field work.	<b>Phase 4:</b> Let's organize my thoughts.
<b>LESSON PLAN 2:</b> Tidying up my findings about how change the use of social networks.	

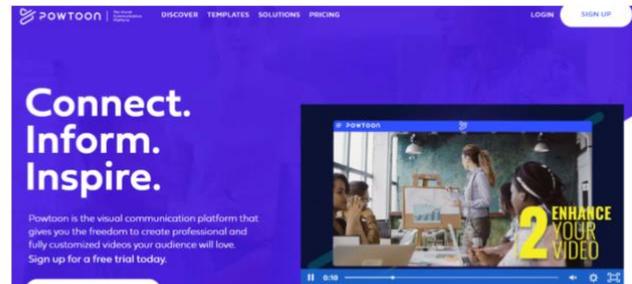
<p><b>Objectives:</b> To interpretate information collected in the projects.</p> <p><b>Language Contents:</b> Reported speech. <b>Vocabulary:</b> Reporting verbs.</p>		
Stage	Procedures	Materials
<p><b>Warm up</b>  20mn</p>	<ul style="list-style-type: none"> <li>Using the information of the previous class (the written report), Ss will create graphs in order to explain the changes in their families.</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-4-2/">https://the-social-dilemma.webnode.com.co/lesson-4-2/</a></p>
<p><b>Recording</b>  20mn</p>	<ul style="list-style-type: none"> <li>T introduces PowToon, which will allow Ss to record their voices and show images. (Annex 1)</li> <li>She explains students they are going to transform the information of the report into a video presentation and will present the video to the class.</li> <li>T guide students to Padlet, where they must paste the links of the videos.</li> </ul>	<p>PowToon</p>
<p><b>Mingle</b>  20mn</p>	<ul style="list-style-type: none"> <li>Once students have shared their videos, they must choose one video watch it again, and take notes about what are the similarities and differences.</li> <li>Then, T engages students to mingling in the classroom, sharing with others their strategies to analyze data.</li> <li>When finished, T asks “What did (the name of a student) say?”</li> <li>Before they answer, T introduces <i>say</i> and <i>tell</i> reporting verbs, and show students reported statement using reporting verbs (Annex 2).</li> <li>Then, T asks students sentences they classmates said and write them on the board, and she asks students to restate each one using reported statements.</li> </ul>	<p>Reported speech presentation.</p> <p>Board.</p>
<p><b>Closing</b> 10mn</p>	<p>T will ask Ss to finish preparing the information they found in their researchers</p>	
<p><b>Assessment</b></p>	<p>Assess students’ video recording. Self- assessment.</p>	

## *ANNEX 2. Information found.*

<https://the-social-dilemma.webnode.com.co/lesson-4-2/>

### Powtoon

By using Powtoon tool, create a video where you explain the changes of the use of social networks in your family.



[Click here to go to POWTOON](#)

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

#### Conclusions and Implications

Carrying out a proposal of pedagogic and didactic innovation that intends to implement Project-based learning approach and Web 2.0 tools in the Colombian context to enhance speaking skills of fourth cycle students, has a variety of implications for the EFL community, the educational institutions, students in the fourth cycle of education, and preservice teachers.

Firstly, this proposal of pedagogic and didactic innovation that involves EFL community implies a transformation in the teaching and learning practices. It is necessary to highlight that the implementation of innovative methodologies in the EFL context permits to explore the foreign language from a distinct perspective which helps teachers to improve their teaching skills based on research and in correspondence to the students' needs. The development of classes under the Project-based learning approach implies that the EFL community understands that different teaching and learning strategies that consider the context of the students, their likes, and their needs, would have a positive impact on the processes of learning and teaching. Realistic contexts and authentic settings place students in an active construction of their knowledge and engage them in experiential language learning tasks. Thus, situated practices must be recognized by teachers and students as an effective way to learn the foreign language in real context. Also, by using PBL approach and web 2.0 tools, students will be able to reinforce the language as it is used in an authentic and meaningful way.

Secondly, the lessons and activities of this proposal are mainly carried out through web 2.0 tools, then this implies for the educational institutions to facilitate the technological resources

such as computers, internet connection, projectors, and cameras to complete the tasks proposed. Students will conduct a project about social networks, to count on technology, to research, plan, implement, analyze, and present the findings is needed as students are involve in their own learning by watching videos, creating podcast and presentations, and sharing their ideas through platforms. Therefore, having technology is essential for the teaching of EFL mediated by Web 2.0 tools, as these assure meaningful learning in a context that is in accordance with the ability's students need in real world. Moreover, to obtain the greatest benefits from technology resources in EFL teaching, teachers should be trained in the use of technological tools. Professors need a deep understanding of online tools, they need to be able to integrate technology effectively into English classes, and they need to be able to adapt to evolving digital tools.

Thirdly, as participants will create their own projects it implies their commitment and a good attitude through the development of the different phases of the project. Student will be able to do investigative projects where they will teach their families the proper use of social networks, to do so they need research, create material, and analyze, then it is essential students take responsibility of their own learning in the classroom and outside it. It is also important students have a good attitude regarding the foreign language as it is the means to complete the activities planned, learners will work on different content while learning English, then students must be open to different methodology as they will learn the language by using it.

Finally, the teacher must become a motivator and be effective when implementing PBL approach. The execution of innovative strategies and methodologies when teaching EFL will motivate students, the teacher must take part of the project creating their own research and developing activities with them, in that way teacher get close to the learners generating an atmosphere where they feel confident and motivated to have an active participation. Those

strategies among with the design of projects will permit teacher to know student's opinion and preferences. Moreover, the development of projects about social networks using web 2.0 tool implies teacher to understand how these platforms work and what they are for in order to select the best tool to fulfil the goal for the lesson.

### **Limitations**

This section of the chapter includes possible limitations for the present proposal. The first one is related to the application of Project-Based Learning approach in the EFL classroom. In PBL, students learn the language while performing tasks, this means the content of grammar and vocabulary is implicit in the different activities of the project, which could cause difficulties to learners as they are used to the traditional method where language is explicitly presented. Furthermore, students will carry out project with their families, a possible limitation is that learners' families are unwilling or unable to participate in which case the teacher and the students should look for a different population to work with.

The second limitation is related to technological tools. In this proposal, students will use Web 2.0 tools in order to promote language use in real contexts and to facilitate interaction. However, some challenges could arise as the lack of internet connection, cell phones, or computers, which would force the teacher to change activities. In an opposite case where students have full access to technological tools, the problem could be that learners may get distracted, accessing inappropriate or irrelevant material to the class.

To conclude, it is important to emphasize that planning is crucial to develop any intervention in classrooms. As a result, teachers must have a variety of options for overcoming the obstacles.

## **Further Research**

This proposal focuses on the development of speaking skills of students when they work under the principles of PBL and implement in practice Web 2.0 tools. The main suggestion is to implement this proposal and develop a research to evaluate the impact of the use of ICTs and PBL in the enhancement of speaking skills. Additionally, before implementing this proposal, it is necessary to perform a diagnostic test to the population in order to adapt it to the needs of the students in terms of language level, contents, and activities from a critical and contextualized point of view of the teacher. It is essential to change some contents, strategies and contexts in teachers' training and bet on the curricular integration of ICT in pedagogy programs. Besides, further research should consider the potential effects of the integration of critical thinking within PBL. Finally, research is needed in the field of didactic tools for practice and enhance English oral production.

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## ANNEXES

## Annex A. Cycle 3: Lesson plans Phase 5.

Cycle 3: Culminating and debriefing		Phase 5: My family and I change our mind?
LESSON PLAN 1: Transforming information into presentation.		
<p><b>Objectives:</b> To prepare a speech and design the content of the final project.</p> <p><b>Language Contents:</b> Future will and going to. <b>Vocabulary:</b> Phrases for Making Presentations.</p>		
Stage	Procedures	Materials
<p><b>Warm up</b></p> <p><b>10mn</b></p>	<ul style="list-style-type: none"> <li>T introduces parts of a presentation through Voki (an interactive app with animated characters).</li> </ul>	<p><a href="https://the-social-dilemma.webnode.com.co/lesson-5-1/">https://the-social-dilemma.webnode.com.co/lesson-5-1/</a> Voki presentation</p>
<p><b>Organizing</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>She explains to the students that according to the presentation they will organize the information of the collected data in three parts. <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Body</li> <li>- Conclusion</li> </ul> </li> <li>T explains the use of future simple and going to. (I will... I am going to...)</li> <li>Ss will record a Voki explaining what information they will say in each part of the presentation. Ss must use future tenses.</li> </ul>	<p>Parts of a presentation</p>
<p><b>Practice speech</b></p> <p><b>20mn</b></p>	<ul style="list-style-type: none"> <li>T will show Ss a Youtube video about the features of a good presentation.</li> <li>Ss will prepare their speech, using the writing analysis made in the previous phase.</li> <li>Then, Ss will record themselves on their cellphones or computers. They will listen themselves to correct their pronunciation, intonation, and vocabulary.</li> </ul>	<p>Video</p>
	<ul style="list-style-type: none"> <li>Ss will start to design presentations.</li> <li>The class continues to unfold in the next session.</li> </ul>	

<b>Warm up 10mn</b>	<ul style="list-style-type: none"> <li>T will show Ss a Youtube video about an effective presentation.</li> </ul>	Video
<b>Design 30mn</b>	<ul style="list-style-type: none"> <li>Ss will continue building their visuals using web 2.0 tools.</li> </ul>	
<b>Assessment</b>	Assess students' audio recording.	

### ANNEX 1. Part of a presentation.

<https://the-social-dilemma.webnode.com.co/lesson-5-1/>

---

Listen carefully to the parts that must contain your presentation, then record your video explains what you will talk about in each part. Send the link here

---



Click here to go to VOKI

Part of your presentation

[Add file](#)

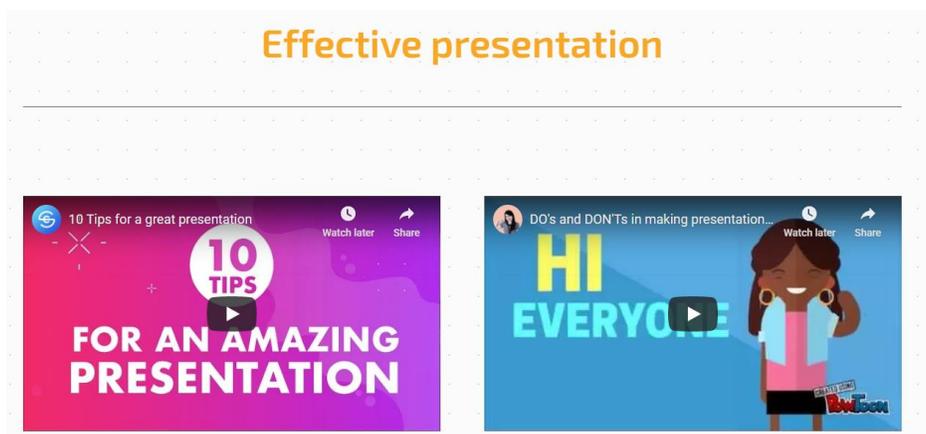
[Submit](#)

Click here to go to GOOGLE CLASSROOM

**Parts of a presentation**



Click here to go to the video



<b>Cycle 3:</b> Culminating and debriefing.		<b>Phase 5:</b> My family and I change our mind?
<b>LESSON PLAN 2:</b> Sharing with my classmates the before and after of my family's use of social networks.		
<b>Objectives:</b> To present final projects. To reflect, evaluate and display students' outcomes that reflect their work during the project.		
<b>Language Contents:</b> Produce speech		
<b>Vocabulary:</b> Phrases for Making Presentations.		
Stage	Procedures	Materials
<b>Final presentation</b> 60mn	<ul style="list-style-type: none"> <li>Ss present their analysis to the class.</li> </ul>	<a href="https://the-social-dilemma.webnode.com.co/assessment/">https://the-social-dilemma.webnode.com.co/assessment/</a>
	The class ends in the following session:	
<b>Self-Assessment</b> 15mn	<ul style="list-style-type: none"> <li>T will bring copies of the rubric (Annex 1) that Ss have to fill in to evaluate their performances during the implementation of the project, and the final result.</li> <li>T will give students time to complete the assignment and she will go around the classroom checking on students and answering questions when necessary.</li> </ul>	Rubric self-assessment
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Finally, she will instruct students to complete the assignment because she will be using the rubrics to</li> </ul>	

<b>15mn</b>	assess and consider their responses. Here, she will promote a reflective and conversational environment where students can share their ideas, opinions, and progress in the development of the project, what Ss like the most and what they did not.	
<b>Assessment</b>	Assess presentations and self-assessment.	

## ANNEX 2. Assessment.

<https://the-social-dilemma.webnode.com.co/assessment/>

	Very Good	Good	Developing
<b>Research and collecting information</b> 6	I collected <i>lots</i> of information from various places, such as books, the internet etc.	I collected <i>some</i> information from a few places.	I only collected <i>a little</i> information from few places.
<b>Sharing</b> 8	I <i>always</i> shared my information or ideas with <i>all</i> my team members.	I <i>sometimes</i> shared information or ideas with my team members.	I shared <i>little</i> information or ideas with my team members.
<b>Completing tasks</b> 8	I met <i>all</i> deadlines and I was not late for meetings or to complete work.	I met <i>most</i> deadlines and was only late for <i>some</i> meetings and to complete work.	I missed <i>many</i> deadlines and was <i>often</i> late for meetings or to complete work.
<b>Contribution</b> 8	I <i>always</i> helped <i>every</i> team member with all tasks, such as gathering information, editing work.	I helped <i>some</i> of my team members, but not all to gather information and edit work.	I <i>didn't</i> help my team mates to gather information, edit work etc.
<b>Listening to other group members</b> 5	I <i>always</i> listened to the ideas and suggestions from my team.	I <i>sometimes</i> listened to ideas and suggestions from my team.	I <i>didn't</i> listen to my other team members. I often did it my own way.
<b>Co-operating with my team</b> 5	I <i>never</i> argued with my team members. I <i>always</i> talked about ideas and got everyone's opinion.	I <i>sometimes</i> argued with my team. I <i>sometimes</i> talked about ideas and thought about some opinions.	I <i>often</i> argued with my team mates. I <i>never</i> listened to their ideas and didn't think about their opinions.