

**YOUTUBE VIDEOS: FOSTERING SPEAKING FLUENCY WITHIN A SITUATED
LEARNING FRAMEWORK.**

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A prerequisite for the bachelor's degree in Spanish and foreign languages, with a focus on
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Abstract

The following proposal of pedagogic and didactic innovation aims to foster speaking fluency through the implementation of YouTube videos within a situated learning framework. This study pursues to improve the speaking fluency of students of the 5th cycle from a public school in Bogotá. Thus, this proposal was organized and designed in four phases, initial research, planning, implementation, and analysis. Consequently, through a set of lesson plans along with didactic materials and tasks, students will explore oral competence while they are engaged in situated speaking fluency activities. Finally, this document presents the conclusions, implications, and considerations regarding future proposals for this methodology.

Keywords: YouTube Videos, speaking fluency, situated learning.

Resumen

La siguiente propuesta de innovación pedagógica y didáctica tiene como objetivo fomentar la fluidez del habla a través de la implementación de videos de YouTube dentro de un marco de aprendizaje situado. Este estudio busca mejorar la fluidez del habla de los estudiantes del 5° ciclo de un colegio público en Bogotá. Así, esta propuesta fue organizada y diseñada en cuatro fases: investigación inicial, planificación, implementación y análisis. En consecuencia, a través de un conjunto de planes de clase, junto con materiales didácticos y tareas, los estudiantes explorarán la competencia oral mientras se dedican a actividades de fluidez del habla situadas. Finalmente, este documento presenta las conclusiones, implicaciones y consideraciones relativas a futuras propuestas para esta metodología.

Palabras Clave: Videos de Youtube, fluidez del habla, aprendizaje situado.

CHAPTER I

CONTEXTUALIZATION

Target population

The following pedagogic and innovation proposal was designed to work with the fifth cycle (10th and 11th graders) students in an age range between 14 and 18 years in a public school in Bogotá. This group of students will be addressed as adolescents or teenagers and they, according to MEN (2006) are expected to master the usage of English as a foreign language in real situations in communication fields before reaching a job or higher education. They are classified as adolescents, a stage in which students face emotional and physical changes that will be crucial for the personal and cognitive development of individuals, in the middle of this process face challenges and difficulties to express what they consider correct as part of their culture in which is included, of course, the classroom. As it is expressed by Richards and Burns (2012), teenagers use a variety of expressive techniques to express themselves as they struggle to (re)construct themselves and establish their identities. and the classroom cannot be isolated from this process, actually, in accordance with Richards and Burns (2012), the classroom should have never been a space for an encounter with a second language (English), but must be a curtail point where creativity can be unleashed.

According to Krauskopof (1999) At this age, teenagers are eager to learn about other social groups and to find who they are, all while searching for acceptance from others and communities to belong. Additionally, they want to try out new things, discover their own abilities, and seek out more autonomy. What is useful for the present proposal, even more, if we take into consideration that teenagers become more adept at thinking and managing abstractions. Their intellectual development necessitates challenges and problem-solving tasks that need not

just the utilization of linguistic information but also the application of real-world knowledge and techniques. Stress, anxiety, and depression can affect teens. These medical issues have been connected to social interactions and academic success; researchers have found.

Along with what has been explained before, Hernandez (2018) concludes according to his research project carried out with a very similar population that, students in the fifth cycle are curious about finding their vocation. As a result, people consider their future, decisions, and life goals and hobbies in terms of their professional employment. Teenagers may also be finding their interests and talents and want to use them in the workplace, according to some research.

That is why this proposal aims to work with teenagers, to redefine the process of learning a foreign language as famous as English, and to make it a meaningful process. Moreover, because for this project it was considered rather than neglecting the language, it is a matter of interest, many of them have been forced to learn English because they must do it to graduate but it is not introduced as a tool that can benefit them when they graduate. And this lack of interest is evident in previous studies conducted in public schools of Bogotá, where students were not really interested or involved in the English class, as Medina (2020) stated “despite the school had technological and supporting resources for students to improve educational processes, they seemed to have no motivation due to the contents, strategies, materials, and practices that were implemented in the classes” (p. 4). This could be because English is not presented as a communication tool useful to achieve some of their goals, besides one more subject, it is not told that it would serve them to better exploit their professional career, communicate with each other, get to know new people and cultures, travel, etc. They just consider English as a subject that has been imposed and something that must be learned as an obligatory requirement to conclude secondary studies.

English in Colombia may have been stigmatized, perhaps because of the way it is taught, the perceptions of the students about it, or the difficulty it has been presented over time, the commonly used "no English spoken here policy" is also a great challenge that all English teachers must deal with. According to Professor Rod Ellis (2016), a linguistics expert at the University of Auckland in New Zealand, who had an interview with "Education Week" about why in Colombia it has been so difficult to learn English:

One of the key factors in learning a foreign language is motivation. If people learn English with a clear purpose for their life and look to the future what they want to achieve with this learning, they will clearly reach a good command of the language thanks to this motivation. Many young people have no idea what English can do for their lives, there are greater chances of getting a job. (Para, 5, Own translation)

Therefore, this pedagogical and didactic proposal works with adolescents, more specifically 10th and 11th graders, because it considers the population as one of the most likely interested in developing fluency in speech, because it can substantially influence and be used in an important way in the development of their lives, and people who have been working with an educational model that, as presented above, may have ignored speech-related competencies.

Statement of the Problem

As language teachers and even as students of English as a foreign language, many times there are students who despite having a great foundation in the language, and incredible knowledge of structures, conjugations, and vocabulary, have problems with speaking-related, competencies and results evident that good fluency has not been developed, even if they have

studied English for months or years. Those people cannot communicate accurately verbally and for some people, the most important feature of a language is communication, since it is an indispensable aspect when learning a new language, and this lack of fluency can end up in important misunderstandings, communication interrupted by doubt or simply the message is not delivered satisfactorily. This is essential for students just a few years after graduation who are in the fifth and final cycle of secondary education and should be the most advanced in terms of communication and production of English as a foreign language.

In general, Colombians who have been evaluated in international ranking tests, such as the EF presented above, were evaluated at a level A1 and A2 of English, which are the two most basic levels of it. At an A1 and A2 level, students should understand how to create and understand familiar expressions, ask personal questions, and even interact in certain contexts, according to the Common European Framework (2001). What could be translated into a basic use of English, which, as a matter of course, includes a low level of fluency at the time of speaking.

Having mentioned this, it must be taken into consideration that the teaching of English in a large part of the country's public schools focuses on grammar-based patterns, which means that students must learn the grammatical structures of verb tenses, memorize the vocabulary to later be able to replicate it in homework or exams. A rigorous study of grammar might make it even more difficult for students to develop oral skills, like fluency, which are rarely fostered in class, and if they are, they are covered superficially. As for how it is suggested by Linares (2011) many schools in the nation still use 'archaic' techniques to teach English. Even though a national policy for bilingualism was created in Colombia with the goal of prioritizing the study of this language

as a foreign language throughout the educational system, at certain institutions it is just another topic.

A good reason why speaking, even if for some it is the most important skill when learning a foreign language, is segregated is because it is not evaluated in massive, standardized tests, as mentioned above with the case of ICFES and even in PE, where only reading and listening skills are measured. That is why it is pertinent to work on speaking fluency. Sometimes a language like English is learned to communicate and express personal ideas, leaving the memorization of structures and words in a secondary plane. As English teachers face an increasingly demanding challenge, where they must go beyond the teaching of verbs, structures, times, rules, and so on.

After reviewing some bilingual initiatives in the country and seeing the importance of communicating in English this question often arises, why is not Colombia a bilingual country? by all means in what terms of English concerns. After contemplating all the attempts and efforts that have been made over the years by the government and some educational institutions why is it so difficult to learn English? there may not be an immediate need to learn English as a foreign language, many people do not really use it in their day-to-day living, and it is understandable. For example, it is likely that English, depending on the city, is spoken more on the Caribbean coast than in Bogota, as it is a more touristic place, and they may need it more to communicate. It has not been given a real meaning for our youngsters, many young people do not even know the advantages they could have if they learned English, some simply discard it because it is boring or because it is very complicated.

Furthermore, English, better known by many as the universal language, has also been evaluated worldwide, and according to the global ranking prepared by the EF (English

proficiency) academy, “Colombia lost nine positions, going from 68th place in 2019 to 77th place, in this 2020. Among the main cities, Medellín had the best rating, with 492, followed by Barranquilla (491), Bucaramanga (481), Bogotá (473), Cartagena (464), and Cali (452)” (Analitik, para 4. 2020 Own translation), which means that even if there have been many attempts to transform the education into bilingual programs, according to these and some other raking tests, Colombia still has a poor level of English. These results go against the guidelines proposed by the government, considering that graduated high school students should reach an intermediate English proficiency level, on the report of The National Planning Department in the document “Vision Colombia 2019”. It is important to clarify that as stated by the Common European Framework of Reference for Languages (2001) a B1 level must be reached by the students to allow them to use English in real communication environments.

Even if students should culminate with a high-intermediate level by the time they finish their secondary education, Colombian teens have not experienced significant progress in terms of speaking fluency in recent years. According to the report Pedagogical Principles and Guidelines, between 2008 and 2013, 6% of 11th-grade students in public schools had a grade of B1 or B+. Moreover, just 4,3% of public-school 11th graders in 2018 were able to achieve the predicted B1 English level (MEN, 2018), indicating that recent years' development in terms of bilingualism was insignificant. A similar result to the one provided by the EF English Proficiency Index (2021) confirmed that Colombia ranks 17 out of 20 Latin American nations and has a relatively low level of English competence. Also, according to the British Council (2015), most students entering higher education have an English proficiency level of A1 or lower.

Moreover, speaking fluency is an ability that has been highly neglected, since during every school class student practice writing, listening, or reading but speaking is the least practiced skill, because of fear, shyness, the discomfort of the students, high number of classes hinders meaningful oral interactions in the classroom, or any other reason that prevents them to speak. According to a survey conducted by the British Council in 2015 and based on the opinions of 1,000 EFL Colombian students, there are a number of explanations for why the Colombian population does not speak English fluently. Due to a lack of conversational situations, they admitted to having poor EFL competency, particularly when speaking and listening. Thus, it is essential to reach the interest of the students so the teacher can create a rapprochement along with well know strategies with technology to create a comfortable environment where students can feel free to learn and participate.

This may be because of the constant implementation of traditional and repetitive methods based on grammar patterns that are not very productive, where processes of real interaction between students or with the intervention and direction of the teacher are excluded. These patterns are based on answering certain questions, repeating what the teacher mentioned, or mentioning isolated structures and words without any real communicative purpose creating a severe asymmetry in English learning that needs to be corrected in order for the pupil to fully understand and absorb the language. Due to the lack of safe spaces where they can interact without being concerned about formal structures and accuracy, students do not interact with one another. In these conditions, students experience mistake-related fear, which is related to social anxiety. This circumstance hinders language learning success (Krashen, 1982).

Taking into account what was previously stated, it is possible to infer that one of the most challenging skills when learning a language is speaking; it might be stated that students, in

general, do not care for the language and even less for proper usage of vocabulary, structures, or fluency to express what they think or reach standardized parameters. Due to the lack of communicative goals that would explain interaction, teenagers are unable to put into real practice their speech interaction. Finding fresh approaches that enable students to use English in communication contexts and create those opportunities for oral contact is thus required.

Rationale

It is evident that the globalized world in which all of us live is constantly changing, each person has their own ambitions and goals. As reported by Shahini and Shahamirian (2018): "Everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones" (p.872). Depending on the population, each country has its own interests, but at least here in Colombia, especially recently, a structured bilingual project has been aimed and tried through political and educational regulations, some of them, and from the Ministry of Education; National Bilingualism Program (PNB) 2004-2019, the program for the strengthening of foreign languages (PFDCLE) 2010-2014, law 1651 of 2013, bilingualism law, National English Program (PNI) 2015-2025, etc. These initiatives, along with some others, were established by the government with the determined objective of learning English as a foreign language at schools and making Colombia a bilingual country. That means that education aims to have bilingual students who communicate in two languages. Each of these initiatives has been applied without having a significant or visible result.

With the objective of providing meaningful lessons for students. It is required for teachers then, to prepare their students to use English communicatively and assertively throughout their lives so they can find it purposeful and useful. For students in the tenth of eleventh grade who

are preparing to enter the workforce or further school, communicating in English is helpful. Since being bilingual increases the likelihood of landing a job and using English to access resources that can advance the students' abilities in their chosen industries, English is a desirable ability when teenagers decide to work after graduating in any field.

In view of the above, this pedagogical proposal is innovative and valuable for many reasons, which will be described below. Firstly, it is important to take into account the benefits of using the Situated Learning theory to promote speaking fluency. It has a wide variety of possible topics to discuss from different areas of knowledge which allow the teacher to create real connections and awaken interest in students, basically situating the learning into their real and tangible contexts. The usage of the target language is made possible by this theory of learning and knowledge. Contextualizing knowledge is crucial since experience allows pupils to learn more effectively (Corredor, 2018). That is why the content is highly important, in the same manner as the components of the language, so that the students can learn meaningfully using the target language orally and efficaciously not only following grammar patterns and rules but creating a speaking environment where they feel free to participate.

Secondly, it is also very important to highlight the importance of the implementation of new information strategies, such as YouTube videos with social content as a teaching tool for the development of speaking fluency. As explained above, students lack real scenarios to practice English as a foreign language, and what better alternative than to creating those spaces through a tool that is used massively by young people and do it through situations that seem attractive or familiar, which can be productive and meaningful for students. The ICTs (information and communication technologies) gives real content, a fun learning environment, and easy access to various individuals, languages, cultures, and social customs for language learners. (Fitry &

Putro, 2021). And above all, because these practices have to have an effect on students that makes them arouse interest and want to participate, which is an indispensable step to work on fluency in speaking. If students do not receive a stimulus to which they can react and then produce, there will be no room to make mistakes and subsequently and consequently those mistakes cannot be worked out and corrected, it is for that and for all explained above that it is pertinent to work in speaking fluency by means of YouTube videos because as it is posed by Naciri (2014) ICT implementation has a significant influence on how learning is facilitated and improved, with a focus on speaking abilities. ICTs allow for interaction between teachers and students, provide comprehensible input and output, aid in the development of critical thinking skills, make learning and teaching more student-centered, encourage student autonomy and self-assurance, and boost motivation for successful language learning.

This section can be concluded by saying that in general speaking skills have been of interest to many, not only researchers, but also individual countries and organizations. This is due to the great importance it has in terms of assertive communication. The implementation of new technologies such as the previous proposal and how will be explained throughout this document, as the use of theories such as Situated Learning can provide real and significant spaces of practice for students not only within the classroom but also outside it, of course without ignoring the presence of a teacher who acts as a guide to the learning process and can be built together.

Objectives

- To promote the development of the speaking fluency of 5th cycle EFL students through the use of YouTube videos as a didactic tool in a situated learning environment
- To design a pedagogical and didactical innovation proposal that approaches teenagers to EFL fostering their speaking fluency through situated learning with YouTube Videos as a didactic tool.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter will present the theoretical foundations that support the development of this proposal. By means of the state of the art, a set of previous studies that have explored those foundations will be presented and reviewed and also a precise definition of the key constructs that guided the proposal such as: speaking fluency, Situated learning, and YouTube videos as a didactic tool.

State of the art

In this section, five national and international projects will be reviewed since they were significant for this project since they share one or more components related to the constructs that underpin this proposal, components such as speaking fluency, situated learning, teenagers, or YouTube videos as a learning tool.

To begin, it will be analyzed the local work of Diana Julieth Barrios, who in 2017 carried out research in Colombia, more precisely in two groups of young adults from the University of the Atlántico, entitled *Exploring oral fluency development through the use of fluency development techniques in A1 students in the context of the Colombian Caribbean Extension Program EFL*. As mentioned above, this intervention was carried out in two groups of young adults in Colombia, and its main proposal was according to Barrios (2015) “the purpose to explore the effectiveness of fluency development techniques in the context of a population of A1 students in a Colombian Caribbean outreach EFL program. (p. 17)”. So, in addition to presenting

a definition of fluency that is one of the pillars of this proposal, there are also common difficulties that students have when faced with fluency and in addition to that are presented various strategies and techniques that could help improve fluency in such students who will be cited below.

The first aspect that is of interest regarding this pedagogical and didactic innovation project is fluency, which is defined by Buns and Joyce (cited by Barrios, 2017) as “an interactive process of constructing meaning that involves producing, receiving and processing information” (p.13). Also stating that this would be then one of the most important and difficult challenges that English learners will face if their life after school and that is it needed that ability to communicate accurately and fluently, as it is stated by Barrios (2017) “according to the process of learning, the first skill to be developed by a language learner is the speaking skill and to foreign language learners, it represents a hard challenge to accomplish” (p. 13).

Another relationship that the author approaches in her writing and that involves her position in this research is the relationship of speaking with fluency, proposing that the primary skill is speaking, which encompasses all levels and phases of oral communication. Fluency, on the other hand, is a sub skill and refers to how well a learner of a foreign language can communicate without pausing to think of the right words or encountering a breakdown in communication, which means that speaking as a skill comprises fluency as a sub-skill and this can be worked in the classroom as it is explained by Barrios (2017) when states that “in a classroom, as teachers, we can develop some aspects of speaking, but not necessarily fluency. That is why it is relevant to create effective techniques to develop fluency in English oral production within a classroom.” (p.14).

This first approach gives us an important notion of how fluency when speaking is defined by some authors, as a competence that may be one of the most difficult and one of the most segregated as well. Speaking has been seen as one of the most challenging but also as a skill that is desired by students. The third study is a great demonstration of the ambition of some teenagers to reach an advanced level of fluency and the desire to have obtained it from an earlier age to be able to express themselves more effectively.

But this work is also relevant to the pedagogical and didactic innovation project because of the conclusions reached, where it is proposed that those techniques implemented with greater interaction and intervention of audiovisual material had a more positive response due to the concentration of students. “Students develop more concentration to face challenges and to solve problems when they find that more people are involved and when they are involved in a social environment because this environment influences the content perception” (Barrios, 2017, p. 51). One of the secondary conclusions highlights the insufficiency in results with the individual work and rather concludes by indicating that group work the procedures that demanded alone labor could not yield sufficient results. According to the experience here (in this specific setting), the methods that emphasize humor and social interaction are the most beneficial. These factors are evident in our research's motivation and engagement as well as in the current growth of fluency in concept expression. (Barrios, 2017)

It is because of the mentioned above that this action research project carried out by Barrios is productive and meaningful for this pedagogical and didactic innovation project, not only by the definition of speaking fluency with which it works but also by the conclusions it

reaches, which are relevant to take into consideration when implementing the group work and audiovisual aids of this project.

To continue with, the second project studied for this state-of-the-art is entitled *Fostering Oral Communication through Project Work and Situated Learning* in 2018 by Diego Corredor. And what really made me choose this document is the fact that it is similar to the present one, in terms of population and the implementation of situated learning. In consideration of the fact that even if Situated learning may have been widely implemented in research, this one was implemented in Colombia with teenagers from a neighborhood and school called Prado Veraniego.

As quoted by Corredor (2018) “Situated Learning is a theory of learning and knowledge that frames the pedagogical proposal and its development. It is very important to put knowledge into a context because students can get better results through experience” (p.20) What makes out of situated learning a huge theory of knowledge that frames the understanding of the student into a particular context to obtain better results. And this definition is complemented by Lave and Wenger, (Quoted by Corredor, 2018) when stating that “learning involves the whole person, it implies not only a relation to specific activities, but a relation to social communities (...) Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning” (p. 20)

In addition to the definitions used in this project, it is also interesting to see the results obtained, because this was an action research project that implemented two theories of knowledge in terms of the development of didactic and pedagogical material, starting from a first observation and testing of potentially interesting topics for students. Through interviews and surveys, the topics to work on were selected and therefore the material that would be used with

each of the sessions, but all would be based on real situations of students. Corredor (2018) concluded that due to their involvement in real-world problems and near proximity to a point of reference, the students' learning process was significantly impacted by the application of this theory. On one side, they were able to complete the majority of the activities because they conveyed their own views and used terminology, they were familiar with. However, the use of these projects improved the quality of the students' work and involvement in class.

Of course, it can be concluded that the implementation of this theory in the classroom is productive in terms of educational processes. Students working in situations based on a real context feel more comfortable and have a point of reference to carry out activities, which results in the completion of more familiar tasks satisfactorily, expressing their own ideas and showing improvement. This is how the implementation of situated learning worked, at least in this research carried out in a public school in Bogotá.

In addition to this, the study entitled *Situated Learning Theory: The key to effective classroom teaching?* Written by Norainna Besar in 2018 was also selected to be reviewed. This is because, like the article presented above, it also works with a definition of situated learning that pertains to the present work, but also explains the role of the teacher that is very relevant also. This was a research that was carried out without a particular population but was rather charged with studying situated learning as a macro theory of knowledge, evaluating its pros and cons based on various authors, and using qualitative methods through the contrast of participatory and acquisitive leanings models while they are applied in a classroom setting, aiming above all the possible answers, to give response to the question of the title: Is situated learning the key to effective learning?

As a first step, the text questions the idea that situated learning is a theory that according to Besar (2018) “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.” (p. 49) Even so, the text does not only raise the positive aspects but also allows us to include aspects that may be considered opposite or negative. Opponents of the theory point out its failure to account for individual differences among students and its insufficient emphasis on knowledge acquisition. Even so, it does not only raise the positive aspects. “Opponents of the theory point out its failure to account for individual differences among students and its insufficient emphasis on knowledge acquisition” (p.49) This is precisely why this writing is important because it presents a broader view of the panorama.

The first conclusion that was considered as meaningful and important was that of the role of the teacher and the student, which is very similar to the one that this pedagogical and didactic innovation project intends to handle. Students are able to learn from this knowledge and put it into practice in group activities because of the teacher's role as a knowledge source, facilitator, and mediator. As a result of their actual participation in the group or community, students then achieve a new level of knowledge and comprehension. (Besar, 2018)

But also, this project was important because of the main conclusion the author arrived to, which as stated by Besar (2018) is that in general students can arrive at a grade of knowledge and understanding consisting of their experiences and their role as an active practitioner of a community, and that applying not only participation but also acquisition is the best method of effective learning.

It was also selected a document that was written by Roso Cadena, Javier Ortega and, Albedro Cadena, entitled *Daily 6: An approach to foster oral fluency of English as a foreign*

language in adolescents and published in 2019. This was an action research study with the objective of inspecting how the implementation of the Daily 6 would impact the oral fluency in English of 13 adolescents in a private institution in Bogota, Colombia since this lack of oral fluency was limiting the speaking performance of the students. This study used blended learning as the approach and gathered information through interviews, surveys, diagnostics, and achievement tests.

This study was chosen due to the way it illustrates the almost prevailing need to work in the speaking skill due to the deficiency that was demonstrated in data collection by students, who share the age range of this project and as well expressed by Cadena et al (2019) “their oral discourse mostly showed a2 features, as it was rather unintelligible and presented frequent hesitation. Although it is necessary for a learner to be knowledgeable of vocabulary and rules of the language” (p. 33). This research was also useful in terms of the possible difficulties that are faced when dealing with the speaking fluency skill, just like the author mentions in the conclusions, problems like anxiety, hesitation, and lack of motivation that are some of them.

Finally, Julieth Caterine Hernández Botina who wrote a project entitled *Oral fluency and motivation enhancement through web 2.0 platforms as didactic tools* in 2017 and resulted very useful for the present proposal. It was carried out with 21 students between 11 and 23 years old. What was mainly taken out of this project was how Hernandez used the YouTube platform as the main didactic tool to enhance motivation and speaking fluency. The document has an organization divided into three phases, where the YouTube tool is used, either to introduce and contextualize students or to motivate them to carry out some activity, and the most important thing was that they tried to deal with topics with which the students were in contact in their daily life. Therefore, what is more relevant for this project is the positive effects that the use of the

didactic tool had on the students, because in general the students felt more welcomed by the didactics of the class, felt part of the class, and allowed themselves to tell stories, experiences, or opinions voluntarily. In fact, Hernández (2018) raised it explicitly in his work, and as an outcome of her students:

is possible to see that the majority of the population thought that YouTube is a very useful tool in the classroom, the others considered it useful and just one student think that its use in the classroom is not very useful. Those results allowed the researcher to see that for the students the three phases using the platform as a didactic tool were worth it, useful and meaningful for them (p. 63)

To conclude this section, the five writings presented above reflect the compass of what has been carried out with regard to the main concepts that sustain this pedagogical and didactic innovation project, which makes this project rich with possible positive and negative aspects with which it could cross. But what is described above shows that there is clearly a lack of fluency when speaking in the Colombian adolescent population, in addition, that the situated learning is beneficial for the improvement of this skill and also that, applying YouTube videos as a teaching tool has proven to be efficient in fields similar to the one presented in this proposal.

Theoretical Framework

This chapter presents the constructs that underpin this project and will also be divided into three key sections, speaking fluency, YouTube Videos and situated learning. These aspects will be involved and provided with an outline here, that will be useful when developing the

present proposal. Their definitions will be clarified, and that is how they will be understood throughout the project, to avoid miscomprehension or confusion.

Speaking Fluency

Speaking fluency is a term that can be very ambiguous and can lend itself to many misinterpretations. Some authors consider fluency when speaking in English to be simply speaking fast, others consider it to be speaking with a neutral or native accent, and others have an immense range of vocabulary so as not to run out of references when you are speaking. That is why it is vitally important to establish how this concept is to be addressed throughout the development of this proposal.

A common aspect found in the three articles selected for this section is the focus provided when speaking about fluency, they define speaking fluency particularly but likewise, there are also some similarities; on one hand, definitions like the one provided by Dotan-Elias (2008): “Good fluency does not mean that a person speaks a language but indicates better communication and transmission of ideas conducing to better proficiency” (Cited by Barrios. 2017, p. 14) that in certain point matches with the definition provided by Richards (2006) who points out that fluency “is the use of naturally occurring language when a speaker engages and maintains in meaningful communication. This communication would be comprehensible and ongoing despite limitations in one’s communicative competence” (Cited by Shahini & Shahamirian, 2017, p.100). Keeping these definitions in mind, Lennon 2000 states that fluency is “the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under temporal constraints of on-line processing” (Cited by Cadena et al, 2019). What actually wanted to be highlighted with these definitions of speaking fluency is the

importance that is given to communication, focusing on the fact of the transmission of ideas and proficiency, since this is the emphasis that is intended to be used when employing this term, without leaving aside important definitions related to speed, but not speed just as the fact of speaking rapidly, but as a competence that is composed by other factors that may contribute in delivering and communicating a message successfully and accurately, as Cadena et al state that one of the fluency's main characteristics is "speed of production, called conversational speed or native-like speed. This validates the seven criteria (mean length of runs, silent pauses per minute, mean length of pauses, filled pauses per minute, disfluencies per minute, pace, and space)" (2019, p. 31).

Consequently, that is precisely why the theory presented is relevant for this proposal, since, on the hand, it gives a definition of speaking fluency that results meaningful, highlighting the importance of communication on it, rather than a speed-related definition. On the other hand, it also approaches those competencies that are aimed to be taken into account in the development of this proposal, more specifically when testing and evaluating the speaking fluency of the students, they are not only expected to speak fast or to produce a certain amount of words in a determinate time but to evaluate how they can speak taking into account that hesitation, pauses, length of pauses, etc.

Finally, English can be seen as a language that involves more than grammar and vocabulary acquisition, and more importantly, it should be focused on communication, in expressing and exchanging ideas, defending a position, arguing a position, and being able to express a position about a topic. And to be able to achieve this, it is essential to develop effective communication skills so they can understand and deliver a message effectively. That is precisely the reason why it is important to work on speaking, not only in speaking but in giving the

opportunity to take part through stress-free environments where students feel free to participate and practice.

Situated Learning

Situated learning is a theory of knowledge and learning that shapes the pedagogical proposal and its progress. It highlights how students can have better results through experience and by putting knowledge within context. When talking about situated learning, Besar (2018), Corredor (2018), and Abdallah (2015) agreed in stating that it involves the encouragement of learners as active builders of knowledge who can work together to create meaningful learning circumstances, holding that effective education requires embedded learning within those authentic contexts of practice. All of them at some point quote the definition provided by Lave and Wenger (1991) stating that “learning involves the whole person, it implies not only a relation to specific activities, but a relation to social communities (...) Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning” (p. 53). It is highly recognized for using socially processed and the co-construction of the knowledge as Besar (2018) and Abdalla (2015) clarify that situated learning is a theory in which all the learning process is based on relationships between people, employing human’s social aspect to help learners to communicate and create a direct relationship between the activities and the knowledge.

This definition results relevant for this innovation project because it relates to including daily life certitudes and contextualized practices to promote and develop a new and meaningful understanding of students, which are the main focus of this project. It illustrates the strength of situated learning to create significant learning situations based on how people relate with each other. Situated learning refers to the idea that both learning, and instruction are greatly

influenced by the situation. Learners are better able to understand new material and draw connections to their earlier experiences when they are familiar with the context. Like how learners struggle to understand the learning topics without a suitable schema, they are forced to memorize or learn by rote. Because of this, it might be argued that students are unable to apply their knowledge to the workplace. Since what people perceive, how they think, and how they behave develop together in a socially constructed setting, the theory of situated learning presupposes that every person's thinking is appropriate for the placed context. Making meaningful connections is not always simple. Technology has recently become a useful tool for supporting situational learning. Case studies and other web-based stimuli are only a few examples of potential contextual cognitive activities that are readily available online.

YouTube Videos with social content as a didactic tool

Fluency in speaking has been worked extensively and even more in the last ten years and to try to achieve this several learning tools have been implemented, and the YouTube platform has not been the exception. The term "YouTube" refers to a free video-sharing service that makes it incredibly simple to watch videos online. You can like, comment, and even make and publish your own movies to this platform to share with others. With visitors watching close to 6 billion hours of video each month, YouTube, which was first launched in 2005, is now without a doubt one of the most well-known websites on the Internet.

YouTube is a service that is available for free, and it may be a terrific place for teenagers to find interests. Many young people use YouTube to watch comedy shows, how-to videos, recipes, hacks, and music videos. Teenagers also use the video-sharing platform to subscribe to

other YouTubers and popular personalities, as well as to follow their favorite vloggers (video bloggers). There is a strong probability that any internet videos you have ever watched were YouTube videos. For instance, nearly every video tutorial on our website is a YouTube video.

Depending on the population and the type of study conducted the authors who implemented YouTube Videos as a tool agreed that its use was beneficial for learning in general or more specifically deformed fluency when speaking. In the first study chosen for this literature review, Ctouki et al (2012) concluded that “students understand and can remember the complex concepts much better when they are exposed to a visual explanation video” (p. 3). But they also found that if not all, most students had been attracted by YouTube content and how the content is arranged on the platform, they also highlight the practicality and brevity with which the content is published. Lastly, Ctouki, et al (2012) stated as well that “YouTube videos have been a useful source of educational content, it is a free web-based tool, and the impact has been important based on our study on students' performance” (p. 4). That is why YouTube videos have been considered theoretically as a tool that can be used to improve speaking fluency, not only because of their nature and how they work but also due to the facility with which teenagers have adapted to this platform.

More specifically we have the other two studies that were selected to compose this literary review agree on the usefulness of implementing YouTube Videos to encourage or try to improve the production of oral skills in students. Both Ratna (2022) and Syaffiq et al (2021) agreed to say that the application of YouTube videos worked satisfactorily to improve the oral production of students, improving the motivation and fluency of speaking to post-pandemic students. Even Syaffiq et al (2021) affirm that:

Moreover, the use of YouTube videos in learning to speak increases students' learning motivation in speaking class in the way that YouTube videos provide images and audio that can help students practice pronunciation, enrich their vocabulary, and make it easier for them to find ideas in producing sentences while speaking. (p. 54)

With this, and through the files chosen to build the definition of YouTube videos are a great tool for teaching speaking. Even so, it is also necessary for the teacher to choose the appropriate strategies so that this tool can be implemented pedagogically and not only used as a leisure tool. As stated by Ratna (2022) “These findings imply that while YouTube videos can be helpful learning tools, the right strategies need to cope with the challenges” (p.66). Accordingly, these articles are useful and meaningful for this proposal, since they illustrate the benefit of using YouTube videos for educational purposes, some of the even related to speaking competencies, which is also expected in the lessons created for this proposal.

Teenagers may be considered digital natives, which means that they are accustomed to online environments, are highly skilled in using technological resources, and enjoy interacting with digital content. As a result, situated learning makes use of these characteristics to inspire students to take an active role and be accountable for their learning. This proposal has its own platform that was modified to match the needs of students and intends to improve speaking fluency abilities with a focus on authentic communication. The proposal outlined all the features and tools that must be incorporated in order to support students in creating authentic interaction scenarios and improving their speaking fluency.

The following figure illustrates how the constructs of YouTube Videos with social content as a didactic tool, situated learning, and speaking fluency can work simultaneously in

order to harmonize with the present proposal. It is represented as a circle that is repeated in the form of a cycle, because as has been explained, the present document encourages learning in a non-linear way, where students have to be interested in the subject, understand it first in a stress-free environment to be able to question, to solve these possible doubts and to produce, where the most important part comes, to be mistaken, to know that it can be improved and improved, after repeating.

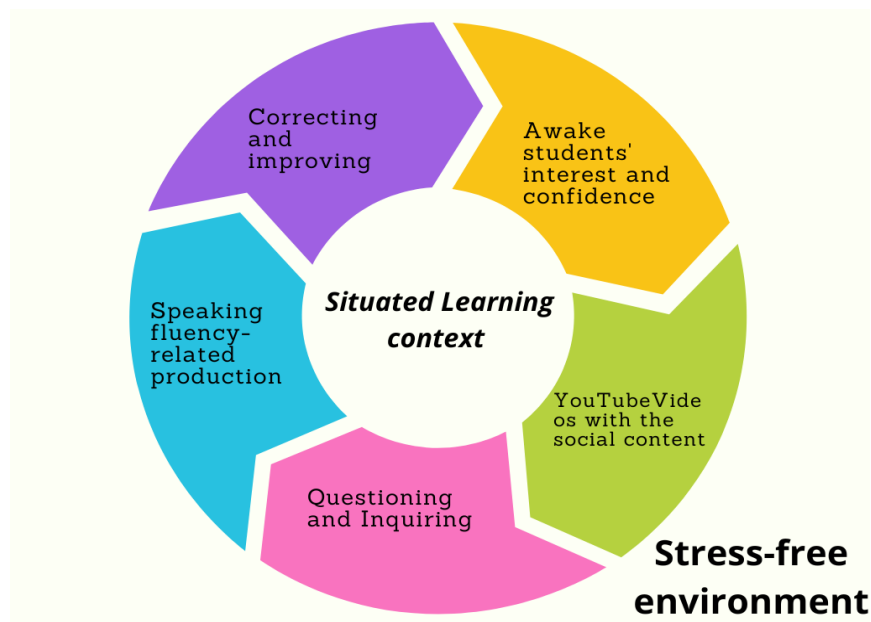


Figure 1

Flow diagram as a visual representation between the constructs that support the pedagogical and didactic proposal, its own source.

CHAPTER III

METHODOLOGICAL DESIGN

The significance of the pedagogical and didactic innovation is presented and discussed in this chapter. Additionally, important visions that support the current proposal are provided, allowing the reader to understand its nature. Some references are presented about the vision of language, learning, curriculum, and the classroom.

Pedagogical and Didactic Innovation Proposal

The teaching of foreign languages and education, in general, has been greatly modified with the arrival of the Twenty-First Century and all its didactic and pedagogical changes. The most obvious and common change is the indomitable technological avalanche that has taken place in the last years incessantly, bringing with it new ways of communicating with others, new ways of thinking, of learning, and as it should be logical new ways of teaching. That is why it is of vital importance to innovate and to start looking for new ways of teaching and that is of utmost importance for the educational process, as it is proposed by Barranza (2013), who affirms that when innovation is used in education the pedagogical practices can improve not only institutionally but also curricular and didactically.

Following Barranza (2013) innovation is a process consisting of well-structured problem-solving plans and strategies that are supported by creativity and organization. In this way, projects like this one of pedagogical and didactic innovation seek precisely to innovate in different areas of knowledge, not only pedagogical but also methodological, instrumental,

procedural, and technical, among others. That is why this project seeks to innovate by using YouTube videos with a situated learning strategy to promote speaking fluency in EFL teenagers.

In order to achieve this task, we must try to solve problems by means of innovation, but it is essential to identify those problems first. Barranza (2013) states that we must work on problems that are diagnosed and that we must first look for a need to be able to satisfy it, that is why the emergence of the proposal is born from the diagnostic problem, followed by a test and finally, adaptation and possible solutions. In this particular case, it has been shown that fluency in speaking may have been possibly segmented and that students generally graduate with a pauper level of English that does not meet the basic standards and bilingual proposals implemented by the government. This, considering that speech skills are not even taken into account when defining this level of graduates. As a direct consequence, students would not be potentially able to perform in real communication scenarios in English and that is why that is the main purpose of this project, to provide oral opportunities to students to encourage oral interaction and hopefully foster fluency in speaking.

As stated by Rios (quoted by Gómez, 2021) educational innovation is a process that must expand the fields of strategies and methodologies, relate to the educational environment and thus involve the student, create a relationship between digital content, the teaching unit, the content itself and the class. That makes it so necessary to adopt new technologies in the classrooms, to create significant teaching spaces for both students and teachers, away from traditionalist methodologies, to be coherent and innovative didactically.

Implemented YouTube videos with social content within a situated learning framework is an innovative methodology that differs from teacher-based-centered lessons in which the student is limited to receiving information passively. It expects to encourage oral interaction between

students in a relaxed, informal, and enjoyable setting. This will be accomplished through collaboration within a context that aims to give them the opportunity to be equally involved and plan strategies with their peers to overcome challenges and advance the oral communication of an idea.

With this didactic innovation, it is aimed to change the traditional pattern taught in Colombia, aiming to focus on different skills besides memorizing formal grammar patterns and being able to translate accurately. In addition, it aims to overcome the gaps and difficulties when learning English by providing contextual reasons that could justify oral interaction, so that students can speak in English through role-playing games, question-based patterns, recording videos, debating, etc. Hence, it is expected to innovate and change the traditional EFL methodologies to promote real oral interaction and communicational fluency priorities.

Vision of Learning

Learning in this proposal is understood as a social process. Vygotsky's theory describes human learning as a social process of human intelligence that takes place within a society or culture. The topic that is largely covered in this theory, and which mostly concerns this pedagogical and didactic innovation project, is how social interaction plays a fundamental role in the development of cognition. According to Vygotsky (1978) The entire learning process takes place on two levels on the learner:

Every function in the cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, logical

memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p. 57).

It is important to clarify that this potential learning is divided by Vygotsky's view in regard to the Proximal Development Zone, defined as that area of exploration where the student is cognitively prepared but needs social interaction to develop fully Vygotsky (1978). This element is clarified in this section since in this proposal the acquisition of knowledge was of vital importance so that an improvement could be evidenced. It is proposed with these theoretical constructs a definition of learning that is managed by stages, but it is very important to mention also, which will depend on each student, on that area of close development of each individual, which may be composed of many variables such as the ability to solve problems, how to deal with mistakes, how corrections are taken, etc., but all this under the guidance of the teacher.

Consequently, this proposal seeks to build learning in a social way, with voluntary interaction as a key means, where students should have the freedom to participate openly, question themselves, investigate independently, and later be open to making mistakes, to be corrected and improve. This is of course related to the Situated Learning theory, which invites students to learn through their contexts in a social way, being exposed to the foreign language directly and producing in it.

Vision of Language

This pedagogical and innovation proposal considers language as a means of communication, as a tool that allows people to interact with others in accordance with the social realities of each one. That is why a definition linked to culture and communication was chosen to develop this construct. According to Tudor (2001), "A language is not simply a linguistic

system, but the means of expression and communication used by a community of human beings. For this reason, a language will embody and express aspects of the culture and world view of its speakers” (p. 69). Consequently, considering the socio-cultural component of the participants was of vital importance so that the students could make out of these interactions from day to day, a significant process, so that from a foreign language, in this case, English, students can receive a subject and communicate a message in an assertive way. The teenagers are then expected to have conversations and exercises in English with their classmates and with the teacher, progressively as explained above, but the topics would then be from everyday life interactions, not very far from their contexts, likes, and dislikes, with the purpose of motivating and encouraging the indwelling of fluency when speaking.

Vision of Classroom

The classroom becomes a key space for the development of activities as it is the environment in which students and the teacher will be immersed. For the present proposal, the classroom is an essential space since it represents the environment where learners can exchange experiences and knowledge. As stated by Tudor (2001), “The classroom is thus a social institution which in the eyes of various social actors, is expected to serve a purpose in the development of a certain type of citizenship” (p.124). The classroom may play a different role for each person, in this case, this pedagogical and didactic innovation project will focus on the socio-communicative function that may have the space in students, and of course, this may or may not affect oral production, more specifically in fluency when speaking. That is precisely why the role that the classroom plays or intends to play in the socialization of students can become very complex (Tudor, 2001). Thus, this project aims to foster speaking fluency through

activities where learners can relate themselves to the real world while using the language, and this is proposed to be achieved with the help of YouTube as a didactic tool.

Vision of Curriculum

As for the curriculum, it presents the general rules to which all teachers must adhere when they are immersed in an institution; even if this one has been subject to different studies and redefinitions, it has always been a key part of almost all educational programs. The definition used for this pedagogical and didactic innovation proposal will be set forth by Mutale (2018) who proposes that "A curriculum embodies the intentions of education; it is the program of education. A curriculum carries the beliefs, values, attitudes, skills, knowledge and all that education is about" (p.3). This leaves us with a concept of curriculum less rigid and more moldable to the interests of the teacher, by processing small adjustments in the activities and methodologies of the classes, without affecting in generating the curriculum structure, in this case, the curriculum can be shaped with the main objective of enhancing fluency in speaking in teenagers.

Role of the Teacher

The teacher is that person who will supervise and direct all the processes that need to be carried out or that in his absence will grant that responsibility to any other student, but he/she will not have a defined authoritarian role where it is the center of attention, but rather it will play a kind of facilitating role. This role is going to be attached to the Situated learning strategy proposed for this proposal, since there, students are able to learn from this knowledge and put it into practice in group activities because of the teacher's role as a knowledge source, facilitator, and mediator. Students then reach a new level of knowledge and comprehension based on their practical experience as a group or community member. (Noraima 2018)

What this definition and all the ones presented above allow us to see is that the teacher also comes to be part of that community, not with a markedly dominant role, but as another member of the community, who can participate in this and make the others participate feel part of it. Another important feature of the teacher's role, according to Noraina (2018) is that "Teachers often employ activities and tools to artificially simulate authentic social contexts in the classroom" (p. 52). It should be emphasized that the teacher must be constantly looking for the encouragement of teamwork and the active participation of students, the two main pillars of this theory. The teacher must learn to identify the types of students in his/her classroom, and then assign roles, make the stronger ones contribute more, and help the weaker ones, in order to create a more egalitarian knowledge development and allow learning through experience and participation in real-life scenarios. It could be concluded by saying that teachers have an indispensable role, as not a supreme authoritarian figure but as established by Noraina (2018) "the teacher plays a significant role in coaching and observing students, as well as offering hints and reminders, providing feedback, and modeling, all of which are integral to the learning situation" (p. 54)

Role of the Student

In the section on the role of students, it could not be proposed a generic definition that covers all students because the theory is born from the beginning that all students are different, that each individual and his thoughts are situated in a particular context that students can see and based on this as they think and behave hand in hand with a socially constructed environment. The definition employed in this case highlights that Students become "cognitive apprentices" in society as they acquire knowledge via practice and observation. Interactions cannot be conducted

in an impersonal manner. The idea of situated cognition emphasizes how crucial it is for cognitive apprentices to get instruction from knowledgeable people. (Dincer, 2022)

What this definition allows appreciating is that the role of students is mostly active, the learning process will depend more on them, obviously guided and mediated by a teacher but active and group participation has an invaluable role. In the midst of their role, students obtain knowledge in the encounter with subjects with more perish in the subject, either the teacher or some other student who is more versed in the skill being worked, in this case, the development of fluency in speaking. This allows it to be referred to as contextual learning, which only occurs on-site, living certain situations, for which the student needs to be always putting on their side attitude and participation, building knowledge from their most significant perceptions, so that the exercise can be carried out satisfactorily.

Ethical considerations

This section of the document is created specifically to clarify that all materials implemented throughout the development of this proposal are correspondingly referenced and were selected in such a way that it is completely assured that they were of free use, in order to respect the respective copyright. Likewise, the activities that were adapted and of their own creation, which were the great majority, have their corresponding reference.

CHAPTER IV

PROPOSAL OF PEDAGOGIC AND DIDACTIC INNOVATION

Description of the proposal.

Having established the perspective with which this proposal aims to be carried out that allows us to establish a conception not only of knowledge but also of all the basic concepts for the correct development of this project, it is mandatory to present the pedagogical approach and didactic material that guide the selection of materials that will be used and therefore the learning process. Accordingly, this chapter presents a detailed description of the proposed instructional design along with its corresponding implementation cycles and therefore all the class lessons to try to achieve the objectives of this proposal.

One of the main objectives of this pedagogic and didactic innovation project is to design a pedagogical and didactical innovation proposal that approaches teenagers to EFL fostering their speaking fluency through situated learning with YouTube Videos with social content as a didactic tool carefully selected in relation to their content and language levels for based on them to perform a series of activities designed to encourage students' oral fluency within a placed learning context. This was planned through a 12-week program that was divided into 3 main phases. Each of the phases has its respective objectives in terms of language and in terms of progress according to the project. But still, this proposal has a clear focus on aspects like; first, getting in real contact with the everyday English language, the one that is used day-to-day and of course in real-life situations that might result in interesting content for the teenagers, second that students work not only individually but also are given the opportunity to work in groups to test

possible improvements and of course use the language orally to communicate and express different points of view.

In addition to this, it is important to explain that each of the sessions has different execution times in terms of the number of classes and weeks, depending on the needs of the phases of the project. The first cycle, called Working as a group, was designed to be implemented over 4 weeks with a total of 3 lesson plans. The second cycle, which is the longest of the 3, was intended to be implemented in 6 weeks with a total of 4 lesson plans. Finally, the third cycle with 2 weeks with a total of 2 lesson plans.

The lesson plans were designed with the aim of motivating the students, which is why they tried to look for potentially interesting topics that had a lot of information easy to access on all digital platforms. But all of them with the aim of promoting speaking fluency, with the help of the teacher and through the development of certain activities with YouTube videos with social content that will be implemented as input and others that will have the function of output to practice this skill in particular.

Considering the material that was chosen to develop the intervention plan, all YouTube videos were chosen in such a way that, in addition to being interesting for most students, they are related to the contexts in which they are immersed. In addition to this, the videos were not only chosen under the theme criteria but also elements such as their language level were taken into account according to the students and the section of the cycle in which they will be implemented so that they are appropriate for the age of the students and are understandable at the language level.

Table 1 displays the cycles that will be sub-divided by duration regarding weeks and lesson plans and a summary of the general and specific objectives will be presented below,

lessons with a brief explanation, as all this relates to the objective explained above and the vocabulary and grammar to be used throughout the cycle. This varies with respect to the cycle because this entire process could be done taking as reference the guidelines that arise in the suggested curricular scheme published by the national government in the 2014-2018 development plan that proposes a bilingual Colombia and that, in particular for the interests of this project the suggested English curriculum for grades 6 to 11 was considered.

In a complementary way, a website was built where you can find all the contents presented above in an explanatory and conceptual way as well as the activities and videos of YouTube that are contained within the class lessons so that students can carry them out and the teacher can monitor them. The direct link to the website is <https://juandsanmarting06.wixsite.com/speaking-fluency> which can also be found in the references of this work.

Table 1. Plan of intervention

Cycles	Lessons	YouTube Video with social content	Objectives	Speaking fluency activities.	Suggested language and useful expressions
<p>Cycle 1: Getting to know each other</p> <p>Duration: 2 lesson plans for 6 classes. (4 weeks)</p>	<p>1. And what about you?</p> <p>2. <i>What is YouTube?</i></p>	<p>What is YouTube?</p>	<p>General</p> <ul style="list-style-type: none"> - To recognize and test the language level of students through various introductory activities <p>Specific</p> <ul style="list-style-type: none"> - To Request information about social practices and activities. - To Express agreements and disagreements. - To Report ideas presented from the point of view discussed. - To Support opinions with valid arguments 	<p>1. And what about you?</p> <p>Example of introduction provided by the teacher and imitation by students</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Hobbies and routines • Jobs and occupations • Greetings • Expressions to express likes and dislikes <hr/> <p>Useful expressions</p> <ul style="list-style-type: none"> • Simple present and simple past • Modal verb Can and could • Present perfect

CYCLES	LESSONS	YouTube Video with social content	OBJECTIVES	Speaking fluency activities.	Suggested language and useful expressions
<p>Cycle 2: Working as a group Duration: 4 lesson plans for 8 classes. (6 weeks)</p>	<p>1. What is happening to earth?</p> <p>2. Is that a real video game?</p>	<p>1. What is happening to Earth?</p> <p>2. What are eSports? Breakdown: Sports vs Esports</p>	<p>General</p> <ul style="list-style-type: none"> - To Implement group work under the guidelines of situated learning to show possible improvement <p>Specific</p> <ul style="list-style-type: none"> - To recognize words and expressions about certain cultural and social practices. - To Express opinions and preferences as an 	<p>1. What happens to earth? A role-play situation so the students can support and defend a position even if it is not theirs</p> <p>2. Are Esports actually sports? Group activities to find our arguments to express personal opinions.</p> <p>3. What if we know we will die? Expressing hypothetical situations through active participation.</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Body parts and eating disorders • Expressions to express opinions and preferences. • World and city vocabulary

	<p>3. What if we knew when we will die?</p> <p>4. A billion years into the future.</p>	<p>3.What if you knew the date and time you will die?</p> <p>4.What if we traveled a billion years into the future?</p>	<p>individual from the group’s work.</p> <ul style="list-style-type: none"> - To Support opinions with valid arguments - To suppose what the future is going to be like. 	<p>4. A billion years into the future? Dialogue Roleplay, where students must give an answer according to the situation. What might happen and what is going to happen</p> <p>5. Are you addicted? Discussion questions, aiming to create a conversation in the classroom about addiction and social media.</p>	<p>Useful expressions</p> <ul style="list-style-type: none"> • Future with “will, might and going” to. • Modal verbs • First and second conditionals
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CYCLES	LESSONS	YouTube Video with social content	OBJECTIVES	Speaking fluency activities	Suggested language and useful expressions
<p>Cycle 3: What about the improvement? Duration: 2 lesson plans for 4 classes. (2 weeks)</p>	<p>1. <i>What was the past like?</i> 2. And now, Blow me up!</p>	<p>1-What was it like to be a kid in the past? 2-Concluding lesson, NO YouTube Video will be watched in this lesson.</p>	<p>General</p> <ul style="list-style-type: none"> - To determine how the speaking fluency of the students may have improved after the implementation of Situated Learning Through YouTube Videos <p>Specific</p> <ul style="list-style-type: none"> - To Participate in discussions on current socio-economic issues - Identify the author's point of view in YouTube videos. - To differentiate elaborate structures from present, 	<p>1. Is that even a currency? Students must take a position about the statement and then they are aimed to convince others about their position.</p> <p>2. And now, blow me up Students are aimed to express opinions and defend their positions, also to answer some questions to the teacher and /or classmates.</p>	<p>Suggested language</p> <ul style="list-style-type: none"> • Technology Vocabulary • Expressions to convince or persuade • Cities and currencies. <p>Useful expressions</p> <ul style="list-style-type: none"> • Modal verbs • Simple and continuous

			past, and simple future times.		present and past <ul style="list-style-type: none">• First and second conditionals• Passive voice
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Cycle 1: Working as a group.

The main objective of the first cycle is for the teacher to create an initial rapprochement with the students and to begin to listen to their interests or aims regarding current issues and the particularities of their specific contexts. But in addition to that, this cycle also aims to arouse the interest of students in the language and in the project as such, to provide them with an approach to English of all days and of course, to bring students closer to the definition of speaking fluency that was determined to be relevant for the development of the present project, it will also be tried to link the above with the use of YouTube and its possible relationship with improving this ability. Therefore, this cycle is divided into two parts, the first will be of presentation and the second of approach.

It is important to clarify that as we are going to work each session based on a different YouTube video with variations of difficulty and duration, the class sessions needed to complete the class plan can be between one and three, this is based on the introductory theme proposed by the teacher and also on the product that students should develop as an outcome and in some cases present to the class.

First Part. And what about you?

This first part consists of two introductory and exploratory lesson plans that were designed to be divided into two class sessions, each approximately one hour long. This first approach entitled “*And what about you?*” AND has initial information about the platform to be implemented throughout the project and the skill on which we will focus throughout the project. The activities proposed there as debates and conservatories will be carried out by means of the teaching intervention, with a couple of support readings that will be attached later and active

participation by the students, so that the teacher can gather information and determine the previous knowledge that students have in terms of language and particular topics.

It is important to mention that in this first approach the teacher will be introduced to the students, and as far as possible the students will do the same, and this is the time when you are a teacher you should at least try to create a stress-free space in which students feel comfortable to participate and share their opinion, This has to be reinforced throughout the sessions so that a more meaningful learning process can be reached.

Second part. What is YouTube?

The teacher will conduct a testing exercise in this second part of the first cycle. If you are going to evaluate a possible improvement in speaking fluency you must have a point of reference, to be able to start. That is why this first test intervention will be very little influenced by the teacher, students will be asked to speak and give their opinion on a specific topic and auditory evidence of the respective answers will be discussed. In addition, it is also an opportunity to introduce students to the tool that will work throughout the project, YouTube videos. This phase, as it has not planned feedback will only last for a class session.

It is important to mention that apart from being the first oral production that students will perform, it is also the first time that they will submit to group work involuntarily, the teacher will ask them to organize themselves into groups to also have the opportunity to test their ability to work with others.

Cycle 2: Let's try to improve!

The second phase consists of the implementation as such of the tool and the pedagogical strategy for the possible improvement in speaking fluency. This stage is going to be

characterized by a select group of YouTube videos that deal with current issues that may be interesting for students and with which you can generate opposition opinions to equally encourage fluency when speaking. This cycle is the most extensive of all, with a duration of 8 weeks, which corresponds to 4 lesson plans that will likewise be attached to this work later.

It should be noted that, as evidenced in the previous session, class sessions will not only be directed by a YouTube video simply but depending on the case different methodological and didactic tools will be implemented as worksheets, debates, opinion round tables, and other activities that will accompany the YouTube video on which the whole class will revolve. In the same way, the level of difficulty of the videos was selected in such a way that they were covered first the videos that contained grammatical topics, of lower vocabulary and slower speed when speaking, and gradually everything will be increased, without exaggerating, but the videos can also be modified directly from the platform, this means that if necessary the teacher will be able to access or slow down the playback speed to make listening easier or difficult, pause and play the videos voluntarily to explain or clarify something important before continuing with the video, put subtitles in the video in Spanish or English to facilitate further understanding and finally is also able to choose another video easier, The chosen themes have multiple long and short videos that can serve to encourage discussion.

First part. What is happening to earth?

This is a class lesson that is composed of a YouTube video titled "UN scientists say it is 'now or never' to limit global warming - BBC News" with a short duration of 4:40 dealing with issues related to global warming and the prevailing need for action. Here, students will be

subjected to a role play game, where they have to defend a certain position whether they agree with it or not.

Second part. And what about the games?

This is a section that is composed of two YouTube videos and a website with a contextualizing text, the first video is entitled "What are eSports" and the second "Breakdown: Sports vs Esports", in addition to the reading "Esports vs "Real" Sports". The first video is only going to be used as the intrusive and contextualizing tool of the theme, with a duration of just 4:36 is a video with many visual aids that aim to set the students within the theme. The second video, on the other hand, is where the real source of debate merges in this section, where it is intended to compare digital sports with traditional sports, for this it will also use the reading cited above and which will be attached later.

Third part. What if we knew we will die?

This stage is composed of a 5:42 video loaded with information and is gradually more advanced than those previously discussed. This video may need to be played more than normal or at a moderate speed and with subtitles so that students fully understand the message. Then, grammatical topics related to expressing preference and giving opinions in possible or impossible situations will be addressed, which will be possible through a reinforcement guide that accompanies the video. Flashcards were designed for the speaking topic and will be randomly chosen by students to answer discussion questions in real-time.

Fourth part. A Billion years into the future.

This last part of the second cycle contains the video that it considers can bring more difficulties to the students, not only for the duration of the same (8:46) but also for the grammatical structures employed, that is why here you should squeeze the facilities offered by YouTube to modify the speed of video and use tools such as subtitles to make easier understanding. Following the suggested curriculum guidelines for tenth and eleventh grade cited above, students should talk about the future, not just talk about their near future through a roundtable and word rotation, but also predict possible events in the future, for which a guide designed to summarize what was seen in the video and also the elaboration of a time capsule in which students can talk about the future freely.

Third Cycle: And what about the improvement?

This third and final cycle will consist of two parts, the first part aims to continue and complete the implementation process that was carried out in the second cycle described above, this is why this first instance will be similar to those presented in the second cycle, of course, it is intended that for this point students feel more comfortable with the English language and in general with the space of the room, to be able to express their opinions, experiences and generally speak more and better. The second part, as was to be expected, is composed of a series of activities that allow the teacher to evaluate whether there was a real improvement in speaking fluency, is going to be measured by means of the communicative effectiveness in the interventions of the studies, which are intended to be recorded and compared with the first and which will be explained and detailed in each lesson plan when necessary, later.

First part, what was the past like?

This session is composed by a single YouTube video titled "What Was It Like To Be a Kid In The Past? | WHAT THE PAST?" with a duration of 3:44 is the shortest of the present proposal and will be accompanied by various group strategies to promote the speaking that will be presented in the lesson plan. This is a lesson that is designed to visualize the importance of children's rights and also totally concentrated on past tenses, where students will describe their childhood, practices, remarkable things and not so remarkable of it. . In addition, they will compare it in groups with the childhood of a few years ago, where children did not have a childhood and should be subjected to domestic work and many others from a very early age. Students should create and interpret both stories in groups in front of the teacher and the whole group.

Second part: And know, blow me up!

This is the only section of all explained above that is not going to be made up of a YouTube video. This, being the final stage of the proposal, aims to measure whether there was an improvement in the speaking fluency of students or not. In this context, the use of "clutch words" that impede the ability to speak at a good pace, such as "eh", "well", "ah", "like", "I mean", "You know", etc., that might show a disruptive speech, will be included when evaluating the capacity of the students in terms of how well they can deliver a speech at a reasonable pace, minimizing the number of fillers, hesitation periods, and prolonged pauses. highlighting the significance of communication fluency, as this proposal's purpose has always been to do. This will be carried out by means of a simple and immediate reaction activity where students will be awarded a subject of which they will have to speak freely, these topics will be selected from

those presented earlier in the previous sessions, the teacher should then encourage discussion through questions and interventions. Each student must talk about the topic selected for 5 minutes at least and a maximum of 10 minutes.

Instructional Design

The next section of the document introduces the lesson plans with all their corresponding annexes with the materials required to develop the activities proposed.

Cycle 1: Part 1 1st Lesson Plan.

1st Lesson plan	Name: And what about you?	Grade: 10th graders.
Level: B1		Duration: 120 minutes
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • Expressing their personal likes and dislikes and making questions about them. • Getting familiar with simple present expressions like “What do you like to do? What do you do? etc.” • Express opinions about personal beliefs, in this case about speaking fluency. • To contextualize students about the project and the tools that will be used. 		
<p>Situated Content:</p> <ul style="list-style-type: none"> • By the end of the lesson students will understand the definition of speaking fluency that will be used for the project. 		

- By the end of the lesson, students will have expressed their opinion/definition about speaking fluency with other classmates and the teacher.
- By the end of the lesson, students will realize the importance of speaking fluency and its relationship with the project and the communication component.

Pedagogical Intervention:

Expected Time and Name	Procedure
Warming up: 30 Minutes.	<ul style="list-style-type: none"> • The teacher is going to present the first activity, he is going to introduce himself and mention one activity he/she likes to do and one he/she dislikes. as an example: -My name is Juan, I like watching YouTube videos and I do not like dancing. Then all the students are supposed to follow the teacher's example. • It is important for the teacher to explain that the space that is going to be created from now on is particularly created to make mistakes and then correcting them, so if one student is requested to read or to speak it is precisely to make the mistakes that we will try to correct later on, and this must be reinforced throughout all the lesson plans.
What in this world is fluency? 60 Minutes	<ul style="list-style-type: none"> • In this section the perception of fluency is going to be clarified for the implementation of the project, the teacher is going to ask what fluency is for learners and of course the opinion and participation of the students is going to be needed since the teacher is going to create a two-sided situation contradicting what the student says. • On one hand, the READING 1 has a speed-related definition that says that if you want to be fluent you have to speak rapidly. On the

	<p>other hand, the READING 2 has a communicative-related definition, that says that to be fluent it does not necessarily mean to speak fast, but to deliver a message accurately.</p> <ul style="list-style-type: none"> • These texts must be read individually by the students out loud so the teacher can test how the students react to a text in English and to test what possible errors of pronunciation the students may have. • The teacher here is supposed to create a debate about speaking fluency through the different readings presented above that will be attached at the end of this lesson plan and ask for the students opinion with simple present questions like: What do you think about this? Do you agree? How do you define speaking fluency? Do you consider speaking fluency important?
<p>Time to share your opinion. 30 Minutes</p>	<ul style="list-style-type: none"> • Students will have to express whether they consider speaking fluency is and this is aimed to be completed in a round table, the students that are willing to, can speak, if it is needed the teacher can ask for someone´s participation. • As a conclusion here, the teacher has to gather all the different opinions and explain how speaking fluency is going to be defined in terms of the project and how it might result useful in terms of communication.

ANNEXES- And what about you?

1ST READING

Retrieved from: <https://www.readingrockets.org/helping/target/fluency>

Fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

2ND READING

Retrieved from: <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>

Fluency

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years, but here are some tips to help you sound as natural as possible in speaking exams.

- Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible. Here are some tips to help you speak more fluently.
- Use every opportunity in class to speak English. Speak to your classmates and your teacher in English. The more English you speak, the easier you will find speaking.
- Be confident about speaking in English. You do know a lot of English – use your English and show the examiner what you know!
- Be very clear about the message you want to communicate. That is your goal.
- Don't worry about making mistakes. The important thing is to communicate what you want to say.
- Practise at home with a speaking game. 'Speak for one minute without stopping about ...' Choose a topic, e.g. video games, and talk in English for one minute about video games without stopping.
- Use little expressions like 'Er' or 'Erm' to fill the gaps while you are thinking about what to say.
- Use communication strategies to make your English sound more natural.

Cycle 1: Part 2 2nd Lesson Plan.

2nd Lesson plan	Name: What is YouTube?	Grade: 10th graders.
Level: B1	Duration: 60 minutes	
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • To express their personal opinion • Express opinions about personal beliefs, in this case about YouTube, • To contextualize students about the project and the tools that will be used. 		
Situated Contet:		

- By the end of the lesson students will recognize the main tool that will be used throughout the project.
- By the end of the lesson, students will have expressed their opinion about YouTube.
- By the end of the lesson, the students will show an estimate about their current English speaking fluency proficiency.

Pedagogical Intervention:

Expected Time and Name	Procedure
Warming up: (30 Minutes.)	<ul style="list-style-type: none"> ○ In a sarcastic way the teacher will ask the students, if they know Youtube, expecting the students to respond in a clear way yes. ○ After that, the professor will project a very short video on this same platform titled What is YouTube? (Annex 3), where different people will give their opinion on the platform. ○ Then the teacher is going to do a short questionnaire about the video, asking questions like: <ul style="list-style-type: none"> What is YouTube for the first person? Are those positive or negative definitions? Do you agree with any of the interviewees? Do you disagree with any of the interviewees? What is the weirdest definition given in the video? Why? ○ If it is needed the video can be played once again, slower, the teacher can pause to explain unknown vocabulary or play it with subtitles to make it easier to understand

<p>Getting the vocab! (15 Minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if the students understood the general idea of the video, or not. ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. ○ This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.
<p>Let's figure it out. (15 minutes)</p>	<ul style="list-style-type: none"> ○ Then teacher will deliver a short reading <i>Annex 1</i> that will be attached to this class lesson for students to do a reading of what YouTube is in general and the features that compose it. ○ Now students must work in groups to complete the reading, look for unknown vocabulary with the help of a guide designed for it Annex 2 , discuss different ideas and above all understand what the author meant about YouTube.
<p>Time to share your opinion. (10 min/ Homework)</p>	<ul style="list-style-type: none"> ○ The teacher will now explain what students have to do, they should simply record their opinion about YouTube just as they saw in the YouTube video according to what they saw in class and their previous knowledge. The recordings will be sent by mail or by a working platform such as Microsoft Teams or Google meet and must be between 40 and 60 seconds long.

ANNEXES: What is YouTube?

Annex 1: YouTube Reading

<https://docs.google.com/document/d/1q33hwTt9YciUrVExgB79RI0GQfjQxEE0/edit?usp=sharing&oid=114048067505513096824&rtpof=true&sd=true>

What is YouTube?



YouTube is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. Every minute of every day, more than 35 hours of video is uploaded to YouTube.

Video files can be very large and are often too big to send to someone else by email. By posting a video on YouTube, you can share a video simply by sending the other person a url 'link' – that is, the 'address' of the relevant internet page.

Key benefits and features of YouTube

- Create an account to share videos up to 15 minutes long with your family and friends. You can upload videos that are longer than 15 minutes if you follow steps to verify your account. There is a guide to doing this on the YouTube Help pages.
- Use the YouTube edit facility to create a movie with music and other features.
- Restrict who views your videos with YouTube's privacy option.
- Search the archive for your favourite clips.
- Catch up with programmes you've missed via 'channels' like 4oD, Channel 4's playback channel.
- Comment on and rate movies you've watched.
- Watch a full-length feature film on your computer.
- Use YouTube's caption and subtitle facilities, and take advantage of its 3D and high-definition capability.

Retrieved from: <https://www.digitalunite.com/tv-video/youtube/what-youtube>

Annex 2:

<https://app.luminpdf.com/open/google?state=%7B%22ids%22:%5B%221ftHjLiCBic7xSxPxTihgRfKxLZffAAOI%22%5D,%22action%22:%22open%22,%22resourceKeys%22:%7B%7D%7D>

YOUTUBE VOCABULARY

Match the things with the words listed below.



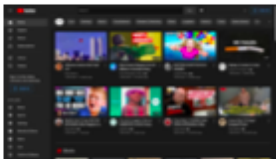
Download

Link



Users

Website



Privacy

Upload



Restrict



Subtitles



YouTube Logo



What is Youtube? <https://www.youtube.com/watch?v=dvV6x2BQoXk>

The image shows a screenshot of a YouTube video player. At the top, the YouTube logo and a search bar with the word "Buscar" are visible. The video itself features a young man with brown hair, wearing a black and white baseball-style shirt and a necklace, speaking in front of a brick building with blue-framed windows. A subtitle at the bottom of the video reads: "YouTube is it's many things inspiring a really awesome place". Below the video player, the video title "What is YouTube?" is displayed, along with the channel name "The Guardian" and "2.05 M de suscriptores". There are buttons for "Suscribirse", "252" likes, "Compartir", and "Descargar". The video statistics show "37,167 vistas" and "hace 8 años". A description follows: "We went to Summer in the City 2014 and asked a load of the creators to sum up what YouTube is. Subscribe to The Guardian ► <http://bitly.com/UvkFpD> Featuring: ...más".

Cycle 2: Part 1
3rd Lesson Plan.

3rd Lesson plan	Name: What is happening to earth?	Grade: 10th Graders
Level: B1		Duration: 60 minutes
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • To support and defend their position based on assigned topics • Justify opinions based on references. • Value the role of globalization in the use of everyday products. 		
<p>Situated Content:</p> <ul style="list-style-type: none"> • By the end of the lesson students will recognize the current climate change risk. • By the end of the lesson, students will have managed to express a point of view, even if it is not theirs. • By the end of the lesson, students will have realized possible solutions to fight climate change. 		
Pedagogical Intervention:		
Expected Time and Name	Procedure	
Warming up: (10 Minutes).	<ul style="list-style-type: none"> • The teacher is going to present a vocabulary sheet <i>Annex 1</i> to get familiar with climate change vocabulary and it must be completed in 3-4 student groups. 	

	<ul style="list-style-type: none"> • Climate change is going to be defined by the class, the teacher is going to request voluntary (non voluntary if needed) participation of the students, to find out their interpretation, possible causes and solutions.
<p>What happens? (25 Minutes)</p>	<ul style="list-style-type: none"> ○ The YouTube video entitled “UN scientists say it is 'now or never' to limit global warming - BBC News” Annex 2 is going to be presented to the students. ○ The teacher is going to resolve possible questions or doubts about the topic. Some proving questions are going to be asked if any is presented by the students like: Why is it now or never for global warming? What are the reasons given by the reporter? What possible solutions are stated in the video? ○ A role play situation is going to be assigned to the students, one of them is going to be a global-warming scientist defender and the other one is going to be an important businessman/woman with companies dedicated to oil extraction and manufactured products. All the interaction must be based on the YouTube video. ○ The first person (scientist) must defend the idea of stopping harming the earth and finding other solutions, while the other (businessman/woman) must defend the idea of stop exaggerating and keep producing out of the earth. ○ Each student must find as many arguments as possible to defend their position with the help of the YouTube video. If it is needed the video can be played once again, slower, the teacher can pause to explain unknown vocabulary or play it with subtitles to make it easier to understand
<p>Getting the vocab! (15 minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if

	<p>the students understood the general idea of the video, or not.</p> <ul style="list-style-type: none"> ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. ○ This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.
Let's defend. (10 minutes)	<ul style="list-style-type: none"> ○ Counter parts are going to be grouped by couples and students are supposed to pretend they are in a TV show, each one is aimed to persuade the audience that they are right.

Annexes; What is happening to earth?

Annex 1:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Climate_Change/CLimate_change_-_vocabulary_jv520720pa

CLIMATE CHANGE

VOCABULARY REVISION

1. CONNECT THE PICTURES TO THE VOCABULARY. Poveži slike z besediščem.



RAINFOREST

DROUGHT

POLLUTION

ICE CAPS

HURRICANES

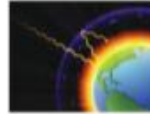
FOSSIL FUELS

POWER STATIONS

GREENHOUSE GASES

DEFORESTATION

CLIMATE CHANGE



Annex 2: <https://www.youtube.com/watch?v=vBjabNusoKM>

UN Climate Report

Carbon emissions (in Gt)

Carbon emissions cut 43% by 2030

Year	Carbon emissions (in Gt)
2010	~52
2020	~53
2030	~30
2040	~25
2050	~20

Source: Intergovernmental Panel on Climate Change

#BBCNews #ClimateChange

UN scientists say it's 'now or never' to limit global warming - BBC News

BBC News 13.8M subscribers

7.1K likes

Share Save

Cycle 2: Part 2
4th Lesson Plan.

4th Lesson plan	Name: And what about the games?	Grade: 10th graders.
Level: B1	Duration: 120 minutes	
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> To recognize their personal opinion on a specific topic (in this case digital video games) and express it clearly. To get familiar with opinion expressions like "What do you think of...?" "How do you feel about...?" "What is your opinion on...?" etc 		

- To request whenever it is necessary for clarification with expressions like "What do you mean by ... ?", "I don't understand." etc.
- To express their position and opinion about a topic through the usage of statements like: "I really think... I strongly believe... I truly feel... or. In my honest opinion..."
- To contextualize students about a real time situation taking place into the present.

Situated Content :

- By the end of the lesson students will recognize general and specific ideas on current social issues in different short argumentative resources.
- By the end of the lesson, students will structure oral argumentative texts and medium-length writings on current social issues.
- By the end of the lesson, students will express opinions on specific topics and take a certain position against them.

Pedagogical Intervention:

Expected Time and Name	Procedure
Warming up: (15 Minutes).	<ul style="list-style-type: none"> • Then the teacher is going to introduce the topic. E-Sports by asking these kind of questions: What is a sport? What is the definition of sport? Do you guys know what an E-sport is? What digital teams do you know? ○ After getting the answers from the students the teacher is going to share this definition provided by the cambridge dictionary, the idea is to create controversy:

	<p><i>All types of physical activity that people do to keep healthy or for enjoyment.</i></p>
<p>Right to the context! (50 minutes)</p>	<ul style="list-style-type: none"> • Before beginning with this section, the teacher is going to work useful vocabulary to understand what an eSport is by the help of the website “Esports Glossary” <i>Annex 1</i>. The students are going to take turns to read definitions and get to know them. • The teacher is going to introduce a short video entitled “What are eSports?” <i>Annex 2</i> Where it is briefly explained what an e-sport is. • After watching the video the teacher is going to ask again; What is and eSport according to he video? if needed and clarifying what an eSport is the teacher is going to compare it with the definition of sport provided before (This first video is just to define eSports) • If it is needed the video can be played once again, slower, the teacher can pause to explain unknown vocabulary or play it with subtitles to make it easier to understand • Then the teacher is going to play another short video entitled “Breakdown: Sports vs Esports” <i>Annex 3</i> to introduce the main topic and then ask “Do you consider e-sports “real” sports?” • In order to compare both sports and e-sports the teacher is going to share an article written (on the website or in printed format) by Cheryl Foll entitled Esports vs “Real” sports <i>Annex 4</i> who directly compares the characteristics of each one of them. • Then in groups, students are supposed to fil a comparative chart <i>Annex 5</i> between the differences and similarities of eSports and “Real sports” according mainly to the reasons given in te YouTube video and the complementary info provided with the reading.

<p>Getting the vocab! (15 minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if the students understood the general idea of the video, or not. ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. <p>This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.</p>
<p>Time to share your opinion. (40 minutes)</p>	<ul style="list-style-type: none"> • Students will have to express whether they consider e-Sports as real sports or not and why orally with a final video recording that will be sent to the teacher via Email not longer that 7 minutes for student.

Annexes: and what about the games?

1-Esports Glossary: <https://help.generationesports.com/hc/en-us/articles/4402850393620-Esports-Glossary>



- **Application**
 - You apply to join the communities for tournaments (e.g. MSEL, HSEL, MGL).
- **Away team/player**
 - The team/player that will join the custom match. I.e. this team does not create the custom match.
- **Ban**
 - The rejection of a map, character, equipment, etc. within a game/match. See the Knowledge Base for more information for each specific game.
- **Battle Pass**
 - A digital ticket purchased to allow access to paid tournaments.
 - Purchase as Self: Passes that are linked to a user's account and can be gifted.
 - Purchase as Team: Passes linked to a team can be assigned and revoked to various team members by team administrators.
- **BG**
 - Bad Game, usually expressed at the end of a game, often in a negative manner.
- **BR**
 - Battle Royale game (e.g. Fortnite, Apex Legends, CoD: Warzone)
- **Bracket**
 - The tree of matches used in the playoff/elimination stage of the competition.



2-What are eSports? <https://www.youtube.com/watch?v=m0zWiUGrzBk&t=111s>

The image shows a YouTube video player interface. The video content is a large crowd of people at an esports event, illuminated by blue stage lights. A subtitle in the center of the video reads: "online and the prize pool was over 6 million dollars." The video player includes a progress bar at 1:55 / 4:35 and various control icons. Below the video, the title "What are eSports?" is displayed, along with the channel name "I Am Your Target Demographic" (91,600 subscribers) and a "Suscribirse" button. Engagement metrics show 1,649 likes and a "Compartir" button. A description below the video states: "98,257 vistas hace 5 años eSports, short for electronic sports, is a way to play other people competitively in video games, such as League of Legends, Dota, Starcraft, Overwatch, Hearthstone, and more. ...más".

3-Breakdown: Sports vs Esports

<https://www.youtube.com/watch?v=mSSzYmal9mo>

YouTube ^{GO} Buscar

WELDON GREEN
SPORTS PSYCHOLOGY TRAINER

Breakdown: Sports vs Esports

B/R Gaming
160,000 suscriptores **Suscribirse**

699 **Compartir** **Descargar** ...

28,933 vistas hace 5 años
Is Esports a sport?

Watch highlights, game recaps, and much more from ELEAGUE on the official ELEAGUE YouTube channel. Subscribe now to be updated on the ...más

3-Readings Esports vs “Real” Sports

<https://medium.com/@cmfoil/esports-vs-real-sports-b8e6db1ff793>



Cheryl Foil

Nov 10, 2016 · 6 min read · [Listen](#)



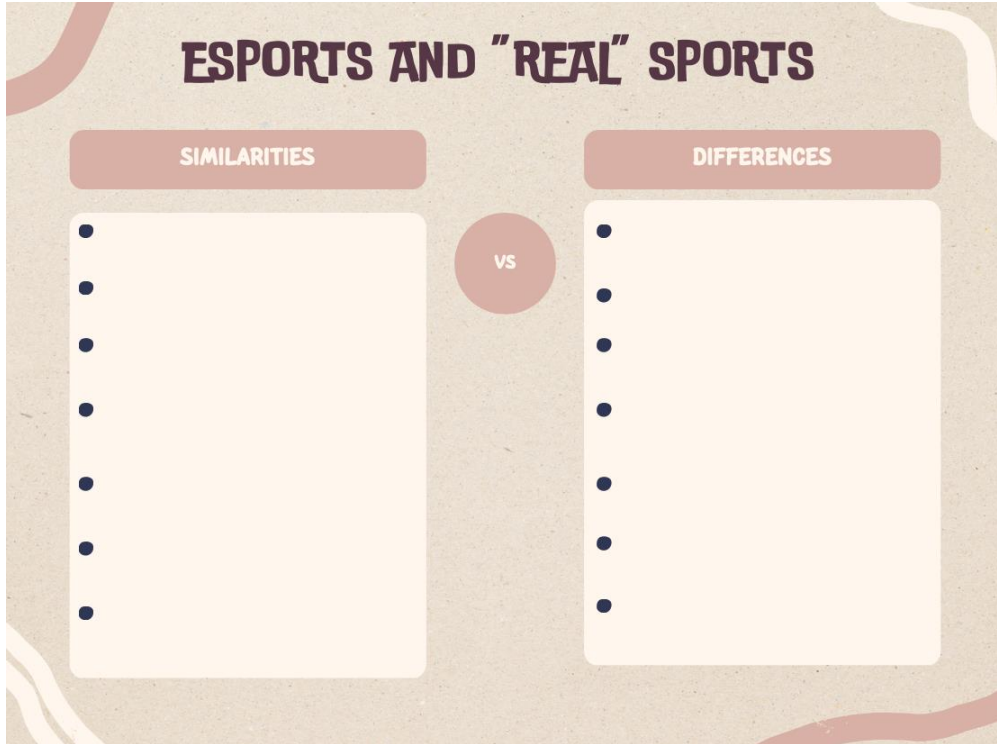
Esports vs “Real” Sports



[GameCrate]

I've been an esports player and fan since Starcraft LAN parties in the early 2000's, and I couldn't be more excited about where esports are going. Between Blizzard's OverWatch League announcement and the acquisition of Team Liquid by Monumental Sports, it's clear that things are changing. Players can now expect sponsorships and salaries. Sports and esports practices are starting to converge.

4- Comparative chart.



Cycle 2, Part 3
5th Lesson plan.

5 Lesson plan	Name: What if we know when we will die?	Grade: 10th Graders
Level: B1		Duration: 60 minutes
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • To get familiar with preferences expressions like “ I would rather, I prefer, etc” • To express personal opinion about hypothetical situations. • To promote ethical behaviors regarding citizenship and living together • Expressions to show advantages and disadvantages such as; On the one hand, the good thing, the bad thing, etc. 		

Situated Content:

- By the end of the lesson, students will have recognized the usage of first and second conditional.
- By the end of the lesson, students will have answered discussion questions about certain topics.
- By the end of the lesson, students will have created an argumentative speech.

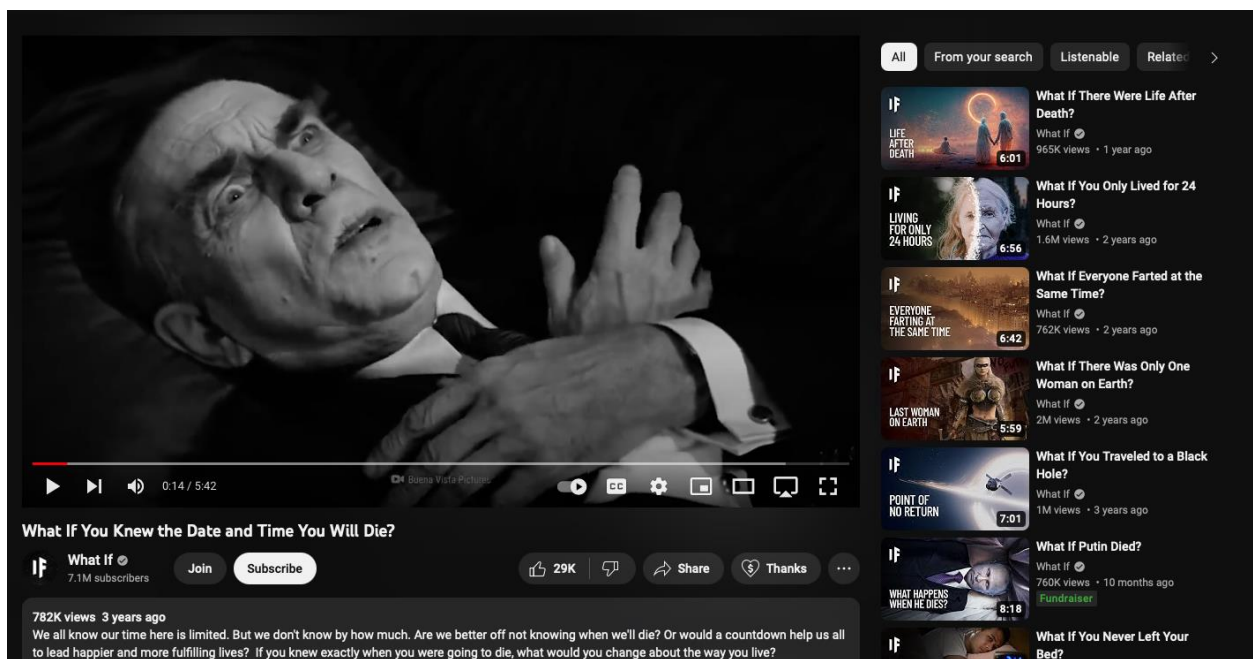
Pedagogical Intervention:

Expected Time and Name	Procedure
Warming up: (25 Minutes).	<ul style="list-style-type: none">• The teacher is going to begin the class with a set of controversial questions and sentences using first and second conditional such as; What would you do if you won the lottery?/ If you don't buy a lottery ticket, you can't win. Aiming the students to speak• The teacher is going then to explain how to speak about present or future possible situations (first conditional) and present or future unreal situations (second conditional)
Let's suppose (25 Minutes)	<ul style="list-style-type: none">• The teacher then is going to present the YouTube video entitled “What if you knew the date and time you will die?” <i>Annex 1</i>. This 5:42 video has a lot of information, If it is needed the video can be played once again, slower, the teacher can pause to explain unknown vocabulary or play it with subtitles to make it easier to understand○ Students are supposed then to answer a listening comprehension worksheet individually <i>Annex 2</i>

<p>Getting the vocab! (20 minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if the students understood the general idea of the video, or not. ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. ○ This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.
<p>What if.. 50 min/</p>	<ul style="list-style-type: none"> ○ Here, the teacher is going to play with discussion questions using flashcards, so each student is supposed to pick a flashcard and answer the corresponding question. The teacher is free to ask extra questions or to ask the same question to a different student.

Annexes: what if we knew when we will die?

1- <https://www.youtube.com/watch?v=lZnQ8ecVqQI>



2- Worksheet

<https://docs.google.com/document/d/1sffR9Ogw1T7iHN0CUKrULQnQIH5XLesa0Nm9ab3x0Kg/edit?usp=sharing>

3- Flashcards

https://drive.google.com/file/d/1qL2RzRtKWnpwxDy_FzL7_bfsZeGfdVu1/view?usp=share_link

1 <i>What would you change about the way you live if you know when you will die?</i>	2 <i>Would you rather know when you will die or not know?</i>	3 <i>What would you do if you just had 24 hours?</i>	4 <i>Would you live happier if you knew when you will die?</i>
5 <i>What will you do if you can't die?</i>	6 <i>How would you do if you can find out when everyone will die?</i>	7 <i>If a relative dies shortly, would you tell him/her?</i>	8 <i>Do you have a to-do list before dying?</i>

Cycle 2, Part 4
6th Lesson Plan

6th Lesson plan	Name: A billion years into the future	Grade: 10th graders.
Level: B1	Duration: 120 minutes	
Teacher: Juan Sanmartín		

Content:

- To recognize modal verbs to talk about the future
- To make predictions about the future with expressions like; I predict/Imagine that, Given... I hypothesize that, If I use.. then I predict.
- To get familiar with expressions to infer like; Base on... I infer that, I anticipate that, etc.
- To make plans for the future

Objectives:

- By the end of the lesson students will have talked about their plans into the future in long and short term
- By the end of the lesson students will have predicted what might happen into the future
- By the end of the lesson students will have stipulated what is going to happen into the future

Pedagogical Intervention:

Expected Time and Name	Procedure
Warming up: (50 Minutes.)	<ul style="list-style-type: none"> • The teacher is going to begin with an example of that his/her plans for the future are, what fur sure is going to happen, what will happen and what might happen. • Then the teacher is going to make a round table to talk about the future, asking the students plans in a short in long term period, to practice useful vocabulary for the second part of the class asking

	<p>questions like:</p> <p>What are you going to do next weekend? What might you do in five years? What will you do next year?</p> <ul style="list-style-type: none"> • The objective of this first part is to clarify the different forms of referring to the future.
<p>Getting the vocab! (20 minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if the students understood the general idea of the video, or not. ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. ○ This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.
<p>A billion years into the future? (50 Minutes)</p>	<ul style="list-style-type: none"> • The teacher is going to present the YouTube video entitled “What If You Traveled One Billion Years Into the Future?” <i>Annex 1</i> with a duration of 8:46 this might be needed to play it twice or even more. • After solving possible doubts about the video, in groups of maximum 4, the students are supposed to complete the future guide <i>Annex 2</i> • This guide must me completed and delivered to the teacher by the end of this section,
<p>What will happen? .</p>	

Homework	<ul style="list-style-type: none">• Students as homework will have to create a time capsule audio, in which they must answer the following questions to open in the future: What for sure is going to happen in the future? How do you see yourself in a 1 and 5 year period? What do you want for your future? What might happen to earth in 5 years? What is the worst and best thing that can happen in 1 billion years?• This recording must not exceed 5 minutes and must be sent via email.
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Annexes: A billion years into the future

1- <https://www.youtube.com/watch?v=LXkO4HdQXdo>

The image shows a YouTube video player interface. The video title is "1,000,000 YEARS INTO THE FUTURE" displayed in large white text over a background image of Earth from space. The video player controls show a progress bar at 0:24 / 8:46. Below the video, the channel name "What If" is visible with 7.1M subscribers and buttons for "Join" and "Subscribe". Engagement metrics show 178K likes, a comment icon, a "Share" button, and a "Thanks" button. A description box contains the text: "8.4M views 2 years ago" followed by a paragraph of speculative questions about Earth's future.

1,000,000 YEARS INTO THE FUTURE

0:24 / 8:46 · 1,000,000 YEARS INTO THE FUTURE >

What If You Traveled One Billion Years Into the Future?

What If 7.1M subscribers **Join** **Subscribe** **178K** **Share** **Thanks**

8.4M views 2 years ago
If you traveled 10,000 years into the future, what would planet Earth look like? Would most of its surface be covered in volcanoes? Or would it be frozen in ice? What if you traveled even further, to one million years in the future? Would all of the oceans have evaporated? Or would it have become

2- https://drive.google.com/file/d/18N1AsRapSKWQHijH50-tc6FlvSgDP3q3/view?usp=share_link

INTO THE FUTURE

According to the video, please complete the chart with what, is going to happen, will happen and might happen into the future. Follow the example.

20-50 THOUSAND YEARS IN THE FUTURE	250-500 THOUSAND YEARS IN THE FUTURE	10 MILLION YEARS OR MORE IN THE FUTURE
<ul style="list-style-type: none"> ● None of the current languages WILL be recognized. 		

Third Cycle, First Part 7th lesson plan.

7th Lesson plan	Name: what was the past like?	Grade: 10th graders.
Level: B1		Duration: 120 minutes
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • To talk about routines and habits in the past • To Express ideas that began and finished in the past 		

- To Express ideas about what people used to do in the past

Objectives:

- By the end of the lesson students will recognize the importance of children's rights.
- By the end of the lesson students will have talked about their routines in past tenses.
- By the end of the lesson students will have shared their hobbies with each other

Pedagogical Intervention:

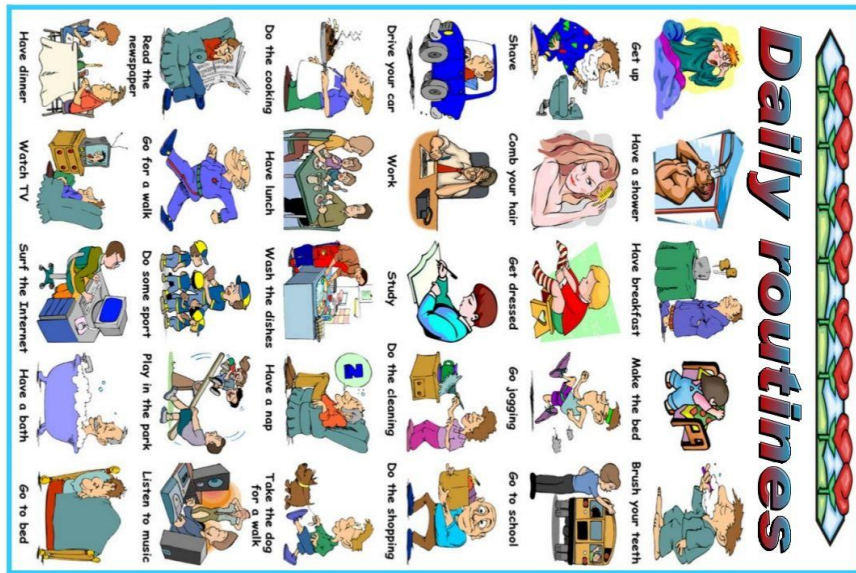
Expected Time and Name	Procedure
Warming up: 25 Minutes.	<ul style="list-style-type: none"> • The teacher is going to start by describing what he/she did in his/her morning routine using adverbs of sequence like first, next, then, etc. • Then is going to start asking students what they did in the morning, just as he/she did, students are supposed to describe their morning routine. • In here the teacher is supposed to introduce useful vocabulary about daily routines and the simple past tense by using an image with useful expressions so the whole class can be developed in a mor proper way. <i>Annex 1</i>
Tell me about your past 20 Minutes	<ul style="list-style-type: none"> • Just as before, the teacher is going to talk about his/her past (more specifically childhood) to introduce the next activity. • Students are going to receive an interview sheet <i>Annex 2</i> and they are supposed to ask at least 5 people questions like:

	<p>What did you used to do in your childhood? What was the most remarkable story about your past?</p> <ul style="list-style-type: none"> • This is going to be needed for the last “Story telling” activity after the YouTube video.
<p>Is there a difference? 20 Minutes</p>	<ul style="list-style-type: none"> • The teacher then is going to present the 3: YouTube video entitled “What was it like to be a kid in the past? WHAT THE PAST?. <i>Annex 3</i> • After watching the video, students must form groups of maximum 3 people and create a story in past tense where a kid from the past and kid from the present encounters each other and describe their lives with the aid of the video and the questions and answers collected in the interview.
<p>Getting the vocab! (20 minutes)</p>	<ul style="list-style-type: none"> ○ This section of the class will be dedicated to solving questions about vocabulary or any grammar difficulty of the views in the video, therefore the teacher would test through questions of understanding if the students understood the general idea of the video, or not. ○ You can also use YouTube app tools such as English or even Spanish subtitles as needed to facilitate understanding or modify video speed by 0.75, 0.5 or even 0.25 percent of normal speed. ○ This in order to really confirm that the students understood the subject presented in the video so that the production stage can be more profitable.
<p>Storytelling . 40 minutes</p>	<ul style="list-style-type: none"> • Then students have to present their story in a creative way, it could be a story with an omniscient narrator, a dialogue or dramatization, as they prefer. No longer than 10 minutes per group.

Annexes: what was the past like?

1-Routines Vocabulary <https://drive.google.com/file/d/1Wji3fJVE6w->

[w4pwviDzkOAEDWqNIMgC1/view?usp=sharing](https://drive.google.com/file/d/1Wji3fJVE6w-w4pwviDzkOAEDWqNIMgC1/view?usp=sharing)



2- https://drive.google.com/file/d/1yutqkrJfferTCH06Qj87JWlq7E8f2Mo8/view?usp=share_link

How was your childhood?

Ask at least five classmates the questions in the chart and then fill it up!

Question	Name 1	Name 2	Name 3	Name 4	Name 5
What did you used to do in your childhood?					
Did you have a happy childhood?					
What did you look like?					
How old were you when you learned to ride a bicycle?					
What were some embarrassing situations when you were a child?					
What didn't you like about your childhood?					
What was the most remarkable story about your past?					

3- <https://www.youtube.com/watch?v=zZU-M6RTNGU>

The screenshot shows a YouTube video player interface. The video is titled "What Was It Like To Be a Kid In The Past? | WHAT THE PAST?". The channel is "Colossal Cranium" with 448,000 subscribers. The video has 814,643 views and was posted 1 year ago. The description reads: "It's almost impossible for us to imagine what it might be like for kids to not have a childhood, but believe it or not, for most of human history... there was no such thing!". The video player shows a progress bar at 1:29 / 3:44. To the right of the video player is a sidebar with recommended videos, including "Virtual History: Life 100 Years Ago", "The Plot to Rob Abe Lincoln's Grave | WHAT THE PAST?", "The Very Hungry Caterpillar - Animated Film", "Fossil Fuels for Kids | Learn all about fossil fuels, what they ar...", and "Carmen Twillie, Lebo M. - Circle Of Life (Official Video from 'Th...".

Cycle 3, part 2
8th lesson plan

8th Lesson plan	Name: And now, blow me up!	Grade: 10th graders.
Level: B1		Duration: 90 minutes
Teacher: Juan Sanmartín		
<p>Content:</p> <ul style="list-style-type: none"> • Expressions to summarize ideas such as, overall, basically, to support the.. etc. • Express opinions about personal beliefs.. • To support a position and request clarification. 		
<p>Objectives:</p> <ul style="list-style-type: none"> • By the end of the lesson students will realize if there was an improvement on their fluency or not. • By the end of the lesson, students will express their opinion about a random topic immediately. • By the end of the lesson, the students will show an estimate about their current English speaking fluency proficiency. 		
Pedagogical Intervention:		
Expected Time and Name	Procedure	
Warming up: 30 Minutes.	<ul style="list-style-type: none"> ○ The teacher will organize the classroom in a round table and explain what the last phase of the proposal is, in which everyone will realize whether there was an improvement or not. 	

<p>Let's figure it out.</p> <p>60 Minutes</p>	<ul style="list-style-type: none"> ○ The teacher will take random subjects individually as shown in Annex 1 and immerse them in a bag so they can be chosen by the students. ○ Then, through the well-known game "Apple, apple, lemon" or in Spanish "Tingo, tingo, tango" where the teacher must say the same word repeatedly with bended or closed eyes and the students rotate an object between them until the teacher decides to say the different word, whether lemon or tango. Then the student with the object is the one who must choose a topic and talk about himself freely until all pass, minimum five minutes of the subject and maximum 10 minutes. ○ This is when the teacher must measure the fluency of students facing random topics and decide whether or not there was an improvement.
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Annexes: and know, blow me up!

1-https://drive.google.com/file/d/10GrGrbcY37l67fUqabVsfVabxRLGTee/view?usp=share_link

What do we mean by fluency?

What is youtube for you?

What is the current state of earth?

E-sports or "Real sports?"

What if you know when you die?

What will be the future like?

What was the past like?

Chapter V

CONCLUSIONS AND IMPLICATIONS

This proposal focuses on fostering speaking fluency in EFL classrooms by means of Situated learning through YouTube videos with social content as a didactic tool. The following chapter will present the conclusions, implications, and limitations, that arose from the design of the proposal as well as come further research suggestions.

Conclusions

This pedagogic and didactic proposal is expected to foster speaking fluency among 5th-cycle students (10th and 11th graders) from public schools in an EFL environment. It is intended to create a classroom space where students can feel comfortable and free to participate and talk so that in this way, they can account for the possible errors that occur when speaking and that they can hinder the fluidity in the same and thus correct them and this.

In accordance with the objective proposed in this document, it can be concluded that learning English has to be a process that goes beyond perfecting memory patterns of vocabulary and grammatical structures in the classroom, on the contrary, this process should be a way of communicating and expanding our horizons in an international way, allowing us to grow personally, know different cultures and of course have the possibility of having a better job and academic opportunities.

But it is also key to conclude that students must feel comfortable to be able to participate actively, so it is essential to create an environment free of stress where they can talk without feeling judged. Moreover, as seen in this document, the implementation of the Situated Learning

theory might be productive, because it is based on the fact that learning is fundamentally a social process and is not only in the student's head. Consequently, learning seen as situated activity has as a central defining characteristic a process that is called legitimate peripheral participation. Students participate in communities of practitioners, moving towards full participation in the socio-cultural practices of a community. Peripheral participation allows students to interact about their activities, identities, artifacts, knowledge, and practices. What promotes by its of course another key construct of this proposal, is to make mistakes, to be able to make visible possible areas of improvement and work on them.

And also that speaking must be key as a communicative skill, which is why it is necessary to conceive oral ability and more specifically fluency for real communicative purposes as has been presented in this pedagogical and didactic proposal as a fundamental piece in the formation of students, where they are allowed to form trust and build social relationships with people close to their culture and with people of different background.

Implications

The purpose of the proposal and all the lesson plans here presented is to promote the progressive improvement of fluency through conversations, round tables, video production and other individual and group strategies all related to a close or family context. Consequently, there are a number of implications involved in its implementation.

As is evident, innovative technology will be implemented in an EFL context, which requires educational institutions to provide relevant technological resources, such as a good connection to the internet, projectors, and in some cases, computers. In all the class lessons that were designed, students must approach a video, once or multiple times, in addition to being

recorded in video and audio to present the results and share their opinions. This means that students will need to have technological devices for some of the activities that were planned or in case of needed, students must be provided with them. Therefore, having a reliable source of technology is indispensable to carrying out this pedagogical and didactic innovation. In addition to this, and as is evident, it is necessary to have a teacher who can handle these technological tools, someone who fully understands them and can solve and adapt possible eventualities with them within a class.

Since the situated perspective on education argues for a shift in the established paradigms of teaching preparation and practice within the ELT community in our nation, this project entails a change in the teacher's position. First and foremost, it is important to support professional development initiatives that encourage teachers to reflect on their own sociocultural backgrounds, in order for teachers to begin basing their practices on their own realities and needs rather than importing external information from training programs that can be irrelevant to their professional and pedagogical circumstances.

It is also suggested to create a friendly and error-prone class environment. This means that within this proposal students must feel free to interact with others and make mistakes without being judged, and the teacher must become a motivator, developing the activities and getting involved with the project and the topics proposed but moreover, clarifying that making mistakes is the most important part of the process because the teacher will realize those mistakes and be able to provide the corresponding feedback, but if students never dare to interact out of fear or grief, they will never make the mistakes, and so the teacher will never know what their

students are failing at and will never be able to correct them. It is then recommended that the teacher take notes on individual and group mistakes in order to correct them.

Finally, as a process of improvement is proposed through YouTube videos as a didactic tool and learning located, where students are expected to see familiar topics and can put the foreign language into practice in contextualized situations, the students' dedication and positive attitude will be required as the project progresses through its different cycles. It is crucial that students take ownership of their own learning both within and outside of the classroom. They should be able to do independent research, present their ideas, and express their reservations. Additionally, it is key for students to have a positive attitude toward the foreign language because they will use it to carry out the planned activities. Since students will work on various topics while learning English voluntarily, they must be open to various teaching methods and be willing to participate if they want to learn the language.

Limitations

The development of this proposal had several limitations due to its impossibility to be implemented. The first one is that this proposal was initially conceived as an action research project, which would involve a pedagogical intervention in adolescents of the tenth and eleventh grades of a public institution in the city of Bogotá. At the time when the courses were assigned to the practitioners, due to organizational issues of the university, it was impossible for me to correspond a course for which I had planned my project, or at least one to which I could adapt it so that it could be implemented, I had to work with early childhood children, and this proposal focuses on fostering speaking fluency, first graders are barely beginning to pronounce isolated words, therefore, it was impossible to implement. This was how the whole project had to be

restructured and after several hours and effort invested, the idea of this pedagogical and didactic proposal was born, which demanded copious changes and modifications in the material and design.

The second one is linked to the technological tools because fluency is expected when speaking through YouTube videos as a didactic tool in real contexts, but this can be challenged by the lack of internet connection, which would result in a drastic change of activities or the teacher having to look for other connecting devices. In addition, if the school does not have the necessary materials to play the videos, these would also have to be at the expense of the teacher.

The third is related to the application of learning located in an EFL classroom, where students must address issues related to their general close context in a group. This implies that the institution must be open to possible changes in the contents of its curricula and to the implementation of non-traditional methods where language is explicitly presented, and students have to learn to deal with them. It can also be presented as a limitation if the students or their relatives do not will to participate and the teacher must look for a solution.

Further research

This whole proposal focuses on the development of speaking fluency of students through YouTube videos with social content in a framework of situated learning, and the main suggestion is that this project could be implemented to demonstrate whether it can effectively foster fluency when speaking through situated learning and YouTube videos as a teaching tool or not, in order to evaluate its implementation in tenth and eleventh-grade students. For the same reason it is of vital importance that before implementing this proposal, a diagnostic test must be performed on

the pole so that the project can be adapted to the needs of the apprentices in terms of language, activities within its context, and by its place, and content. Further research and especially application are indispensable to detect the strengths and weaknesses of this proposal so that it can be improved.

In addition to this, further research could be helpful to see how other skills besides speaking could be improved with the implementation of YouTube videos with social content through situated learning, further research could be helpful to see how other skills in the learning process such as writing or critical thinking could be proposed for improvement by using this tool. What could provide interesting conclusions to the implementation of these tools in the teaching of English as a foreign language in students of the fifth grade in public schools of Bogota

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