

**Improving English fluency: A colloquial-based intercultural design.**

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### **Abstract**

In Colombia, a substantial issue concerning a deficiency in English proficiency as a foreign language exists, particularly in the realm of communicative skills. This problem is supported by various assessments, such as the ICFES and the EF EPI. The presence of this deficit in English communicative skills implies the emergence of a novel pedagogical requirement. Students are no longer responsive to conventional modes of communication, as the world they currently inhabit and the future they are destined for, diverge significantly from the formal linguistic structures typically imparted by academic institutions. Consequently, the primary objective of this pedagogical innovation proposal is to provide students with the tools necessary for more approachable ways of communication, achieved through the utilization of colloquialisms and a less formal manner of speech. Colloquialism, characterized by its prevalence in informal and casual discourse, represents the most frequently employed functional style of speech. However, colloquial language and its applications are deeply embedded in cultural contexts and how native speakers interact amongst themselves within their culture. Furthermore, the framework of this proposal leverages culture as a conduit to acquaint students with colloquial language, thereby fostering English fluency within an 11th-grade English as a Foreign Language (EFL) classroom.

**Key words:** Speaking fluency, colloquialism, interculturalism, EFL classroom, pedagogical innovation

### **Resumen**

En Colombia, existe un problema significativo relacionado con la deficiencia en la competencia del inglés como lengua extranjera, especialmente en el ámbito de las habilidades

comunicativas. Este problema se respalda mediante varias evaluaciones, como el ICFES y el EF EPI. La presencia de esta carencia en las habilidades comunicativas en inglés implica la aparición de una nueva necesidad pedagógica. Los estudiantes ya no responden a los modos de comunicación convencionales, ya que el mundo en el que actualmente viven y el futuro al que se dirigen difieren significativamente de las estructuras lingüísticas formales impartidas habitualmente por las instituciones académicas. En consecuencia, el objetivo principal de esta propuesta de innovación pedagógica es proporcionar a los estudiantes las herramientas necesarias para una forma de comunicación más fácil y accesible, logradas a través del uso de coloquialismo y un estilo de habla menos formal. El coloquialismo, caracterizado por su prevalencia en el discurso informal y casual, representa el estilo de habla funcional más empleado. Sin embargo, el lenguaje coloquial y sus aplicaciones están profundamente arraigados en contextos culturales y en cómo los hablantes nativos interactúan entre sí dentro de su cultura. Por esta razón, el marco de esta propuesta aprovecha la cultura como un medio para familiarizar a los estudiantes con el lenguaje coloquial, fomentando así la fluidez en inglés en un aula de undécimo grado de Inglés como Lengua Extranjera (EFL).

**Palabras clave:** Fluidez en el habla, coloquialismos, interculturalismo, aula de inglés como lengua extranjera, innovación pedagógica.

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## **CHAPTER 1: THE PROBLEM**

### **Context - Target population**

The chosen population for this innovative proposal comprises 11th-grade students enrolled in a publicly funded educational institution located in Bogota, Colombia. This specific group will be profiled through a comprehensive analysis drawing upon prior investigations, research endeavors, and characterizations. These inquiries have yielded insights into various pertinent aspects including age, gender distribution, English language proficiency, socioeconomic status, and cognitive development. The significance of these demographic characteristics is underscored by the fact that the innovation proposal was explicitly designed for implementation within the context of English as a Foreign Language instruction for 11th-grade students attending public educational institutions in Bogota, Colombia.

The socioeconomic background, age distribution, gender composition, and student-to-teacher ratios represent pivotal factors within the selected population. The socioeconomic circumstances of students within public institutions exhibit considerable variability contingent upon their geographical location; nevertheless, the prevailing societal stratum predominantly falls within the range of 0 to 2 (Gaviria, 2001). Regarding age and gender considerations, the 11th-grade typically encompasses individuals aged between 14 and 16 years, with negligible disparities of less than 2% discerned between male and female constituents. Furthermore, it is noteworthy that public institutions generally maintain a higher student-to-teacher ratio when juxtaposed with their private counterparts (Gaviria, 2001)

The target population also constitutes Generation "Z," colloquially referred to as "zoomers." Members of this generation are characterized by their profound immersion in communication technologies (Granados, 2018). The heightened accessibility to information and technology within the purview of Generation "Z" paradoxically situates them in a more challenging educational position. This arises from the proclivity within this group to not only eschew theoretical information but also perceive it as a burden. As delineated by Granados (2018), contemporary adolescents possess the capacity to readily access a plethora of information and tools required for their needs. Consequently, the conventional pedagogical model, predominantly embodied by the traditional classroom instruction facilitated by professors, becomes inadequate for imparting new skills—an issue of paramount significance that needs profound consideration.

Conversely, the selected population, in congruence with the delineation set forth within Piaget's stages of development (Piaget, 1966), attains a state of what can be denominated as "full development." This categorical demarcation is characterized by salient attributes including formal thought processes, ratiocination, negation, logical faculties, and related

cognitive facets. Moreover, their interpersonal competencies attain a zenith, manifesting in an astute sensitivity to their environment and a pronounced reflexivity thereof. It is of notable consequence to underscore that the maturing individuals within this age community not only possess an acute awareness of their immediate surroundings but also incorporate this knowledge into their behavior and actions. Evidently, a single individual from this population can display reserved and calm behavior in an academic or educational setting, while simultaneously exhibiting enthusiasm and verbosity in their personal or domestic spaces . (Borgers, Leeuw, & Hox, 2000).

Within the framework of this proposal, the cultural context assumes a paramount role as a foundational element of pedagogical innovation. It operates as a conduit through which the proposal endeavors to enhance and cultivate fluency in spoken language. Notably, the chosen demographic, characterized by a heightened cultural awareness (Granados, 2018), stands as a particularly advantageous group for the successful implementation of this proposal.

### **Statement of the Problem**

Within the contemporary Colombian educational field, a pronounced crisis has manifested itself, specifically in the domain of communication competencies and the acquisition of communicative skills in the English language as a foreign language (EFL). This predicament is notably discernible within the horizon of primary and secondary education. Despite concerted efforts by the government, typified by the implementation of a national bilingualism plan accentuating EFL education and pedagogy, the nation deals with a persistently low level of English proficiency as indicated by the English Proficiency Index for the year 2023 (EF EPI 2023). This disconcerting assessment, predicated upon a comprehensive evaluation conducted among an extensive group approximately 750,000 individuals, elucidates

Colombia's international standing, wherein it occupies the 42nd position among 63 participating countries.

While the government's initiatives in the sphere of EFL education are commendable, the intricate nature of the EFL learning process requires a more thorough scholarly inquiry to effectively redress the conspicuous deficiency in communicative aptitude. Thus, it is incumbent upon us to embark upon an exhaustive examination aimed at discerning a viable and efficacious remedy for the prevailing dearth in communicative skills.

This problem is not new. In Colombia, people have been gradually needing to speak English well, whether it is for jobs or education. However, the numbers are not good. The country's English level is quite low, scoring just 48.75 out of 100 points. In the global ranking, Colombia stands at 68 out of 100 developed countries, and its citizens have English skills that range from low to very low. In Latin America, it's only better than Venezuela and Ecuador in terms of English proficiency, according to the EF English Proficiency Index (EPI) in 2020. These scores are concerning but not surprising, given that Colombia has consistently ranked low in the region's bilingualism rankings for several years.

Educational institutions serve as the primary backdrop for English language education and second language acquisition. As per the Ministry of Education's guidelines, 10th and 11th-grade students are expected to actively engage in conversations, demonstrate fluency in pronunciation, apply previous knowledge, and, crucially, employ a functional vocabulary to articulate their ideas clearly. These proficiencies hinge on a deep comprehension of fluency; however, as previously noted, these standards remain largely unmet. Worryingly, international assessments like the Programme for International Student Assessment (PISA) indicate that Colombian students perform poorly in English across all domains, including speaking and conversational skills (OECD, 2020).



Melekhova (2016) highlights a deficiency in schools concerning the development of students' confidence and proficiency in speaking skills. This inadequacy stems from a lack of environments that promote learning beyond formal and grammatical language usage. Consequently, learners may struggle with fluency, resorting to contrived language constructs divorced from real-world contexts. Moreover, traditional teaching approaches, as previously established in research (Melekhova, 2016), are seen as outdated and may contribute to these challenges, particularly in the realms of speaking and listening skills for English as a Foreign Language (EFL) students.

An important issue regarding the teaching of English oral fluency is the lack of inclusion of cultural knowledge in educational curricula. Surprisingly, when we review the English language standards pertaining to speaking and conversation, cultural knowledge is notably absent from these guidelines. This omission poses a problem as it correlates with lower proficiency levels in standardized international assessments.

This issue is evident in standardized tests, which often exhibit a notable cultural bias. These assessments are constructed within a cultural framework that frequently remains unfamiliar to the targeted population. This unfamiliarity, compounded by various other factors, hinders students from effectively performing on these tests. Typically, international assessments like IELTS or TOEFL align with the cultural norms of Anglo-Saxon societies or native English speakers. Understanding the idiomatic expressions of this unfamiliar cultural context is vital for establishing effective communication with native speakers. However, these expressions are not commonly taught in classrooms, and school curricula often overlook these aspects. Given these considerations, it is crucial to incorporate tools, including idiomatic expressions, into our curriculum to equip learners with the language used by native speakers.

The issue of communication competencies and English language proficiency, within the context of English as a foreign language (EFL), is particularly salient in Colombia's education system, affecting 10th-grade students. Despite the government's endeavors through the national bilingualism plan to augment EFL education, the nation contends with a persistent deficiency in English language proficiency. This protracted concern is evidenced by Colombia's recurrently low ranking in Latin American bilingualism metrics. The consequences of this matter reverberate within the academic domain, where students fall short of the Ministry of Education's prescribed standards for 10th and 11th graders, which encompass active engagement in conversations, fluency in pronunciation, and the application of functional language for the articulation of coherent ideas. The limitations in oral proficiency are further underscored by international assessments such as the PISA tests, where Colombian students (aged 15, spanning 7th to 10th graders) manifest subpar English language skills. The challenges encountered by 10th-grade students are compounded by deficiencies in equipping them with the requisite tools to cultivate confidence and competence in spoken English. Additionally, the absence of cultural knowledge in educational curricula and the cultural bias present in standardized tests, which often prioritize Anglo-Saxon societal contexts, collectively impede students' effective performance in these assessments.

## **Rationale**

The acquisition of English holds solid academic and professional significance. In an academic context, English proficiency facilitates access to an abundance of educational and knowledge-based prospects. English serves as the primary language in numerous academic domains encompassing the sciences, humanities, and social sciences. Proficiency in English empowers students to tap into an extensive repository of research articles, textbooks, and educational materials primarily presented in English. This access enables them to remain

abreast of the most recent developments in their respective fields and actively engage in global academic dialogues.

Moreover, English sustains a central position as the language of international communication, functioning as a common medium in academic forums such as conferences, seminars, and collaborative endeavors. Proficiency in English equips students to actively partake in these scholarly interactions, where they can present their research findings and establish connections with fellow researchers from diverse cultural and linguistic backgrounds. Such engagements facilitate the exchange of knowledge, promote intercultural comprehension, and contribute substantially to the advancement of academic fields on a global scale. Given these considerations, the inclusion of an intercultural curriculum and cultural language components within the English as a Foreign Language (EFL) classroom is well-justified. Prioritizing the cultivation of speaking fluency among 11th-grade students holds paramount importance, as it augments their capacity to articulate ideas and concepts effectively in English, a competency highly esteemed in both academic and professional settings. By providing students with opportunities for meaningful dialogues set within a cultural context, they can progressively develop the essential linguistic skills to express themselves with greater confidence and precision.

Ansarin and Hekmatpour (2019) suggest that improving the speaking fluency of English as a Foreign Language (EFL) students can be accomplished effectively by introducing an intercultural curriculum and including cultural language elements. These approaches allow students to express their ideas in contexts that carry meaning. Specifically, it's crucial for 11th-grade students to concentrate on enhancing their EFL speaking fluency, as it can significantly improve their ability to communicate ideas effectively. Developing EFL speaking fluency is a multifaceted process that requires various strategies. Implementing an intercultural curriculum

that fosters a comprehensive understanding of real-world contexts, in conjunction with incorporating cultural language, can encourage the use of language in genuine and meaningful communication, thereby enhancing speaking fluency. Consequently, this proposal aims to promote fluency development within the cultural framework of the language.

This innovation proposal revolves around introducing cultural language and colloquialism in a meaningful communicative context within English as a Foreign Language (EFL) instruction, emphasizing their accurate application. The precise use of cultural language is pivotal for enhancing oral fluency and refining communicative proficiencies, particularly in speaking skills. This focus on authentic communication aligns with how native speakers employ language in real-life interactions, rather than relying on idealized forms seldom used in actual conversations. To achieve this, the plan is to develop instructional materials concentrated on idiomatic expressions and establish an intercultural learning environment. In summary, our proposal aims to create and incorporate these materials within an EFL classroom setting.

Furthermore, improving speaking fluency in English facilitates intercultural comprehension and enables effective communication with people from various linguistic and cultural backgrounds. Since English is widely used as a common language in many international settings, students who excel in speaking are more adept at maneuvering through diverse environments, engaging in cross-cultural exchanges, and developing a global outlook. This proficiency not only expands students' horizons but also nurtures qualities like respect, empathy, and an appreciation for different cultures and viewpoints. In turn, this contributes to the formation of well-rounded individuals capable of thriving in our increasingly interconnected world.

This proposal has the potential to yield benefits for both participants and the surrounding community by enhancing overall fluency and speaking proficiency within an English as a Foreign Language (EFL) classroom. As indicated in the problem statement, effective communicative skills are not only critical for advancing educational standings but also for equipping individuals with better capabilities to compete in the contemporary job market. Furnishing students with these skills can significantly enhance their preparedness for future employment opportunities. Additionally, it presents educators with a fresh array of resources for instructing and cultivating speaking fluency.

Improving English proficiency is not just beneficial for thriving in a competitive job market and achieving economic well-being; it also supports academic growth. Khalifa and Elsayed (2019) found that there's a positive link between English proficiency and academic performance across various subjects and educational stages. Their research showed that students with higher English proficiency tend to excel in reading comprehension, writing, critical thinking, and overall academic achievement. Consequently, enhancing English proficiency plays a fundamental role in enabling academic success.

The objective of the proposal is to implement an intercultural curriculum and incorporate cultural language elements to enhance speaking fluency among 11th-grade students. By integrating cultural knowledge into the curriculum, students can gain a deeper understanding of language nuances and context, thereby improving their ability to communicate effectively in real-life situations. This approach underscores the significance of communicative competence, which encompasses not only language proficiency but also the aptitude to employ language appropriately and efficiently in diverse settings. Furthermore, by fostering a more profound comprehension of the culture intertwined with the language, students can develop a more holistic perspective of the language and its societal role. This, in turn,

cultivates a heightened appreciation and enthusiasm for language usage. In sum, the proposal offers a more comprehensive and engaging learning experience, fostering greater fluency and self-assurance in students' spoken English

The proposal has the potential to yield not only improvements in students' speaking fluency but also advancements in their academic performance. Research has consistently demonstrated a positive correlation between English proficiency and academic achievement across diverse subjects and educational levels. Your proposal, with its emphasis on enhancing students' communicative competence and cultural knowledge in English, can furnish them with the requisite skills and knowledge to excel academically. Specifically, the capacity to communicate effectively in English can bolster reading comprehension, writing proficiency, critical thinking abilities, and overall academic success. Furthermore, the proposal can contribute to students' cultivation of a deeper appreciation and comprehension of the cultural context within which the language is situated, subsequently enhancing their engagement and motivation to learn. By offering a comprehensive and engaging learning experience underscored by the significance of cultural and communicative competence, your proposal stands to enhance students' academic backgrounds and outcomes.

This proposal possesses the potential to make meaningful contributions within both national and international educational contexts. Its design allows for adaptability and applicability to a wide array of English as a Foreign Language (EFL) classrooms, contingent upon consideration of the participants' English proficiency levels and cognitive development. In summation, the principal aim of this proposal lies in implementing idiomatic expressions within the framework of an intercultural program, with the ultimate goal of enhancing speaking fluency within EFL classrooms. The correlation between cultural language and an intercultural

classroom is pivotal in comprehending the feasibility and advantages of the proposal within an institution, along with its potential for application on a national and international scale.

### **Objectives**

1. To promote the fostering of English language proficiency, focusing on improving students' speaking fluency through the use of colloquial language and interculturalism.
2. To design a pedagogical and didactic innovation proposal that approaches EFL students with colloquialisms and informal speech, through the use of interculturalism.

## **CHAPTER 2: Theoretical Framework and Lit Review**

In this section, a thorough examination was conducted of both international and national research pertaining to the utilization of colloquialism as a means to enhance fluency within an English as a Foreign Language (EFL) classroom. Furthermore, this chapter elucidates the underlying theoretical foundations of colloquialism, fluency, and intercultural competence that underpin the proposal.

### **State of the Art**

The literature review for the proposal design was constructed by selecting studies based on their publication date, the theoretical constructs they address, and their relevance to the proposal. Firstly, the chosen studies are all recent, published within the past 8 years, spanning from 2016 to 2021. Secondly, each of these studies delves into one or more of the theoretical constructs. Lastly, all the selected studies hold significance for the current design, either by

bolstering the theoretical foundation or by providing insights into how these constructs have been employed in different contexts and their outcomes.

The initial study, titled "Bilingual Education and Practical Interculturalism in Israel: The case of the Galilee," conducted by Svirsky (2007), underscores the value of exploring multiculturalism as a tool for advancing second language acquisition among Israeli students. This specific case study was conducted at Neveh Shalom/Wahat al-Salaam, a school renowned for its distinctive multicultural setting, comprising an equal number of Hebrew and Arabic-speaking students. The study aimed to investigate the school's approach to bilingualism, where two primary teachers collaborated in each classroom to instruct and integrate content in both languages. The results underscored the pivotal role of intercultural approaches within Neveh Shalom/Wahat al-Salaam school's context. This case study holds relevance for the current proposal as it illustrates how a comprehensive approach involving interculturality can enhance the development of vital skills in EFL classrooms, encompassing writing, speaking, and listening. The proposal emphasizes the significance of incorporating culture into the curriculum, advocating for multiculturalism, and uniting both native and target cultures within the same classroom. This aligns with the Neveh Shalom/Wahat al-Salaam method, demonstrating how intertwining cultures can facilitate seamless connections between them.

Other studies have explored the significance of interculturalism with a particular focus on teachers. For instance, Caneva's study (2012), titled "Interculturalism in the classroom: The strengths and limitations of teachers in managing relations with children and parents of foreign origin," conducted research across four schools in the northern region of Milan, Italy. This area is notably multicultural, housing African and European populations predominantly. The study employed a qualitative approach, involving interviews with various focus groups, primarily comprised of teachers, to examine the role of interculturality in classrooms. The study's



findings indicated a consensus among teachers regarding the fundamental role of interculturality in imparting knowledge, given that most students do not share the same cultural values. Additionally, teachers recognized that a diverse classroom often leads to a deeper comprehension of certain subjects, as it contributes to a multidimensional perspective within the classroom. These insights hold significance for the present proposal, as they establish a foundational concept that classrooms can embrace diversity, which in turn enhances the classroom experience. Furthermore, gaining an understanding of teachers' perspectives, rather than solely focusing on students, aids the proposal in being more self-aware, as it facilitates an appreciation of the design's limitations and boundaries. Caneva underscores that teachers should not only be aware of multicultural classrooms but also cognizant of the constraints that accompany them (Caneva, 2012).

Another study underscoring the importance of interculturality within school curricula was conducted by Christensen in 2013. This case study focused on the upper high school level in Denmark, specifically examining two language teaching projects: "Projekt Innovationskraft og Entreprenørskab på gymnasier i Region Hovedstaden" and "Writing to learn." These projects were evaluated for their impact on Danish education. The findings highlight significant progress in language education, yet they also reveal substantial obstacles in integrating interculturalism into curricula. The primary hindrance identified is the lack of teacher training in interculturalism and how to incorporate it effectively into their classrooms. This study brought attention to the utility of multiculturalism in the classroom and emphasized the need for continued enhancements and innovations in this domain. Similar to the preceding study, it underscores that teachers play a crucial role in the integration of multiculturalism into a curriculum. The study's results further emphasize that teachers should not only be willing to embrace multiculturalism but also should receive training to competently integrate it. This, in

turn, highlights the challenge of not only designing the proposal but also ensuring that teachers receive the necessary training for its implementation.

Another study conducted by Andrew Webb and Sarah Radcliffe in 2015, titled "Indigenous citizens in the making: Civic belonging and racialized schooling in Chile. Space and Polity," delves into the significance of integrating intercultural education into current curricula, particularly in response to the growing issue of racism within classrooms. The research took place in the southern region of Araucania, known for its substantial indigenous population. This region has experienced clashes, often fueled by racism, between native communities and other Chilean cultures, particularly white Europeans, within the classroom environment. Data was gathered from four government-supported schools in Araucania during the 2011–2012 school year, using various qualitative methods. The study's findings reveal that both teachers and students acknowledge the importance of an intercultural curriculum but face structural challenges. The primary obstacle lies in the limited resources available to rural and public schools in Araucania. Therefore, the feasibility of intercultural projects greatly depends on the context, as they can either be successful or become additional burdens for teachers striving to provide quality education. In light of this, the proposal must carefully consider and address structural and institutional barriers. According to the DANE, 35,892 schools in Colombia are classified as rural, representing over half of the censused schools, with a majority of 67.6% (DANE, 2021). Therefore, the challenges of rural education, with its inherent structural deficiencies, must be thoughtfully tackled in the proposal, recognizing the distinctions between rural and urban cultures.

Another study, conducted by Moeller in 2014, delves into the concept of intercultural competence within an English as a Foreign Language (EFL) classroom. The study, titled "Building Intercultural Competence in the Language Classroom," presents a structured

approach for integrating intercultural activities and intercultural learning into EFL classrooms. It primarily focuses on describing various intercultural models and determining their effectiveness in teaching interculturality within classrooms, particularly in fostering cohesion when foreign students are present. The study's key conclusion is that intercultural competency should be an integral component of the foreign language curriculum. This inclusion equips students with the necessary skills for success in our globally interconnected world. The authors identify several themes characterizing an Intercultural Communicative Competence (ICC) classroom, such as identity transformation, student engagement as inquirers, and specific processes. These themes offer valuable insights for educators in creating learning objectives that guide students toward achieving intercultural competence. This study aligns with the proposal's focus on interculturalism as an essential part of the curriculum, emphasizing its role in enhancing intercultural competence.

Conversely, certain investigations have delved into the influence of colloquialism on the enhancement of speaking fluency. Baghdadi (2019) conducted a quantitative inquiry examining the effects of cooperative learning and colloquialism on the speaking fluency of a cohort of fifteen first-year students studying English at the Department of English at M'sila University. The research meticulously scrutinized this specific group of first-year students at the university. Employing a conventional research methodology, a pre-test was administered before implementing the cooperative learning lesson plan, followed by a post-test assessing fluency after evaluating the students' fluency. The primary evaluation instrument employed Skehan's fluency measurement categorization, which effectively gauged speaking fluency, rendering the research approach quantitative in nature. The research outcomes outlined in this study substantiate that the instruction and assimilation of idiomatic expressions significantly bolster learners' speaking fluency abilities. Furthermore, the study revealed that learners

exhibited enhanced vocabulary skills following the cooperative learning lesson plan. This was attributed to the exposure to a more authentic linguistic context, thereby facilitating a better comprehension of native-like communication patterns. The study holds relevance for the proposal, aligning with its premise of leveraging idiomatic expressions, a form of colloquial language, to effectively enhance speaking fluency. Furthermore, it provides valuable methodological insights that may prove pertinent for the proposal's implementation.

Another qualitative inquiry conducted by Orfan in 2020 centered on idiomatic expressions, specifically investigating the challenges encountered and strategies employed when learning and utilizing these expressions in relation to speaking fluency. The primary emphasis of this research was to explore students' willingness to embrace idiomatic expressions within an English as a Foreign Language (EFL) classroom and the consequent impact on learner motivation. Data were collected through the administration of questionnaires and surveys to a sample of 337 students majoring in English language and literature across three universities: Badakhshan University, Kunduz University, and Takhar University. The research primarily revolved around the notion that idiomatic expressions constitute a significant component of informal English language, one that is often underemphasized in EFL classrooms, thereby hindering students from experiencing the language in authentic contexts. The study's findings indicate that learners do indeed recognize the importance of idiomatic expressions, and their incorporation into the EFL classroom positively influences students' motivation with regard to their speaking skills. This study bears relevance to the proposal as it underscores the significance of students' receptiveness to the use of practical language, facilitated by idiomatic expressions. This aligns with the proposal's objectives, showcasing a favorable response from students when implementing a curriculum grounded in colloquialism.

Another study conducted by Meryem and Samia in 2020 endeavors to investigate the influence of idiomatic expressions on intercultural communication skills. Titled "Investigating The Role of Idiomatic Expressions in Enhancing Students' Intercultural Communicative Competence," the research addresses the challenge of EFL learners experiencing a detrimental impact on their intercultural communication skills due to the absence of authentic language learning environments. Consequently, the primary research question guiding this study was "Do idioms help in enhancing the EFL students' intercultural communicative competence?" The study's participant pool comprised 70 students in their third year of English studies within the Department of Foreign Languages at Mila University Center. In terms of research approach and data collection, the author employed a questionnaire, indicating a quantitative research methodology. The study's findings hold relevance as they demonstrate that the incorporation of idioms into an EFL curriculum can significantly enhance learners' intercultural communication skills. It's noteworthy to highlight that intercultural communication skills encompass speaking fluency, and the inclusion of idiomatic expressions can notably bolster the speaking abilities of EFL learners. This study aligns with the proposal's objectives, reinforcing the notion of integrating colloquialism into a curriculum to promote communication skills among EFL learners.

In a final quantitative case study conducted by Ibrahim in 2017, the investigation centered on the necessity for EFL learners to incorporate euphemisms and idiomatic expressions into their everyday conversations. The research sought to address the prevalent issue of EFL speakers often refraining from using idiomatic expressions in regular discourse, resulting in slower and less effective communication (Ibrahim, 2017). The study was guided by the research question, "What are the difficulties that EFL learners face in conversation when they use euphemism and idiomatic expressions?" (Ibrahim, 2017, 3). The research involved a

participant pool of 70 EFL students from various universities, with data collection accomplished through the administration of a questionnaire and a test, signifying a quantitative research approach. The study's outcomes revealed that students with a more profound comprehension of idiomatic expressions exhibited superior performance on assessments designed to evaluate their speaking skills. Additionally, the research underscores that the absence of familiarity with idiomatic expressions and euphemisms can hinder the speaking proficiency and fluency of EFL learners. This study holds relevance for the proposal as it offers valuable methodological tools for assessing speaking skills during the proposal's implementation.

### **Theoretical Framework**

This proposal is grounded in three essential theoretical constructs that form the basis for its design and execution. These three constructs include intercultural competence, colloquialism, and fluency, and they play a pivotal role in comprehending the fundamental principles upon which the proposal is constructed.

### **Intercultural competence**

Intercultural competence is a multifaceted concept, and various perspectives have contributed to its understanding. Six specific models have been developed to delve into the nuances of intercultural competence. These models include the global leadership competency model, the global mindset model, the multicultural personality model, the Developmental Model of Intercultural Sensitivity, and the cultural intelligence model. Each of these models offers unique insights into the workings of interculturality. However, for the scope of this study, our focus will be primarily on the cultural intelligence model (Ang & Van Dyne, 2008a; Earley & Ang, 2015) when discussing intercultural competence.

Furthermore, The intercultural intelligence model (Ang & Van Dyne 2008a, Earley & Ang 2015) is defined as a collection of flexible qualities that allow an individual to perform effectively in and handle culturally diverse environments. The cultural intelligence model includes four factors, based on Sternberg and Detterman's (1979) multifactor view of intelligence: (a) metacognitive cultural intelligence (i.e., the mental capability to acquire and understand cultural knowledge), (b) cognitive cultural intelligence (i.e., knowledge and knowledge structures about cultures and cultural differences), and (c) motivational cultural intelligence (i.e., the capability to direct and sustain energy towards functional goals).

Ang and others, (2015) established the four-factor, 20-item Cultural Intelligence Scale (CQS) based on the CQ model. The four-factor, 20-item Cultural Intelligence Scale (CQS) is a measurement tool based on the Cultural Intelligence (CQ) model. The CQ model assesses an individual's ability to function effectively in diverse cultural settings and consists of four dimensions: Cognitive, Metacognitive, Motivational, and Behavioral CQ. The Cognitive dimension measures cultural knowledge and understanding, while the Metacognitive dimension focuses on awareness and control of cultural thoughts. The Motivational dimension examines interest and confidence in intercultural interactions, and the Behavioral dimension assesses the ability to adjust behaviors to fit cultural contexts. The CQS uses Likert scale items to quantify an individual's cultural intelligence, providing insights for development and promoting intercultural competence in today's globalized world.

Intercultural adjustment, behavioral outcomes such as idea sharing and the development of social networks with culturally different others, and performance outcomes such as task performance and cross-border leadership effectiveness are all consistently predicted by cultural intelligence.

While all four factors within the intercultural intelligence model exhibit notable positive correlations with psychological and performance outcomes, empirical data reveals variations in the strength of these associations. Specifically, motivational cultural intelligence demonstrates a stronger correlation with psychological outcomes, whereas metacognitive and behavioral cultural intelligence exhibit stronger correlations with performance outcomes. Therefore, the intercultural intelligence model leverages these four factors to elucidate an individual's adeptness in navigating intercultural scenarios effectively.

The significance of intercultural competence serves as a driving force for the current proposal and its subsequent implementation. It provides impetus for the methodological strategies the proposal seeks to employ. Analyzing the various intercultural competence models proposed by authors illuminates the need for a specific curriculum methodology to facilitate the proposal's successful execution. Understanding these diverse intercultural approaches simplifies the practical aspect of enhancing fluency within an EFL classroom through this proposal.

Considering the aforementioned points, we can define intercultural competence as the capacity to proficiently communicate, interact, and engage with individuals hailing from diverse cultural backgrounds. It encompasses possessing knowledge and comprehension of a wide array of cultural viewpoints, norms, values, and behaviors, along with the aptitude to adjust to and traverse cultural disparities in different situations. It should be noted that intercultural competence transcends mere tolerance or awareness of cultural distinctions. In summary, employing intercultural competence as the cornerstone for this proposal can substantially enhance students' language learning encounters and results.



## **Colloquialism**

The linguistic style utilized for informal communication is commonly referred to as colloquialism or colloquial language (Davidson, 1997). This form of language is the predominant choice for casual conversations due to its adaptability across various informal contexts. Colloquialism is characterized by the frequent use of interjections and other expressive techniques, along with the utilization of non-specialized vocabulary and an ever-evolving lexicon. Additionally, it is marked by the use of sentence structures that may not follow a complete logical or syntactical order.

Colloquialism, often referred to as common slang, presents a distinct departure from formal modes of speech and writing. It represents the language people use in relaxed, informal settings, where they are less concerned with adhering to rigid linguistic conventions (Lundin & Leigh, 2009). In dictionaries, when an alternative term is preferred for formal usage, it is often marked as "colloq." to denote its colloquial nature. However, it's important to note that being colloquial does not necessarily imply the use of slang or non-standard language. Slang may be present in certain colloquial languages but absent in others. While slang is frequently integrated into colloquial speech, its usage tends to be limited to specific social groups and is not an inherent component of colloquialism. Additionally, contractions and profanity are examples of colloquial English usage.

Lundin and Leigh (2009) highlight the importance of distinguishing between "non-standard" and "colloquial" language. They argue that the demarcation between formal and informal language does not consistently align with the standard and non-standard language dichotomy. Instead, the categorization of language into formal, colloquial, or vulgar styles primarily pertains to variations in style and diction, diverging from the formal linguistic structures. Nevertheless, in specific contexts and within terminological conventions, the term "colloquial" may also serve as a synonym for "non-standard." In layman's terms, a colloquial

or common name refers to a word or term frequently employed to identify a person or object, as opposed to a more formal or technical designation.

It is crucial to distinguish colloquialism from slang and jargon, as these terms are often erroneously regarded as synonymous. Colloquialism, as previously elucidated, represents a style of language significantly divergent from standard or academic discourse. In contrast, jargon encompasses a specialized form of language employed within particular fields, professions, or subcultures. Conversely, slang characterizes a type of language usage that differentiates based on factors such as age, social status, race, ethnicity, and more, typically serving as a language peculiar to specific groups of individuals.

Regarding the utilization of colloquialism in academic or educational contexts, it is frequently marginalized or perceived as a debasement of a more lucid form of language. Nonetheless, this bias is grounded primarily in traditional and often arbitrary criteria that are influenced by social status to a great extent. There is no research evidence indicating that colloquial language is less comprehensible or intelligible. However, research does indicate that colloquialism often contributes to the comprehension of more intricate concepts for individuals who are unacquainted with specific subjects or domains. As Hyland and Jiang (2017) elucidate, "these changes are happening before our eyes as scholars make choices to adopt rhetorical options which seek to establish a more engaged and personal connection with their readers" (p. 22). They propose not only providing readers with a more adaptable approach to engage with certain subjects but also encouraging writers to partake in this rhetorical flexibility.

In this proposal, colloquialism serves as a primary tool for enhancing speaking fluency within EFL classrooms. It is essential to comprehend the nature of colloquialism, its limitations, and its boundaries concerning other forms of culturally rooted language, such as slang or jargon. One of the fundamental objectives of the proposal's design is to bridge the gap

between students and the target culture. This is achieved by facilitating students' familiarity with the culture, ultimately aiding them in developing fluency skills. Colloquialism is classified as a form of culturally based language since it reflects specific linguistic characteristics, expressions, and informal communication patterns unique to a particular culture or community. It encompasses not only everyday speech patterns, idiomatic expressions, slang, and regional variations but also embodies the cultural norms, values, and social dynamics of that community.

As previously elucidated, language and culture are deeply intertwined, mutually influencing each other. Consequently, colloquialism can be regarded as a manifestation of this cultural language, acting as a bridge connecting students to the culture and, by extension, fostering the development of speaking fluency.

The proposal aims to enhance students' speaking fluency by integrating specific forms of colloquialism into the curriculum. This includes the incorporation of gap fillers, up and down conjugations, and the utilization of informal contractions. These linguistic elements are intrinsic to the culture of English speakers, particularly in informal communication contexts. They mirror the cultural conventions, practices, and communication norms within the community, equipping students with essential tools for effective communication across diverse social settings. In summary, the proposal holds the promise of notably elevating students' speaking fluency, equipping them for proficient communication in real-world scenarios.

Intercultural competence and colloquialism are closely intertwined concepts within the realm of language learning. Intercultural competence involves the capacity to effectively communicate across cultural boundaries, necessitating an understanding of the social norms, values, and attitudes of the target culture. Conversely, colloquialism pertains to informal language commonly employed in everyday conversations. Incorporating colloquialism into

language learning activities offers students a profound insight into the social norms and values of the target culture. Learning and comprehending colloquial expressions specific to various languages and cultures provide students with a glimpse into the informal language usage and communication styles of native speakers. These colloquialisms often mirror the distinct cultural subtleties, phrases, and idioms unique to a particular community. Acquainting themselves with colloquial language fosters a deeper appreciation for the cultural context, leading to a better grasp of customs, values, and humor within the target culture, thereby enhancing their intercultural competence. Similarly, by honing their intercultural competence, students can better comprehend the context in which colloquial language is employed, facilitating more effective communication in real-life scenarios. Consequently, the integration of intercultural competence and colloquialism in language learning proves highly advantageous for students aiming to enhance their communication skills across diverse cultures.

### **Speaking Fluency**

Language learning involves the development of different skills that have an impact on proficiency in any given language. These skills are vocabulary, listening, reading, oral and written fluency. This last one is a relevant skill, as its development proves how efficient we are to express our ideas and catch the meaning of others. However, in this section we are going to focus on speaking fluency. Some definitions support the idea that fluency in EFL is the production of speech with a sort of speed without tumbling of any major interruptions (Koponen and Riggensbach, 2000) for instance the use of gap fillers, usually seemed as incorrect, can improve the measure of fluency when used right. This comes to show that fluency involves the development of a clear message that establishes effective communication while making use of elements like gap fillers.

In this proposal, speaking fluency is defined as the capability to express language coherently and naturally, ensuring easy comprehension within a reasonable timeframe (Lennon, 1990). This definition of fluency encompasses three key components: language production, coherence, and time. Firstly, language production represents a process wherein individuals transition from conceptualizing ideas to selecting lexical elements for expression, culminating in the psychological realization of linguistic forms (Levelt, 2001). Essentially, language production involves translating thoughts and concepts into lexical forms. Secondly, coherence is a fundamental attribute that confers semantic meaning to speech, facilitating mutual understanding during interactions (De Beaugrande, 1996). Lastly, 'time' pertains to the speed at which we can seamlessly connect the preceding two elements, signifying the duration required to articulate language production and coherence to establish effective communication. In summation, these interlinked elements collectively define oral fluency as the coherent and rapid production of spoken language.

Furthermore, fluency holds significant importance in relation to the motivation of English as a Foreign Language (EFL) learners. When learners encounter difficulty in expressing their thoughts with clarity and ease, it often leads to a decline in their interest in both the subject matter and the overall learning experience. This decline in motivation has garnered attention from scholars, as it underscores the crucial role of speaking fluency in fostering learner motivation within the EFL context.

Currently, fluency is one of the most important skills when assessing proficiency in a second language. According to the Common European Framework of Reference (CEFR, 2020) the levels B2 and C1, which are the highest ones achievable by a foreign language student, are measured based on how effective and fluent our communicative skills are. In consequence, oral

fluency must be one of the skills that has to receive more attention when teaching and learning EFL.

Placing greater emphasis on enhancing fluency effectively is essential, given that fluency is a multifaceted skill that significantly influences the assessment of language proficiency. The proposal gains significance in the context of discussing the comprehension of fluency, as it aids in delineating the extent to which colloquialism can contribute to its enhancement. By defining the concept of fluency, it becomes more feasible to determine how the integration of colloquialism in an English as a Foreign Language (EFL) classroom can influence and improve fluency.

Interculturalism, colloquialism, and speaking fluency are interconnected aspects of language learning that collectively contribute to effective communication and cultural awareness. Interculturalism involves understanding and appreciating different cultural perspectives, behaviors, and norms. Colloquialism, on the other hand, pertains to informal, everyday language used within a specific cultural context. When language learners engage with colloquial expressions, they gain a deeper understanding of cultural nuances. This familiarity with colloquialism not only enriches their language skills but also fosters intercultural competence by allowing them to connect with native speakers on a more personal level. Simultaneously, enhancing speaking fluency is critical as it ensures that learners can effectively use these colloquial expressions and engage in meaningful cross-cultural interactions. Speaking fluency, which involves the ability to communicate effortlessly, serves as a bridge between interculturalism and colloquialism, as it empowers learners to express themselves naturally and confidently, promoting a deeper cultural exchange and understanding during their language journey.

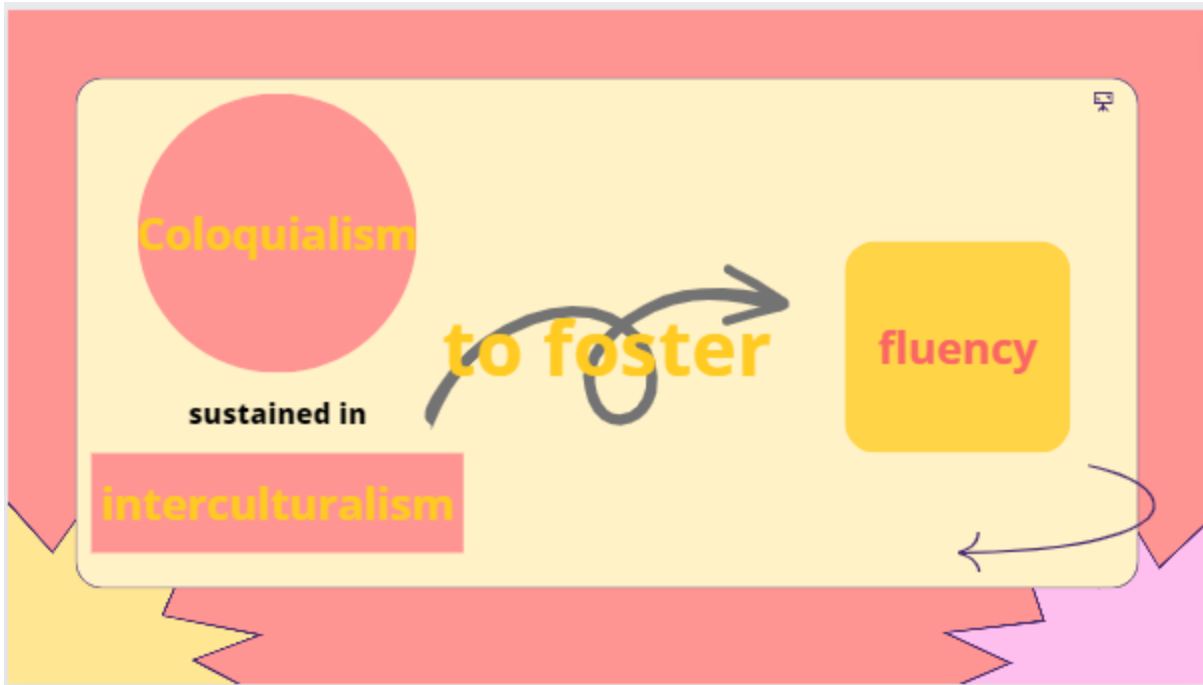


Figure 1: Colloquialism sustained in interculturalism to foster speaking fluency. Own source

### **CHAPTER 3: Methodological design**

The proposal's methodological design introduces an innovative approach to pedagogy and teaching methods, outlining its perspective on key aspects of the educational intervention, including learning, language, and curriculum. This design offers a thorough insight into the proposal's structure and the connections between its various components.

#### **Pedagogical and didactic innovation proposal**

Pedagogical innovation is characterized as the deliberate modification of teaching practices to depart from traditional lecture-based methods, with the primary objective of improving learning outcomes (Walder, 2017, p. 72). In essence, any instructional strategy that deviates from established conventional approaches qualifies as pedagogical innovation. This evolution is necessitated by the evolving needs of modern learners and classrooms, prompting

the continuous development of fresh pedagogical approaches to address the dynamic didactic and pedagogical demands with each successive generation (Fullan, 2013).

As mentioned earlier, colloquialism can play a vital role in improving the fluency of English as a foreign language (EFL) learners by enhancing their ability to communicate effectively. Thus, the proposed pedagogical innovation aims to introduce colloquialism as a method for enhancing EFL fluency, even though it may be seen as less suitable for academic contexts.

On the other hand, didactical innovation can be defined as an innovation aimed at improving the practical transmission of knowledge (Repp, 2012). In essence, didactical innovation seeks to develop new approaches to teaching, encompassing the design of instructional materials and how they are presented to students. The proposal falls under the category of didactical innovation, as it strives to create and design new educational materials that address pedagogical needs. These materials are built upon a pedagogical foundation, rooted in the theoretical constructs that underpin the initiative. To elaborate further, the didactic components consist of lesson plans accompanied by a variety of activities and guides, supplemented by audiovisual resources, and complemented by a website that provides a comprehensive overview of the entire instructional process.

This proposal ventures into the realm of pedagogical innovation, as it endeavors to implement specific action plans aimed at addressing a prevailing issue within an educational context. This assertion is in accordance with Béchar'd's (2007) delineation of pedagogical innovation. According to Béchar'd, innovation arises from a defined purpose and materializes through actions that aim to alter or reconfigure a given situation or practice. This process commences with the recognition of deficiencies, inadequacies, or dissatisfactions pertaining to



established objectives. Hence, innovation and restructuring are akin processes that bring about transformative change.

### **Curricular vision**

In the field of education, a curriculum encompasses all the various experiences a student encounters throughout their educational path. It can refer to a structured set of instructions or the school's perspective on how these experiences align with their educational goals. Essentially, it includes all the intended and unintended aspects of a student's journey, organized to facilitate the learning process. While curricula can take various forms and viewpoints, some more flexible and others more rigid, this proposal specifically calls for the adoption of a somewhat misunderstood type of curriculum called cultural curriculum.

Grundy (1993) asserts that a curriculum should not be perceived merely as a formal document but as a cultural construct, inseparable from the human experience and, by extension, from individual cultures. However, understanding culture is intricate, as it transcends conventional educational domains such as schools and colleges. Culture intricately interweaves into every facet of human life. Consequently, devising a curriculum rooted in the concept of culture poses a considerable challenge. It's vital to acknowledge that culture is also a personal experience, arising from individual interpretations of reality. Thus, the curriculum can embody the essence of culture by embracing the individual perspectives on culture and how it's experienced (Grundy, 1993). The cultural curriculum's purpose is to encourage learners to integrate the learning process with their personal life experiences, as culture serves as a bridge between the educational sphere and students' lived experiences. The conception of a cultural curriculum holds promise, as it fosters a deeper and more insightful learning journey.

Grundy (1993) emphasizes the importance of anchoring the curriculum not only in the learners' cultural contexts but also in fostering connections with intercultural perspectives. The

curriculum does not merely draw from culture; it also plays a role in disseminating and perpetuating it. Consequently, the curriculum should not be viewed as an abstract concept detached from real-world applications. Instead, it can serve as a catalyst for advancing intercultural approaches by incorporating and aligning with intercultural frameworks.

The previous idea carries significance as it underscores the discussion regarding the relationship between foreign language acquisition, culture, and the enhancement of oral fluency through intercultural approaches. Expanding upon Grundy's concept of a cultural curriculum, this present proposal introduces a pedagogical innovation predicated on the belief that culture functions not only as a tool for grasping language more profoundly but also as the principal means to achieve this objective. Although the proposal concentrates on foreign language culture rather than the individual cultures of learners, the alignment of their needs with immersion in the target culture resonates with Grundy's concept, which acts as a bridge between the learning and real-life experiences. The curriculum proposed in this pedagogical innovation is designed to facilitate learners' active engagement with other cultures.

### **Vision of language**

Language represents a multifaceted concept within the realm of human sciences, open to various interpretations. Through a formal and technical lens, language is characterized as a structured communication system where grammar serves as its scaffolding and vocabulary as its dynamic component, as articulated by Evans and Levinson (2009). In its essence, human languages manifest through vocalization, gestural expression, or written script, with many possessing written forms that permit the preservation and retrieval of auditory or visual signals. However, this technical delineation merely scratches the surface of language's profound and practical dimensions. Consequently, within the context of the current pedagogical innovation, language is conceived as a conduit connecting culture and individuals. This conceptualization

holds relevance as the proposal's objective is to cultivate oral fluency by means of an intercultural-based curriculum, acting as an intermediary between culture, language, and individuals. To facilitate this pedagogical advancement, a more specialized orientation toward language will be embraced, specifically within the domain of anthropological linguistics.

Anthropological linguistics represents a specialized branch of linguistics, the scientific discipline dedicated to the comprehensive investigation of language, encompassing its constituent elements, functions, and associated domains. Its primary objective is not merely the examination of language in isolation but its examination within a broader anthropological context that includes considerations of culture, power dynamics, social frameworks, and human mobility. This holistic approach enhances our understanding of language by situating it within the tapestry of human existence, thereby elucidating its evolutionary trajectories, utilization patterns, and its profound influence on the subjective construction of reality (Foley, 1997). As articulated by Foley (1997), language operates as a potent modulator of communication, extending its influence into the realm of perceptual reality. Consequently, language assumes the role of a sculptor, molding human experiences and, by extension, culture and social structures. Importantly, this interaction is not unidirectional, for individuals possess the capacity to reshape language in accordance with their unique perceptions of reality, with this process being inextricably mediated by social and cultural frameworks.

### **Vision of Learning**

Within this proposal, the conceptual framework of experiential learning emerges as the guiding paradigm for the learning process. Experiential learning represents a distinct pedagogical approach centered on an individual's acquisition of knowledge through direct encounters and personal involvement. An illustrative instance of experiential learning entails an individual immersing themselves in the context of an automotive body shop, acquiring

insights and competencies by actively engaging with the workshop environment, rather than passively assimilating information from written sources. Consequently, the experiential learner departs from the conventional mode of absorbing knowledge vicariously through the narratives of others and, instead, embarks on a journey of self-discovery, interfacing directly with information. This principle extends to educational opportunities that align with a student's specific field of interest, such as internships and job shadowing experiences, which furnish invaluable learning encounters that significantly augment the student's comprehensive comprehension of practical skill application within authentic real-world settings (Berd, 2010). In light of the deficiencies associated with traditional teaching methods mentioned earlier, this definition of learning aligns harmoniously with the objectives of pedagogical innovation, positioning experiential learning as a progressive and transformative alternative.

The foundation of this proposal lies in the belief that knowledge acquisition should be grounded in experiential learning, wherein learners actively engage with real-life situations to construct their understanding. The proposal's core objective is to establish an authentic learning environment wherein students are not only motivated to acquire knowledge but also compelled to apply what they have learned, particularly concerning language proficiency and fluency.

### **Vision of the classroom**

A classroom is a crucial educational space found in diverse settings like schools, universities, businesses, and humanitarian organizations. It provides a controlled setting for learning, shielding students from external distractions. Although this is a broad definition of a classroom's role in education, a more profound grasp of its importance can enhance the learning experience and align with the goals of this proposal. Thus, delving into the concept of a classroom's significance is vital for a comprehensive understanding of the learning process and to optimize its advantages.

The concept of learning and the concept of a classroom are intricately connected, with one being dependent on the other. A physical space is essential for facilitating experiential learning, and for a classroom to be meaningful, active learning must take place. In this context, a classroom is viewed as an environment that enriches the learning experience. As stated by Hanks (1991), situated learning revolves around the relationship between learning and the social context in which it unfolds. Therefore, the classroom should function as an arena for these social and cultural interactions to occur, equipping students with the resources needed to nurture their learning journey.

In summary, this proposal views the classroom as a physical place where learners can link what they learn with their real-life experiences and social context, thus enhancing their learning through hands-on experiences and active engagement. By framing the classroom in this way, the proposal aims to create an environment that encourages the acquisition of knowledge and skills through practical, interactive learning with the real world. This classroom approach aligns with the pedagogical philosophy that emphasizes the fusion of theoretical knowledge and practical experience to foster a deeper understanding and lasting retention of concepts.

### **Role of Teacher.**

Considering the preceding perspectives, the role of an educator is to act as a provider of essential tools that enable students to nurture their own learning process. The teacher functions as a source of knowledge, a facilitator, and a mediator. Learners can assimilate this knowledge and apply it effectively in practical activities. Through the educator's expertise and involvement in the learning community, students attain a higher level of knowledge and comprehension. Additionally, teachers often employ activities and resources in the classroom to simulate authentic social situations (Holt-Reynolds, 2000). With these considerations, it can

be deduced that the role of the teacher in the current pedagogical proposal aligns with the concept that the educator should serve as a supplier and facilitator of essential knowledge, helping students enhance their speaking fluency by imparting skills through real-life situational learning experiences.

## **CHAPTER 4: Pedagogical instruction**

### **Proposal of pedagogical and didactic innovation**

The proposed pedagogical and instructional design seeks to enhance learners' intercultural competence and English fluency by incorporating colloquialism. The proposal is structured into three distinct cycles, as illustrated in Table 1. Each of these cycles has been thoughtfully crafted to seamlessly integrate intercultural content and colloquialism, both of which play pivotal roles in nurturing learners' communicative abilities. The inclusion of cultural elements within each cycle exposes learners to a wide array of cultural practices and traditions, fostering a deeper appreciation and comprehension of diverse cultures. Furthermore, each cycle comprises four comprehensive sessions, ensuring that learners have access to the necessary materials and resources for a clear understanding of the content.

The proposed didactic innovation is rooted in three primary concepts: intercultural competence, oral fluency, and colloquialism. Firstly, intercultural competence is viewed as a valuable tool in EFL classrooms for helping students become more deeply acquainted with language, considering that language is a fundamental aspect of culture. Consequently, instructing students about culture or language linked to specific cultures can facilitate the development of oral fluency. Therefore, the proposal concentrates on providing an intercultural approach supported by language use. The second element is the integration of colloquialism,

which serves to reinforce the application of intercultural competence. Colloquialism is regarded as a form of culturally embedded language, as mentioned earlier. Lastly, oral fluency is at the core of all activities outlined in each cycle, with the primary goal of enhancing and refining oral fluency skills.

The present pedagogical and instructional proposal was developed with the goal of enhancing oral fluency within an EFL classroom by creating a multicultural environment supported by colloquialism. Consequently, the proposal is structured into three cycles, each addressing a key colloquialism-related topic. Within each cycle, there are 3 to 4 class sessions, each with a specific intercultural objective. The initial objective is familiarization, focusing on providing students with foundational knowledge of the topic. Subsequently, the practices and uses stage encourages students to not only grasp the theoretical aspects but also understand how these concepts are applied in everyday contexts. Finally, the independent use stage challenges students to incorporate these topics into their speech, demonstrating not only their comprehension but also their ability to express themselves more profoundly. This phase serves as an evaluation of students' overall performance throughout the cycle and encourages them to integrate these concepts into their communication.

The proposal comprises a total 9 lesson plans, divided in 3 cycles. Furthermore, these sessions will be enhanced by an immersive classroom approach, which involves situating students within interactive and multisensory environments. This immersive approach is aimed at simulating scenarios that can enhance their performance, drawing from the insights of Swain (1996). Ultimately, the primary objective of these activities is to generate real-life situations wherein students can put their acquired knowledge into practice and become acquainted with authentic language usage and communication styles.

It is worth noting that the majority of the materials used in the instructional cycles and individual sessions have been developed explicitly for this pedagogical proposal. This includes the creation of guides and videos. Moreover, some other material was taken and adapted from free sources properly referenced. Additionally, a dedicated website has been established to act as a comprehensive reference point for students, presenting the core concepts and goals of the proposal in a user-friendly manner. The website can be seen through the following link: <https://sergiohernandezc07.wixsite.com/my-site-1>. Table 1,2 and 3 displays the plan of intervention including the cycles, lesson plans and their corresponding objectives focusing on the use of colloquialism, and the promotion of speaking skills within a framework of interculturality.




INTERVENTION PLAN	
Cycle	Cycle #1: y'all are ready to party? Duration: 4 sessions
Lessons	1. let's get ready 2. Wanna dance? 3. Hangover
Objectives	<p>General</p> <p>Students will recognize and learn how to use informal contractions in their regular speech while integrating interculturalism.</p> <p>1. Students will gain an understanding of informal contractions in English, considering their cultural context.</p> <p>2. Students will identify the appropriate situations in which informal contractions can be used and learn how to incorporate them effectively into their everyday speech within an intercultural framework.</p> <p>3. Students will recognize the significance of using informal contractions independently within the cultural context of English-speaking communities</p>
Colloquialism	Informal contractions
Speaking Fluency and multiculturalism	Students will engage in role play activities regarding american party culture, such as <b>party games and simulated party scenarios</b> with the objective of create an enviroment for them to be able to practice ther speaking skill intregated to the intercultural content of the cycle
Suggested language and colloquialisms	<p>wanna y'all aint lemme gotta gonna gimme kinda</p> 

Table 1: first cycle, “y'all ready to party?”.

## INTERVENTION PLAN

Cycle	Cycle #2: Cultural shock Duration: 4 sessions
Lessons	1. Why so cold? 2. A diverse city 3. 2000\$ for an ambulance
Objectives	<p>General</p> <p>Students will recognize and learn how to use Up and Down conjugations into their regular speech, considering an intercultural context.</p> <p>1. Students will gain an understanding of the concept of Up and Down conjugation in English within the framework of intercultural communication.</p> <p>2. Students will identify the appropriate situations in which Up and Down conjugations can be used, incorporating intercultural perspectives, and learn how to integrate them effectively into their everyday speech.</p> <p>3. Students will actively utilize and incorporate Up and Down conjugation independently, recognizing its significance within the intercultural context of English-speaking communities.</p>
Colloquialism	Up and down conjugation
Speaking Fluency and multiculturalism	students will engage in role play activities that simulates real thing scenarios, such as <b>Insurance assesments, phone calls and day to day interactions</b> these activities regarding the cultural content of the cycle, cultural shock and diversity
Suggested language and colloquialisms	<p>speak up buckle up</p> <p>eat up go up</p> <p>dress up shut up</p> <p>drink up build up pick up sit down</p> <p>calm down bring down cut down go down</p> <p>slow down cool down keep down</p> <p>turn down</p>

Table 2: second cycle, "Cultural shock".



## INTERVENTION PLAN

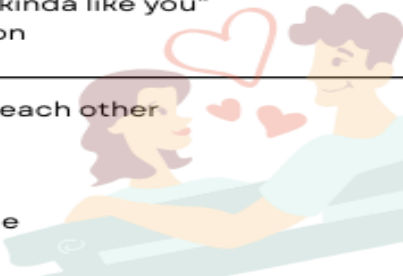
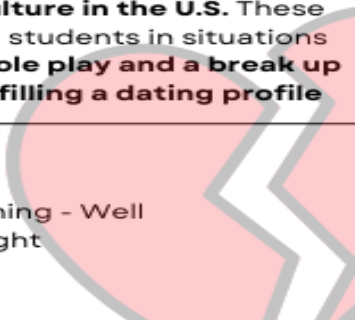
Cycle	Cycle #3: "I think i kinda like you" Duration: - 3 session
Lessons	 <ol style="list-style-type: none"> <li>1.Lets get to know each other</li> <li>2.Honeymoon</li> <li>3.Its not you, it's me</li> </ol>
Objectives	<p>Students will recognize and learn how to use gap fillers in their regular speech, considering intercultural aspects.</p> <ol style="list-style-type: none"> <li>1. Students will gain a comprehensive understanding of the concept of gap fillers in English, while considering intercultural nuances.</li> <li>2.Students will proficiently identify the appropriate situations for using gap fillers, taking into account intercultural communication dynamics, and learn how to seamlessly integrate them into their everyday speech.</li> <li>3.Students will actively employ and independently incorporate gap fillers into their speech, recognizing their significance in intercultural language interactions within English-speaking communities.</li> </ol>
Colloquialism	Gap fillers
Speaking Fluency and multiculturalism	<p>students will engage in rolpe play activities that simulates informal and real enviroments regarding <b>dating culture in the U.S.</b> These activities will placed students in situations such as <b>a first date role play and a break up role play, as well as filling a dating profile</b></p>
Suggested language and colloquialisms	 <p>I mean          Like - you see          You know - Or something - Well          Just - So - I guess - Right          I think - Kinda</p>

Table 3: third cycle: "I think I kinda like you".

**Cycle 1 : “Y'all ready to party?”**

The first cycle “Y'all ready to party?” is composed of three lessons that aim to develop the students' ability to use informal contractions in their speech. The first lesson, "Let's get ready," introduces the topic and provides an overview of informal contractions in English. During this lesson, students will become familiar with the concept and recognize different examples of informal contractions. The second lesson, "Wanna dance?," focuses on the practical use of informal contractions in real-life conversations. Students will learn how to identify the appropriate situations to use them and how to integrate them into their regular speech. Finally, the third lesson, "Hangover," provides a review of the previous lessons and reinforces the use of informal contractions by encouraging students to use them independently in their speech. By the end of this cycle, students will have a better understanding of informal contractions and will be able to use them confidently in their conversations.

**Cycle 2: “Cultural Shock”**

The proposed cycle, titled "Cultural Shock" aims to help students recognize and learn how to use the up and down conjugation in their regular speech. The cycle is composed of four sessions and covers topics such as the use of up and down conjugation in different contexts and situations. The first lesson, "Why So Cold?," will focus on understanding the use of up and down conjugation in questions related to emotions and feelings. In the second lesson, "Where's the Food Coming From?," students will learn how to use the up and down conjugation in questions related to food and cuisine. The third lesson, "2000\$ for an Ambulance," will cover the use of up and down conjugation in conversations related to health and medical emergencies. By the end of the cycle, students will be able to identify situations where up and down conjugations can be used and include them independently into their speech.

### **Cycle 3: “I think i kinda like you”**

The proposed cycle, "I think i kinda like you" aims to enhance students' oral fluency by introducing them to the concept of gap fillers in English. The cycle will consist of three lessons, each with a specific objective. In "Let's Get to Know Each Other," students will be able to comprehend and familiarize themselves with the topic of gap fillers. In "Honeymoon," students will identify the contexts in which gap fillers can be used, and understand how they can incorporate them into their regular speech. Lastly, in "It's Not You, It's Me," students will develop their skills by independently using gap fillers in their spoken English. By the end of the cycle, students will have the necessary skills and knowledge to use gap fillers effectively, and thus improve their overall speaking fluency. Each lesson will focus on a specific aspect of gap fillers and will provide students with the opportunity to practice using them in a variety of contexts.

### **Instructional Design**

The upcoming section will present the initial lesson plan for each cycle. These include Lesson Plan 1 for Cycle 1 titled "Y'all Are Ready to Party?" Lesson Plan 1 for Cycle 2 named "Why So Cold?" and Lesson Plan 1 for Cycle 3 titled "I Think I Kinda Like You." For the remaining lesson plans, please refer to the annexes section.

### **Cycle 1: Yall are ready to party?**

Lesson plan: <b>1.</b> <b>let's get ready</b> First cycle	Session: 1. Familiarization	Time: 1 hour, 50 minutes
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Sesiones 2		
Grade: 11 <sup>th</sup>	Institución:	
Date:		
English Teacher:		
<b>Language contents:</b> <ul style="list-style-type: none"> <li>● <b>Informal contractions</b></li> <li>● <b>Vocabulary related to parties and reunions.</b></li> <li>● <b>Cultural awareness: party culture in the us</b></li> </ul>		
<b>Objectives</b> <p>Students will understand and get familiar with informal contractions in English, recognizing the cultural context around parties, and usage of informal contractions in American English to develop intercultural competence in their language skills</p>		

Procedure		
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>

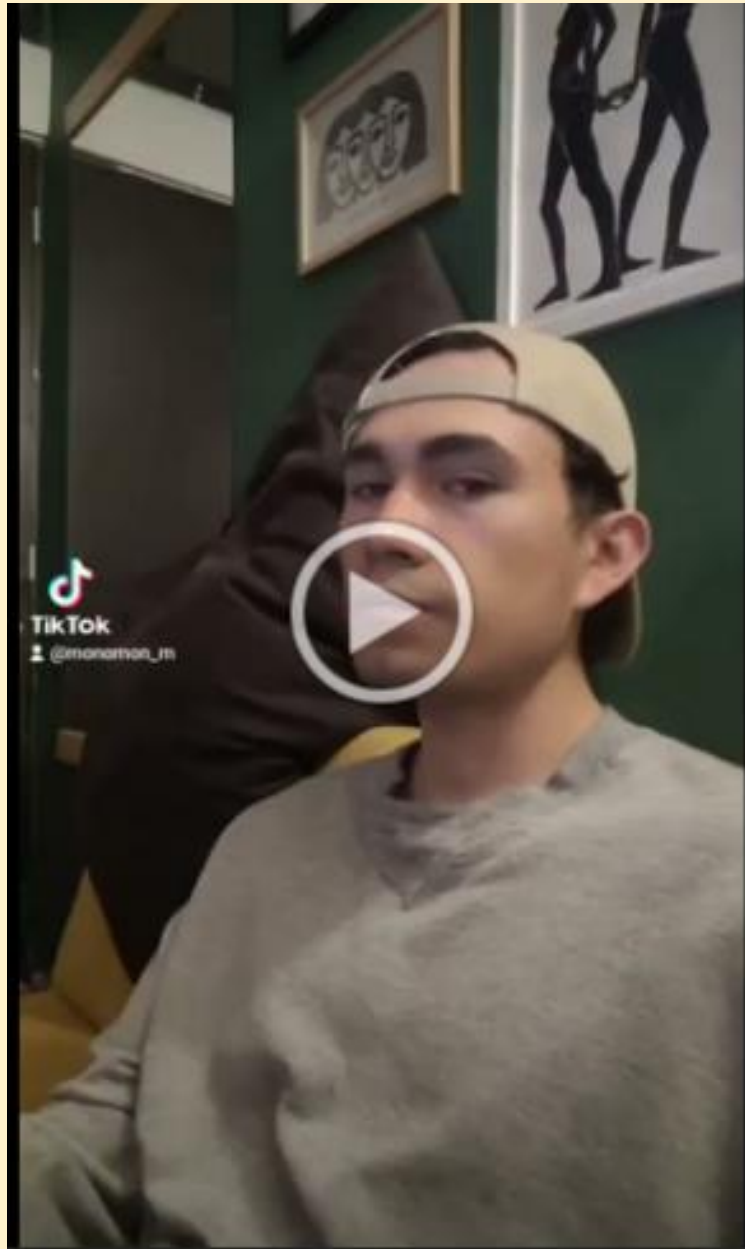
20 min	<p>The lesson will start with active student participation. The warm-up will begin by posing a question to the students: "What are informal contractions?"</p> <p>To illustrate the use of these contractions, a video will be presented. The video shows the use of informal contractions in normal conversations about getting ready for a party.</p> <p>During this activity, students will be provided with examples and encouraged to actively participate by deciphering the meanings and uses of these contractions.</p>	Annex #1: video1, Yall gonna dance?
20 min	<p>A brief vocabulary exercise will be carried out. During this exercise, students will brainstorm a collection of Spanish words that are commonly used in the context of their cultural parties. These identified terms will be recorded in their notebooks. Once the comprehensive list is compiled, students will take part in the process of translating and sharing these words with the entire class. The primary objective of this activity is to facilitate a cultural exchange of party-related vocabulary. It is important to note that this exercise encourages the participation of the entire class, and students are welcome to utilize dictionaries or cellphones for</p> <p>the translation of words.</p>	
40 min	Students will engage in a brief exercise, detailed in the provided guide, to practice using and pronouncing informal	Annex #2: Guide , a quick guide

	<p>contractions. The primary aim of this activity is to ensure that students can accurately pronounce these contractions and understand their origins.</p> <p>Each student will receive the exercise guide (Annex #2), and the class will work through it collectively. The guide focuses on informal contractions and includes tasks such as matching informal contractions with their full forms and filling in the blanks with the appropriate informal contractions.</p>	
30 min	<p>Students will be introduced to the concept of "small talk" through a provided handout (Annex #3), which includes various small talk topics. To practice this skill, students will work with a partner to prepare a brief small talk conversation set in a party scenario. They can jot down their small talk on the last page of the previous guide.</p>	annex #3: small talk handouts
30	To conclude the lesson, students will engage in a discussion	Annex: #4: <a href="#">video</a>



min	<p>regarding their insights and knowledge about party culture in the United States. The teacher will provide examples through the usage of multiple videos illustrating how parties are typically conducted, the various occasions for celebration, the typical duration of such gatherings, and any additional relevant information that may arise during the class discussion.</p>	<p><a href="#">2</a>, american parties, 1 (Adapted from: <a href="https://www.tiktok.com/@graythornian/video/7009647466844785926">https://www.tiktok.com/@graythornian/video/7009647466844785926</a>)</p> <p>Annex: # <a href="#">5</a><a href="#">video 3</a>, american parties, 2 (Adapted from: <a href="https://www.tiktok.com/@nordic_half_god/video/7212788742250188038">https://www.tiktok.com/@nordic_half_god/video/7212788742250188038</a>)</p> <p>Annex #6 <a href="#">video 4</a>, american parties, 3 (Adapted from: <a href="https://www.tiktok.com/@kileylove16/video/7201308163910569262">https://www.tiktok.com/@kileylove16/video/7201308163910569262</a>)</p>
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<i>Annexes</i>	
Annex 1: <a href="#">informal contractions</a> : yall gonna dance?	



Annex 2: guide:[Informal contractions, a quick guide](#)

TEACHER Sergio Hernandez

# INFORMAL CONTRACTIONS

Match the informal contractions with their full forms:

a. gonna

i. am not

b. wanna

ii. you all

c. gotta

iii. going to

d. ain't

iv. have not

e. y'all

v. want to

Fill in the blanks with the correct informal contractions:



a. I'm \_\_\_\_\_ be there soon.  
(gonna / wanna)

b. You \_\_\_\_\_ gotta be  
kidding me!  
(gotta / ain't)



c. They \_\_\_\_\_ told me  
the news.  
(ain't / y'all)

d. We \_\_\_\_\_ go to the  
party.  
(wanna / gotta)



e. \_\_\_\_\_ ready to go?  
(Ain't / Y'all)

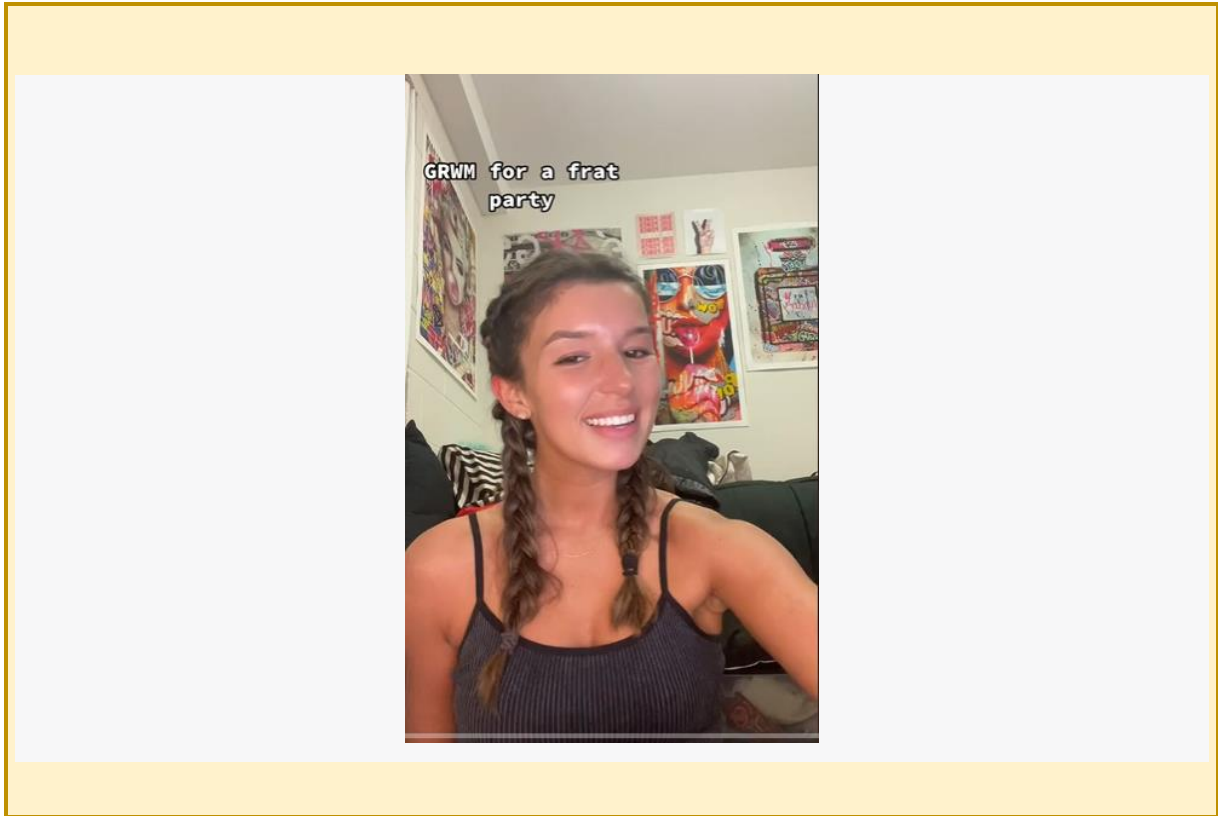


Annex: #4: [video 2](#), American parties, 1



Annex: # [5video 3](#), American parties, 2





**Lesson plan 2: Cultural shock**



Lesson plan: <b>1. Why so cold?</b> Second cycle Session: 2	Session: 1. Familiarization	Time: 1 hour, 30 minutes
Grade: 10th	Institution	
Date:		
English Teacher: Sergio Hernandez Camacho		
<b>Language contents:</b> <ul style="list-style-type: none"> <li>● <b>Introduction to the main topic: Up and down conjugation.</b></li> <li>● <b>Vocabulary related to the main topic: up and down conjugations and cultural shocks.</b></li> <li>● <b>Cultural awareness: cultural attitudes regarding warmness and coldness.</b></li> </ul>		
<b>Objectives</b>  Students will understand and get familiar with Up and down conjugation in English, while recognizing its cultural differences and variations between American culture and their own thus enhancing their intercultural competence in language use.		

Time	Procedure	Materials
------	-----------	-----------

20 min	<p>For an introductory activity, students will be seated at a round table. The teacher will initiate the session with a guiding question: "Do you think Americans are more reserved or expressive?" Students will express their thoughts and ideas within their group. Following this discussion, the class will explore a Twitter thread featuring the firsthand experience of a Jamaican individual visiting the United States. This thread will prompt students to consider the perceptions of people being "reserved" or "expressive," and they will be encouraged to share their own insights within the round table discussion.</p>	<p>Annex #1: Twitter thread (Adapted from <a href="https://twitter.com/Daigoparry12">https://twitter.com/Daigoparry12</a>)</p>
20 min	<p>Students will be given a word soup, in this material they will find some words related to the topic of cultural shock, after all the words are found, students will share their thoughts, "what do they think they mean?", "why are they important?", "what do they actually mean?" .</p>	<p>Annex #2: word soup</p>
20 min	<p>Students will commence with a concise dialogue about their current understanding of "up and down" conjugations. Following this, they will be shown two videos that contain the same content, with one video incorporating "up and down" conjugations and the other omitting them. Students will be actively guided to recognize the key differences between these two versions and to pinpoint instances of "up and down" conjugations. Additionally, they will be encouraged to investigate the definition and functionality of "up and down" conjugations.</p>	<p>Annex #3: up and down conjugations</p>

40 min	<p>In the upcoming activity, students will receive a guide (Annex #2) containing a list of verbs without the "up and down" conjugations. The entire class will engage in this activity together. The aim is to append the "up and down" suffix to these verbs and discern the distinct meanings that this suffix can impart to the verbs.</p> <p>Following this, students will apply their newly acquired knowledge in a sentence-building exercise. They will construct sentences utilizing verbs that have undergone "up or down" conjugation. This exercise serves the purpose of helping students become more comfortable with incorporating this topic into their spoken language</p>	Annex #4: Up and Down guide
20 min	<p>To conclude, a brief activity will be conducted. Students will engage in a role-play exercise, where one of them will respond using only monosyllabic words. The purpose of this activity is to highlight cultural distinctions in terms of interpersonal warmth and coldness during human interactions.</p> <p>The teacher will arrange the pairs, proceed to explain the activity, assign roles, and provide a brief example of how to conduct the activity. Students will apply their prior knowledge of cultural codes related to warmth and coldness in order to engage in the activity.</p>	

40 min	<p>Students will collaborate in pairs, and after 5 minutes of attempting to converse, they will switch roles. While some suggested topics will be provided, such as</p> <ul style="list-style-type: none"> <li>● The weather</li> <li>● Current news</li> <li>● Christmas Eve parties</li> <li>● A typical workday</li> </ul> <p>Students are free to select their own discussion topics. They will have time to prepare and present their role-play scenarios. then will carry them on, the teacher will be passing around to provide feedback.</p>	

### *Annexes*

#### Annex #1: twitter thread



**Daigo parry**  
@Daigoparry12



so i want to share what happend to me when i was in portland oregon, sum crazy stuff, but i guess normal for yall, here comes a thread

7:06 PM · jan 12, 2023 · 1,2k Views

View post engagements



**Daigo parry**  
@Daigoparry12



so basicaly i was visiting some friends, im from jamaica, and i came visiting for the holidays, never been in the us, so i was pretty exited

7:06 PM · jan 12, 2023 · **2 k** Views

View post engagements



**Daigo parry**  
@Daigoparry12



everthing normal, speding time with my friends, arrived safely, but 3 days into my visit, i just wantet to dissapeard, and appeard again in jamaica, it was awful

7:06 PM · jan 12, 2023 · **1,3k** Views

View post engagements



**Daigo parry**  
@Daigoparry12



everyone seemed so rude, nobody said good morning, there was no one to say goodmorning to, cause everything was sooo far away, everyone minding their own bussines (kinda cool tho) but so distatnt to me

7:06 PM · jan 12, 2023 · **1.2k** Views

View post engagements



**Daigo parry**  
@Daigoparry12



i am use to the usual, hi, hello, good morning man, how you doing?, to people you dont know at all, but here, idk if is sum portland thing, but it was so boring, and i felt so unwelcome

7:06 PM · Jan 12, 2023 · **1,5k** Views

View post engagements



**Daigo parry**  
@Daigoparry12



had fun with my friends tho, however, after 3 nights, yeah i just wanted to come back, had fun, would not repeat again, next time lets just hang out in jamaica lol

7:06 PM · Jan 12, 2023 · **1k** Views

View post engagements

Annex #4:

**Cultural Shock**

D	Q	R	E	J	R	P	M	W	F	V	M	A	E	T	T	K	J	Q	D	C	O	G
K	Z	L	C	S	D	C	M	D	U	R	M	F	M	U	D	C	R	K	T	G	H	J
X	L	N	J	G	X	Q	E	N	O	R	M	E	G	E	I	A	J	L	B	V	R	J
O	W	E	Q	R	E	N	G	I	E	R	O	F	X	O	M	C	T	W	J	E	Y	C
C	O	M	M	U	N	I	C	A	T	I	O	N	B	A	R	R	I	E	R	H	Z	S
T	X	J	T	P	F	R	H	Q	Z	Y	X	O	V	A	L	U	E	S	E	R	G	T
J	R	E	X	N	O	I	T	A	T	P	A	D	A	L	A	R	U	T	L	U	C	E
G	N	H	Z	M	L	H	T	Z	C	U	L	T	U	R	E	S	H	O	C	K	F	R
C	E	T	Z	D	J	F	A	C	C	U	L	T	U	R	A	T	I	O	N	S	Q	E
A	A	Z	G	T	Z	S	U	V	S	Z	X	G	L	J	Q	L	R	D	L	O	E	O
N	I	L	X	E	N	O	P	H	O	B	I	A	C	R	K	E	Y	O	F	B	G	T
S	Q	Z	P	M	U	L	T	I	C	U	L	T	U	R	A	L	I	S	M	D	R	Y
T	S	C	A	Y	S	S	E	N	E	R	A	W	A	L	A	R	U	T	L	U	C	P
X	Y	L	J	O	K	N	I	N	T	E	G	R	A	T	I	O	N	V	K	P	W	E
Q	K	D	H	B	O	B	E	T	H	N	O	C	E	N	T	R	I	S	M	P	Y	Y
C	D	W	N	P	T	L	H	S	N	S	D	G	O	K	W	F	J	P	W	I	R	U

Find the following words in the puzzle.  
Words are hidden ↑ ↓ → ← and ↘ .

ACCULTURATION	ETHNOCENTRISM	STEREOTYPE
COMMUNICATION BARRIER	FOREIGNER	VALUES
CULTURAL ADAPTATION	INTEGRATION	XENOPHOBIA
CULTURAL AWARENESS	MULTICULTURALISM	
CULTURE SHOCK	NORM	

Annex #3: [up and down conjugations](#)



Annex #2:  
[up and down](#) guide



NAME

TEACHER Sergio Hernandez

CLASS

DATE

# MODAL VERBS

## UP - DOWN

Read the following sentences and choose whether to use 'up' or 'down' as the correct modal verb.



1. I'm sorry, I can't hear you. Can you speak  
\_\_\_\_\_ a bit, please?

2. Could you please write the address  
\_\_\_\_\_ for me? I don't want to get lost.



3. You should slow \_\_\_\_\_ when you  
approach the curve in the road.

4. Can you turn \_\_\_\_\_ the TV? It's too  
loud.



5. I'm feeling a bit tired. I think I'll lie  
 ----- and take a nap.



6. You need to clean ----- your room  
 before your friends come over.

7. I'm trying to cut ----- on sugar, so  
 I'm not eating as much candy.



8. I don't want to forget anything on  
 my trip, so I'm writing everything  
 ----- in a checklist.

9. Hurry -----! We're gonna be late.



10. You have to warm ----- before  
 basketball practice.

**Cycle 3: I think I kinda like you**

Lesson plan: <b>1.Lets get to know each other</b> Sessions: 2 Cycle: 3	Session: 1. Familiarization	Time: 2 Hours
Grade: 10 <sup>th</sup>	Institution:	
Date:		
English Teacher: Sergio Hernandez Camacho		
<b>Language contents:</b> <ul style="list-style-type: none"> <li>● <b>Review of the main topic: Gap fillers.</b></li> <li>● <b>Vocabulary related to the main topic: gap fillers and relationships in American culture.</b></li> <li>● <b>Cultural awareness: dating culture.</b></li> </ul>		
<b>Objectives</b> <p>Students will understand and become familiar with the cycle topic, gap fillers in English, particularly in the context of dating culture in the United States.</p>		

Time	Procedure	Materials
30 min	<p>The class will be accommodated in a roundabout table to encourage conversations and share the students ideas, the teacher will begin the session with a question that will guide the conversation: “what do you think is different in an american relationship?” students will share their opinions regarding relationships in american culture.</p> <p>Students will watch a video from a dating show named "90 Day Fiancé." This video will depict the relationship between an American man and a Colombian woman. After viewing the video, students will engage in a round-table discussion in response to the question: "Would you consider being in a relationship like this?" This discussion will prompt students to express their opinions on the cultural differences they find appealing or unappealing in a dating context.</p>	<p><a href="#">Annex 1</a>: 90 day fiance. (Adapted from: <a href="https://www.youtube.com/watch?v=AzBjqOCP0Qk">https://www.youtube.com/watch?v=AzBjqOCP0Qk</a>)</p>

20 Min	<p>A vocabulary activity will be conducted where students will share any words they found confusing in the video, and these words will be explained to the entire class. If students do not bring up certain words, the teacher will inquire about the meanings of these words. Some examples include:</p> <ul style="list-style-type: none"> <li>● Date</li> <li>● Move forward</li> <li>● Partner</li> <li>● Husband</li> <li>● Relationship</li> <li>● Date plan</li> </ul> <p>Additionally, any other words that students may encounter in the video or otherwise will also be shared and explained.</p>	
30 min	<p>In the upcoming activity, students will be introduced to the concept of gap fillers. They will watch a video (Annex 1) illustrating the use of gap fillers in everyday conversations. Afterward, students will be prompted to share their thoughts on the question, "Are gap fillers useful?" in relation to the video they just watched.</p> <p>Following this discussion, a brief explanation of gap fillers will be provided based on the insights shared by the students. Additionally, there will be an explanation about how relationships function in different cultures, with a particular focus on American culture.</p>	

30  
min

Moving forward, students will receive a set of gap fillers that will be employed during our session today. The teacher will meticulously explain the purpose and appropriate contexts for each of these gap fillers. To facilitate understanding, students will revisit the previously watched videos and identify situations where they can insert a gap filler to enhance the flow of conversation.

The selected gap fillers for today's session include:

- I mean
- Like
- You see
- You know
- Or something
- Well
- Just
- So
- I guess
- Right
- I think

This exercise aims to reinforce the practical usage of gap fillers in real conversational scenarios.

30 min	<p>Students will receive a set of relationship-related scenarios, centered around the concept of speed dating. In these scenarios, students will be tasked with incorporating the provided gap fillers appropriately. The scenarios include:</p> <ul style="list-style-type: none"> <li>● Meeting someone at a party.</li> <li>● Meeting someone through a dating app.</li> <li>● Being introduced to someone by a friend.</li> <li>● Meeting someone at an emergency room.</li> <li>● Meeting someone at work.</li> </ul> <p>To facilitate this activity, students will pair up, select a scenario, and assume roles related to the dating context. They will engage in conversation using the allocated time frame while integrating the gap fillers. This exercise encourages practical application of gap fillers in various relationship scenarios.</p>	
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## Annexes

[Annex 1](#): 90 day fiance



## CHAPTER 5: Conclusions and Implications

### Implications

To effectively implement this pedagogical proposal aimed at enhancing English fluency through intercultural competence and colloquialism, several key institutional requirements need to be in place. First and foremost, access to technology and resources is essential for the development and maintenance of a dedicated website that will serve as a central hub for students to access essential content. Furthermore, the institution should encourage an interactive and immersive classroom environment, possibly requiring flexible classroom setups, multimedia equipment, and access to online platforms. Faculty training and professional development programs focusing on intercultural competence and colloquialism should also be considered to prepare teachers for effective implementation. Lastly, a flexible schedule or class structure may be necessary to accommodate activities like role plays, small



talk sessions, and party simulations, which may not fit the traditional educational model. By providing these resources and support, the institution can enable the successful realization of this innovative pedagogical approach.

The successful implementation of this pedagogical proposal also depends on active and engaged participation from the students. To make this innovative approach effective, students must be open to adopting a more interactive and informal learning style, which requires a departure from traditional classroom structures. They should be prepared to engage in activities like role-playing, party simulations, and small talk sessions, where informal contractions and colloquial language are the focal points.

Additionally, students should be proactive in using the provided resources, including the specialized guides and videos, both in and outside of the classroom. Taking the initiative to familiarize themselves with the materials and participating actively in discussions, debates, and collaborative tasks will be key to grasping the nuances of colloquialism and intercultural competence. Cultural sensitivity and the ability to embrace and respect the differences in American and Colombian cultural norms are also essential. A genuine willingness to explore and understand the American way of life, particularly in social and informal contexts, will contribute to the success of this proposal. Moreover, students should be willing to share their own cultural perspectives and experiences, fostering a productive cultural exchange within the classroom. In sum, the institution's effort to provide resources and support must be met with enthusiasm, adaptability, and a proactive attitude from the students for this innovative pedagogical proposal to thrive and accomplish its goal of enhancing English fluency and cultural competence.

Implementing this pedagogical proposal also necessitates contributions and support from the English teaching field, including educators and instructional designers. First and

foremost, educators should be well-versed in the principles of communicative language teaching and proficient in the nuances of colloquialism. A comprehensive understanding of how language functions in real-life situations, informal contexts, especially in American culture, is vital. Instructional designers play a crucial role in this initiative by creating specialized teaching materials such as guides, videos, and interactive resources tailored to this unconventional approach. These materials should not only provide a rich immersion into colloquial language but also be culturally sensitive and relevant to both American and Colombian contexts. Furthermore, educators and designers should collaborate to establish an effective framework for student assessment. Given the informal and conversational nature of the proposal, traditional assessment methods like exams may not be the most suitable. Instead, innovative assessment approaches, such as performance assessments, real-life situational evaluations, and portfolio assessments, should be considered to reflect the acquired colloquial skills and intercultural competence.

Furthermore, the successful implementation of this proposal hinges on several other critical implications. First and foremost, the individual responsible for designing and applying this proposal must be well-versed in the nuances of English language teaching and intercultural competence. They need to dedicate significant time, effort and mindful criteria to craft and select material that is not only linguistically instructive but also culturally enlightening. The creation of custom guides, videos, and supplementary material is a demanding task that demands a commitment to quality. Additionally, the designer must foster an open-minded perspective, remaining receptive to student feedback and cultural differences, as well as the pivotal point of the proposal, colloquialism and informal language. This flexibility and willingness to adapt the curriculum as needed are key to ensuring that the proposal resonates with the students and achieves its objectives effectively. Moreover, the designer should

encourage creative thinking and a dynamic approach to teaching, aiming to keep the classroom environment engaging and conducive to language acquisition. These implications collectively form the foundation of a pedagogical approach that has the potential to address the English proficiency challenges and cultural diversity in Colombia's educational environment.

### **Limitations**

Despite its potential benefits, this pedagogical innovation proposal may encounter several limitations in its implementation. Firstly, there may be resistance from both educators and students who are accustomed to more traditional, formal language instruction methods. The shift towards colloquialism and informal speech may face skepticism and resistance, as it deviates from conventional academic standards. Moreover, the effectiveness of this approach may vary depending on individual student backgrounds and their prior exposure to English colloquialism. Students with limited exposure to English-speaking cultures may struggle to grasp the cultural nuances embedded in colloquial language, potentially hindering their fluency development. Additionally, evaluating the success of this proposal in terms of improved English fluency may pose challenges, as conventional language proficiency assessments may not adequately capture the impact of colloquialism and cultural immersion. Addressing these limitations will be crucial for the successful implementation and assessment of this innovative pedagogical approach.

Another potential limitation of this proposal pertains to the resources and training required for its effective execution. Introducing a pedagogical shift towards intercultural colloquialism demands a considerable investment in instructional materials, training programs for teachers, and access to culturally immersive experiences. Not all educational institutions may have the necessary resources readily available, potentially limiting the feasibility of adopting this approach on a broader scale. Moreover, ensuring that teachers are well-prepared

to navigate the complexities of intercultural colloquialism and facilitate meaningful cultural experiences for students can be a time-consuming and resource-intensive endeavor. Furthermore, the success of this proposal relies on the willingness of educators to embrace and adapt to this innovative approach, which may encounter resistance due to unfamiliarity or lack of training. Lastly, assessing the impact of this pedagogical innovation on long-term English fluency and cultural competence may require extended periods of observation and data collection, making it challenging to provide immediate feedback on its effectiveness. Despite these potential limitations, addressing them proactively through professional development and resource allocation can enhance the likelihood of successful implementation and positive outcomes for EFL students in Colombia.

Another significant limitation in implementing this proposal arose from the COVID-19 pandemic. Despite the pandemic's end and a return to in-person classes, the institution still encountered challenges in facilitating the necessary group interactions. The proposed lesson plans demanded face-to-face engagement and interpersonal dynamics. Unfortunately, the institution faced logistical difficulties in organizing these group gatherings, even in a post-pandemic setting. The transition back to classrooms, combined with evolving educational priorities, meant that resources and support for extracurricular initiatives, like this proposal, were not readily available. As a result, the implementation of the proposal encountered unforeseen difficulties arising from the institution's constraints, which were related to the pandemic's resurgence.

### **Further research**

Further research in this area could delve into the long-term impact of incorporating intercultural colloquialism into EFL classrooms. This investigation should explore how students' enhanced fluency and cultural competence developed through this pedagogical

innovation translate into real-world scenarios, such as employment opportunities, cross-cultural communication, and global engagement. Additionally, examining the sustainability of this approach over time and across different grade levels can provide insights into its scalability and adaptability within diverse educational contexts. Furthermore, future studies might investigate the effectiveness of various teacher training programs and resource allocation strategies to determine the most efficient and practical ways to implement this innovation on a larger scale. Finally, exploring the perceptions and attitudes of students, teachers, and parents towards this innovative approach can yield valuable information on its acceptability and potential challenges, informing strategies for its successful integration into the Colombian EFL curriculum.

## Annexes

Lesson plan: <b>2.Wanna dance?</b> First cycle Sesiones: 1	Session: 2. Practices and uses	Time: 1 hour, 30 minutes
Grade: 10 <sup>th</sup>	Institución:	
Date:		
English		

**Language contents:**

- Review of Informal contractions
- Vocabulary related to the main topic: American parties and informal contractions
- Cultural awareness: party culture in the us

**Objectives**

Students will identify in which cases informal contractions can be used and how they can include them into their regular speech, recognizing the cultural nuances of informal contractions and their role in American English conversations regarding the main topic, American party culture.

<b>Time</b>	<b>Procedure</b>	<b>Materials</b>
30 min	<p>Students will be introduced to the concept of party games, which are prevalent in American culture, known for their distinctions from our own. To simulate a culturally rich environment and promote informal language use, students will engage in various popular party games, including:</p> <ul style="list-style-type: none"> <li>● Two Truths and a Lie</li> <li>● Who Am I?</li> </ul> <p>Comprehensive instructions for these games will be provided to the entire class. The teacher will present a series of videos in each explanation, which is a quick example on how this is played. Students will be encouraged to incorporate informal contractions into their</p>	Annex #1: Game instructions

	interactions, facilitating a nuanced exploration of American cultural practices. (See Annex #1 for additional details.)	
30 min	Students will self-organize into groups of 4-5 students. They have the flexibility to choose the games they wish to play, with no restrictions on the number of games or rounds. The emphasis is on trying different games, fostering an informal atmosphere, and consistently applying informal contractions in their interactions.	
30: min	To conclude, students will engage in a focused brainstorming activity alongside the teacher. This activity will take place in a roundtable format, where students can raise their hands to contribute, or the teacher may select participants as needed. Together, they will explore the similarities and differences between American party culture and their own. they will take notes if necessary in their notebooks, if not, they will express their ideas as they come. Students will be encouraged to actively participate and utilize informal contractions in their discussions. The goal is to create an open and informal space for students to freely exchange insights about the cultural distinctions they identified in the earlier activity.	

### *Annexes*

#### **Annex 1 Game instructions:**

#### **Two truths and a lie, procedure**

## 2 TRUTHS AND A LIE

"Two Truths and a Lie" is a game where one person shares three things about themselves. Two are true, and one is a lie. The others have to guess which one's the lie.

After everyone guesses, the person says which one was the lie. Then it's the next person's turn.

You can play with as many people as you like, and you can keep playing as long as you want.

The trick is to make your lie sound like it could be true, so it's hard to guess. It's a fun way to learn about each other and practice spotting lies. Enjoy!

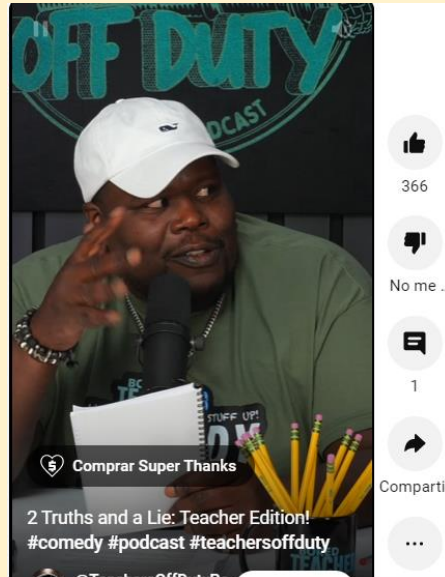
To better explain this rules, teacher will play some examples:

[2 truths and a lie, 1](#) (Adapted from: [https://www.youtube.com/shorts/\\_Wmn1xQVouw](https://www.youtube.com/shorts/_Wmn1xQVouw))

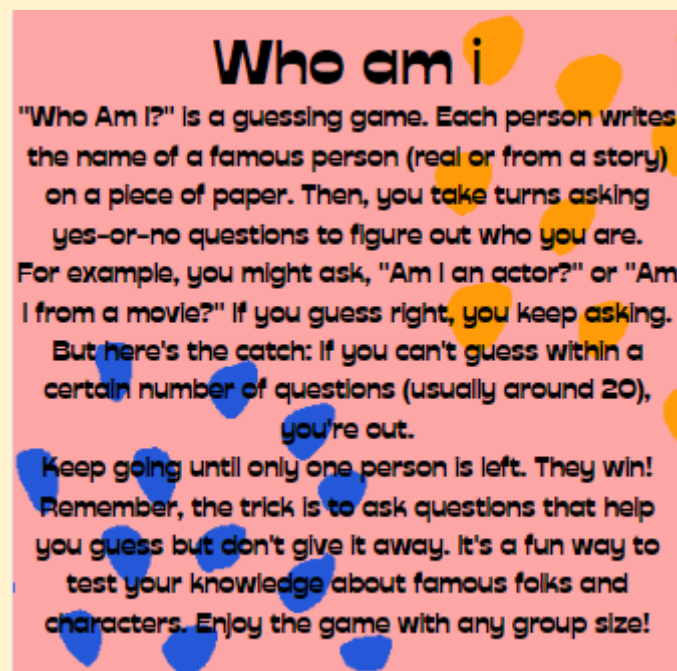


[2 truths and a lie, 2](#) (Adapted from: <https://www.youtube.com/shorts/YkVacH3dS6o>)

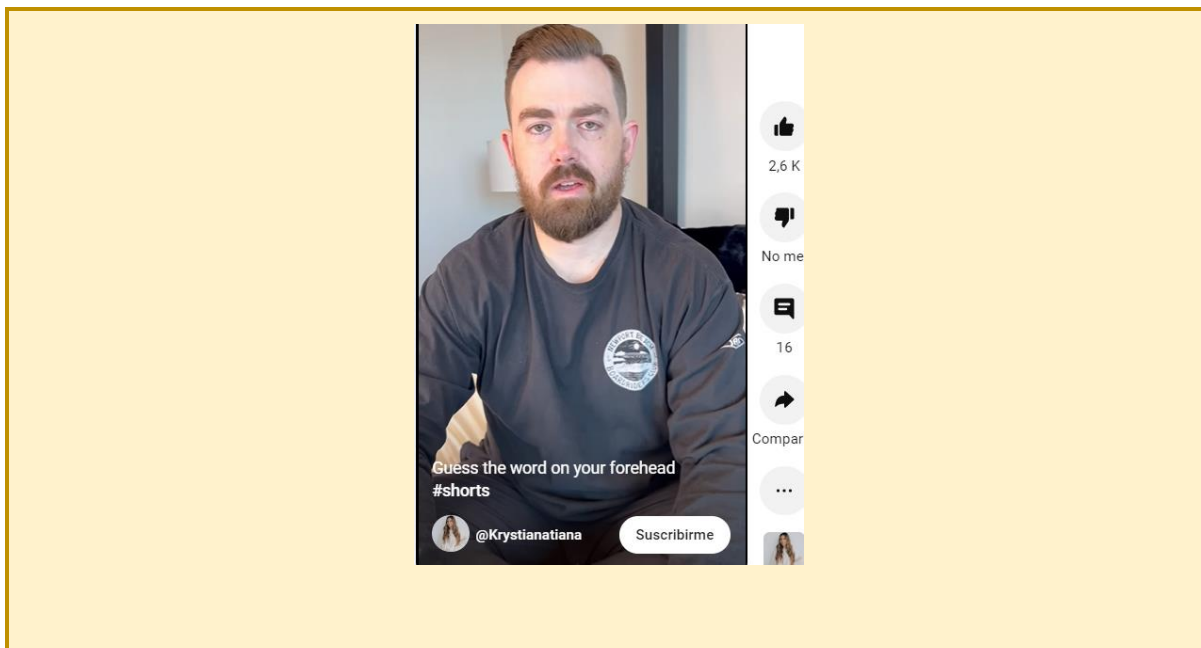




### Who I am, procedure:



to better explain this the teacher will play a video: [guess the word](https://www.youtube.com/shorts/9JfEd1bP_oY) (Adapted from: [https://www.youtube.com/shorts/9JfEd1bP\\_oY](https://www.youtube.com/shorts/9JfEd1bP_oY))



Lesson plan: <b>3.Hangover</b> First cycle Sesiones: 1	Session: 3. Independent use	Time: 1 hour, 30 minutes
Grade: 10th	Institución:	
Date:		
English Teacher: Sergio Hernandez Camacho		

### Language contents:

- Review of the main topic: Informal contractions.
- Vocabulary related to the main topic, American party culture and informal contractions.
- Cultural awareness: party culture in the us.

## Objectives

Students will independently use and include informal contractions into their speech while considering the intercultural context, regarding American party culture demonstrating an understanding of their appropriate usage in American English and their cultural significance in casual conversations.

Time	Procedure	Materials
30 min	<p>The teacher will organize the students into small groups and furnish each group with a document featuring diverse American party scenarios. (Annex 1)</p> <p>The students will carefully read through their assigned scenarios (provided in Annex #1) and deliberate on how they intend to portray their roles within these scenarios.</p>	Annex #1: Party scenarios
40 min	<p>Subsequently, the students will engage in role-play exercises, incorporating the informal contractions they've learned earlier in the lesson.</p> <p>Throughout this activity, the instructor will move about the classroom, offering assistance and feedback as required. It's important to note that students will be prompted to incorporate the informal contractions into their role-play dialogues.</p>	
40 min	<p>As a concluding activity, the small groups will disband, and the entire classroom will come together to simulate a</p>	

collective party atmosphere. The students will take all the cultural information regarding the party in an American setting and will begin a role play.

Students will have a 40-minute period to simulate an American party, engaging in small talk, playing party games, and chatting throughout. The goal is to encourage students to maintain an informal and conversational atmosphere, using informal contractions.

The teacher will assume the role of the host and move around the classroom, engaging with students and offering feedback.

Students will be motivated to mingle, socialize, and apply their knowledge gained from the previous lessons about American party culture and the use of informal contractions in a practical, interactive setting.

### *Annexes*

Annex #1: Party scenarios.

1.

You arrive at the party and don't know anyone there. What do you do?

You want to introduce yourself to someone you find interesting. What do you say?

You're at the food table and someone takes the last of your favorite snack. How do you react?

You notice someone you know has had too much to drink. What do you do?

You're having a conversation with someone and you realize you have nothing in common. How do you politely end the conversation?

You see someone you've been avoiding at the party. How do you handle the situation?

Someone spills a drink on your clothes. How do you react?

Lesson plan: <b>2.A</b> <b>diverse city?</b> second cycle Sesiones 2	Session: 2. Practices and uses	Time: 120 minutes
Grade: 10th	Institución:	
Date:		
English Teacher: Sergio Hernandez Camacho		
<b>Language contents:</b> <ul style="list-style-type: none"> <li>● Review of the main topic: Up and down conjugations.</li> <li>● Cultural awareness: diversity in American cities.</li> </ul>		

### Objectives

By the end of this activity, students will have gained a comprehensive understanding of the usage of "Up and down" conjugations and will be able to discern the contexts in which these conjugations can be appropriately employed in cultural context.

Time	Procedure	Materials
30	<p>The warm-up question to initiate the session is: "Where are you from?" students will be selected to participate and share their ethnicity.</p> <p>To foster active participation, a video (Annex 1,) will be presented to guide the discussion and inspire student involvement. Students will be seated at a round table and encouraged to brainstorm their thoughts.</p> <p>The video will feature a participant attempting to guess the ethnicity of the person in front of them. The individual in front will share information about their experiences and family background. Students will then be prompted to generate ideas based on the following question: "Can I recognize this many ethnicities within my city?" Following this, students will be encouraged to participate in a brainstorming session, or they may be</p>	<p><a href="#">Annex 1: guess my ethnicity (Adapted from: <a href="https://www.youtube.com/watch?v=DIgyHcGuE6c">https://www.youtube.com/watch?v=DIgyHcGuE6c</a>)</a></p>

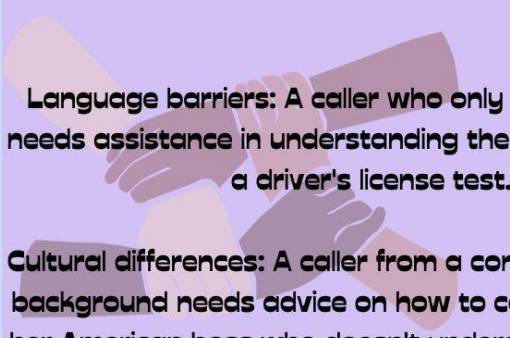
	<p>selected to share their thoughts on the matter.</p> <p>By incorporating the learned conjugations into their responses, the videos will address themes related to ethnicity, race, nationality, and perceptions of these concepts. Initially, students will investigate their own identities, and collaboratively, they will work to analyze these notions within an American context, extracting insights from the videos.</p> <p>The primary aim of this activity is to introduce students to the cultural diversity prevalent in many American cities.</p>	
30 min	<p>In the following activity, students will collaborate in pairs. The activity revolves around the concept of a helpline for foreigners in a metropolitan area. Each pair of students will receive a set of scenarios (refer to Annex #2) that pertain to specific communities. They will assume the role of helpline operators and respond to these scenarios as part of their task. The scenarios will be distributed to students in pairs, allowing them to prepare for the activity. The detailed scenarios can be found in the provided annex.</p>	Annex #2: helpline handouts
50 min	<p>Students will deliver their presentations to the teacher, and for the whole class, students will listen to their partners, and make comments about the situation selected, incorporating the conjugations and information provided in the guides.</p>	

Annex 1: guess my ethnicity



**Annex #2: Helpline handouts**





**Language barriers:** A caller who only speaks Spanish needs assistance in understanding the requirements for a driver's license test.

**Cultural differences:** A caller from a conservative Muslim background needs advice on how to communicate with her American boss who doesn't understand her cultural beliefs around modesty.

**Legal issues:** A caller who is undocumented needs help understanding the process for applying for a work visa.



**Social isolation:** A caller who is new to the US and has trouble making friends feels lonely and wants to know about cultural events and social gatherings in the area.

**Health concerns:** A caller who doesn't have health insurance needs help finding a low-cost clinic for a medical checkup.

**Housing and employment:** A caller who recently lost his job and is facing eviction needs help finding emergency housing and job leads.



**Education:** A caller who recently moved to the US wants to enroll in college but is unsure of the admission requirements and needs advice on the ESL program.

**Financial issues:** A caller who recently lost her husband needs help accessing his bank account to pay for funeral expenses.

**Emergency situations:** A caller who is trapped in a flooded area during a hurricane needs help contacting emergency services for rescue.



**Domestic violence:** A caller who is a victim of domestic violence needs help finding a safe shelter and accessing legal assistance to file a restraining order against her abuser.

Lesson plan 3: <b>.2000\$ for an ambulance</b> Second cycle Session: 2	Session: 3. Independent use	Time: 1 hour, 30 minutes
Grade: 10 <sup>th</sup>	Institution:	
Date:		
English Teacher: Sergio Hernandez Camacho		
<b>Language contents:</b> <ul style="list-style-type: none"> <li>● Review of the main topic: up and down conjugation.</li> <li>● Vocabulary related to the main topic: cultural shock regarding health and up and down conjugations.</li> <li>● Cultural awareness: american health system.</li> </ul>		
<b>Objectives</b> <p>Students will use and include independently <b>Up and down conjugation</b> into their speech regarding American culture and their health system .</p>		

Time	Procedure	Materials
20 min	The warm-up question guiding this activity is: "What do you understand about healthcare?" "What do you think about our health system?" "What do you know about the American health system?" "Do you think ours is better? or	<a href="#">Annex 1</a> : Colombian health system vs American health system. (Adapted from:

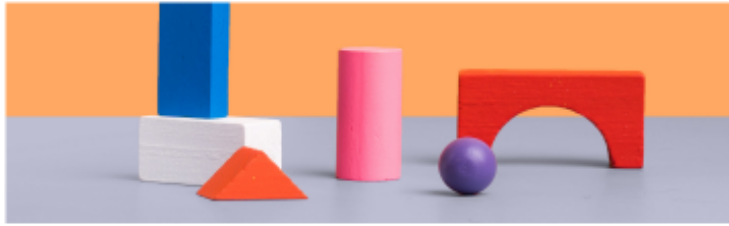
	<p>theirs?” In this activity, students will share their ideas about the topic based on their existing knowledge.</p> <p>To promote participation and provide guidance, a video comparing healthcare in the US to healthcare in Colombia (Annex 1) will be presented. students then will be asked again the same questions, now, comparing both systems.</p> <p>To facilitate participation, students will be seated in a round table format and encouraged to use the conjugations when sharing their ideas. They will be invited to share any relevant experiences related to the healthcare system topic and make connections with the content presented in the video.</p>	<p><a href="https://www.youtube.com/watch?v=QWlypy_zJzE">https://www.youtube.com/watch?v=QWlypy_zJzE)</a></p>
40 min	<p>Students will engage in an activity in which they respond to scenarios presented by the teacher. The purpose of this activity is to enhance their familiarity with the topic and prepare for the upcoming task. The scenarios are as follows:</p> <ul style="list-style-type: none"> <li>● An ambulance ride costs \$1500.</li> <li>● The expense of giving birth is \$4500.</li> <li>● Not everyone is eligible for insurance.</li> <li>● The military provides its members with free healthcare.</li> <li>● All hospitals operate as private companies.</li> <li>● Emergency room visits can incur costs of up to \$10,000.</li> <li>● Many Americans travel abroad for dental appointments.</li> </ul>	

	In groups of three, students will be encouraged to express their opinions and provide comments on these scenarios. The teacher will evaluate their responses and offer feedback as needed.	
20 min	Students will request an insurance risk assessment. To prepare for this, they will be provided with essential information through a guide (Annex #2) explaining the nature of insurance risk interviews and offering guidance on how to get ready for such interviews.	Annex # 2: insurance risk assessment
30 min	Students will create their risk assessments by utilizing the guide supplied by the teacher. (Annex 2) They will complete the guide with their personal information.	Annex # 2: insurance risk assessment
20 min	Students will collaborate in pairs, taking turns as interviewers and interviewees, using the risk assessment guide they've completed. then switch roles, for both students to participate equally.	
20 min	Finally, students will present their conversation to the teacher, they will be called in pairs, the teacher will provide feedback as necessary.	

#### Annexes

[Annex 1](#): Colombian health system vs American health system

Annex #2: [guide insurance risk assesment](#)



# Insurance risk assessment

## **This is all you gonna need to know and prepare for your interview**

When someone applies for insurance or wants to renew their policy, the insurance company may ask them some questions to figure out how risky it is to insure them. The questions may be about their health, their lifestyle habits like smoking or drinking, their job, where they've traveled recently, and their finances. The insurance company uses this information to decide how much to charge the person for their policy and what kind of coverage they'll get.

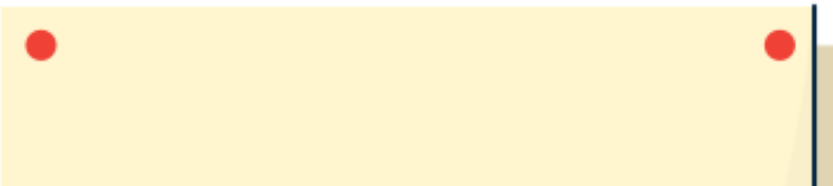
### **What are you going to be asked?**

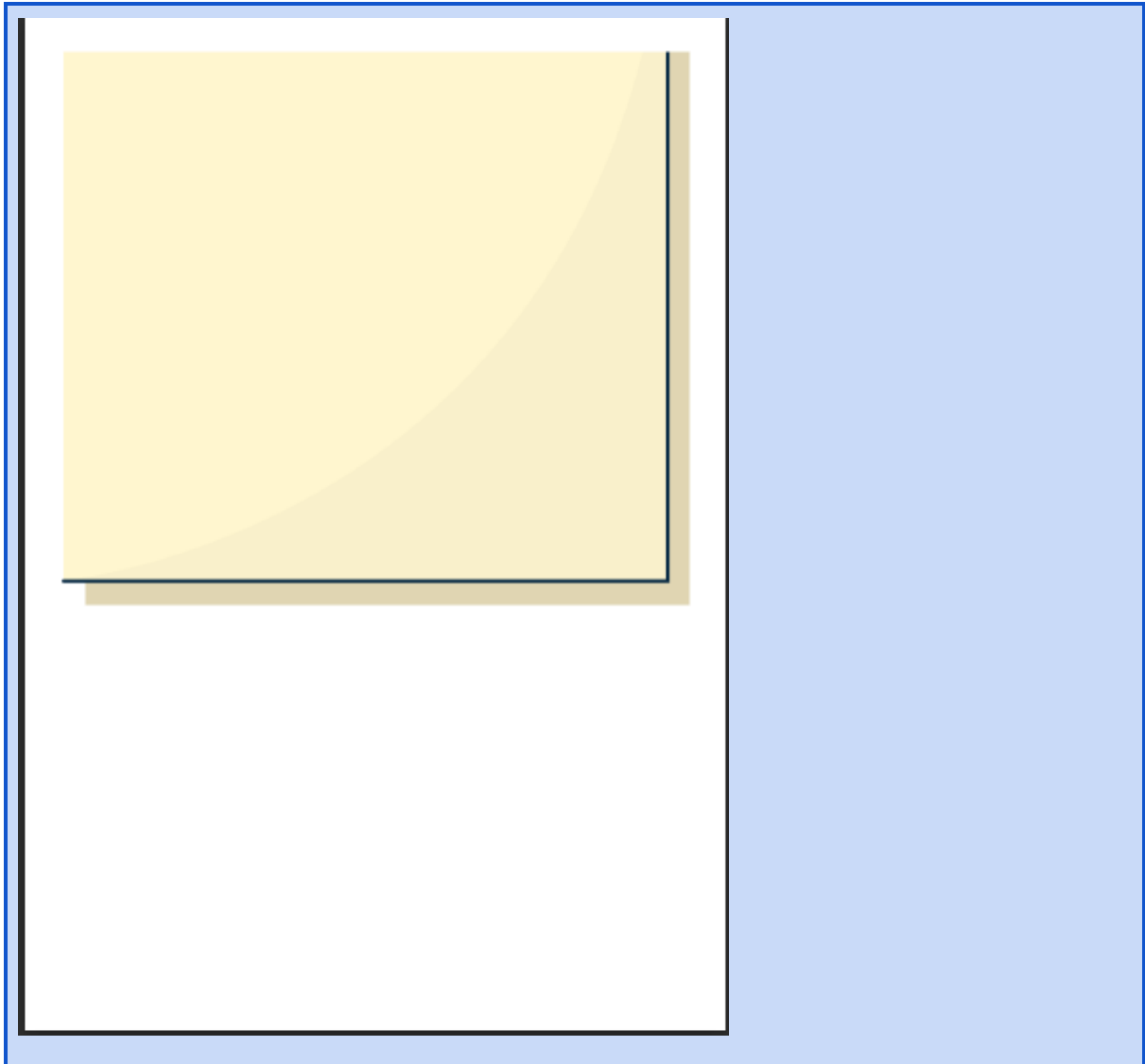
- **Health-related questions: The interviewer may ask about the policyholder's medical history, current health conditions, and any medications or treatments they are currently receiving.**

- **Lifestyle-related questions:** The interviewer may ask about the policyholder's lifestyle habits such as smoking, alcohol consumption, or participation in high-risk activities such as skydiving
- **Occupation-related questions:** The interviewer may ask about the policyholder's occupation and whether it involves any dangerous or high-risk activities.
- **Travel-related questions:** The interviewer may ask about the policyholder's travel history and whether they have recently visited any areas with high rates of disease or political instability.
- **Financial-related questions:** The interviewer may ask about the policyholder's income, debts, and financial obligations to assess their ability to pay premiums and manage financial risks.

**1. For the activity, fill the information that's being asked.  
this will be your very own insurance risk assessment**

1. What is your age, gender, and occupation?
2. Do you have any pre-existing medical conditions or have you ever been hospitalized?
3. Are you currently taking any medications or receiving medical treatment?
4. Do you have any lifestyle habits that could affect your health, such as smoking, drinking alcohol, or engaging in high-risk activities?
5. Have you recently traveled to any areas with a high risk of disease or political instability?
6. Are you currently experiencing any symptoms or health issues?
7. Do you have any family history of medical conditions?





Lesson plan: <b>2.Honeymoon</b> Third cycle sessions: 2	Session: 2. Practices and uses	Time: 1 hours 30 minutes
Grade: 10 <sup>th</sup>	Institution:	
Date:		
English Teacher: Sergio Hernandez Camacho		

**Language contents:**

- Review of the main topic: Gap fillers.
- Vocabulary related to the main topic: gap fillers and relationships in American culture.
- Cultural awareness: into an American relationship.

**Objectives**

Students will identify in which cases the gap fillers can be used and how they can incorporate them into their regular speech, with a particular focus on understanding their usage within the context of dating culture in the United States.

<b>Time</b>	<b>Procedure</b>	<b>Materials</b>
10 min	<p>The teacher will initiate a brief recap of the previously covered topics in the last session. This recap will involve inquiring with students about the meanings and applications of certain gap fillers introduced in the previous class. Additionally, the teacher will seek students' reflections on dating culture in the U.S.</p> <p>Furthermore, the teacher will reintroduce scenarios familiar from the prior class to assess students' performance. Students will once again collaborate in pairs to engage with these scenarios, aiming to provide opportunities for feedback and reinforcement of the concepts discussed earlier.</p>	



30 min	<p>To initiate the warm-up activity, students will be presented with the guiding question: "What activities do couples typically engage in on their first date?" Students will actively respond and participate by sharing their thoughts.</p> <p>Following this discussion, students will be prompted with the question: "What do American couples typically do on their first date?" This query will encourage students to consider cultural differences.</p> <p>Moreover, a brief review of the customs observed by American couples on their first dates will be conducted. This review will be supported by a concise video presentation.</p>	<p><a href="#">Annex 1</a>: first dates (Adapted from: <a href="https://www.youtube.com/watch?v=GuJyFQaOhPk">https://www.youtube.com/watch?v=GuJyFQaOhPk</a>)</p>
40 min	<p>For this activity, students will be provided with a blank dating profile, they will fill out the guide with their information, such as.</p> <ul style="list-style-type: none"> <li>● name</li> <li>● hobbies</li> <li>● age</li> <li>● description</li> <li>● interests</li> <li>● what are they looking for in a partner</li> </ul>	<p>Annex #2: dating profile</p>
40	<p>In this activity, students will share their dating profiles</p>	

min	<p>with their partners. Within this task, students will construct a conversation that aligns with their dating profiles. They will incorporate gap fillers and draw upon the cultural insights previously explored. Following the creation of their conversational profiles, students will individually present their work to the teacher, and they will be excused once they have completed their presentations.</p>	
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Annexes

Annex #1: [Annex #1](#) First date

Annex #2: Dating profile

**Character Dating Profile**

Photo

Name:

Age:

Height:

Occupation:

School:

Sex:

Drinks:

Five words to describe myself:

A review from a friend:

Swipe right if:

When no one is watching I:

<p>Lesson plan:</p> <p><b>3.Its not you, it's me</b></p> <p>Third cycle</p>	<p>Session: 3. Independent use</p>	<p>Time: 1 hour, 30 minutes</p>
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cycle sesiones: 2		
Grade: 10 <sup>th</sup>	Institución:	
Date:		
English Teacher: Sergio Hernandez Camacho		
<p><b>Language contents:</b></p> <ul style="list-style-type: none"> <li>● Review of the main topic: Gap fillers</li> <li>● Vocabulary related to the main topic: Gap fillers and relationships in american culture</li> <li>● Cultural awareness: Breakups in american culture</li> </ul>		
<p><b>Objectives</b></p> <p>Students will use and incorporate gap fillers independently into their speech, with an emphasis on understanding their usage within the context of breakups in the United States.</p>		

Time	Procedure	Materials
	In the upcoming activity, students will watch a video featuring individuals discussing their experiences with breakups. From this video, students will choose several examples. In a group discussion format, students will explore the differences in breakup experiences between the United States and their own culture. During this discussion, they will be encouraged to incorporate gap fillers into their responses, fostering cultural awareness concerning dating customs in the United States.	<a href="https://www.youtube.com/watch?v=RfxU4GE4vWM">Annex 1</a> : worst break up (Adapted from: <a href="https://www.youtube.com/watch?v=RfxU4GE4vWM">https://www.youtube.com/watch?v=RfxU4GE4vWM</a> )

30 min	<p>In this activity, students will form small groups of 3-4 members. The teacher will provide specific communication needs for each situation related to the topic of "Break ups." These needs include:</p> <ul style="list-style-type: none"> <li>● Make a statement less rude or harsh.</li> <li>● Express your feelings.</li> <li>● Make a statement stronger.</li> <li>● Make the statement weaker.</li> <li>● Include the listener in the conversation.</li> </ul> <p>Each group will be tasked with creating a realistic situation that incorporates these communication needs. Afterward, they will act out the scenario, ensuring that all group members are actively involved in the discussion. This activity aims to practice various communication styles within the context of breakups.</p>	
1 hour	Students will take turns presenting their created situations to the rest of the class.	

Annexes:

[Annex 1](#)



**We asked 100 people to tell us  
about their worst breakup.**

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