

**VALUE CONTENT: THE USE OF SOCIAL NETWORKS FOCUSED ON E-  
LEARNING THROUGH MOTIVATION**

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## Chapter 1

### Abstract

Social networks have emerged as a new way of relating and communicating, being present in all areas of our life, including the way we learn. While its use could promote more informal learning, use could promote more informal learning, its influence on current academic processes cannot currently be ignored. The contents are found on the different websites to complement the language training actions. In fact, social networks facilitate the interaction of students to share their ideas and provide an opportunity for students to experience online tools to promote their language skills. Social networks are also a useful medium due to the new reality that the world is going through, they help to guide students who passively focus on learning English since the content found there is attractive for it; thus, social interaction through social media is a kind of stimulus for students to find and create different ways of learning. The pedagogical proposal practiced the use of e-learning for learning English as a foreign language, this proposal was based on the creation of content on social networks as a motivational mechanism in learning EFL, this to find areas of opportunity and innovation in the learning practice. In accordance with the current changes in the world due to the pandemic and the consequences that these brought to society, this pedagogical proposal was not carried out since its methodology is linked to purely virtual work, and the conditions present after these changes do not allow the full development of the proposal. Therefore, it is open for any researcher, teacher, or reader who would like to be guided or learn from it.

**Keywords:** E-learning, motivation, collaborative, social networks, value content.

## Resumen

Las redes sociales han surgido como una nueva forma de relacionarnos y comunicarnos, estando presentes en todos los ámbitos de nuestra vida, incluida la forma en que aprendemos. Si bien su uso podría promover un aprendizaje más informal, actualmente no se puede ignorar su influencia en los procesos académicos actuales. Los contenidos se encuentran en las diferentes webs para complementar las acciones formativas de idiomas. De hecho, las redes sociales facilitan la interacción de los estudiantes para compartir sus ideas y brindan una oportunidad para que los estudiantes experimenten herramientas en línea para promover sus habilidades lingüísticas. Las redes sociales también son un medio útil debido a la nueva realidad que atraviesa el mundo, ayudan a orientar a los estudiantes que pasivamente se enfocan en aprender inglés ya que el contenido que allí encuentran es atractivo para ello; por lo tanto, la interacción social a través de las redes sociales es una especie de estímulo para que los estudiantes encuentren y creen diferentes formas de aprender. La propuesta pedagógica practicó el uso del e-learning para el aprendizaje del inglés como lengua extranjera, esta propuesta se basó en la creación de contenido en redes sociales como mecanismo de motivación en el aprendizaje del inglés como lengua extranjera, esto para encontrar áreas de oportunidad e innovación en la práctica de aprendizaje. De acuerdo con los cambios actuales en el mundo a causa de la pandemia y las consecuencias que estas trajeron a la sociedad, esta propuesta pedagógica no se llevó a cabo ya que su metodología está ligada al trabajo puramente virtual y las condiciones que se presentan luego de estos cambios no permiten el pleno desarrollo de la propuesta. Por lo tanto, está abierto a cualquier investigador, docente o lector que desee ser guiado o aprender de él.

**Palabras clave:** E-learning, motivación, colaborativo, redes sociales, contenido de valor.

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## **Chapter I**

### **Introduction**

Information and Communication Technologies (ICT) are part of the daily life of a large number of people and their foray into our lives is increasing. These are inserted from television to the so-called wearables where valuable content is exposed (teaching-learning-entertainment). In addition, they are in an intangible world, within the Internet. One of those cases is social networks. These allow us to maintain communication with friends and family, to be aware of their actions while we learn news from around the world by subscribing to news sites. According to MEN, (2020), ICTs already play an equally important role. When it comes to education, ICTs are the educational innovation of the moment and allow teachers and students decisive changes in the daily work of the classroom and in their teaching-learning process. These technological means allow us to enter a new world full of information that is easily accessible to teachers and students. Its use and creation have been given through the aforementioned social openness of these tools, that is, to the large number of users of social networks. Using technological tools constantly promotes self-directed learning, which will prepare students to seek answers and make decisions independently. Thus, the focus on e-learning is reinforced in a classroom, in this case, these social media skills can be guided and honed to produce better learning outcomes and critical awareness. Social media also allow students more freedom to connect and collaborate beyond the physical classroom, meaning that students anywhere can begin to experience the globally connected world long before entering the workforce. First chapter explores all these positions related to the implementation of social networks for focused teaching and learning (EFL). Likewise, this proposal was written with the aim of knowing, making use of, and creating content on existing social networks for the teaching and learning of English as a foreign language. thus, with its developing students could find different ways of learning that are attractive to them.

This chapter shows the traits and specifications of the possible participants; additionally, the chapter explains in the corresponding diagnosis the statement of the problem that is based on

demotivation. This proposal, its characterization and problem statement will be based on a documentary review.

### **Characterization**

Academically speaking, this pedagogical proposal is aimed at high school seniors because TICS, its development and use, play an important role in the learning process in young people of secondary education. In Colombia, secondary education lasts two years and in theory is aimed at students between the ages of 15 and 16 (grades 10 and 11). This places Colombia at the bottom of the scale; in most OECD countries (Organización para la Cooperación y el Desarrollo Económico), secondary education lasts between three and four years and is generally aimed at students up to the ages, 16 and 18, (MEN,2016). Academically speaking, in secondary education the interaction of students with people of the same or different age is promoted so that through various scenarios, experiences and learning situations the young person enriches their human and intellectual qualities. Given that these interactions have been fractured due to the global pandemic, the use of technologies has called for connecting young people through social networks and remote work that tends to be of great interest to young people (Duarte, 2003). Thus, the use of social networks in young people in recent years has facilitated communication and collaborative learning and has introduced new forms of work among the actors in the training processes. Meso (2010) presented relevant data from a study carried out, where the success of social networks has been the subject of debates in academic circles, due to the consequences that they have implied for the population; it is said that in the last two years the networks have become the most successful application of the information society: 83 percent of young people use at least one social network. The use of social networks in young people in recent years has facilitated communication and collaborative learning and has introduced new forms of working among the actors in the training processes. Meso (2010) presented relevant data from a study carried out, where the success of social networks has been the subject of debates in academic circles, due to the consequences that they have implied for the population; it is said that in the last two years the networks have become the most successful application of the information society: 83 percent of young people use at least one social

network. For the implementation of this pedagogical proposal, it is relevant to take into account the technological tools that students will learn to use and then create their productions based on academic aspects; therefore, in most cases students should have electronic devices with access to the Internet, this will be essential for the use of social networks such as YouTube, TikTok, Teams, WhatsApp and the blog where all the products made by students and teachers called Blogger would be posted.

As noted above, this pedagogical proposal is intended to be implemented for students in the last grades of secondary school, since they must have prior knowledge of the use of technologies; Also, this proposal can be quite beneficial due to the immersion that young people already have in these technological fields; thus, virtual tools can be used with competitive advantage to work collaboratively among young people, since they are free and accessible platforms, which favor the motivation and interest of students when seeking strategies that benefit their learning.

### **Legal Context**

The Ministry of National Education has established guidelines aimed at improving the level of the English foreign language of Colombians since 2004, where the implementation of the National Bilingualism Program (PNB) was created and started, now it is proposed until 2019, as proposal for improving the quality of English teaching in order to "have citizens capable of communicating in English" (Ministry of National Education, Colombia, 2016, p. 28) from the design of internationally established standards of competence, the idea was to integrate the country into the communication processes in a globalized world. To achieve this objective, different tasks and processes have been carried out, such as the publication of the document of the Basic Standards of Competences in Foreign Languages: English (2006), design The Ministry of National Education (2018) also states that: "The Learning foreign languages is required for research, since much of the knowledge that is generated in the world is published in languages other than Spanish, mainly in English "(Ministry of National Education, Colombia, 2018, p.32). It is a language that increases its prominence as a tool for business and work, knowing how to communicate in another language is an emerging need that affects the possibilities

that people have to function in their social environment based on the Common European Framework for languages.

### **Participants**

Students who could be part of this pedagogical proposal are of eleventh grade. The participants of this pedagogical proposal would be between 16 and 18 years of age. Taking into consideration the general description of this population, its interest is based mainly on situations that occur around them and the effects of this in their life and society. Socially speaking, as claimed by Navarro (2019), young people are more interested in the topics of new technologies, mobile devices, electronic devices, information of the day and of course social networks, and online conversations. Basically, anything that allows them to stay connected, to be aware of their friend's minute by minute and to establish new relationships. According to Suggested Curriculum structure (MEN 2016), the topics to be discussed in educational practice are based on the open argument of problems and solutions, the expression of points of view and the exchange of information through debate are topics of interest that motivate the student to immerse academic.

### **Statement of the Problem**

It is not uncommon for students to lack motivation to create educational content on social networks, since the processes of teaching English as a foreign language are still established by traditional methods; hence, students are unaware of the existence of engaging and interactive audiovisual content on social media that could be beneficial in their learning process. According to Calderon (2020)

The unfair distribution of connectivity, as well as the little exploration of teachers in digital platforms, who do not know how to land content in a digital classroom, are some of the obstacles faced by the instruction of girls and young people. (p. 78)

On the other hand, traditional classrooms still emphasize on writing and reading at the expense of speaking. Teaching speaking represents a great challenge for both EFL teachers and learners who display low achievements in their oral skills; consequently, teachers are not familiarized with the arrival of the

technological age, they do not know its use, the new tools and much less, the existence of social networks that expose valuable content based on the English language, letting go of a different opportunity, didactic and interactive teaching. However, the perceived semi-formal character of social media can limit its use. Especially, from a lecturer perspective. On one hand, students seem more willing than faculty to interact through social media while faculty seem relatively cautious toward interaction with students through different social media platforms; thus, the need to accept and learn about technology and social networks for teaching and learning English are already very visible. According to the Common European Framework of Reference for Languages (CEFR), students are required to submit and give personal information and follow commands in the foreign language. However, if students are not motivated to learn alternatively through social networks, it is very difficult for them to develop the proposed activities satisfactorily. They neither know how to use social networks nor do they have references to guide them so there is no interest, since; in accordance with Huertas (2017, p. 3), one of the reasons why students abandon virtual education is that the information they learn is very abstract and far from real life. This fosters demotivation and therefore interaction and interest in remote education. Following the statements of Savignon (2018, p.23), the communication of human language, of course, takes both oral and written form and takes place in one or more languages where social interaction occurs. According to this, the scenario of social networks is based on social connectivity; thus, if students do not have a rapprochement with new technologies, it will be very difficult for them to produce any type of material, much less have an interest in watching it. As a result, social networks and new technologies remain obsolete and unknown by teachers and students without having any interaction with them and much less learning.

According to the Pedagogical Principles and Guidelines asserted by MEN, adaptability is intimately related to flexibility, and it is understood as the capacity of school to appropriate this curriculum proposal and keep it valid and pertinent, adapting it to its environment and reality (2016, p 24).

Although, social networks are part of our life and communication, they have not been fully implemented or worked as a learning and teaching tool without taking into account that they have been being adapted

in society due to their content of value. For instance, in Colombia, virtual education implies a profound social, economic and political change, because it is a new look at knowledge, an opportunity to have an education that allows inclusion and quality coverage. Therefore, according to Becerra(2018, pp 67), the main challenge of this type of training is to have the recognition of society and the same academy that still thinks that virtual education is only to make documents in PDF format available to students that they can access through a computer, but it has been forgotten that the most important thing is the training model, which implies self-commitment, dedication, and discipline to get it done. On the other hand, collaborative learning can occur between pairs or in larger groups, an aspect that until now would be being implemented in the classroom. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, therefore the lack of this type of learning does not allow through peer instruction, students teach each other by addressing misunderstandings and clarifying issues. misconceptions and what is learning becomes monotonous and individual without having the possibility to explore different ideas, concepts or creations. Therefore, the use and application of new technologies with a different learning alternative creation of experiential experiences and teachers that develop virtual resources, would motivate a close and personalized treatment of the student, who understands their needs, resolves doubts, promotes debate and knowledge sharing.

### **Main Objective**

- Use and create audiovisual content based on E-learning through motivation.

### **Specific Objectives**

- To encourage extrinsic motivation of students through alternative tools for learning English as a foreign language.
- To promote collaborative learning in order to make use of social networks for learning English as a foreign language.

- To foster innovate learning strategies for students

## **Chapter 2**

### **State of Art and Theoretical Framework**

This section presents a conceptual framework designed to explain the adoption of social media in e-learning through the use of online collaborative learning (OCL) in higher education. Social networks in e-learning indicate the transformation of education. However, this learning model seems to have very little impact on the functioning of the institutions. Previous research suggests that an important part of the explanation for the slow adoption of social media in e-learning is due to the many changes in social media that leave academics permanently behind, leaving them, and sometimes students as well, unable to understand the benefits of the panorama of social networks in education (Carpenter & Krutka, 2015). Conditions such as the lack of capacity in institutions, the large number of low-skilled educators with low technological skills, and the resistance of their methodologies to a shift towards a more technologically enhanced learning paradigm could be cited as reasons. Therefore, students do not have an approach to learning through technology, they do not know benefits, tools of the content that can be found on the web; thus, they are not interested and are not motivated to learn and create content that can help them. in their academic practice.

### **Literary Review**

English has been considered the most widely used language in the world, which is why many educational institutions integrate it into the curriculum. When speaking of English as a foreign language, reference is made to learning a language other than the mother tongue, and which is not the one used in the student's daily life and the environment in which they carry out their activities (Mei, 2008). The activities already known for learning English require their innovation depending on the technological and social era in which we are immersed now. Therefore, social networks are a tool to improve the potential of skills when

learning and therefore, the production of the English language, the different research studies to be considered are based on the experience and role of social media in the teaching and learning of English.

This literary review compiles academic writings and reviews findings based on the importance of social media as a tool in teaching and learning English as a foreign language, Also, it shows studies related to the use and effects of social media in higher education settings. The adoption of social media has been steadily increasing. However, most of the research reported focuses on students' perception on the effects of social media in learning considering the learning tool that is the discovery and creation of valuable content.

Integrating Social Media Technology in the Teaching of English as a Foreign Language to Libyan Teenaged Students (2020) was a project carried out by the researcher Elmabruk. It describes the use of social networking media to support the learning and teaching of English in public and private schools. Elmabruk (2020) argues that Libyan EFL teachers are able to integrate such technology inside or outside the classroom to improve English teaching, where media technology, including access to networking sites, would be a positive alternative when introduced. gradually in public and private schools. Social networking can be a short-cut towards rapid and cost-effective development in language teaching in terms of time, money, and effort. EFL teachers, however, need to be properly trained in facilitating the implementation of media technology tools for pedagogical purposes in and out of the classroom.

Here it was possible to discover that teenage generations of English language learners are eager to participate and keep up with interactive media technologies as they are part of everyday life in today's world. In addition, to interactive participation in the affairs of daily life, these social networks allow people to learn at their own pace rather than being tied to their classmates in traditional classroom conditions (Boulton, 2008). The research aimed to investigate the use of social media technology in the teaching of English to teenage learners in private settings and demonstrate whether such an approach can

be beneficial to ELT in Libya. The research also aimed to identify the possible limitations that may impede this approach from being practiced in Libyan public schools. It was possible to see in this study that social networking is known to a considerable number of students, but it is not used for English language learning in particular. On the other hand, English teachers' knowledge of computers, the internet, and social networks is limited. It is assumed, therefore, that if teachers of English do not catch up with their students, a knowledge gap will continue to exist, and the Libyan teachers are likely to struggle with the use of social networking applications for EFL. Whilst some researchers have implied that media often stays archaic, confined to basic writing tasks and surfing around the web, others argue that this has been attributed partly to teachers' modest perception of the role carried out by media technology in language teaching, a state of affairs which implies that using computer is just a platform in which various techniques, methods, and pedagogical beliefs are put into practice. As this research sought to put the Facebook platform into practice, it came up with negative results, since it was not used for educational purposes. Where the findings compared to those of teachers, the findings in adolescent students generally had significantly stronger knowledge regarding the use of modern media technologies, such as mobile phones, computers, the Internet, and social networking sites. The reason behind this raised level of teenaged students' knowledge is that they were born with modern technologies easily available around them and with reasonable cost, whereas most teachers belonged to an older generation who lacked such technological gadgets and were never educated or trained to operate them. Finally, methodologically speaking, the research deals mainly with social media applications; therefore, to provide a satisfactory answer to the questions about the effectiveness of social networks, a mixed method approach was implemented in which quantitative and qualitative methods were used. Basically, three data collection methods were used: questionnaires with teachers and students, semi-structured interviews with teachers, and document analysis.

Applicable social networks for the learning of foreign languages, Mendoza (2017), illustrates new learning alternatives through new technologies and social factors in education have been believed to be relevant over time, such factors are typical of the evolution of society and have suggested radical changes

in the way of transmitting knowledge to students of all educational levels, among these factors the most prominent are social networks. Taking into account the above, it was possible to see that students are willing to study and reinforce knowledge of the subject of English by this means, teachers who are updated in their knowledge and are at the forefront will take this result into account as it is a call to leave the classroom to any other space of time, where those interested have free and spontaneous access with the sole purpose of achieving learning. Taking into account the characteristics of this social network; for young people it is fun to communicate and share feelings, thoughts, images and videos; therefore, when incorporating Facebook in a classroom, students will share their ideas, their feelings, and ideas with the difference that you will do it using the English language; hence, students are so drawn to social media that they find it a useful and interesting way to study. It is important to bear in mind that social networks serve to interact with the elements that make up a virtual community, teachers who support their students beyond an hour of class in a classroom, students who interact at the time of their need to clarify doubts, exchange ideas, give their opinion, be a participant in their own way of learning, taking the resources they consider necessary so that the topic to be dealt with in the subject is valuable, permanent and above all they feel comfortable using it. Besides, it was possible to identify that time which is spent on social networks could be better used, if teachers allowed them to have direct access to this virtual community, being taken as a tool with the purpose of helping them improve their academic performance, without students feeling obligated to use it, this would motivate many of them to do the hours that they dedicate to activities such as chatting, viewing photos, videos or simply wasting time, a true productivity tool with high quality of work. The methodology used was based on the responses to surveys that contain closed-ended questions with the aim of knowing the activities that are carried out by the students on Facebook creating creative content, when using social networks outside the classrooms. Consequently, it is not only more interesting for students and, in turn, a way for teachers to interact with their students when a social network is incorporated in the teaching-learning process. This study provides data which show that students are willing to study and reinforce knowledge of the English subject through technological tools; on the other hand, teachers who are updated in their knowledge would be a fundamental part of the

teaching and learning process since they are aware that leaving the classroom to another space where those interested have free and spontaneous access with the sole purpose of achieving learning can arrive to be beneficial and more attractive to students.

*Authentic videos: a proposal to enhance productive skills within a cooperative learning environment in the EFL classroom* was an action research project carried out by Monzoque (2019). This proposal intended to promote the acquisition of English as a foreign language throughout the creation and production of authentic videos with the help of cooperative learning methodologies. The research was carried out from observations and diagnoses in which it was found that they presented difficulties when communicating written and orally in the foreign language, as well as problems of coexistence among them. As a result, Monzoque (2019) stated that students developed productive skills in the foreign language as well as cooperative work skills. In this way, students gained self-confidence and became able to speak in English about themselves, their tastes, and their context. They also improved coexistence in the course. It is evident that the pedagogical proposal based on the use of social networks specifically Facebook had a positive impact on students. Therefore, authentic videos represented the result of cooperative creation that establishes the use of productive skills speaking and writing; productive skills were also influenced by cooperative learning. Thanks to the continuous exchange with their peers, the students communicated using the foreign language in a real context, developing meaningful experiences in their learning processes. What is more, following the statements of Johnson and Johnson (1999) & McConnell (2013), Cooperative Learning is a didactic approach where students have to perform in a way that both individual and cooperative work together to maximize their learning and help the others to achieve it.

The text *Social media to improve the quality of English of students in the millennium era* (2018) focuses on the importance of digital technology and social networks. Maurlina (2018) shows that students use most social media apps to improve their English are YouTube, Instagram, Facebook and Line due to the entertaining content they find, and which is also exposed and created by a young population. Then,

students' English skills can be improved through social media for listening, speaking, writing, and reading. Students use social media to improve the quality of English in the millennial era because it is fun, interesting, easy to use / access, effective, simple, and informative. methodologically speaking, the participants were 30 students of Class B, the second semester of English Education Department in IAIN Kudus. The English students of IAIN Kudus use various kinds of social media for learning English where they had to write and expose topics of interest on the different platforms most used by young people such as Facebook and Tumblr. Consequently, social media is an online medium that allows its users to easily participate, share, and create work. It is relevant to say that social networks bring a combination of the scope of cyberspace elements in online service products such as blogs, discussion forums, chat rooms, emails, websites causing the increase of use and creation of content of value is higher; besides, students who want something practical can take advantage of social media without having to go to the library, buy books, photocopy books, or borrow books. Students can access conference materials through social media appropriately. There are also teachers who already use social networks as a means of learning. Teachers distributed lecture materials through social media to students to facilitate access or obtaining material. To sum up, social networks and technology in the academic area are here to stay and be used due to their easy access and their attractive content for the new generations.

Taking into account the influence that social networks have had due to its content and this being an interactive implement; the web page as a didactic tool in the learning of vocabulary in English, (2012) was exposed by Bonet (2012) who narrates that nowadays a technological evolution is experienced every day and its influence is growing among the world community. This evolution includes not only the economic sector, but also extends to education worldwide, generating the need to apply a transformation and an update in the teaching processes. This change must also be applied to educational methodologies to include the constant use and interaction by teachers and students with technological tools such as the Web page, which allow improving the technological performance of students, generating a greater degree of motivation towards learning acquisition of knowledge on your part. For

instance, in the teaching of vocabulary in English, the new ICT information and communication technologies provide a great variety of tools and applications that can be used by teachers to diversify teaching methodologies and favor the acquisition of vocabulary in this foreign language, bearing in mind that one of the main challenges that teachers face when teaching English is to ensure that the vocabulary used in class is assimilated and learned effectively by students. A very striking way to learn English was the exposure of topics of interest to the students through the web pages. This research was the condensation of a process of constant interaction carried out with fifth grade students in the evening session of the Nicolás Esguerra National School, where the idea of using the Web page as a didactic tool in the teaching of vocabulary in English had a double purpose; On the one hand, it aimed to increase the learning of vocabulary by students through the development of different activities contained in the Web page in order to facilitate the acquisition and appropriation of vocabulary. On the other hand, it was important to familiarize students with handling these types of pages, motivating them and generating greater interest in learning. As a result, through the study of case and grounded theory, the results showed a better quality in the answers given by the students in the different activities and exercises. In addition, the vocabulary that was explained and worked on in the classes was assimilated and used by the students orally and in writing, a fact that shows a greater acquisition of vocabulary by the students.

According to the increase in the use of social networks for learning English, in the text High school students' perspectives on the use of TikTok for learning English in and beyond the English as a foreign language classroom, Yang (2020) explained that entertainment applications are creating academic learning and teaching formats with attractive content for young people in order to seek innovative alternatives in the academic practice. For example, one of the most popular social media applications in China, Tik Tok, which occupies a place in the international field, comparable to Twitter, YouTube, Instagram, has the largest academic content used and created by young people. Even though, massive relevant studies have suggested that utilizing social media for language teaching can have positive effects on learning performance, limited literature shed lights on the utilization of Tik Tok for educational purposes. Additionally, Audio-visual aids are effective educational tools in language teaching classroom,

especially in communicative language teaching (CLT) classroom, fact which emphasizes the importance of learning a language through real-life communication. Most participants held positive attitudes towards utilizing Tik Tok for English learning in and beyond the EFL classroom. Specifically, participants were expected to use the English-teaching short videos on Tik Tok to improve their English skills, especially for their listening, vocabulary as well as their speaking skills. Among three main types of English teaching videos on Tik Tok, participants preferred authenticity-centered videos the most. This research explored 187 Chinese secondary-school students' perspectives of utilizing a social media application, which is called Tik Tok, for English learning in and beyond the classroom. The results of the research revealed that despite grade differences, the vast majority of secondary-school EFL learners held positive attitudes towards using Tik Tok to learn English in and out of class. In EFL classroom, Tik Tok can be utilized as supplementary video aids to complement traditional in-class English teaching, enriching classroom activities, enhancing their learning motivation and improving their basic English skills. Finally, out of class, Tik Tok can be used as an English learning strategy to expand students' English knowledge, get access to plentiful authentic learning materials and cultivate their English learning interests.

### **Theoretical Framework**

In this theoretical section, it is important to mention that each of the concepts to be explored are highly relevant according to the academic process and practice that would be carried out in the pedagogical proposal. The concepts have relationships between them since it must be taken into account that the development of the pedagogical proposal would be carried out remotely with certain objectives and exercises. The proposed tasks and activities are designed to do remote learning and thus achieve the proposed objectives.

### **Value Content**

When considering the value of content on social media, it is important to understand that content is a far-reaching term. It can include everything from gifs and images to white papers and blog articles as well as

the accompanying copy in the social post. Content plays a crucial role in achieving business and social media objectives such as brand recognition, thought leadership, audience engagement, and lead generation. This allows consolidating a position as a reference destination for customers, whether for entertainment, education or inspiration. Effective content will help build long-term relationships with the audience, which will ultimately lead to increased revenue for the organization. According to Genwords (2019), valuable content is content that helps attract users. It must be planned, organized, and unique; therefore, to achieve good content it is important to define and know the audience, to have a good Blogger who knows how to communicate and transmit the message in order to make it interactive, didactic and entertaining for the audience.

### **Collaborative Learning**

Besides, being attractive approach for the new generations, collaborative learning has a fundamental role in the connectivity of social networks and academic practice due to its social interaction. Online collaborative learning theory focuses on educational applications that facilitate idea generation, idea organization, and intellectual convergence through the internet (Harasim, 2012). This theory was proposed by Harasim and is composed of three intellectual phases: namely, idea generating; idea organizing; and intellectual convergence. Idea generating is the first phase during which the collaborating group is characterized by differing ideas and activities resulting from brainstorming, verbalizing, and generating information, which lead to the sharing of information and subsequently to positions on a problem of interest. Besides, idea organizing mainly focuses on the process of conceptual change, intellectual progress, and a shift towards convergence of ideas to cluster them according to their strengths and relationships or the lack thereof. Intellectual convergence is the third and final phase of the OCL theory and is, in simplest terms, a knowledge construction (Harasim, 2012). Collaborative learning theory manifests into scientific knowledge or hypotheses and social application resulting in knowledge building. Finally, to facilitate the generation of ideas, the organization of ideas, intellectual convergence, and the construction of knowledge in e-learning, social networks and technologies are necessary to facilitate collaborative interactivity in e-learning.

## **E-Learning**

Additionally, E-learning unites two main areas, learning and technology. Learning is a cognitive process to achieve knowledge, and technology is a facilitator of the learning process, which means that technology is used like any other tool in educational praxis, such as a pencil or a notebook, for example. Although this seems quite simplistic and logical, a pencil is a technologically more transparent tool and therefore its use may seem more natural to many. Nowadays, the concept of e-learning, in addition to technology, includes learning strategies, learning methods, and lately it is very much aimed at the vast possibilities of dissemination and connection of content. The trend of the concept no longer means simply the use of a computer or telephone as an artifact in the learning process (Krzywinski et al., 2019).

First, E-learning theory consists of three elements. Besides, E-learning can be defined through a theoretical framework that relates learning technologies, instructional strategies and pedagogical models or constructs. Dabbagh (2015) delegates:

Framework includes multiple dimensions, such as the way people learn (open / flexible way), with the learning strategy (collaboration, exploration, problem solving) and also with technology. It is a pedagogical model, and cognitive models or theoretical constructs that are derived from models of knowledge acquisition or points of view about cognition and knowledge, which form the basis of learning theory. Instructional strategies facilitate learning, such as collaboration, articulation, reflection, and role play, among others. (p. 258)

In addition, E-learning in a social network environment: this learning process is an exchange between people while one person teaches and another learns remotely; it is a shared experience as colleagues explore a new area, define terms, and create common ground; and it is a common experience as students attend classes and lectures together gaining a similar view of the subject and profession. E-learning involves the transfer of information from one person to another, but it also involves feedback,

questioning, and collaborative inquiry. It involves information, but also includes transfer of academic and professional norms, and teaching and acquisition of skills in writing, using equipment, carrying out procedures, and learning to learn. Learning can stand as the only connector between two people, or it may be combined with friendship, social support, and more general services such as academic network or academic communities. According to Monge and Contractor, (2017, p, 34), learning jointly around a common interest can foster a sense of community, with benefits to individuals to their personal well-being, and to the community in advancing joint knowledge, sustaining participation, and promoting continued existence. In these characteristics, the underpinnings of social networks are actors who interact and maintain relationships with each other and with the group as a whole. Relations through E-learning when interacting with peers, specific kinds of exchanges and interactions create the base of connections between actors; similarly, such relations bond ties between actors based on the specific kinds of interactions that characterize a pair's connection as well as networks that describe the combined set of ties among a set of actors.

### **Motivation in EFL Learning**

On the other hand, *motivation* is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task (Bakar, 2015). This author added that motivation reflects in students' choices of learning tasks, the time and effort they devote to them, their persistence on learning tasks, and in coping with the obstacles they encounter in the learning process. According to Luthans (2004, p. 143), motivation is a process which starts with physiological or psychological deficiency or need that activates a behavior or drive which is aimed at a goal or incentives. This is why motivation is referred to as "the reasons underlying behavior" (Guay, 1992, p.712). In addition, motivation is seen as a mental impulse that drives and directs human behaviors, including learning behaviors. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviors of a learner. In the behavioristic perspective, (Brown, 1987, p. 112) defines motivation as anticipation of reinforcement which is a powerful concept for the classroom.

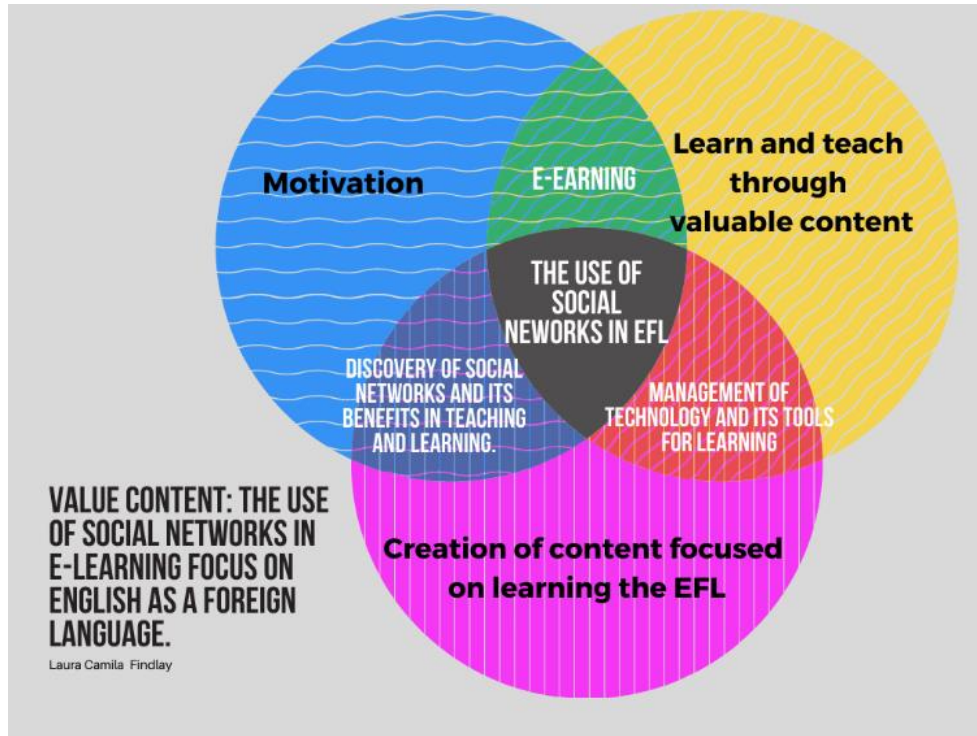
Based on cognitive perspective, Brown (1987, p. 117) classified motivation definition into three categories. The first definition is hinged on the drive theory, which means that motivation stems from basic innate drives; this definition shows that motivation has been in existence within us since we are born. This shows that motivation is an internal state that activates, guides, and maintains behavior. To sum up, these definitions show that motivation is one of influential stimulating factor in teaching-learning situations that drives learners to struggle to reach their goals.

Generally, there are two types of motivation; intrinsic and extrinsic motivation: Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning, and they enjoy the learning process as well. Their skills are put to the test, and they are eager to learn even when there are no external rewards to be won (Chow &Yong, 2004). Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated. Here stimulus is internal to the person; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task. Extrinsic motivation includes parental expectations, expectations of other trusted role models, earning potential of a course of study, and good grades. Matt and Dale (2016) argued that extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. The author added that efforts at applying extrinsic motivators often do not require extensive knowledge of individual students. Extrinsic motivation typically produces immediate results and requires less effort in comparison to intrinsic motivation. However, extrinsic motivators can often distract students from learning the subject at hand, or independent learning. Here stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation. From above, Harmer (1991) is essential to stimulate students' enthusiasm in learning English in order to improve teaching efficiency. Therefore, regarding the improvement of the increase of motivation in learning, an option for them is to

follow the instructions and suggestions given when they study in order to adjust their cognitive strategies to their studies and thus see change or improvement in the results of their academic process.

**Graph 1**

*Graph of Methodological Relationships.*



This graph illustrates the relationships between central axes of teaching and learning methodologies and approaches. Findlay, M, 2021, Methodological relationships graph.

### Chapter 3

#### Pedagogical Proposal

This chapter shows relevant aspects of a pedagogical proposal focused on the exploration and creation of videos of valuable content based on the learning of English as a foreign language. In addition, methodological aspects that will help to understand and sustain the proposal will be taken into account.

## **Vision of Learning**

In this pedagogical proposal, learning has a conception based on collaborative work through E-learning. Dillenbourg (1999) describes collaborative learning as the process of two or more people learning or trying to learn together. For this author, learning as a definition can be interpreted as any collaborative activity in an educational context, such as learning a course or course material, practicing learning activities such as problem solving or learning from lifelong work experience. Therefore, learning implies various forms of interactions, such as face-to-face, computer-mediated, synchronous, frequent in time, or not having correlation with E-learning in pedagogical practice. This pedagogical proposal aims to explore and create content of value through collaborative learning, this being an alternative path that is currently demanded.

## **Vision of Language**

The idea that language has changed human consciousness by allowing the development of new forms of thought and the acquisition of knowledge leads a person to seek a theoretical explanation for the existing relationships between thought and language, as well as their possible relationship in determining actions. According to this, the concepts that make up language and its potential have an influence on the processes of social communication. Luria(p. 78) states that language is a system of codes with the help of which the objects of the external world, their actions, qualities and relationships between them are designated. This definition is based on the importance given to codes for the delineation of objects, whether concrete or abstract, which largely help us to visualize the world around us considering sociocultural precepts. Through this vision, it is possible to empower students, allowing them to be themselves and at the same time establish interpersonal relationships in order to promote fresh and collaborative interaction in the classroom, which is the main objective of this pedagogical proposal.

## **Vision of Curriculum**

Because the pedagogical proposal is based on collaborative learning through E-learning, the curriculum is built in practice itself. According to Diaz (2003), the curriculum and especially its corresponding educational content, come from processes of academic and social construction; therefore, this author tries to contribute with a conceptualization directed towards the democratic formation of society, with the mediate aim of improving life and relationships between human beings, based on respect for others, exploring diversity and learning from each other through collaborative work. Taking into account the previous conception, the teacher is a facilitator in collaborative learning by creating learning tasks that encourage diversity, but which aim at high standards of performance for all students. This pedagogical proposal is aimed at encouraging students to collectively discover and perform valuable content, this being a great challenge to solve for them.

### **Instructional Design**

This pedagogical proposal seeks to promote the use of social networks to encourage motivation in students to explore and create audiovisual content. This proposal is focused on collaborative learning through E-learning due to the high demand for remote learning and the influence that social networks have in today's life. This proposal is focused on dealing with topics of interest and close to students, this in order that they feel motivated to learn the English language with an attractive theme. Methodologically speaking, the proposal is based on four stages of one week each. These could be done twice a month thus completing four visual products. If students have connection problems, the term could be extended in the same way. If they are group work, the practices can be carried out in an audiovisual way since the proposed activities are also made to be carried out individually, these products will be based on the following topics: *My plans and my dreams, solving problems, experiences that have helped me to overcome myself, and the last one: embarrassed situations*. On the other hand, it is important to mention that each of these stages are correlated with themes that touch the lives of students, opening the way to know the different realities that exist in each student. Likewise, during the implementation process, the principles of collaborative learning and E-learning will be developed jointly during each production made

by the students since the pedagogical proposal will be developed remotely due to the current situation in the world.

<b>STAGE 1</b>	<b>LESSON</b>	<b>TOPIC/LAN-GUAGE</b>	<b>OBJECTIVES</b>	<b>VISUAL CONTE-NT</b>	<b>RESOUR-CES</b>
<i>My plans and my dreams</i> February 8 <sup>th</sup> to February 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Analysis of value content</li> <li>-Creation of a short video based on plans and dreams.</li> <li>-Group Work solving problems.</li> </ul>	Will and going to, for prediction  Wish  Future Progressive	<ul style="list-style-type: none"> <li>-To recognize the different ways of expressing the future.</li> <li>-To use verbs to convey a sense of predictions.</li> <li>-To communicate and express what plans students have in a specific situation.</li> <li>-To create videos.</li> <li>-To work solving problems.</li> </ul>	Make a brochure based on a dreamed trip.  Make a 60-second video on TikTok about yourself and the dreams students want to carry out in order to give a message of hope for dreams to come true.	TikTok.  Youtube  Teams
<b>STAGE 2</b>	<b>LESSON</b>	<b>TOPIC/LAN-GUAGE</b>	<b>OBJECTIVES</b>	<b>ANALYTI-CAL ACTIVITY</b>	<b>RESOURCES</b>
Solving Problems March 8 <sup>th</sup> to March 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>-Creation of a video debate based on current situations and conversations.</li> <li>- Analysis of videos</li> </ul>	Modal Verbs: Could and would.  Second conditional	<ul style="list-style-type: none"> <li>-To recognize the different ways of expressing imaginary situations and advice.</li> <li>-To solve imaginary problems in order to correctly express the second conditional.</li> </ul>	-Students will participate in a debate conducted by themselves to solve hypothetical problems using modal and second conditional. - The video will be recorded in order to publish it on	YouTube  Teams

			<ul style="list-style-type: none"> <li>-To communicate and express the second conditional in common situations.</li> <li>-To create videos.</li> <li>-To work solving problems.</li> </ul>	YouTube so that it is available on the web	
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STAGE 3	LESSON	TOPIC/ LANGUAGE	OBJECTIVES	VISUAL CONTENT	RESOUR- CES
Experiences that have helped me to overcome myself. March 22th to March 26th	<ul style="list-style-type: none"> <li>-Value content</li> <li>-Creation of videos based on experiences and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Present Perfect.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognize the different ways of expressing the past.</li> <li>-To use the present perfect tense in written and spoken language.</li> <li>-To communicate and express what students have learned from experiences through group challenges that will later be recreated in audiovisual material.</li> <li>-To create videos.</li> <li>-To work exposing creations as group.</li> </ul>	<ul style="list-style-type: none"> <li>Create a short video (5-10 minutes)</li> <li>YouTube or Powtoon video about toxic relationships. They will exposed experience and express the teachings they left in order to give a testimony of life or reflection based on a teaching for the public.</li> </ul>	<ul style="list-style-type: none"> <li>Youtube</li> <li>Powtoon</li> <li>Teams</li> </ul>

STAGE 4	LESSON	TOPIC/ LANGUAGE	OBJECTIVES	VISUAL CONTENT
Embarrassed situations. March 29 <sup>th</sup> to April 2 <sup>nd</sup> .	Creation of videos based on experiences and learning.	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Past perfect Simple</li> </ul>	<ul style="list-style-type: none"> <li>-To recognize the different ways of expressing the past by bad experiences.</li> </ul>	Creation of short videos with the aim of dramatizing some bad

			-To use the present perfect tense in written and spoken language in order to identify the differences between past simple and past perfect.  -To communicate and express what have students learned based on experiences that will later be recreated in audiovisual material.	experience you had at school. This video will be created in order to expose the embarrassing experiences students had and acknowledge that they learned from them.
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These four stages are located a period of time of a school term of two months. Currently, two lesson plans have been created, each with its own set of dates (Appendix 1). These lessons plans were based on the practice of e-learning and collaborative work since they would be worked at a distance most of the times. The final products are linked to these two types of learning since on the one hand, there are audiovisual productions by the students and, on the other hand, the teacher analyzes and explores these same resources. These two types of works are focused on the creation of content that allows them to work collectively exposing the proposed topics and also solving problems corresponding to each topic.

Methodologically speaking, due to the fact that it is performed through the internet, the lesson plans will have a flexible rigor, and it must be considered that there are existing problems with connectivity that can stop their learning. Each lesson plan is divided into the three stages already known, in the first part the teacher explains and then interacts with the students in order for the subject to be felt by the students and thus carry out the activities. Each activity has a guide or an example so that students are sure of what to do. After being clear on the subject, the students carry out the controlled practice that is divided into two parts, the first part they practice and test their previous knowledge and the second part is the production part exposing what they have learned through an analysis or a visual and audiovisual production.

To achieve the exploration and knowledge of the different ways of learning in this case videos, in the lesson plan there is varied material with different formats such as YouTube and TikTok with topics of interest to young people. Social issues, students have relation with language as they put their speaking skills to the test with the themes that were chosen. Each stage includes themes that touch the lives of the students and where the students themselves are the protagonists of their productions, their ideas and their lives. In one of the stages, it is very important to do a collective work since you share ideas to reach agreements, discuss, debate or solve problems in order to promote collaborative learning. In this way, each lesson plan helps the student to cope with topics that touch his life and are related to learning the language in order to increase his interest in learning through different and alternative means. Each stage has a duration of three sessions, which means that each stage takes place in one week of class.

## **Fourth Chapter**

### **Material Design and Learning Environment Creation**

The following section is aimed to consolidate and gather the materials that would be used with their respective instructions that will be carried out in the realization of the pedagogical proposal for eleventh grade students in private schools in Colombia. There are a total of eight lesson plans where it is expected to take all the proposed topics remotely and in person. Each plan seeks to offer the student learning tools to be able to carry out each proposed activity, which is the appreciation and creation of videos.

This pedagogical proposal is oriented to its implementation through blogs created by the teacher where class materials and the work done by the students are published. The blog is one of the recent innovations that help students find opportunities to find and share material for educational and entertaining use.

According to Campbell, (2003) more educators have applied this user-friendly technology to classroom instruction and language learning. The goals of this design material are to guide teachers in organizing, planning, and evaluating their lessons, classify and develop a virtual environment where all the content worked on and created is available synchronously and asynchronously for students. Also, this material helps to expose the processes and results of the students towards the use of the blog in learning English

through audiovisual media found in social networks, demonstrating the advantages and disadvantages of using the blog in language learning.

It is important to keep in mind that learning environments must be discovered and created where a responsibility is felt to maintain environments that motivate students to continue learning even after the class ends. However, this can be done using recent innovations such as weblogs, which are simply defined as “online diaries, records of thoughts, reflections; a space for people to write what they choose with an option for readers to comment on what they have read” (Eastment, 2005, p. 7). Weblogs encourages students to read, write, and chat more often. Web logs offer opportunities for authentic expression in the outside world (Kajder & Bull, 2003). Weblogs can motivate students to expose and make their content since this tool allows students to demonstrate that there is an audience using their productions, and that their communication through words must be effective because their peers and the world are seeing their content.

The most recommended blog is called Blogger, this web site is a service that allows the creation of online blogs in a simple way without having any knowledge of programming or web design. Each user will be able to choose the domain name they decide and publish on any topic.

Engaging language learners in a target language video creation project offers a feasible way to infuse collaborative pedagogical strategies into foreign language teaching. In addition to the many linguistic and non-linguistic benefits, the activity has great potential to develop students' 'knowledge-building skills' and promote close cooperation. In addition to establishing clear learning objectives for students, Shewbridge and Berge (2004) have found that student participation in the process also requires students to establish clear relationships between each other. When designing instruction for video production, it is natural to consider a constructivist and collaborative approach.

Video projects could have the potential to improve the pedagogical effectiveness of language teaching because attitudes would demonstrate students' genuine responses to open questions, also working on topics of interest to them could create an improvement in their prior vocabulary knowledge. and grammar; In addition, according to Dewey (1969), it entails adopting an activity-based learning

approach, which allows learners to be active 'actors' rather than passive spectators in the learning process. In the video project, the students become active creators of knowledge by combining language, technology, and the arts; therefore, involving the language learners in making their own video provided a unique learning situation and fostered alternative positions from which students can think, debate, and act.

The exposed lesson plans contain detailed instructions on how to carry out each session according to the theme and the time implemented. These plans are divided into stages that are made up of two classes and these contain their warm-up, objective discussion, guided practice, and independent practice. However, it would be necessary to apply some adaptations depending on the way of working, whether it is remotely or face-to-face due to the already known changes. The teacher responsible for guiding the classes will be in charge of evaluating the process of each student through a diagnosis.



**VALUE CONTENT: THE USE OF  
SOCIAL NETWORKS FOCUSED ON E-  
LEARNING THROUGH MOTIVATION**

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Material design - educational blog

Implementation guide: lesson plans- creating  
videos.

**Access link to the blog:** <https://laura7findlay.blogspot.com/search?updated-max=2022-04-18T14:04:00-07:00&max-results=13>

## **Stages**

### **Stage 1**

Plans and dreams are important since the process will help to the students with the ability to make the most of their life and to get the most out of yourself and above all, provide hope for their future. Teacher has to be aware about using some definitions of Plans and Dreams, this in order to make senior students aware of their aspirations for their future.

Dreams: we think about on a regular basis because we want to improve our quality of life, gain something we don't already have or prove that we can do something. Dreams can be as big and unrealistic as you like, they could look a few weeks, months or years in to the future or span a lifetime. The key is that you don't have to commit to actually fulfilling a dream. You don't have to actively pursue it.

Plans: Many take their plans and dreams to a new and higher level by making certain they become a goal - something we plan for and work towards. Goals are all about action. Plans turn dreams into reality.

### ***Lesson Plan 1***

*My plans and my dreams*

**Time: 120 minutes - session of 60 minutes each one**

**Grammar:** Will and going to, for prediction - Wish - Future Progressive

- **Targets:**
- Identify actions that will be carried out in the future.
- Students must collectively build the development of ideas based on grammar sentence, in this case future tense.
- The students will learn about will, going to and future progressive and they will be able to recognize it in terms of meaning and structure.

- Students will be able to create short videos through TikTok app based on topics of interest expressing predictions, plans and wishes.

**Materials:**

- Youtube- TikTok- Handmade

**CLASS 1**

**Warm- up - 20 minutes.**

**• To clarify the form the target language**

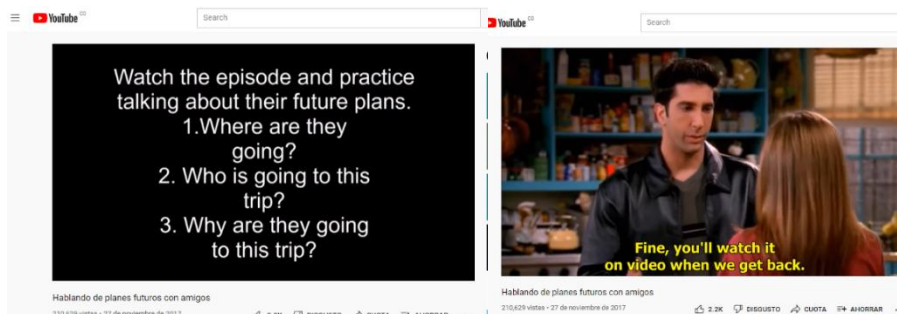
1. The teacher will ask the students what their wishes and plans are after finishing high school.

- What are you going to do after finishing school?
- What do you want to do right now?
- What will you be doing in five years?

2. The teacher will show a TikTok video about will, going to, future progressive and wish.



3. The teacher will show a video with a fragment of the Friends series about the use of prediction, wishes and plans.



According to the above, the teacher will write the corresponding actions that the students have said (verbs) with the respective expressions in the future in order to be clear about the purpose of the class to talk about plans. The teacher will provide some expression to use future.

Time Expressions used for the future	
Tomorrow	<p><b>Look at the following examples:</b></p> <p><i>Next week I am going to Chiapas. I am going to Chiapas next week.</i></p> <p><b>This summer I am going to study english.</b></p> <p><i>I am going to study english this summer.</i></p>
Tonight	
Next Monday/week/month/summer/year	
In an hour	
Soon	
In the near future	
Way off in the future	
Eventually	
This evening/summer	
Later this evening	
Tuesday afternoon	

After this, the teacher will play two Tik Tok videos with a fast video format but complete information on a specific topic. These two videos of 30 seconds each will explain the difference between wish, and progressive future. Then the teacher will ask the difference between the plans and wishes that the students have. The teacher will clarify with the same examples given by the students the semantic differences between the future tense structures, he will also do a brief check on the previous knowledge of the students regarding English verbs and pronunciation. Finally, there will be a last video on predictions and wishes in a TV program format in order to place the theme in a daily situation.

**Controlled Practice**

**First Part (45 minutes)**

This part of the class the students will begin to carry out their practices in group, this in order to strengthen their teamwork with the objective of completing a task satisfactorily. In this part, the students will have the challenge of finding common interests to create a travel plan with certain limitations, so that each work group can overcome the challenge in an ingenious way.

After this, the students will create a brochure about the trip plan that they have subsequently created, if it is remotely, they can use apps such as canva or power point. If the class is taking place in person, it will be necessary to make a hand made with clippings and precise information about your travel plan. Due to the fact that in this topic they must talk about dates, prices and other topics, it is important to take into

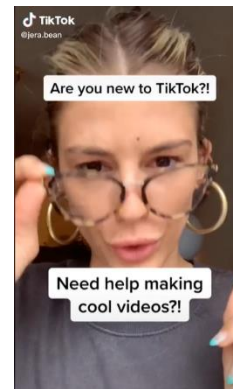
account the previous knowledge that each student has, in topics of syntax, phonetics and the other branches of linguistics because it is a varied topic that is given to be worked openly.



**Second part (45 minutes)**

1. Each couple will present their brochure and will explain what their wishes on that dream trip are.
2. Then, each student will create a short TikTok video of 30 seconds talking about their dream trip different to the brochure and they will share things that they will do when that dream comes true.

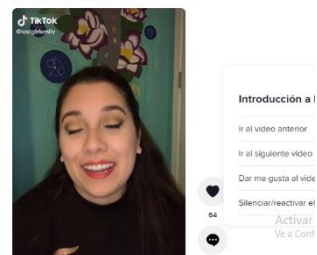
In this part, the first knowledge about the creation of short videos with easy editions will be given through a video. It is important to clarify the importance of creating these videos because TikTok is a platform with a rate of popularity and the content that will be worked on is purely educational and entertainment. The videos will be previously checked by teacher since the students will choose whether to publish them or not.



high  
the

Additionally, each group of students will talk about different countries or places in order to talk about diversity when traveling, taking into account important aspects and details based on wishes and future plans in a dream trip.

**lostgirl Emily Sullivan** · 2021-2-25  
My dream trip to Walt Disney World! #upcycling #somethingyoulearne  
#waitdisneyword #disneytrip #wdw2021 #disneycheck  
♪ Up Beat (Married Life) - Kenji



**Wrap up 20 minutes**

1. Finally, all the class will share their TikToks in order to share the different places and plans that each student has.

Considering that the pedagogical proposal focuses on boosting motivation of students through alternative learning methods, it is relevant that the topics be of interest to them; in this case each topic is relevant since the student is given freedom to choose their topic of interest but working within the learning standards already given by the teacher.

## **Stage 2**

Problem solving content focuses on social and language skills and develops understanding about different issues in in the student environment, as well as identifying different types of situations in which young people might already be using social skills. Furthermore, it encourages students to use collaborative learning, explaining that different types of problems can be approached in different ways.

This lesson is designed to equip young people with collaborative learning to solving problems. It includes a short film and scenarios that encourage development of practical problem-solving skills which can be useful for learning, day to day life, and when in employment.

## ***Lesson Plan 2***

Solving Problems

**Time: 120 minutes - session of 60 minutes each one**

**Grammar:** Modal Verbs: Could and would. - Second conditional

### **Targets:**

- Identify actions unlikely or impossible events.
- Solve any hypothetical problem using second conditional collectively.
- The students will learn about modal verbs and they will be able to recognize it in terms of meaning and structure.
- Students will be able to create a debate based on solving issues using modal verbs and second conditional.

## ***CLASS 1***

**Warm- up - 20 minutes.**

1. The teacher creates a tic tac-toe through an image. -This must be completed with the first half of the conditional sentences:

example: If I lost my passport ..... "

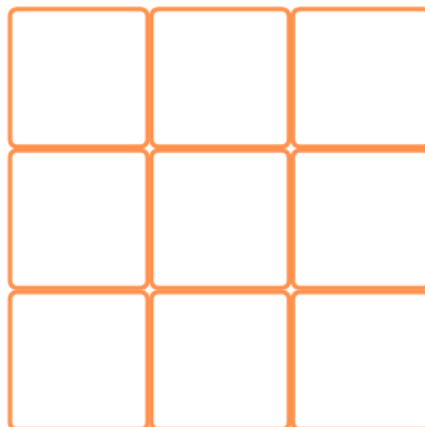
June 1, 2021



- 1 "What would you do if flood waters cut your house off?"
- 2 "What would you do if all electronic communication permanently broke down?"
- 3 "What would you do if you only had one day to live?"
- 4 "What would you do if you were of the opposite gender for a day?"

2. The teacher divides the students into two groups so that they can solve the four sentences presented by the teacher.

**Tic Tac Toe Board**



In this part, the game consists of completing the board according to the answers given by each group, if each group answers correctly with the indications given in this case, answer correctly the grammatical structure will have the opportunity to play on the board and in this way finish faster and win. For each correct answer is a chance to put o-x on the board and go tic-tac-toe! The group that manages to do it correctly and faster wins.

• **To clarify the form the target language**

1. The teacher will explain the different between different situations based on unreal and real situations.

<i>Unreal future:</i>	<i>Real future:</i>
If you parked here, you would probably get a ticket.	There wasn't much chance of you parking here – it was just a thought.
If I went to the football match, I wouldn't be able to visit my grandma.	You are weighing up the pros and cons of two different options in your mind – a hypothetical sentence.
If I were you, I would leave at 8.30am.	It is not possible for you to be me, so this is also a hypothetical sentence, with the idiom 'If I were you' representing 'Here is my advice...'
If the dog were ill, I would pay for him to go to the vet's.	The dog is not ill, so there is no action necessary. However, I have considered what I would do if he were ill (forward planning).

In this part, the teacher will make a brief introduction to the subject, emphasizing the subject of conditionals with everyday life situations. After introducing the topic, the teacher will make a small diagnosis based on the answers given by the students. The most correct answers will be written on the board or on the blackboard of some virtual application. This depends on whether the class will be held virtually or remotely. Besides, examples given by the teacher will be printed in a guide if the class is in person and will also be shared through a presentation if the class is held remotely. In addition, in this part of the class the main activity will be focused on solving a challenge in a group with some type of difficulty in this case it is time, it is important for the teacher to take into account that from this moment the learning cooperative is based on group work, but it's also so much more than that. The core element of cooperative learning is to showcase the positive effects of interdependence while underlining the importance of personal responsibility.

## Controlled Practice

### First Part (45 minutes)

- The teacher is going sent a link about an interactive video about second conditional in a specific situation (second conditional).

This video is posted on an educational platform called ISLCollective where is focused on teaching English; therefore, they have entertaining content where students answer questions as they watch the video. The videos on this platform are based on various topics where grammar and entertainment are applied.

Students will answer the different questions about the video.

**Egg tricks (second conditional)**  
Virgoletta April 05, 2018 11016 plays | 94 faves | 139 copies

10 AMAZING EGG TRICKS

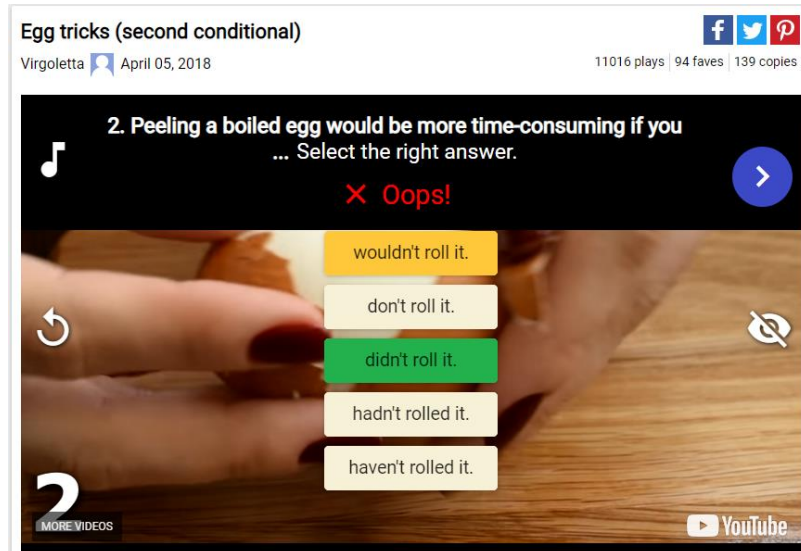
**TROUBLE  
BALANCING  
EGGS?**

1. If you didn't add salt, ... Select the right answer.

- the egg wouldn't balance.
- the egg didn't balance.
- the egg doesn't balance.
- the egg hadn't balance.
- the egg wasn't balance.

1 MORE VIDEOS

Student answers Assign as HW Problem? Embed Copy & Edit Favorite Say thanks



- After the first activity, students will practice with a role play activity called **what would I do if I were president?**
- Students will create groups of three people.
- Students will do a writing with a brainstorm about the given topic on a sheet given by the teacher.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Writing Prompt

Directions: Write about what you would do as President of the United States.

**If I were president, I would...**

- Then, students will take a role; each group must have their representative in this case the presidential candidate and the rest of the group will be part of their advisory team.
- Students will present and create totally hypothetical situations in order to convince the group to vote for them and thus win the presidency.
- The public will ask each presidential candidate questions using modal verbs and second conditional.

In this part, the teacher will take into account that the students must work as a group giving their ideas and agreeing on what they want to expose, they must explain that it is a challenge, each candidate must convince the public of their answers and in this way solve the problem that it is firstly to handle the subject correctly, and secondly to carry out the activity effectively.

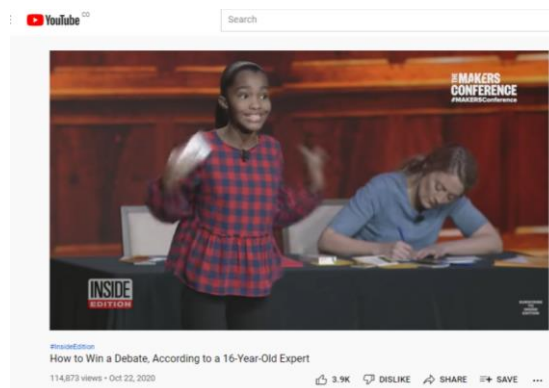
Considerations for conducting this class:

- Strategic/heterogeneous groups
- Use of technology
- Note-taking graphic organizer
- Multiple opportunities to demonstrate knowledge through verbal and written communication: partner and table talks, whole-class discussion, and writing
- Provide students with sentence frames:

! “A good president \_\_\_\_\_.”! “If I were president, I would \_\_\_\_\_. I could also \_\_\_\_\_.”

### **Second part (45 minutes)**

- Teacher will share a video about how to do a debate



Rosdely Ciprian, 16, is an exceptional polemicist and now a judge of the trade. She has been honing her impressive skills since the sixth grade. This example will help the teacher to demonstrate that debates can also be fun and entertaining, it is important to highlight that if you are working with audiovisual material, it is because the purpose of the pedagogical proposal is to find learning and teaching alternatives so that students feel motivated to do new things in their academic process.

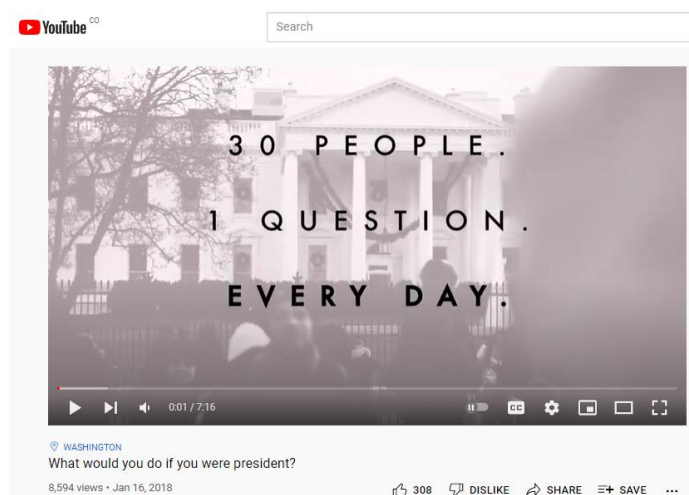
Students will participate and practice in a debate created by the teacher according to the following question:

- What would you do if you were the president of Colombia?
- Students will create a similar debate with a controversial topic.
- Each student could participate except one who is the moderator and representative to present the question in this case would be the teacher.

Students will record the entire discussion and then edit it so that it is informative and attractive to the public. The video is going to be posted in YouTube.

#### Wrap up 20 minutes

Finally, the teacher will show a short video about real opinions about what would you do if you were president? Then, students will share their ideas and opinion about this.



This final part of the class is much more personal based on asking the students what they really feel and think in a complicated social situation. The video is set in a difficult public order situation that happened in the city of Washington where people who have been violated by the US government are asked, giving free rein to the diverse opinion that students may have.

### **Stage 3**

Gaining control over life involves learning and then successfully applying a number of self-determination skills, such as goal setting, understanding some abilities and disabilities, problem solving, and self-advocacy. The personal process of learning, using, and self-evaluating these skills in a variety of settings is at the heart of self-determination; besides, knowing and valuing yourself, setting goals, and planning help build important foundations, but action is required to make your dreams come true. To take control of your life it is necessary to choose and take appropriate action. Take charge, move forward. Sometimes students with disabilities need to work harder to achieve the same level of success as their peers.

Furthermore, taking into account that this proposal is created to be worked through technological tools, it is relevant to say that being technologically competent has become an avenue to academic and career success. Technology is one of the most powerful tools available to individuals with disabilities.

Technology, including computers, adaptive technology, and the Internet, can help maximize independence, productivity and participation. It could lead to high levels of success personally, socially, academically, and professionally.

### ***Lesson Plan 3***

Experiences that have helped me to overcome myself.

**Time: 120 minutes - session of 60 minutes each one**

**Grammar:** Past Simple - Present Perfect.

#### **Targets:**

- To recognize the different ways of expressing the past
- To use the present simple tense in written and spoken language.

- To communicate and express what have students learned based on experiences.
- To recognize irregular and regular verbs.
- To identify how to create a spoken story
- To create story videos
- To be a storyteller

## **CLASS 1**

### **Warm- up - 20 minutes**

#### **• To clarify the form the target language**

1. Teacher will show two videos in the same format (explanation of verb tenses according to the temporal differences of each one making comparisons between them) about present simple and past simple.



Teacher will ask question about present and past.

- ✓ What activities did you do before that you don't do now?
- ✓ What do you like now that you didn't like before?

In this part, the importance of expressions of time is very relevant since it helps the student to complete his speech in a satisfactory way. The teacher will give the students expressions of the time about present and past so that the student can say complete sentences.

## Expressions for Past Tense

last	ago	yesterday
last night	10 minutes ago	yesterday
last Sunday	an hour ago	yesterday morning
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	

## Time Expression

- every day
- every week
- every month
- every year
  - daily
  - weekly
  - monthly
  - annually

### Controlled Practice

#### First Part (45 minutes)

The teacher will send a link about a specific situation based on a bad experience.

**YouTube video: I was in a toxic Relationship.**



Learning with stories besides being effective is also more fun and enjoyable, it is very useful if the teacher is trying to optimize the teaching environments students. This will allow them to connect more with the subject and in this way the student could be motivated to practice it. Stories are how we, as people, make sense of the world.

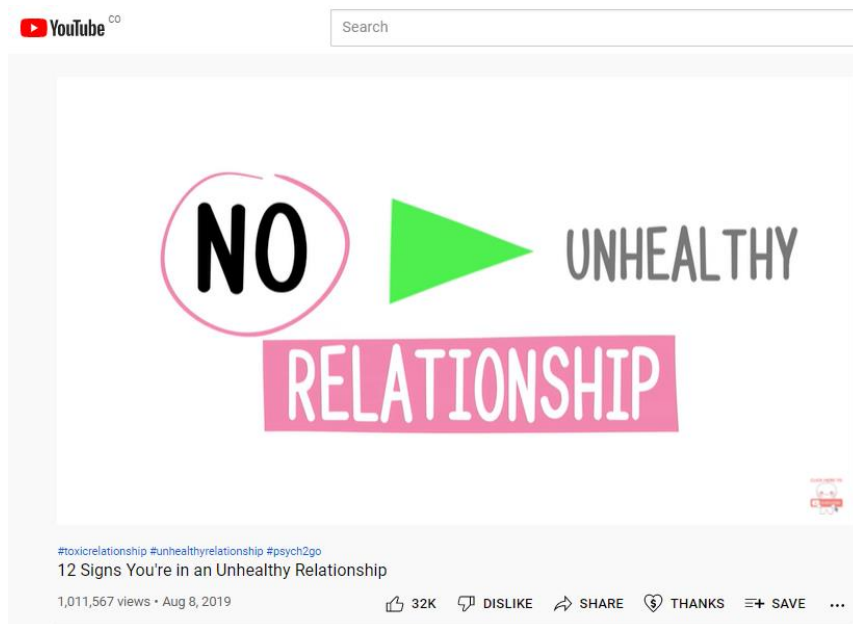
Teacher will ask: *Have you had toxic relationships?*

Students will tell a story or event that they have had in their lives related to toxic relationships. Teacher will give to the student time expression to create complete ideas.

Time expressions used with Past Perfect	
•Before	•Ever
•After	•Never
•Just	•Till/until
•Yet	•When
•Already	•By
•For	•By the time
•Since	

- After socializing the past events related to this problem, the teacher will show a video explaining the warnings and characteristics that a toxic relationship has.

### Youtube video: 12 Signs You're in an Unhealthy Relationship



Teacher will ask specific questions about the topic.

- How could someone show their romantic partner that they respect them?
- What are some disrespectful things a romantic partner might do?
- What are the red flags or signs of a toxic relationship?

After the first activity, students will do a poster about warnings and advice of having a toxic relationship. They can use apps like canva or power point and also, they can do a handmade.

- Students will create groups of three people.
- Students will expose their poster giving a key message of the lesson.

Example:

## Why We Struggle to Let Go of Bad Relationships

<p><b>Feeling Unworthy</b> You feel like you aren't worthy of a healthy relationship.</p>	<p><b>The "Someday"</b> You believe that if you just stick with it, things will get better someday.</p>
<p><b>Emotional Investment</b> You've invested so much time and energy and it's so hard to walk away from all of that.</p>	<p><b>Really High Highs</b> When there are really low lows, that usually means high highs and those can feel addicting.</p>
<p><b>"Unconditional" Acceptance</b> You've seen the worst sides of each other and there's a certain security in that. It feels like acceptance.</p>	<p><b>Desensitization</b> You're so used to how horrible things are that you start to become numb to it.</p>
<p><b>Emotional Manipulation</b> You're told that they can't live without you or that no one else will love you but them.</p>	<p><b>Codependency</b> You feel like your lives are so entwined that you are not able to survive without the other person.</p>

### Second part (45 minutes)

Teacher will share a TED video

Youtube video: The difference between healthy and unhealthy love | Katie Hood.



TED Talks feature remarkable people communicating passionately and persuasively about ideas they want to share with the world and are a unique source of engaging and up-to-date real language. The talks are intrinsically interesting and are watched by tens of millions of people around the world. In the ELT classroom these talks provide:

- ✓ Motivating content that learners choose to watch in their leisure time for entertainment, inspiration and to satisfy their natural curiosity about the world around them.
- ✓ Educational content (students learn about important ideas in the world as well as learning English).
- ✓ Exposure to different language varieties (Keynote has a mix of TED Talks given by British English, American English, and Australian speakers; each lesson includes a glossary to compare and contrast language varieties).
- ✓ Exposure to different accents (native: British, US, Australian as well as non-native).
- ✓ Up-to-date language.
- ✓ Ideal material for developing critical thinking skills.
- ✓ Engaging models of world-class presentation skills.

Teacher will share a document about healthy and unhealthy signs about relationships.

- ✓ Students identify if they have had these signs in any family or personal relationship. The results will not be exposed, it is simply an exercise in reflection.

### Healthy, Unhealthy, and Warning Signs of Abuse Handout

#### In a healthy relationship people...

- Treat their partner with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partner's trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partner physically or sexually

#### In an unhealthy relationship people...

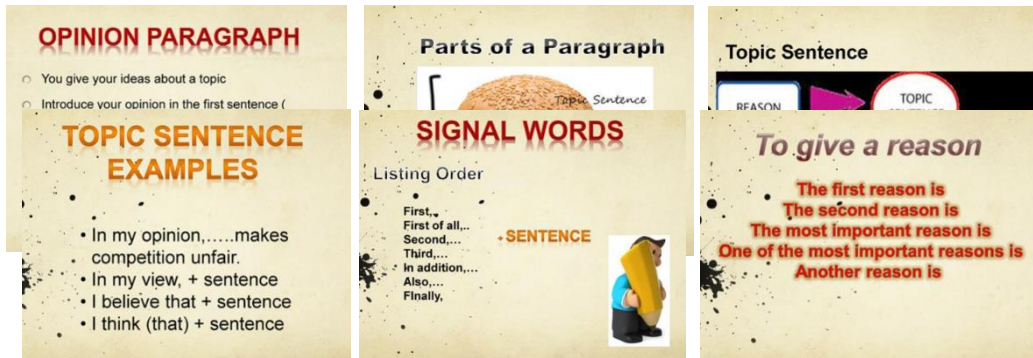
- Treat their partner disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests
- Or they do things ONLY with each other – they have no separate friends or interests
- Cheat on their partner
- Don't care about their partner's feelings
- Don't enjoy spending time together

#### Warning signs of an abusive relationship include...

- One person throws or breaks things during an argument
- One person tries to control what the other person does, who they see, what they wear, or what they say
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person puts the other person down, calls them names or humiliates them
- "Crazy-Making" behavior—this is when one person lies or changes their story, or when they deny or minimize the other person's experience. This behavior often makes the other person feel like they are "going crazy."

Students will make a composition about their opinion in order to create a video. For this:

- ✓ Teacher should give information about how to do an opinion paragraph. Here there is an example with a presentation.
- ✓ Student will do an opinion paragraph of ten sentences.



Students will create a TED video explaining their paragraph in a PowToon Video.

### Wrap up 20 minutes

Finally, students will show their PowToon videos to the whole class.

PowToon is the answer to boring, text filled presentations that lose audience attention after just a few slides. With the ability to create voiceovers, add text, images, characters, props and music, users are able to create engaging, entertaining, professional quality animations.

### **Stage 4**

Going through embarrassing moments is tough, thinking about the times that as a human being we have been in unpleasant or funny situations could help us to explore feelings and emotions about past experiences and daily lives. This lesson is based on an introspective analysis of different embarrassing situations that our students have been able to experience, demonstrating that our social life is totally normal, this is showed through audiovisual content where different situations that afflict most adolescents will be discussed.

### **Lesson Plan 4**

Embarrassed situations.

**Time: 120 minutes - session of 60 minutes each one**

**Grammar:** Past Simple - Past perfect Simple

**Targets:**

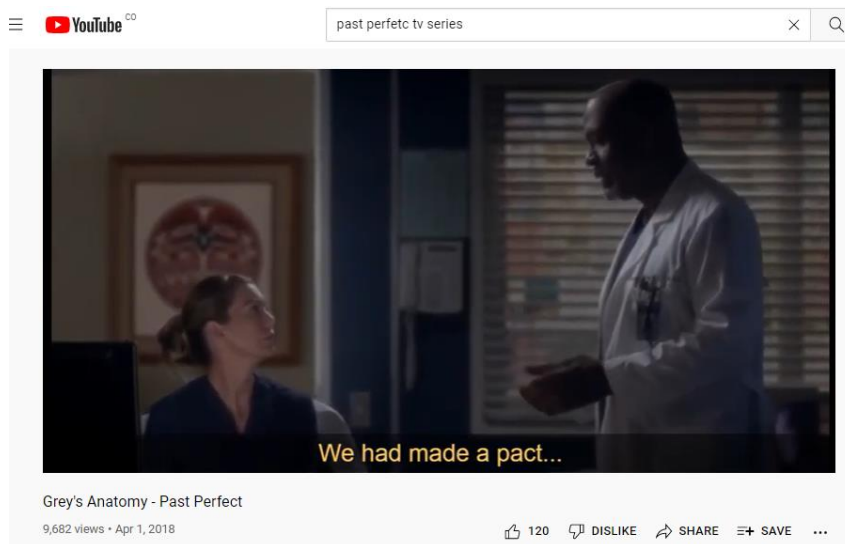
- To recognize the different ways of expressing the past and past perfect.
- To use the present simple and past perfect. tense in written and spoken language.
- To communicate and express what have students learned based on experiences.
- To recognize irregular and regular verbs.
- To recognize the different between past simple and past perfect.
- To recreate stories from the past in order to make entertaining talks
- To identify how to make a podcast
- To make a podcast

**Warm- up - 20 minutes**

**To clarify the form the target language**

Teacher will show two videos about the grammar topics.

**Youtube Video: Present Perfect | English Grammar with TV Series**



During the video, the teacher will ask about the verb tense and idioms used; then, a diagnosis could be made about the previous knowledge of the students regarding the subject working simple past and past perfect.



Expression:



- ✓ I lied to you
- ✓ We had made
- ✓ About what happened
- ✓ She said
- ✓ It was
- ✓ She was
- ✓ I had not
- ✓ I worked
- ✓ She could
- ✓ I ruined

Students will do the next activity.

**Brain POP** **What Happened First?**

First decide which action happened first, and number them 1 or 2 in the circles. Then describe the pictures in one sentence and write it under the pictures. Use past perfect and past simple.

1.  2. 

3.  4. 

This Past Tense Sequence Worksheet is helpful for students to sequence past tense events using the Past Simple and Past Perfect appropriately.

- Arrange the images in the story in sequence.
- Then write captions using the past simple and past perfect tense.

**Controlled Practice**

**First Part (45 minutes)**

- Teacher will give a guide to each student about past perfect.
- The activity will be done by pairs.

**I Had Overslept!**

Directions: Decide which sentence in each pair happened first, and combine them into one sentence. Use the past simple and past perfect together with conjunctions, such as **so, because, before, after, then, but, and, by the time.**

For example: a. Ben's lunch was missing at lunch time.  
b. He didn't pack his lunch.  
Or: Ben's lunch was missing at lunch time because he hadn't packed it.  
Because Ben hadn't packed his lunch, it was missing at lunch time.

1a. Ben forgot to turn on his alarm clock.  
1b. He overslept the next morning.  
\_\_\_\_\_

2a. Ben put his books in his backpack.  
2b. He couldn't find his homework.  
\_\_\_\_\_

3a. He finished his homework.  
3b. The school bus arrived.  
\_\_\_\_\_

4a. Ben failed the test.  
4b. He didn't study.  
\_\_\_\_\_

5a. Ben didn't eat breakfast.  
5b. He was hungry at lunch.  
\_\_\_\_\_

6a. Ben tore his coat.  
6b. He pulled it with all his strength.  
\_\_\_\_\_

7a. Ben walked home.  
7b. He missed the bus.  
\_\_\_\_\_

Here, students combine pairs of sentences into one, using the past simple and past perfect and a conjunction.

- Students will socialize the activity.
- The teacher will show a video about a specific story.



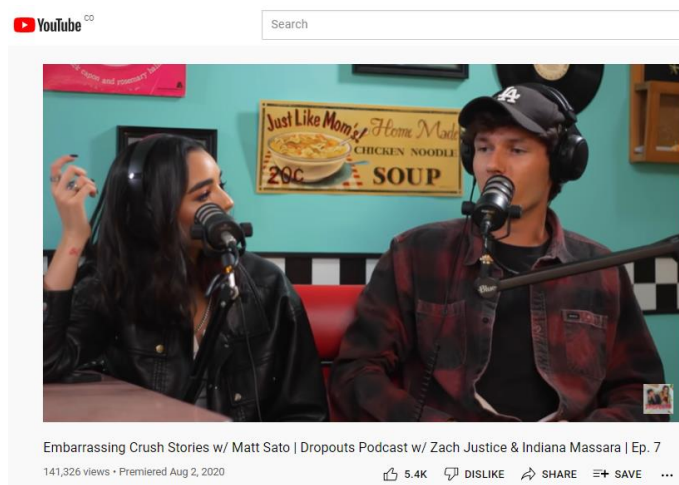
This video format is based on the account of reactions of people who watch the recommended videos in real time, these videos are viral due to their interesting content, in this case it is about a horror film with a deep and terrifying background where clinging to a smooth, curved surface high above a sentient abyss, a girl tries to cover the few feet back to safety without losing purchase and falling to her death.

- Students will describe what happened giving their reactions about the story using the grammar topics covered.

### **SECOND PART 45 MINUTES.**

Teacher will show a podcast video focused on embarrassing situations. (Only 15 minutes)

**YouTube video: Embarrassing Crush Stories w/ Matt Sato | Dropouts Podcast w/ Zach Justice & Indiana Massara | Ep. 7**



Podcasts allow students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable students to confirm their success.

- Teacher will give to the students 10 minutes to prepare a brainstorming in order to do a podcast.
- Students will do podcast as a group talking about a specific embarrassing situation. They will record it. The video should be 10 minutes and will have to be published on a page of interest, facebook, youtube etc.

*-What has been your most embarrassing situation in front of the person you like or liked.*

### **Wrap up 20 minutes**

Finally, the students and the teacher make a small theatre forum to give feedback on everything that was learned according to the podcasts created.

To promote video analysis and critical thinking, there are several tools; a good alternative could be the theater forum. This tool is a methodological resource that allows dialog between viewers and the audiovisual work. The forum can reply to many different topics. Depending on who directs it, it will be a contribution to the learning objectives. Besides, theatre forums generally begin with questions that provide an introduction and context to the topic to be discussed. Then, the video or film is projected to end with questions previously determined by the teacher and moderated by him or by students who have been nominated as moderators.

### ***Steps:***

Organizing a theatre forum can be an effective pedagogical dynamic. They allow expository methodologies to be set aside and encourage the development of critical thinking by broadening the view of the reality that students live. To start, here there are these 5 steps to plan a good cinema-forum:

- Prepare the class: determine the objectives of the activity, find the videos or movies you need and prepare the questions to motivate the debate.

- Introduce: to start a theatre forum, it is important to introduce the topics and objectives of the class so that the students are predisposed to it. Some questions can be sent to investigate previously on the topic to be treated.
- Projection of the film or video: ensure that all students see the screen and the audio meets the minimum quality so that everyone can participate. Don't forget to respect copyright.
- Duration: ensure that the film has an appropriate duration and warn the students, in case they have to have more than one hour of classes for this activity.
- Debate: generating a debate at the end of the film or stopping it at certain times to answer the questions proposed for the activity is the most important focus of the theatre forum.

### Assessment

For these lesson plans the use of rubrics and performance criteria would be the way to assess a variety of student work. Typically, it would be based on language proficiency and academic progression through work such as presentations, written assignments, and video creation. These rubrics would not only be used to grade students, but also to track their growth over a given period of time.

<b>Criteria</b>	<b>Needs improvement (4pts) (&lt; 2.0)</b>	<b>Satisfactory Level (6pts) (3.0)</b>	<b>Good Level (4pts) (4.0)</b>	<b>High Level (4pts) (5.0)</b>	<b>Score</b>
<i>Grammar and vocabulary</i>	Shows a low degree of control of simple grammatical forms. Does not use a variety of appropriate vocabulary when talking about everyday situations.	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange	

			views on a range of familiar topics.	views on a wide range of familiar topics	
<i>Interactive Communication</i>	Does not start and does not respond adequately to speeches. Does not Maintain interaction with prompts and support.	Initiates and responds adequately. Maintains interaction with very little prompting and support.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.	
<i>Fluency</i>	Speaks in a quiet voice. Exposes a very flat presentation; Demonstrates a small intonation pattern. Has a lot of pauses, hesitations, and restarts that made it hard to follow.	Speaks in a quiet voice. Presents some expressions in speech thought mechanically in places. Some pauses but student did not detract from comprehensibility.	Speaks generally in an appropriate volume and with an adequate expression. The introduction was said with expression, not flat, with a confident speech pattern.	Speaks with appropriate volume and expression. Speaker sounds natural in the target language, which matches the learner's interpretations of the passage.	
<i>Brainstorming</i>	Does not generate ideas and writing out very general ideas for this part used for writing and speaking.	Demonstrates time and dedication to brainstorming and writing general but detailed and exemplified	Presents good and complete ideas showing the use of brainstorming, goal setting, and drafting general ideas	Presents detailed evidence showing goal setting and writing time spent brainstorming	

		ideas for speech delivery.	so this writing is consistent with the given speech.	ng general ideas for each speech.	
<i>Discourse Management</i>	Does not produce responses that extend beyond short sentences, despite hesitation. Contributions are mostly not relevant. Use very basic cohesive devices.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Use basic cohesive devices.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers.	
<i>Content</i>	Exposes basic or precarious content. It does not have an appropriate use of language, nor does it have good coherence and cohesion with the theme proposed in the audiovisual content.	Exposes content of basic value. Has good use of language since understanding is positive. The student does have consistency and cohesion given the topic in relation to his speech presented in the videos and activities.	Presents content of entertaining value that demonstrates severe elements in the linguistic part and presents a very good edition in its audio results.	The content of value shows enough integrated elements of the language together with a good editing development of the material that helps the audiovisual result to be complete, attractive and useful.	
				<b>FINAL SCORE</b>	

## **Fifth Chapter**

### **Expectations, Possible Limitations and Final Implementation Considerations.**

The implementation of this type of didactic and pedagogical proposals could trigger a series of results and certain changes for the agents involved due to the pedagogical mechanism to which it is subject, which is mostly virtual content. Thus, in this section the implications derived from the design and possible application of this didactic proposal are detailed. These expectations are directly related to the teaching of English as a foreign language and is also aimed at guiding the teachers for the use of new technologies as a gap related to the teaching of English through different didactic alternatives.

In the first place, teachers use social networks to explore different means of communication when teaching English, in order to work with different didactics than those previously worked on. According to Carranza (2011), social networks can become a learning strategy, understood as the set of operations, steps, plans, routines used by students to facilitate obtaining, storing, retrieving and using information when learning. English teachers have become media users, with e-learning and facilities for junior high school teachers limiting their options. Whatsapp, Facebook, Instagram, Tiktok, and YouTube are the most popular social media platforms with a strong presentation. During covid-19 pandemic, the teachers used e-learning on distance learning as a social media user. This pedagogical proposal could be expanded upon in future studies based on remotely and diverse didactics with a narrower focus or used to advance the world of knowledge in general.

Social media is a communication tool that allows users to interact and contribute to content online. It includes popular online social networks like TikTok, Instagram, YouTube, and Facebook, with new emerging platforms. Although social media has a large presence in news and entertainment, when used in the learning environment for educational purposes, it has the potential to facilitate communication, enhance the student experience. Some of the outcomes are based on fostering learning alternatives that go beyond the traditional teaching and learning that takes place in the classroom. These are some of the expectations of the pedagogical proposal:

- ✓ Encourage interaction and engagement among students in order for them to learn innovative ways of learning while having fun.
- ✓ Foster a student-centered learning environment and their abilities when creating and producing content.
- ✓ Extend the learning environment beyond the classroom
- ✓ Facilitate the flow of information between students, teachers and the community in general.
- ✓ Foster an attractive and useful environment where academic topics are related to the real environment where the student is immersed in order not to separate academia with real life from it.

Third, according to Artero (2011), the management of a social network in the classroom can lead to a rapprochement between the teacher and the student. Migration from face-to-face classes to the virtual world as a teaching didactic. As is known, due to the contingency caused by Covid-10, it somehow forced the world to adapt to virtual and remote communication channels, therefore the school was not left behind and this situation forced the migration of face-to-face classes to online mode. distance representing infinity of complications since neither the teachers, nor the students, nor even the system was prepared for this, the implemented didactic strategy based on virtuality and on what was found on the network for educational use allowed to continue the course of the academic life of different and different way. Despite the fact that some students showed complications or resistance when using certain functions of the networks and social media selected for the course, from the exposed pedagogical proposal, it is expected that during the course of its use or possible implementation the students and teachers are immersed in their academic courses with more ease and attachment to digital tools. Besides, the role of the teacher to promote the self-management of the pedagogical proposal and to be present when it is necessary to delve deeper into the contents, is one of the main areas of opportunity. In addition, it is important to encourage students to have greater confidence to use English in other academic and professional areas and incorporate media and social networks to update content and thus make learning English more attractive for students. Networks and social media have been one of the main bastions when migrating personal, academic, and professional lifestyles, among others, from a distance.

## **Possible Limitations**

According to the above, it is important to take into account the problems that could exist regarding the fact that the methodology is based on remote and virtual work. Because the connectivity and time of students is uncertain, it is relevant to have an open path towards asynchronous work. The dates established for the creation of the contents is one week, in case the student cannot present it synchronously, the student will have the opportunity to do it synchronously in a period of one week since the audiovisual products are designed to be made in a short time. Additionally, in the theoretical part, if any student is absent, they could be able to view the recording of the topics and present separately each fragment of the proposed activities, in those cases of studying under virtuality the requirement is the same but with the flexibility to when submitting the proposed works. Methodologically, it is important to create a WhatsApp group so that communication between participants is always open due to communication and connectivity failures that virtuality can have. This group will be based on communications about the class, and through this channel both the products made by the students and any explanation that the teacher has given through slides or communications will be sent.

Speaking academically and assuming that this project is based on learning English as a foreign language, consider the expectations that the project has in terms of the four English skills. Each skill is worked in a potential way since in each activity almost all the skills are worked. The main skill is speaking since the students must develop in an audiovisual format and must express their knowledge, for this, the students must have a writing base, also the listening is very important since the students will visualize and listen to each student's work in order to learn among themselves from their own work.

Although the development of each of the four skills would be practiced at the same time by virtue of greater clarity of exposure, I trust that it will be demonstrated through this project that the practice of each one of them reinforces all the others and that none should be isolated from the rest. Rivers (1997) is very blunt on this point: "It is therefore necessary for students to frequently practice all four in English

classes in a creative and meaningful way, paying as much attention as possible to actual communication”(117).

### **Considerations of Implementation**

This pedagogical and didactic proposal was designed from the current global situations that triggered a new lifestyle and learning, in particular, the teaching and learning of English as a foreign language through audiovisual material with valuable content. It is necessary to take into account that in a country like Colombia with precarious work materials this type of pedagogical proposals should be worked on or implemented in scenarios where students have all the possibilities for the development of activities since a large part of them are with devices electronics either at home or at school. On the other hand, implementing this type of proposals in action research could be of great help to understand in depth how its application is relevant in the student's motivation to learn with different didactics than the one he was used to. On the other hand, this proposal was not implemented since the scenario in which it is presented does not have the necessary tools, it would be exceptional to ask for state support so that students have all the tools regardless of the educational institution they are in so that the proposed activities enrich their technological and social knowledge, as well as the linguistic skills that are worked on when teaching and learning English.

It is recommended that the ongoing implementation of this proposal has to improvise or add tools and techniques to focus on the factors of development of all the skills of learning English as a foreign language. Social networks like Facebook or TikTok should be considered as an internalized environment. Therefore, students should always be encouraged to have interaction to each other and their teachers. Besides there should be a section for speaking skills form to focus on listening and speaking. Further studies should concentrate on the role of the learners' age and gender on the quality of learning second language in various societies. Also, it should be born in mind to contemplate on other social media so that teachers can motivate their learners to learn second language incidentally. Moreover, there

should be some instruments so that language learners can measure their English knowledge through online tools.

### **Final Conclusions**

This pedagogical proposal has explored the feasibility of a series of social networks that are used to develop language learning outside the classroom. New technologies have been introduced for students of English as a foreign language can be implemented inside and outside the classroom to become a source of motivation in students. According to the studies carried out by many academics, it was found that E-learning together with the exploration of social networks has attracted the attention of the students having a more significant effect on the learning of the foreign language. Despite the different opinions about the benefits of these media for learning English, the analytical results of studies presented in the pedagogical proposal show that the majority of second language students approved of learning English through Internet tools. and it's positive effect on learning abilities. Social media platforms are mentioned as innovative and creative ways to learn English through the creation of valuable content, this means entertaining content for the creators and for the public with an educational nature. Also taking into account the possible limitations that interfere due to socio-economic, educational and global circumstances, teachers and students realized that technology offers a large number of possible tools due to the pandemic, this leads us to think that technology and education can no longer be disconnected.

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## APPENDIX

### Appendix 1: My plans and my dreams

Lesson Plan	Students for B2 English Level - <i>My plans and my dreams.</i>
Lesson Duration	From February 8 <sup>th</sup> to February 12 <sup>th</sup>
Grade	Eleventh Grade
Aims/objectives	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify actions that will be carried out in the future.</li> <li>• They must collectively build the development of ideas based on grammar sentence, in this case future tense.</li> <li>• The students will learn about <i>will, going to and future progressive</i> and they will be able to recognize it in terms of meaning and structure.</li> <li>• Students will be able to create short videos through TikTok app based on topics of interest expressing predictions, plans and wishes.</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>• Students will learn about Predictions, wishes and plans</li> <li>• Students carry out their activities through collaborative learning</li> <li>• Students will learn how to use TikTok to view and create content.</li> </ul>
Anticipated Problems	<ul style="list-style-type: none"> <li>• Students cannot understand the difference between Predictions, wishes and plans</li> <li>• Students do not have enough vocabulary and get blocked when they do the activities</li> <li>• Students are not confident enough for oral production.</li> <li>• Students do not know how to use TikTok.</li> <li>• Connectivity issues.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Videos From Youtube</li> <li>• Videos From TikTok</li> </ul>
Warm up-20minutes	<ul style="list-style-type: none"> <li>• <b>To clarify the form the target language</b> <ol style="list-style-type: none"> <li>1. The teacher will ask the students what their wishes and plans are after finishing high school.</li> <li>2. The teacher will show a TikTok video about will, going to, future progressive and wish  <a href="https://vm.tiktok.com/ZMewueeRL/">https://vm.tiktok.com/ZMewueeRL/</a>   <a href="https://www.tiktok.com/@englishcentrelugo/video/6906229929680112897?_d=secCgYIASAHKAESMgowo%2BnGMHFfZXN4BOYpfj8IiOeWHDPMfesquXbDe%2FrzJ6yRaUQb3bY3YyUjNU8jQeBLGgA%3D&amp;chECKsum=d1238b7acae16f591f2027573a1aa8442c9a9ad080ffb4a0d8e3cef628b58c7&amp;language=es&amp;preview_pb=0&amp;sec_user_id=MS4wLjABAAAdgXVSfhYmzOX-TfP5NbuT0TTuVl4pb9hvJwNemZAXVddI72EOSjqXfhmElfXrpOr&amp;share_app_id=1233&amp;share_item_id=6906229929680112897&amp;share_link_id=e23b0506-4af2-4ab0-ba3d-c233eece631d&amp;source=h5_m&amp;timestamp=1622689081&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1&amp;is_copy_url=1&amp;is_from_webapp=v1">https://www.tiktok.com/@englishcentrelugo/video/6906229929680112897?_d=secCgYIASAHKAESMgowo%2BnGMHFfZXN4BOYpfj8IiOeWHDPMfesquXbDe%2FrzJ6yRaUQb3bY3YyUjNU8jQeBLGgA%3D&amp;chECKsum=d1238b7acae16f591f2027573a1aa8442c9a9ad080ffb4a0d8e3cef628b58c7&amp;language=es&amp;preview_pb=0&amp;sec_user_id=MS4wLjABAAAdgXVSfhYmzOX-TfP5NbuT0TTuVl4pb9hvJwNemZAXVddI72EOSjqXfhmElfXrpOr&amp;share_app_id=1233&amp;share_item_id=6906229929680112897&amp;share_link_id=e23b0506-4af2-4ab0-ba3d-c233eece631d&amp;source=h5_m&amp;timestamp=1622689081&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1&amp;is_copy_url=1&amp;is_from_webapp=v1</a> </li> </ol> </li> </ul>

	<p><a href="https://www.tiktok.com/@juanjolozoya/video/6922285967709654278?_d=secCgYIASAHKAESMgowpFwfWBD4QQENnhQxDG%2BjBNyas0X9lhI2nI6nmcMMTZH0CEjB2Z0IuQDmNI9NGfS3GgA%3D&amp;checksum=84136b7cff5de17c2450fdc3493dd47dea484666ba6dc28d47a61fe157e38c20&amp;language=es&amp;preview_pb=0&amp;sec_user_id=MS4wLjABAAAAdgXVSfhYmzOX-TfP5NbuT0TTuVl4pb9hvJwNemZAXVddI72EOSjqXfhmElfXrpOr&amp;share_app_id=1233&amp;share_item_id=6922285967709654278&amp;share_link_id=fb82021a-11b5-40e9-8c85-00a896515925&amp;source=h5_m&amp;timestamp=1622689158&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1&amp;is_copy_url=1&amp;is_from_webapp=v1">https://www.tiktok.com/@juanjolozoya/video/6922285967709654278?_d=secCgYIASAHKAESMgowpFwfWBD4QQENnhQxDG%2BjBNyas0X9lhI2nI6nmcMMTZH0CEjB2Z0IuQDmNI9NGfS3GgA%3D&amp;checksum=84136b7cff5de17c2450fdc3493dd47dea484666ba6dc28d47a61fe157e38c20&amp;language=es&amp;preview_pb=0&amp;sec_user_id=MS4wLjABAAAAdgXVSfhYmzOX-TfP5NbuT0TTuVl4pb9hvJwNemZAXVddI72EOSjqXfhmElfXrpOr&amp;share_app_id=1233&amp;share_item_id=6922285967709654278&amp;share_link_id=fb82021a-11b5-40e9-8c85-00a896515925&amp;source=h5_m&amp;timestamp=1622689158&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1&amp;is_copy_url=1&amp;is_from_webapp=v1</a></p> <p>3. The teacher will show a video with a fragment of the Friends series about the use of prediction, wishes and plans.</p> <p>Video: <a href="https://www.youtube.com/watch?v=9ELglSwEON8">https://www.youtube.com/watch?v=9ELglSwEON8</a></p> <p>4. The teacher will ask the group the questions included in the video.</p>
<p>Controlled practice 90 minutes divided in two sessions of 45 minutes.</p>	<p><b>FIRST PART: 45 MINUTES</b></p> <ul style="list-style-type: none"> <li>- The teacher is going to divide the course in couples.</li> <li>- The students will be able to create a complete a dream travel plan. This trip has to take place, time of stay, plans, things that the students think will happen. To carry out this travel plan, they must take into account that they only have 1500 dollars.</li> <li>- Then, students will create a tourist guide brochure with the plans they have about this trip. They can use apps like canva, power point or they can do a handmade.</li> </ul> <p><b>SECOND PART: 45 MINUTES</b></p> <ul style="list-style-type: none"> <li>- According to the last part, each couple will present their brochure and will explain what are their wishes on that dream trip.</li> <li>- Then, each student will create a short TikTok video of 30 seconds talking about their dream trip different to the brochure and they will share things that they will do when that dream comes true.</li> </ul> <p>Example: <a href="https://www.tiktok.com/@lostgirlmily/video/6933284837872684294?_d=secCgYIASAHKAESMgowUzAa0cuNskBgKEoezr0ArKMm4oImcoz9WmAjq1FLPF%2BxwI6HQpMKMAF3ftjokX%2FgGgA%3D&amp;checksum=2eb789870f9f90b0d9848b45f3969563a5b155f3a988a4282f0650a025f684a1&amp;language=es&amp;preview">https://www.tiktok.com/@lostgirlmily/video/6933284837872684294?_d=secCgYIASAHKAESMgowUzAa0cuNskBgKEoezr0ArKMm4oImcoz9WmAjq1FLPF%2BxwI6HQpMKMAF3ftjokX%2FgGgA%3D&amp;checksum=2eb789870f9f90b0d9848b45f3969563a5b155f3a988a4282f0650a025f684a1&amp;language=es&amp;preview</a></p>

	<a href="https://www.tiktok.com/share_app_id=1233&amp;share_item_id=6933284837872684294&amp;share_link_id=ddf582df-0315-4a14-8d37-06ecb20d0e9c&amp;source=h5_m&amp;timestamp=1622691049&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1">pb=0&amp;sec_user_id=MS4wLjABAAAAdgXVSfhYmzOX-TfP5NbuT0TTuVl4pb9hvJwNemZAXVddI72EOSjqXfhmElfXrpOr&amp;share_app_id=1233&amp;share_item_id=6933284837872684294&amp;share_link_id=ddf582df-0315-4a14-8d37-06ecb20d0e9c&amp;source=h5_m&amp;timestamp=1622691049&amp;u_code=4789hb9fa25kb&amp;user_id=94677158668664832&amp;utm_campaign=client_share&amp;utm_medium=android&amp;utm_source=copy&amp;r=1</a>
Wrap up 20 minutes	Finally, all the class will share their TikToks in order to share the different places and plans that each student has.

## Appendix 2: Solving Problems

Lesson Plan	Students for B2 English Level - <i>Solving Problems</i> Blended Learning
Lesson Duration	From March 8 <sup>th</sup> to March 12 <sup>th</sup>
Grade	Eleventh Grade
Aims/objectives	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Identify actions unlikely or impossible events.</li> <li>They will collectively solve any hypothetical problem using second conditional.</li> <li>The students will learn about <i>modal verbs</i> and they will be able to recognize it in terms of meaning and structure.</li> <li>Students will be able to create a debate based on solving issues using modal verbs and second conditional.</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Students will be able to distinguish second conditionals and use correctly and effectively.</li> <li>Students will be able to use modal verbs and correctly and effectively.</li> <li>Students carry out their activities through collaborative learning</li> <li>Students will learn how to argue and exposed problems and solutions in a debate.</li> </ul>
Anticipated Problems	<ul style="list-style-type: none"> <li>Students have some difficulty getting acquainted with the subject.</li> <li>Students don't know how to debate.</li> <li>Students do not know how to create the situation based on a problem to solve.</li> <li>Connectivity problems.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>Videos From Youtube</li> </ul>
Warm up- 20minutes	<ul style="list-style-type: none"> <li><b>To clarify the form the target language</b> <ol style="list-style-type: none"> <li>The teacher creates a tic tac-toe through an image. -This must be completed with the first half of the conditional sentences: example: If I lost my passport..... "</li> </ol> </li> </ul>



- 1 "What would you do if flood waters cut your house off?"
- 2 "What would you do if all electronic communication permanently broke down?"
- 3 "What would you do if you only had one day to live?"
- 4 "What would you do if you were of the opposite gender for a day?"

2. The teacher divides the students into two groups so that they can solve the five sentences presented by the teacher. The group that manages to do it correctly and faster wins.
3. The teacher will explain the different between different situations based on unreal and real situations.

<i>Unreal future:</i>	<i>Real future:</i>
If you parked here, you would probably get a ticket.	There wasn't much chance of you parking here – it was just a thought.
If I went to the football match, I wouldn't be able to visit my grandma.	You are weighing up the pros and cons of two different options in your mind – a hypothetical sentence.
If I were you, I would leave at 8.30am.	It is not possible for you to be me, so this is also a hypothetical sentence, with the idiom 'If I were you' representing 'Here is my advice...'
If the dog were ill, I would pay for him to go to the vet's.	The dog is not ill, so there is no action necessary. However, I have considered what I would do <i>if</i> he were ill (forward planning).

Controlled practice  
90 minutes divided in two sessions of 45 minutes.

**FIRST PART: 45 MINUTES**

- The teacher is going sent a link about an interactive video about second conditional in a specific situation.
- -Students will answer the different questions about the video.

Video:

<https://en.islcollective.com/video-lessons/egg-tricks-second-conditional>

- After the first activity, students will practice with a role play activity called **what would I do if I were president?**
- Students will create groups of three people.
- Students will do a brainstorm about the given topic on a sheet given by the teacher.
-

	<ul style="list-style-type: none"> <li>- Students will take a role; each group must have its representative in this case the presidential candidate and the rest of the group will be part of their advisory team.</li> <li>- Students will present and create totally hypothetical situations in order to convince the group to vote for them and thus win the presidency.</li> <li>- The public will ask each presidential candidate questions using modal verbs and second conditional.</li> </ul> <p><b>SECOND PART: 45 MINUTES</b></p> <ul style="list-style-type: none"> <li>- Teacher will share a video about how to do a debate  <a href="https://www.youtube.com/watch?v=XDpWiQktS6o&amp;ab_channel=InsideEditionInsideEditionVerified">https://www.youtube.com/watch?v=XDpWiQktS6o&amp;ab_channel=InsideEditionInsideEditionVerified</a> <ul style="list-style-type: none"> <li>- Students will participate and practice in a debate created by the teacher according to the following question:            What would you do if you were the president of Colombia?</li> </ul> </li> <li>- Students will create a similar debate with a controversial topic.           <ul style="list-style-type: none"> <li>- Each student could participate except one who is the moderator and representative to present the question.</li> </ul> </li> <li>- <i>Students will record the entire discussion and then edit it so that it is informative and attractive to the public.</i></li> </ul>
Wrap up 20 minutes	<p>Finally, the teacher will show a short video about real opinions about <b>what would you do if you were president?</b> Then, students will share their ideas and opinion about this.</p> <p><a href="https://www.youtube.com/watch?v=yNQYg16lwfA&amp;ab_channel=ThorayaMaronesyThorayaMaronesyVerified">https://www.youtube.com/watch?v=yNQYg16lwfA&amp;ab_channel=ThorayaMaronesyThorayaMaronesyVerified</a></p>

### Appendix 3: Experiences that have helped me to overcome myself.

Lesson Plan	Students for B2 English Level - <i>Experiences that have helped me to overcome myself.</i>
Lesson Duration	March 22th to March 26th
Grade	Eleventh Grade
Aims/objectives	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• To recognize the different ways of expressing the past.</li> <li>• To use the present simple tense in written and spoken language.</li> <li>• To communicate and express what have students learned based on experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>To recognize irregular and regular verbs.</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Students will be able to distinguish past and present tense.</li> <li>Students will be able to use regular and irregular correctly and effectively.</li> <li>Students carry out their activities through collaborative learning</li> <li>Students will learn how to argue and expose experiences.</li> </ul>
Anticipated Problems	<ul style="list-style-type: none"> <li>Students have some difficulty getting acquainted with the subject.</li> <li>Students will not feel comfortable exposing some negative situation in their life.</li> <li>Students do not know how express present and past at the same time.</li> <li>Connectivity problems.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>Videos From Youtube</li> </ul>
Warm up- 20minutes	<ul style="list-style-type: none"> <li><b>To clarify the form the target language</b> <ol style="list-style-type: none"> <li>Teacher will show two videos in the same format about present simple and past simple. <ul style="list-style-type: none"> <li><b>Present Simple Video:</b> <a href="https://www.youtube.com/watch?v=nvVdIJ0las0&amp;ab_channel=ESLLibrary">https://www.youtube.com/watch?v=nvVdIJ0las0&amp;ab_channel=ESLLibrary</a></li> <li><b>Past Simple Video:</b> <a href="https://www.youtube.com/watch?v=MI3S3kdkofo&amp;ab_channel=ESLLibrary">https://www.youtube.com/watch?v=MI3S3kdkofo&amp;ab_channel=ESLLibrary</a></li> </ul> </li> <li>Teacher will ask question about present and past. <ul style="list-style-type: none"> <li><i>What activities did you do before that you don't do now?</i></li> <li><i>What do you like now that you didn't like before?</i></li> </ul> </li> </ol> </li> </ul>
Controlled practice 90 minutes divided in two sessions of 45 minutes.	<p><b>FIRST PART: 45 MINUTES</b></p> <ul style="list-style-type: none"> <li>The teacher is going sent a link about a specific situation based on a bad experience.</li> </ul> <p><b>YouTube video: I was in a toxic Relationship.</b> <a href="https://www.youtube.com/watch?v=du_LfYkiibM&amp;ab_channel=CarrieDayton">https://www.youtube.com/watch?v=du_LfYkiibM&amp;ab_channel=CarrieDayton</a></p> <ul style="list-style-type: none"> <li>Students will tell a story or event that they have had in their lives related to toxic relationships.</li> <li>After socializing the past events related to this problem, the teacher will show a video explaining the warnings and characteristics that a toxic relationship has.</li> </ul> <p><b>Youtube video: 12 Signs You're in an Unhealthy Relationship</b> <a href="https://www.youtube.com/watch?v=6AXUUB7P4IE&amp;ab_channel=Psych2Go">https://www.youtube.com/watch?v=6AXUUB7P4IE&amp;ab_channel=Psych2Go</a></p> <ul style="list-style-type: none"> <li>Teacher will ask specific questions about the topic. <ul style="list-style-type: none"> <li><i>How could someone show their romantic partner that they respect them?</i></li> <li><i>What are some disrespectful things a romantic partner might do?</i></li> <li><i>What are the red flags or signs of a toxic relationship?</i></li> </ul> </li> <li>After the first activity, students will do a poster about warnings and advices of having a toxic relationship.</li> <li>Students will create groups of three people.</li> <li>Students will expose their poster giving a key message of the lesson.</li> </ul>

**SECOND PART: 45 MINUTES**

- Teacher will share a TED video focus on

Youtube video: The difference between healthy and unhealthy love | Katie Hood. [https://www.youtube.com/watch?v=ON4iy8hq2hM&ab\\_channel=TED](https://www.youtube.com/watch?v=ON4iy8hq2hM&ab_channel=TED)

- Teacher will share a document about healthy and unhealthy signs about relationships.

**Healthy, Unhealthy, and Warning Signs of Abuse Handout**

**In a healthy relationship people...**

- Treat their partner with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partner's trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partner physically or sexually

**In an unhealthy relationship people...**

- Treat their partner disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests
- Or they do things ONLY with each other – they have no separate friends or interests
- Cheat on their partner
- Don't care about their partner's feelings
- Don't enjoy spending time together

**Warning signs of an abusive relationship include...**

- One person throws or breaks things during an argument
- One person tries to control what the other person does, who they see, what they wear, or what they say
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person puts the other person down, calls them names or humiliates them
- "Crazy-Making" behavior—this is when one person lies or changes their story, or when they deny or minimize the other person's experience. This behavior often makes the other person feel like they are "going crazy."

Acti  
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- Students will participate and practice in a debate about the document.
- Students will create a TED video; it can be YouTube or Powtoon video.

Wrap up  
20 minutes

Finally, students will show their videos to the whole class.

**Appendix 4: Embarrassed situations.**

Lesson Plan	Students for B2 English Level: <i>Embarrassed situations.</i>
Lesson Duration	March 26th to April 2 <sup>nd</sup> .

Grade	Eleventh Grade
Aims/objectives	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• To recognize the different ways of expressing the past and past perfect.</li> <li>• To use the present simple and past perfect. tense in written and spoken language.</li> <li>• To communicate and express what have students learned based on experiences.</li> <li>• To recognize irregular and regular verbs.</li> <li>• To recognize the different between past simple and past perfect.</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>• Students will be able to distinguish past and past perfect tense.</li> <li>• Students will be able to use regular and irregular correctly and effectively.</li> <li>• Students carry out their activities through collaborative learning</li> <li>• Students will learn how to argue and expose experiences.</li> </ul>
Anticipated Problems	<ul style="list-style-type: none"> <li>• Students have some difficulty getting acquainted with the subject.</li> <li>• Students will not feel comfortable exposing some negative situation in their life.</li> <li>• Students do not know how express the differences between past and past perfect at the same time.</li> <li>• Connectivity problems.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Videos From Youtube and Tiktok</li> </ul>
Warm up- 20minutes	<ul style="list-style-type: none"> <li>• <b>To clarify the form the target language</b> <ol style="list-style-type: none"> <li>1. Teacher will show two videos about the grammar topics.  <b>Youtube Video: Common English Grammar Mistakes: Present Perfect or Past Simple?   English Grammar with TV Series</b>  <a href="https://www.youtube.com/watch?v=H0nMCCOTS-E&amp;ab_channel=LearnEnglishWithTVSeries">https://www.youtube.com/watch?v=H0nMCCOTS-E&amp;ab_channel=LearnEnglishWithTVSeries</a> </li> <li>2. Students will do the next activity.</li> </ol> </li> </ul> <p style="text-align: center;">  <b>What Happened First?</b> </p> <p>First decide which action happened first, and number them 1 or 2 in the circles.  Then describe the pictures in one sentence and write it under the pictures.  Use past perfect and past simple.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;"> <p>1.</p>  </div> <div style="text-align: center; margin: 5px;"> <p>2.</p>  </div> <div style="text-align: center; margin: 5px;"> <p>3.</p>  </div> <div style="text-align: center; margin: 5px;"> <p>4.</p>  </div> </div>

Controlled practice  
90 minutes  
divided in two sessions of 45 minutes.

### **FIRST PART: 45 MINUTES**

- Teacher will give a guide to each student about past perfect.
- The activity will be done by pairs.

**I Had Overslept!**

Directions: Decide which sentence in each pair happened first, and combine them into one sentence. Use the past simple and past perfect together with conjunctions, such as **so, because, before, after, then, but, and, by the time.**

For example: a. Ben's lunch was missing at lunch time.  
b. He didn't pack his lunch.  
Or: Ben's lunch was missing at lunch time because he hadn't packed it.  
Because Ben hadn't packed his lunch, it was missing at lunch time.

1a. Ben forgot to turn on his alarm clock.  
1b. He overslept the next morning.  
\_\_\_\_\_

2a. Ben put his books in his backpack.  
2b. He couldn't find his homework.  
\_\_\_\_\_

3a. He finished his homework.  
3b. The school bus arrived.  
\_\_\_\_\_

4a. Ben failed the test.  
4b. He didn't study.  
\_\_\_\_\_

5a. Ben didn't eat breakfast.  
5b. He was hungry at lunch.  
\_\_\_\_\_

6a. Ben tore his coat.  
6b. He pulled it with all his strength.  
\_\_\_\_\_

7a. Ben walked home.  
7b. He missed the bus.  
\_\_\_\_\_

- Students will socialize the activity.
- The teacher will show a video about a specific story.

Youtube Video: Curve | Disturbing Horror Short Film

[https://www.youtube.com/watch?v=2dD3Fawk4y0&ab\\_channel=ShortoftheWeek](https://www.youtube.com/watch?v=2dD3Fawk4y0&ab_channel=ShortoftheWeek)

- Students will describe what happened in the story using the grammar topics covered.

### **SECOND PART 45 MINUTES.**

- Teacher will show a podcast video focused on embarrassing situations. (only 15 minutes)

**YouTube video: Embarrassing Crush Stories w/ Matt Sato | Dropouts Podcast w/ Zach Justice & Indiana Massara | Ep. 7**

[https://www.youtube.com/watch?v=shh00c6IQTQ&ab\\_channel=DropoutsPodcast](https://www.youtube.com/watch?v=shh00c6IQTQ&ab_channel=DropoutsPodcast)

	<ul style="list-style-type: none"> <li>• Teacher will give to the students 10 minutes to prepare a brainstorming in order to do a podcast.</li> <li>• Students will do podcast as a group talking about a specific embarrassing situation. They will record it.</li> </ul> <p><i>-What has been your most embarrassing situation in front of the person you like or liked.</i></p>
Wrap up 20 minutes	Finally, the students and the teacher make a small theatre- forum to give feedback on everything that was learned according to the podcasts created.